

EL CHEAPO CARS



WRRRA

REFEREE COACHING

GUIDELINES

2016/17

Version 16/8





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1. 2016 Laws of the Game Rugby Union - <http://laws.worldrugby.org/index.php?&language=EN>
2. NZ Rugby Referee Information - <http://www.coachingtoolbox.co.nz>
3. Rugby Smart Injury Prevention - <http://www.nzru.co.nz/rugbysmart>
4. WRRRA Homepage - <http://www.wrra.org.nz/>
5. Who's The Ref - (<https://www.whostheref.com/>)
6. Videos of WRRRA referee games - <https://www.youtube.com/channel/UC9ltvqyltdA0RiYRnZMNFRQ>
7. 5 Pillar presentation WRRRA website - <http://www.wrra.org.nz/wp-content/uploads/2016/08/5-Pillars-Presentation.pdf>
8. Foul Play presentation - <http://www.wrra.org.nz/coaching/monday-training-notes/previous-years/2012-2/june-11-managing-foul-play/>
9. Tackle Law (Tackler & Tackle Assist) - <https://www.youtube.com/watch?v=V5XWLsIFS2o>
10. To assist understanding Ruck Law:
 - a. <https://www.youtube.com/watch?v=nD2IOvsp1oE>
 - b. <https://www.youtube.com/watch?v=l2SVNgqXuBE>
 - c. <https://www.youtube.com/watch?v=qMS5tvITu0Y>
11. To assist understanding Maul Law - <https://www.youtube.com/watch?v=nD2IOvsp1oE>
12. Rugby Smart program (<http://www.nzru.co.nz/rugbysmart>)
13. Video on Positioning (<http://www.wrra.org.nz/coaching/monday-training-notes/current-year/positioning-presentation/>)

WRRR REFEREE COACHING GUIDELINES 2016/17

1. The following is the Wellington Rugby Referees Association (WRRR) Referee Coaching Guidelines for 2016 (WRCG16/17). These are an update of those first produced in 2013.
2. The intent of WRCG16/17 is to provide guidelines to WRRR referees and coaches to enable referees and coaches to have a clearer approach to the game and to enable consistency in Law application throughout the WRRR.
3. The comments included have been formulated from input by WRRR coaches and referees. Special thanks to Tim Baker (Hong Kong Rugby), Paul Bretz, Jem McDowall, Olivia Rogers, and Davey Ardrey Sr. (all USA Rugby) for their input.
4. This document is intended to be a living document that will be amended as required.

These comments are not to be taken as the 'correct' answer; it is for the referee to determine what will work for him or her.

5. Comments, suggestions, additions and amendments are welcomed. Request these be forwarded to the following email: warren.quennell@gmail.com.
6. The first bit of coaching advice to coaches and referees; if you ask three coaches for an opinion on the same event you will get at least four different answers. Point of this to ask, listen, apply accrued knowledge, and understand that the same event can be interpreted different ways. Coaches and referees must be able to justify their decision based upon fact, law, and knowledge

Warren Quennell
WRRR Mentor/Coach

FIVE PILLARS

1. The WRRAs have adopted the 5 Pillar approach. The 5 Pillar approach is considered to be a move away from looking at each phase of play e.g. ruck, maul, as a separate aspect of the game, to one of considering each action made by the referee.
2. By considering each action, the referee is able to have a more holistic understanding of their abilities and is better able to 'transfer' positive aspects of his/her game to other areas/phases of play.
3. The Pillars are:

Accuracy (Technical)

- a. The Accuracy pillar is described as the 'actions of the players'. When a player kicks, passes or runs with the ball, the player is executing a technical action. Equally, when a player enters a tackle, effects a 'clean out' or makes a tackle, that player is effecting a technical action.
- b. The referee's role is to OBSERVE the technical action and how the player executes that action. The referee needs to understand the definitions of the Law and the intention of the Law, in order to know when he/she is observing a right or a wrong action.

Example – **observing** the ball not thrown in straight at a Lineout

Tactical

- a. Tactically, players make decisions before they execute an action e.g. a first five-eighth decides to kick, or decides to pass, then does it. A referee, having observed an action by a player, then decides whether it is right or wrong.
- b. The referee also needs to develop an understanding and empathy for what a player or team is trying to achieve. An example would be an attackers scrum 5 metres from the try line. The attacking team would be wanting a stable scrum to enable them to attack the try line. The defending team would be wanting to disrupt the scrum to prevent such an attack. In this situation the threat to clean ball is likely to be from the defending team. This does not necessarily lead to illegal play, but is used as an example of how the referees understanding of the tactical situation could help understanding as to what could happen next.
- c. The referee uses his/her tactical awareness to determine whether an action is okay or not. For example, when a player leaves their feet at the tackle, the referee 'decides' whether it had any impact on the play, before blowing the whistle. The referee may decide to play on, play advantage, or penalise immediately. These are all 'tactical decisions', and over time a referee will build her/his 'game knowledge' to enable greater relevant decisions to be made for game.

Example – **deciding** whether to blow for a ball not thrown in straight at a Lineout, play advantage, or play on.

Management

- a. From a management perspective, the onus is on the referee to 'connect a series of decisions'. For example, if the referee gives two or three penalties against one team at the tackle, within a few minutes, is she/he aware of this sequence and what is she/he going to do about it?
- b. The management pillar is all about the referee's ability to connect their decisions throughout the play, and achieve the right outcomes with the captains and the players. It is about their ability to eradicate negative play, eliminate illegal technique, ensure positive play is rewarded, and allow teams a fair contest.

Example – is a ball not thrown in straight at a Lineout a 'one off'? Does the referee manage the offence by blowing the whistle; playing advantage; or playing on? Regardless of the decision, the referee needs to consider some **form of management action**, whether this action ranges from a quiet word to the thrower through to Yellow Card for repeated infringement.

Mental

- a. Refereeing is about the referee's ability to handle him/herself and others within the game environment. A referee needs to be able to cope with the external interferences that can get in the way of a good performance.
- b. A referee needs to be able to "clear the clutter", "park and move on", focus on what matters and the outcomes he/she is trying to achieve.

Example – Game transferred to new location on a cold wet day. Only one team is present 5 minutes before kick-off at the new venue with no indication that the other team will show. Discussions are underway regarding default process when the missing team turns up. The change in location, travel requirements, non-presence of team could have an impact on the pre-match preparations of the referee which she/he needs to **clear** to ensure a **good performance**.

Physical

- a. Referees have to be fit for the role they play on the field. This includes base fitness, speed work, strength, and conditioning.
- b. A Referee must understand about recovery after exercise, nutritional tips, recovery techniques, injury prevention and injury management.

Example – not all referees are of the same fitness level nor do they referee at the same grade levels. An aim of the WRRRA is to have referees perform to the best of their physical abilities.

Five Pillar Summary

- a. **Accuracy** identifying that the game basics are performed correctly
- b. **Tactical** appreciation of the game
- c. **Management** making the right things happen
- d. **Mental** having the right mind set
- e. **Physical** being in the right condition

4. There is a presentation on the WRRRA website - <http://www.wrra.org.nz/wp-content/uploads/2016/08/5-Pillars-Presentation.pdf>

PERSONAL REFEREE DEVELOPMENT PLAN

Overview

1. People get involved in refereeing for a number of reasons but all do so wanting to improve their ability and knowledge. This leads to greater enjoyment levels for the individual and for others involved. To assist in this, a referee should have a Personal Referee Development Plan (PRDP). Those wanting to progress to higher levels are expected to have one to assist their development.

Personal Referee Development Plan

2. A PRDP is about a referee taking charge of his or her own development. It's not about "going with the flow" or expecting others to take action on the referee's behalf. It is about the referee identifying their own responsibility for planning, identifying, working towards, and monitoring their progress towards the successful achievement of the goals set by the referee.

3. Referees have different needs in terms of development. A referee can develop simply by gaining more refereeing experience. However, more rapid progress can be made when needs are identified, solutions sought and implemented, and then progress measured in a structured way. A PRDP is a basis for discussion between coach/mentor/peers with reviews identifying measurable progress.

