NORTHUMBERLAND RUGBY PLAYER ON A PAGE

NAME	AGE GROUP	CLUB
	Junior (13-16)	

BASE LINE BEHAVIOUR **What does the players baseline behaviour look like - when they are calm and settled? e.g. happy, chatty, sociable, quiet, engaged…**	Loud Joking and messing around Sociable Hyper Fidgets Language used
TRIGGERS **Are there any known triggers that lead to an escalation of behaviour?** **Also include underlying factors that impact on the players ability to regulate their emotions / manage behaviour.** ***e.g. changes or difficulties at home***	In play - being tackled, missing a tackle, losing, losing the ball in a tackle, dropping the ball, shouting from on pitch or pitch side. Not starting the match or being subbed off. Noise Criticism - from team mates "you dropped the ball" or "you missed tackle and he/she scored") Criticism – from coaches / team manager Being challenged by the referee or coach. The weather Playing in a different position to normal Behaviour of other players (opposition or own team – reacting to parts of the game eg scored, penalty, missed opportunity to score)
WHAT DO THEY LIKE **What are the players interests / likes? e.g., specific music / games / activities - these things are useful to know to support positive relationships with the player.**	Sport being outside Likes being part of a team Likes attention and praise and the glory of the win
WHAT WORKS WELL **What strategies can be put in place *e.g.*, playing in a specific position, knowing when half time might be, knowing ahead of the game if they are starting or coming on later in the game etc**	Good feedback from coach or referee Being given a role or responsibility eg lead the warm up or fill the water bottles, put the flags out. Knowing what position they are playing and if they are starting or coming on from the bench.

Agitation / Initial change from baseline behaviour **Describe the specific behaviour that you see that will help us to recognise changes in behaviour, e.g., muttering under breath, losing focus, heavy breathing, shouting or swearing.**	Swearing and complaining Teeth and/or fist clenching Not engaging in group discussion or individual discussion with coach Ignoring coach or referee Back chat and scowling. Throwing or kicking the ball away Physical distance from the team "huddle"

How can we be supportive **Outline the specific responses corresponding to the behaviour outlined above.**	Sub off Point of contact – coach / manager (older children may say they want to be taken off) Clear comms from those in charge – one clear voice. Having a conversation and identifying the issue. Don't raise voice or shout out their name Give them an "out" eg please help "x" get the bibs or the tackle pads from the lockup. Watch some of the game with the coach.

Peak of Behaviour Cycle / Crisis **Let us know what can happen if behaviour is not regulated, e.g., Running away, fighting or attempting to fight.**	Fighting Swearing Language and aggression Walking off Off the ball incidents – late tackles etc
Maintain safety / co-regulate **Tell us what we can do to help/make things better for the player (please consider safety, it may be best for the player to have some time out, but you will need to support us with this)**	Sub off Time Out Change of position (match) Change of task / drill (warm up or training) Reassurance Choices – you don't have to play today if you don't want to. Short spells in the game if lacking confidence Watch game with the coach and talk about the game (engage in conversation)

Restore and Repair
As a county we would like every child to have a positive experience playing rugby. If they have had a difficult session, please tell us what we can do to end on a positive note, e.g., Post session de-brief, goal setting for next session. Knowing opposing team – think of those that you know who may have bigger teams / players – does your player play (if your player lacks confidence or the skillset to go up against bigger or more well established teams is it appropriate or safe for your player to play that day?) Give your player a role in the day even if they are not playing – water bottles, can look after and carry on the kicking tee, help set up and clear up pitches pre and post match etc.

Agreed Levels of Access at Club – CSO (Club Safeguarding Officer), Lead Coach of Age Group, Chair of Age Grade at Club

Any other person within club who requires access to this information – add role here

The above information will be kept on file as appropriate (and following all club GDPR policies) to ensure player safety and welfare.

This information will be reviewed on……(insert date) – suggest 4 weeks after initial completion for any updates and further observations, then at Christmas, then at end of season before moving up to new age grade so player has the summer to understand how the game will change when he/she returns in September.

Parent/Guardian signature: Date: