



Priory Pumas Football Club

Ethos and Philosophy

Reviewed July 2020

“ Tell me and I forget,
teach me and I may remember
but involve me and I’ll learn”

Benjamin Franklin

Preface

Most of the guidelines from this document are taken from The Football Associations own covenant and FA's coaching courses as well as the FA's Youth modules developing the environment the practice and the player.

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Priory Pumas Club Ethos

Our club ethos is a written declaration that sets out how we want to run as a club.

- To provide football to children of all ages and abilities, in a safe and friendly environment.
- To deliver age-appropriate coaching practices to support long-term player development.
 - To encourage all players to try their best and make the most of their abilities.
- To offer a challenging but supportive environment where children can learn from their mistakes without undue pressure and anxiety.
 - To promote good behaviour and respect for others.

Coaching Philosophy

Our clubs Philosophy provides direction, purpose and guidance to the process of coaching young players.

Coaching Aims

- Make the game safe, fair and enjoyable.
- Provide age-appropriate coaching practices.
- Develop the whole player across all four corners of the Football Association's Long-Term Player Development (LTPD) model.
 - ~ Improve the player's movement skills: agility, balance, co-ordination and speed (ABC's)
 - ~ Develop the player's technical skill
 - ~ Increase the player's decision-making capabilities
 - ~ Teach the player's life skills (co-operation, teamwork, communication and friendship)

Role of the Coach

Mentor - Listen to players, give advice and extend their thinking.

Motivator - Set appropriate challenges to inspire the players.

Friend - Make the environment welcoming and inclusive.

Facilitator - Allow players to enjoy playing the game.

A Good Coach....

- Encourages players to try new skills.
- Enthuses and motivates players.
- Supports and inspires regular practice.
- Encourages children to be the best that they can be.
- Priorities the unique individuality of the child.
- Puts the child and their needs at the centre of all activity.
- Understands issues that impact upon young player development
- Considers how children learn as well as issues of self-esteem and motivation
- Communicates using age-appropriate language and instructions
- Understands that developing players is a long-term process.
- Fosters a life long love of the game.

Coaching Qualifications

As a minimum, at least one coach in each age group will have the following training courses;

- ~ The FA Level 1 Award in coaching football.
- ~ FA Emergency Aid.
- ~ FA Safeguarding Children Workshop.

All our coaches have Enhanced FA CRC, FA Emergency Aid & FA Safeguarding Children Workshop.

To get as many of our coaches FA Level 1 qualified.

Coaches' Behaviour

- Coaches are required to strictly follow the Respect Code of Conduct.
- Players must be free to play during matches, with positive encouragement from parents and coaches.
- Information from the touchline should be in the form of occasional constructive instructions from the coaching staff.
- Players must be free to play during matches, with positive encouragement from parents and coaches.
- Players always try their best and will learn from their mistakes without being told they have done wrong. Understands that developing players is a long-term process.

Players Development

The FA's long-term player development model is used to promote a holistic approach to our player's development

The FA Four Corner Module:



TECHNICAL - DEVELOPING THE TECHNIQUE

- Unopposed - Technique practice
- Uneven sides - Skill practice i.e 2v1/4v2, etc
- Even sides - Game related i.e 3v3/4v4/5v5 etc
- Encourage players to try new skills in practice and work out where they can be used in a game.
- Where appropriate, practice should replicate the demands of the game, encouraging players to think and make decisions just as they would in a match.
- Vary the difficulty to match the needs of the individual, by altering the space, task, equipment or players (STEP).

PHYSICAL - IMPROVING MOVEMENT

- Generic Movement Skills: Agility, Balance, Co-Ordination, Speed.
- Football Functional Movement Skills.
- Receiving the ball, running with the ball.
- Dribbling, Turning, Kicking and Heading.
- Appropriate movement skills, which develop agility, balance, co-ordination and speed, should be encouraged through enjoyable games such as stuck in the mud, tag or king of the ring. All these types of games are specific to the sport.
- Through well-designed practice, all coaching activities can include physical outcomes.
- Remember players grow at different rates and may need support and patience as they develop.
- Running around the pitch or doing press-ups are a no-no and are not specific to the sport.

PSYCHOLOGICAL - INCREASING THE LEARNING

- Practicing, Learning, Experimenting
- Decision making
- Learning styles relevant to the needs of the player
- Use different methods of communication to engage with different types of learners.
- Visual (seeing): Tactical boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch.
- Auditory (hearing): Speak with the players, ask questions, encourage discussions in groups encouraging the players to solve game-related problems.
- Kinesthetic (doing): Demonstration to the team by the coach or by a player to their teammates.

SOCIAL - ENJOYING FOOTBALL

- Are the players: Enjoying the work?
- Are they included in the process? Challenged?