4. The PRDP works on the principle of identifying:

- a. Where are you?
- b. Where do you want to be?
- c. What do you have to do to
- d. When can you get there?

5. Although some may find formalising a PRDP difficult, the benefits are valued by the majority that undertake this process. The act of writing challenges thoughts as well as formalising achievements and aspirations rather than just leaving them in their heads¹. The process helps the referee visualise and realise his/her goals.

6. It may be difficult for a referee to create a PRDP on their own. Additionally, the referee may consider that nature of content is so personal that he or she will feel uncomfortable sharing it. There is no pressure or requirement for the referee to share their PRDP with anyone but if they do with any WRRRA coach/mentor, that coach/mentor is aware that nothing will be shared without the referee's permission.

¹ If it is not written down, it did not happen!!!

7. The PRDP is relevant to any referee who wants to improve, regardless of whether they seek promotion or not. It is important to remember that mentor/coach feedback and reports offer a means of building on strengths and improving on weaknesses. The mentor/coach feedback form is an integral part of referee development, and the reports should be filed within their PRDP. These reports will allow referees to measure improvements and, possibly, redefine goals.

8. As each referee is different, so too will be the areas that each will concentrate on. As a discussion point, the following are areas the individual may think about.

a. **Personal Refereeing Goals**

- (1) Outline realistic refereeing goals, ambitions, and target dates to help answer the question "Where do you want to be"?
- (2) Outline your goals/ambitions using the SMART process – Specific, Measurable, Achievable, Relevant, and Time related.
- (3) When considering your Personal Refereeing Goals, it might help to think in terms of:
 - (a) Current Situation – is the objective something you need to address in the next few weeks/months?
 - (b) Future - is the objective something you need to address in the next few months/a year?
 - (c) Vision – are the Current and Future objectives taking into account where you want to be in 3-5 years?
- (4) You will find that you will need to amend these through time.

b. **Action Planning**

- (1) You - What actions can you take to build upon the opportunities and to minimise the threats?
- (2) Others - What practical actions can others take to help you to achieve your goals? - who and what?
- (3) Mentor/Coach - Who are you going to discuss the personal refereeing plan with?
- (4) What qualifies them for the role of mentor? Another Referee? Club coach? A work colleague? A good listener?

c. **Clubs**

- (1) Clubs train and/or play at the same mental or physical pace a number of times a week. What clubs could you visit to ensure that you are operating at the same pace? Visit and identify what you learnt to assist your development.

d. **Possible Constraints**

- (1) identify those issues that may affect your ability to work to the level you wish to and then identify processes to mitigate these issues. Areas to consider include:
 - (a) Family
 - (b) Work
 - (c) Other Commitments
 - (d) Relationships

e. **Fitness Plans**

a. **Pre-Season Fitness Activity**

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

b. **During the season Fitness Activity**

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Summary

9. There is no right or wrong method/process but the important aspect is that the referee has a method or process and then conducts HONEST reviews against it. The Review progress will be easier when the referee knows and can MEASURE where they started from, where they are, and where they need to go.

GAME PLAN

Overview

1. The game plan is a tool to assist the referee. The game plan is individual to the referee and is designed to assist the referee to establish a process to deal with each game. This is logical as, during the period of a rugby game, the referee must rely upon their own mental 'self-awareness' to manage the tactical outcomes of the technical aspects of the game.
2. The use of game plans can be part of a larger process that has the referee and coach setting annual plans or longer term development plans e.g. a Personal Referee Development Plan (PRDP). The commitment and intent of the referee will determine the level of potential that the referee is seeking to fulfil.
3. The intent of a game plan is to get the referee to think about his/her game and the manner in which they, before the game, will approach that game and to review their game afterwards. This is very much in the mental pillar of the 5 Pillars and effective use of such a tool will lead to the referee being 'self-aware' of their own performance.
4. The use of a game plan is a shift in philosophy for a number of referee coaches/mentors. The traditional approach is to tell/advise referees of what is wrong, what needs improvement and what is going well. This is often done in by putting across three negatives and three positives. Using the game plan requires more of a question/answer approach where the mentor asks the questions whilst the referee identifies the strengths and weaknesses of their performance; this discussion should be focused upon the content of the referee's game plan.
5. The game plan changes the emphasis so that the referee 'finds' the solution and therefore has ownership of it. The coach is then in a better position to remind the referee that it was the referees' solution and not the coach's.
6. This is not to indicate that the coach will not strongly advise the referee to do certain actions but the emphasis is that the referee must understand the proposed actions.
7. When first exposed to the concept of the game plan, many referees can see it as an exam where there is a right and wrong answer/solution. As stated, the plan is to meet the referee's requirements and it will take a number of games and plan reviews to identify a process that works for each referee.
8. Like any tool, there are advantages and disadvantages to the use of game plans. The following are some of each:

