

REDHILL YOUTH FOOTBALL CLUB



ETHOS, COACHING PHILOSOPHY
& CLUB POLICY



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CLUB ETHOS



Our club ethos is a written declaration that sets out our aims, values, aspirations and coaching philosophy

REDHILL YOUTH FC CLUB ETHOS



- To provide football to children of all ages and abilities, in a safe and friendly environment
- To deliver age-appropriate coaching 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 with others

COACHING PHILOSOPHY



Our clearly defined coaching 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 (5-11, 12-16, 17+, and progression through to the Redhill FC senior section)
- Develop the whole player across all four corners of the Football Association's LTPD Model
 - ✦ Improve the player's movement skills: agility, balance, co-ordination and speed (ABCs)
 - ✦ Develop the player's technical skills
 - ✦ Increase the player's decision making capabilities
 - ✦ Teach the player life skills (co-operations, 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
- Prioritises the unique individuality of the child
- Puts the child and their needs at the centre of all activity

A GOOD COACH ALSO...



- 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 children are not mini-adults and that developing football players is a long-term process
- Fosters a life-long love of the game

COACHING QUALIFICATIONS



- As a minimum, all coaches will complete the following training:
 - ✦ FA Level 1 in football coaching
 - ✦ FA Emergency Aid
 - ✦ FA Safeguarding
- All Coaches will have FA CRB checks
- Coaching Recommendations:
 - ✦ FA Youth Modules 1 and 2
 - ✦ FA Psychology Level 1 - Free Online CPD

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 could be in a form of a question from the coaching staff
- Side-line instructions must be kept at a minimum and constructive
- Players always try their best and will learn from their mistakes without being told they have done wrong

*see club code of conduct for full guidance



PLAYER DEVELOPMENT

A holistic approach based upon the FA's four-corner model for long-term player development: Technical, Physical, Social and Psychological

FOUR CORNER MODEL



Technical

Unopposed - Technical Practice

Uneven Sides- Skill Practice

Even Sides- Small sided game

TARGET: Develop Technique

Psychological

Practising, Learning, Experimenting

Decision Making, Relevant to the needs of the player

TARGET: Increase Learning

Physical

Agility, Balance, Co-ordination, Speed

TARGET: Improve Movement

PLAYER
LEARNING

Social

Are the Players: Enjoying the work?, Included in the process?, Challenged?, Supported when necessary (visually, orally, practically)?, Given ownership, trust, and responsibility?

TARGET: Enjoying football

PLAYER DEVELOPMENT

TECHNICAL



- 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 decision just as they would in a match
- Vary the difficulty to match the needs of individual, by altering the Space, Task, Equipment or Players (STEP)
- Cut down on the “stop, stand still” and let players experience the flow of the game and practices

PHYSICAL



- Appropriate movement skills which develop agility, balance, co-ordination and speed should be encouraged through enjoyable games
- Through well designed practices, all coaching activities can include physical outcomes
- Remember players grow at different rates and many need support and patience as they develop
- Children are not mini adults- Drills should be football related and with a ball as much as possible

PSYCHOLOGICAL



- Use different methods of communication to engage with different types of learners
- Visual: Tactics Boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch
- Hearing: Speak with Players, ask questions, encourage discussions in groups amongst the players to solve game-related problems
- Doing: Demonstration to the team by the coach or by their team-mates

SOCIAL



- Be a 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 are 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 the skills and game understanding

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*
- Praise and reward good behaviour
- If you have to intervene, do so in a calm and controlled manner
- If boundaries are consistently 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 and 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 risk 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



- All Children should be given equal playing time on match-day wherever and whenever possible
- Help players develop their game-understanding by rotating positions during practices 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' 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

APPROPRIATE CHALLENGES



- Set challenges in practice sessions- e.g. how many times can you use your weaker foot in the next practice?
- Reinforce the learning focus from practice sessions on match day
- Set player specific challenges that link to the theme of recent practice session, which can be discussed at half-time and after the game
- During practice sessions try to 'match' players up in lots of different ways in order to meet their individual needs

DEVELOP FUNDAMENTAL MOVEMENT SKILLS



WHAT DOES THIS MEAN? 1 mins- discuss

Between the ages of 5-11 players have a 'window of opportunity to develop their agility, balance, co-ordination and speed

AGE GROUP 5-11

USE A VARIETY OF INTERVENTIONS



- Young players do not enjoy being shouted at, having their mistakes highlighted or having to stop playing a game to listen to the coach talk at length
- A variety of coaching methods should be used to help players learn the game, for example:
 - Command (Directive)
 - Question and Answer
 - Observation and Feedback
 - Guided Discovery
 - Trial and Error

USE SMALL-SIDED GAMES



- Players should experience a variety of formats of the game, played on appropriately sized pitches
- The game is essentially a series of different scenarios (1v1, 2v1, 1v2, 3v2 ect.) and players should experience a variety of these game-like challenges during practice sessions
- Coaches can use uneven sides in practices as a tool to challenge the players

APPRECIATE WHAT IT'S LIKE TO BE YOUNG



- What a game of football 'looks' like for a group of 7 and 8 year olds will be significantly different to the game played by older players and adults
- If a coach tries to 'fast-forward' young players to this level too quickly, important stages of development may be missed
- Young players shouldn't be benchmarked against adult professional players

CONSIDER YOUNG PLAYERS' SELF-ESTEEM



- Coaches should consider how their decisions will impact upon a young player's self-esteem, motivation and enjoyment of the game
- For example, what would it feel like to be repeatedly used as a substitute?
- 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 that young players miss out on the opportunities to learn and fall in love with the game
- Don't apply 'out-dated' coaching methods with young players.
- Avoid children standing in lines or queuing



COACHING RECOMMENDATIONS FOR PLAYERS AGED 12-16

Coaches should continue to prioritise a positive learning environment (as recommended in the 5-11 section), 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 passing, receiving and possession 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 team-mates 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 6 phases of the game:
 - Goalkeeping
 - Defensive play whilst 'in balance'
 - Defensive play whilst 'out of balance'
 - Attacking when opponents are 'out of balance'
 - Attacking when opponents are 'in 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 and designing challenging practice sessions
- Master the skill of posing effective questions to develop the players' active involvement in the training and learning process
- Encourage players to think, examine, judge and evaluate to find their own solutions



Player and team development policy

Player and team development policy



- As a club, our main aim is to provide an environment that will allow each individual player to develop and to enjoy their football.
- FA Guideline for youth football encourage clubs to ensure that players play in a team where they can flourish
 - ◆ A player may move to get more playing time
 - ◆ A player may also move to enable them to be challenged- whilst considering the wishes of the players parent/guardians
- Player movement will occur if there is agreement that the change is best for the player's development and between both sets of managers/coaches therefore players of the same ability should be assigned to the same level of team available in the club. As a club we want to develop players and ensure that they remain challenged

SUCCESS IS NO
ACCIDENT.
IT IS HARD WORK,
PERSEVERANCE,
LEARNING,
STUDYING,
SACRIFICE,
AND MOST OF ALL,
LOVE OF WHAT YOU ARE
DOING OR LEARNING TO
DO.

- Edson Arantes do Nascimento - Pelé