- Supported when necessary (Visually, Orally, Practically)?
- Given ownership, trust and responsibility?
- Be good role model for the players.
- Create a positive and welcoming environment.
- Praise players for their effort and endeavour as well as their ability.
- Manage mistakes to the player's advantage - understand what they were trying to do. Sometimes they will have the right idea but just fail in the execution of the technique or the skill.
- Make sure football is fun, but with a purpose. Ensure the development of skills and game understanding.

Ability and Opinion

- A player's performance in practise or matches can be influenced by the following factors, all of which need to be considered when forming an opinion of a player's true ability.

 Date of birth, Body type, Adolescent Growth Spurt, Physical, Social and Psychological Maturity, Previous experience, Opposition, Own Team's Playing Standards, Position Suitability, The Instructions given to the player, Recent Activity.

Growth and Maturity

- Appreciate that all players are growing and maturing at different rates
- Be patient, supportive and encouraging with all the players in your squad.
- Understand that all some players' need is 'time'.

Relative Age Effect

- Design and deliver challenges, which offset the relative age effect; (those being born earlier/later in the age group).
- Consider changing pitch size, size of the ball, rules of the game or even the game format.

Minimising Distractions

- By planning ahead the coach can create an environment that minimises distractions and helps players to stay 'on-task' for longer.
- Organise sessions that are interesting, challenging, varied and fun.
- Avoid players being stood in line or asking them to wait around for too long without a focus.
- Plan arrival activities so players can begin practising as soon as they arrive.

Managing Behaviour

- Outline rights and responsibilities to players. Refer to FA Respect Codes of conduct.
- Praise and reward good behaviour.
- If you have to intervene, do so in a calm and controlled manner.
- If boundaries are constantly broken then there should be a consequence.
- As a coach, remember the only person's behaviour you can control is your own, so set a good example.

Coaching Recommendations for Players Aged 5-11

Creating a positive and enjoyable learning environment, which prioritises skill development, decision-making, fundamental movement skills, knowing that experimentation is crucial for young players in this age group who are learning how to play.

Positive Learning Environment

- Encourage players to be creative and take considered risks in both practice and games.
- Remember mistakes do happen.
- Let players make some of the decisions.
- Let them know that their opinions count too.
- Create opportunities for players to explore, question and foster their natural curiosity and imagination.
- Allow all players to experience success.

Let the Players Play

- Help players develop their game-understanding by rotating positions during practice and games.
- Ensure players are given the chance to play a 'game' during every practice session.
- Don't let the children's arena become dominated by adults.

Skill Development and Decision-making

- Practice should replicate the demands of the 'game' as much as possible. Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping).
- Goals should be used in practice as often as possible to help player's enjoyment and motivation
- Small-sided games on appropriate sized pitches provide young players with opposition, decision-making and challenge, all of which help their skill development.

Themed Practices

- Try and link the different parts of a coaching practice together for example;
 - ~ Technique drill understanding dribbling using different surfaces of the foot.
 - ~ Skill development playing a small-sided possession game i.e 3v1, 4v2.
 - ~ Game- any 4v4 game focusing on the theme (in this case dribbling using different surfaces of the foot).

Appropriate Challenges

Set challenges in practice sessions.

Reinforce the learning focus on match days.

Develop Fundamental Movement

- Develop their Agility, Balance and Co-ordination and speed (ABC's).
- Incorporate games such as Stuck in the mud, Tag, Running and Dodging, Throwing and Catching, Jumping and Balancing.

Use a variety of Interventions

- Command (Directive) i.e "I want you to.....!"
- Question and Answer i.e "Can you tell me what...."
- Observation and Feedback i.e "Lets watch this.....!"
- Guided discovery i.e "Can you show me...?"
- Trial and Error i.e "Try for yourself...!"

Use Small -Sided Games

- Players should experience a variety of formats of the game, played on appropriately sized pitches.
- Coaches should use uneven sides in practice as a tool to challenge the players.

Appreciate what it's like to be young

- What the game looks like to a 7 or 8-year-old will be completely different to that of an adult.
- Don't fast-forward a young player's level as you might miss important stages of their development.

Consider Young Players

Self-esteem

- Coaches should know how their decisions will impact upon a young players self-esteem
- Coaches should praise effort and positive behaviour as well as good play.

Things to Avoid...

- Don't impose unrealistic adult expectations on young players.
- Don't be so intent on winning games as young players miss out on the opportunities to learn and fall in love with the game.
- Don't apply 'outdated' coaching methods with young players.
- Avoid children standing in line or queuing.

Coaching Recommendations for Players Aged 12-16

Coaches should continue to prioritise a positive learning environment (as recommended in the 5-11 age group), ensuring methods and content are made appropriate to the age and ability of the players in this age-range.