Advantages

- a. Initiates thinking on the upcoming game.
- b. Gives structure to the game thinking process.
- c. Provides a documentation process that enables replication of actions that work.

- d. Assists in the identification of areas that require review.
- e. Develops 'triggers' for work-on.

Disadvantages

- a. May develop pre-conceived ideas.
- b. May create singular focus.
- c. Adherence to the plan could reduce flexibility.
- d. Referee forgets that the plan is a tool that is in place for his/her benefit and does not amend it as necessary.

Game Plan Content

9. The referee, often in consultation with his/her coach/mentor/peers, will determine what the game plan will contain. Anything that is included should be relevant to what the referee is trying to achieve. The following are examples of possible content:

- a. Any relevant specifics of ground or weather.
- b. Issues with each team – 'special' individuals.
- c. Referee work-on.
- d. Resultant 'trigger' words for phases/ game goals.

10. It is important that the game plan is set for a period of time i.e. not changed every week/game. If a 'work on' is appropriate and has not been mastered, then it should remain in the game plan. A number of referees have experienced difficulties by chopping and changing from week to week. This prevents the referee in establishing a 'new' habit that works for him/her.

11. Coaches/mentors can assist by ensuring that any advice provided to the referee is done ensuring that the advice is relevant and/or identifying how it impacts upon the referee's game plan.

12. A game plan is only effective if it used by the referee to review their game. Comparing the plan with the reality of the game will highlight areas that may be surprising the referee. Over a time, a pattern will be observed where outcomes can be grouped into generic areas enabling the 'transfer' of skill from one phase to another.

13. Some of the questions that a referee should ask him/herself include:

- a. Did I set boundaries and maintain standards?

- b. Were my decisions relevant and accurate?
 - c. Was I natural and relaxed but in control?
 - d. Was my communication confident, assertive and easy to understand?
 - e. What was my body language like?
 - f. What was I thinking?
14. It is important to note that:

The Game Plan is a **referee driven** document **supported by a mentor/coach**

15. The WRRRA uses [Who's The Ref](#) which includes the ability for the referee and appointed coaches to create and comment on game plans.
16. Also attached at the rear of this document is an example of a Game Plan format that could assist those without access to WRRRA resources.

WRRRA 2016 PRIORITIES

Overview

1. The WRRRA promulgates direction each year on the priorities for the season.
2. To achieve the outcomes of the priorities the referee needs to fully understand and support the intent behind their adoption. The priorities for 2016 are:
 - a. Player Safety
 - b. Tackle/Ruck/Maul

Player Safety

- a. Suspected Concussion – WRRRA will use the 'Blue card' for selected levels of Club and College rugby. The issuing of a blue card results in post-game actions. In those grades that do not use the blue card, WRRRA referees are still obligated to adhere to Law 3.10 (The referee's power to stop an injured player from continuing). A Serious Injury Form is to be completed by the referee.
- b. Closely observe players who sustain a head knock.
- c. Mouth Guards - The wearing of a mouth guard in all NZ Domestic Rugby is compulsory.

Player safety is paramount

Tackle/Ruck/Maul

- a. Players are required to stay on their feet and enter tackles through the gate.
- b. Cleaning out players beyond the ball is not acceptable.
- c. Tacklers must exit east/west and not interfere with ball release.
- d. Half backs are not to be grasped/interfered with at rucks & mauls.
- e. The ball is deemed to be out of the ruck when the half back lifts the ball (not when the ball is touched).

