NORTHUMBERLAND RUGBY PLAYER ON A PAGE

NAME	AGE GROUP	CLUB
	Mini / Midi (U7 to U12)	

BASE LINE BEHAVIOUR **What does the players baseline behaviour look like - when they are calm and settled? e.g. happy, chatty, sociable, quiet, engaged…**	Chatty Excited Easily distracted Can lose focus
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***	Distractions – behaviour of other children Others not playing to or understanding rules Dropping the ball or missing the tag Not winning Not being first Not liking the task/drill that has been set
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.**	Minecraft – adapt to Rob the Nest Responds well to positive feedback Sport (so find out what other sports they like – can you as a coach bring in some fun drills from another sport?) Feeling included
WHAT WORKS WELL **What strategies cand 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**	No surprises Knowing what is coming next Positive feedback Who is in the team – buddy system? Consistency Use of language

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.**	Walking away Loss of focus Crying Telling on people Hitting out / pushing / kicking Stops talking
How can we be supportive **Outline the specific responses corresponding to the behaviour outlined above.**	Don't raise voice or shout out their name Give them an "out" eg collect cones, empty or re fill water bottles.

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.**	Can run away and cause harm to him/her self and others. Fighting and lashing out Crying Disengages – doesn't want to come back or take part
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)**	Switch focus – I know you don't like this, could you help me with this instead? Reassurance Point of reference – coach, manager etc Pre and Post session contact with coach or other person within team.

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.

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:

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