Ensure Practices are Relevant and Realistic

- Realistic practices which create appropriate pressure, interference and distraction will help young players develop their awareness and game understanding.
- Become more effective 'off the ball'. Develop an understanding of movement to support teammates and how to create and exploit space.
- Develop scanning, predicting and assessing skills to form a 'picture' before receiving the ball.

Develop Basic Tactical Understanding

- Introduce players to the phases of the game.
- Attacking/Defending when opponents are 'in balance'.
- Attacking/Defending when opponents are 'out of balance'.
- The finishing phase.

Introduce Some Position Specific Practices

- As players get older they will begin to recognise the significance of practice sessions to their role within the team.
- Some specific positional practices should be introduced as appropriate.
- This should be balanced with experience playing and practising in different positions.

Encourage Players to be Self-Reflective

- Players should be encouraged to reflect on their effectiveness in practice and games, and challenged to think about how they may improve next time.
- This process may be done individually, in small groups or collectively.
- It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards.

Encourage Creativity

- Coaches should continue to encourage players in this age group to be creative by designing challenging practice sessions.
- Master the skill of posing effective questions to develop the player's active involvement in the training and learning process.
- Encourage players to think, examine, judge and evaluate to find their own solutions.

Respect Code of Conduct Young Players

We at Priory Pumas recognise that we have a responsibility to promote high standards of behaviour in the game.

As a Priory Pumas Player, you have a big part to play. That's why The FA is asking every player to follow the Respect Code of Conduct.

When playing football, I will:

- Always play to the best of my ability.
- Play fairly - I won't cheat, complain or waste time.
- I will respect my teammates, the other team, the referee or my coach/manager.
- Play by the rules, as directed by the referee.
- Shake hands with the other team and referee at the end of the game.
- Listen and respond to what my coach/manager tells me.
- Talk to someone I trust or the Welfare Officer if I'm unhappy about anything at my club.

I understand that if I do not follow the Code, any/all of the following actions may be taken by my club, County FA, league or The FA:

I may:

- Be required to apologise to my team -mates, the other team, referee or team manager.
- Receive a formal warning from the coach or club committee
- Be dropped or substituted.
- Be suspended from training.
- Be required to leave the club.

In addition:

- My club, County FA or The FA may make my parent or carer aware of any infringements of the Code of Conduct.
- The FA/County FA could impose a fine and suspension against my club.

Respect Code of Conduct Spectators and Parents/Carers

We all have a responsibility to promote high standards of behaviour in the game.

Priory Pumas is supporting The FA's Respect programme to ensure football can be enjoyed in a safe, positive environment.

Remember children's football is a time for them to develop their technical, physical, tactical and social skills. Winning isn't everything.

Play your part and observe the FA's Respect Code of Conduct for spectators and parents/carers at all times.

I Will:

- Remember that children play for FUN.
- Applaud effort and good play as well as success.
- Always respect the match officials decisions
- Remain outside the field of play and within the designated spectator's area (where provided).
- Let the coach do their job and not confuse the players by telling them what to do.
- Encourage the players to respect the opposition, referee and match officials.
- Avoid criticising a player for making a mistake-mistakes are part of learning.
- Never engage in, or tolerate, offensive, insulting or abusive language or behaviour.
- Remember I am a role model at all times.

- I will not smoke in the close proximity of children during training and/or matches. Smoking is prohibited on school grounds.
- Any concerns or questions I will address these in a respectful manner with the coach. (Please see contact details for any Safeguarding concerns at the end of this document.

I understand that if I do not follow the Code, any/all of the following actions may be taken by my club, County FA, league or The FA:

I may be:

- Issued with a verbal warning from the club or league official.
- Required to meet with the club, league or County FA Welfare Officer.
- Required to meet with the club committee.
- Obligated to undertake an FA education course.
- Obligated to leave the match venue by the club.
- Requested by the club not to attend future games.
- Suspended or have my club membership removed.
- Required to leave the club along with any dependents.

In addition:

The FA/County FA could impose a fine and/or suspension on the club.

Safeguarding

Priory Pumas football club acknowledges its responsibility of safeguard and the welfare of every child and young person who has been entrusted to its care and is committed to working to provide a safe environment for all members. It is the responsibility of all managers, coaches, committee members and volunteers of the club to ensure that the health, safety and well being of all children is of paramount importance.

Key Principles

- The child's welfare is, and must always be, the paramount consideration
- All children and young people have the right to be protected from abuse regardless of their age, gender, disability, race, sexual orientation, Religion or belief.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- Working in partnership with other organisation's, children and young people and their parents/carers is essential

Priory Pumas football club has appointed a Club Welfare officer in line with the FA's role profile and on completion of the Safeguarding Children and Welfare Officers Workshop.

Club Welfare officer is Karen Petit;

Email: pumascwo@outlook.com or Tel: 07973686592