FIXTURE ORGANISATION

1. The following points are memory joggers to the referee to help trigger actions.

Pre-Match Day

- e. Accept the appointment on [Who's The Ref.](#)
- f. Check venue location.
- g. Confirm which law/variations apply the game e.g. DSLV, International, action in case of a draw.
- h. Check the correct time length of each half.
- i. Organise personal gear (whistle, boots, flags, coin, pen, score card, shorts, jersey, watch, blue/yellow/red cards).
- j. Check Technical Zones if appropriate to your game (consider how they will be roped, what process you will use to manage the zones and associated team support personnel).
- k. Check if AR's have been assigned and what process you will use to manage/work with them as the team of three.
- l. Check each team's jersey colour.
- m. Check cancellation/ground change procedure.
- n. Plan match day timetable.
- o. Complete Referees Game Plan – preferably using capability available through [Who's the Ref.](#)

Match Day

- a. Listen for cancellations/ground changes.
- b. Check email as cancellations/ground changes may also be sent via [Who's the Ref.](#)
- c. Follow match-day food/fluid intake plan.
- d. Pack your gear bag yourself.

- e. Arrive at the ground in plenty of time taking into account such as traffic (45 – 60 minutes before kick-off).

At the Ground

- a. Locate the pitch/find club liaison official.
- b. Familiarise yourself with ground markings/flags.
- c. Check depth of in-goal areas.
- d. Check for dangerous objects.
- e. Are there crowd barriers. If they are there USE them.

Pre-Match Briefing Procedures

- a. Introduce yourself to each coach and discuss any issues.
- b. Have the coach of each team introduce you to their captain.
- c. Discuss any issues with the captain.
- d. Arrange a time for gear inspection and player safety briefings.
- e. Confirm kick off time
- f. Arrange time for the toss
- g. Arrange for Touch Judges.
- h. Answer pertinent questions honestly.

The Toss

- a. Make sure that you have a coin to toss with.
- b. One team tosses (usually home team) and the other team calls.
- c. Team who wins toss makes the decision, in your presence, to either kick off or choose an end.
- d. Recheck kick off time for start of fixture.

Pre-kick Off Organisation

- a. If you have AR's, or are an AR, utilising communications equipment, ensure that sufficient time is allowed for fitting and testing of the equipment.
- b. Blow the whistle 2-3 minutes before scheduled kick-off time.
- c. Ensure teams go to correct ends and the correct team kicks off.
- d. If the game is late starting and there is another game to follow on the same pitch, then divide remaining time into each half. Also consider shortening half-time.

Time Keeping

- a. Do NOT rely on the ground clock. Use your own watch!
- b. Set your watch immediately prior to kick off.
- c. Stop the watch for major injury stoppages.
- d. Add time onto the half when injury occurred.
- e. Re-set your watch for the second half.
- f. Half time is a maximum of five minutes.
- g. One minute is the maximum length of time for treatment of injuries.
- h. Allow longer stoppage if the injury is serious or for removal of player from the field.

Post-Game

- a. When appropriate timing allows, discuss game with captains, coaches, players, and spectators.
- b. Complete score card documentation.
 - (1) Club rugby - teams retain the team cards/sheets,
 - (2) Secondary school rugby – referee retains the team cards/sheets
- c. Complete any other documentation required e.g. serious injury forms, blue/yellow/red card forms. (Note the capability/requirements of using [Who's the Ref](#) and advising WRRRA contacts)

- d. Notify chairman of any other Abuse/Misconduct situations. This may include the requirement to complete the "misconduct form" available under "Documents" on the WRRRA website.
- e. Review Game Plan, complete written comments for self-reflection, share with coach/mentor/peers as appropriate.

ASSISTANT REFEREEING / TOUCH JUDGING (LAW 6.B)

1. The difference between an AR and TJ is that an AR is a 'proper' referee who has been appointed, whilst a TJ is not a 'proper' referee e.g. player, spectator.
2. WRRR referees who assist a referee are considered to be appointed whether they were appointed via [Who's the Ref](#), a phone call, or volunteered just prior to the game.

Primary Duties

- a. Signal ball in touch (AR/TJ)
- b. Indicate touch-in-goal (AR/TJ)
- c. Indicate when the ball is over the dead-ball line (AR/TJ)
- d. Adjudicate on kicks at goal (AR/TJ)
- e. Signal/report foul play (AR)
- f. Set offside lines – 10 metre for PK, FK and lineout. 5 metres for a scrum (AR)
- g. Provide decision making support for the referee (AR)

Primary Duties	Position	Comment
Ball in touch	One up, one back Let the ball come to you – so head further down the line than expected and work your way back towards the lineout Penalty kick for touch: Anticipate where ball may cross the line and move there before the kick is made.	Protect the goal line! If a penalty kick is to be taken close to the try line, the AR should position themselves at the corner flag. This will enable a better decision as to whether the ball travelled into touch or went touch in goal.
Touch in Goal	Ball in player's possession, get ahead and into in-goal and watch play coming toward you. Ball kicked - follow the ball.	If you are 'beaten' hang back to ensure that you are steady and able to observe Corner flag – see above.

Dead Ball Line	Get into in-goal quickly to be adjacent	Use the “raised flag” signal.
Kick at Goal	<p>One AR / TJ behind each post.</p> <p>Each is responsible for “their” post.</p> <p>Observe the kick in relation to the cross-bar.</p>	<p>Communicate to ensure simultaneous signalling.</p> <p>Successful kick? Both raise the flags high.</p> <p>Unsuccessful kick? No signal.</p>
Foul Play	<p>Note the position where foul play occurs, players involved, (team and number).</p> <p>Signal the foul play!</p> <p>Follow play until you can communicate with the referee.</p> <p>If you are wearing communications equipment, advise the referee as briefed per the pre-match e.g. report immediately</p>	<p>When reporting any foul play, follow the lead of the referee.</p> <p>Remain calm, be concise.</p> <p>DO NOT wave hands, gesture with feet, or overtly indicate what the offence may be. Often helps to hold flags behind the back with both hands.</p>

Secondary Duties

Referee Support	Apply pre-match direction as accurately as possible (team of three)
Scrum / Tackle / Offside	Observe indiscretions and inform the referee as opportunity arises.
Substitutions	Monitor changes as required
Side line Antics	Responsible for maintaining a clear running line and line of vision for the entire length of the side lines to the best of your ability.
Goal Line	High level of concentration to assist the referee with accurate decision making.
Paperwork	Complete the required forms with the referee as necessary.

ADVANTAGE (LAW 8)

1. A 'Penalty Kick advantage' calls for a greater level of reward than for a knock-on or Free Kick. The non-offending team must gain either tactical or territorial advantage roughly equivalent to that of receiving the Penalty Kick in the first instance.
2. For a 'Scrum advantage' to accrue, the non-offending team needs to have gained clear and real possession roughly equivalent to that which they would get from a scrum.
3. On the rare occasions that advantage is played after foul play, the very least that should happen is an admonishment. The player involved, captains, team, and spectators need to understand that the referee was playing advantage for their offence.

FOUL PLAY (LAW 10)

1. There is a presentation on the WRRRA website that is still current for referees to review <http://www.wrra.org.nz/coaching/monday-training-notes/previous-years/2012-2/june-11-managing-foul-play/>

Deliberate Infringements

2. Deliberate infringements can result in a Penalty Kick, yellow card, and/or red card without any warning.

Dangerous Play

3. Dangerous tackles include tackles that are above the line of the arm pits or use the collar of the jersey.
4. If contact is made with the neck or head after initial contact below the line of the shoulders, then the tackle is still considered a dangerous tackle.
5. Any tackler who lifts a player into the air or causes a player to be put in the air has a responsibility to ensure that the player is brought back to the ground safely.
6. Tackles where a player is lifted, tipped and land on head and/or shoulders, or dropped from a height, must result in a send-off (red card).

Repeated Infringements

7. A referee **must** warn the captain about repeated infringements prior to taking yellow/red card action.
8. Repeated team infringements can be:
 - a. A number of different offences in a short period of time,
 - b. A pattern of similar offences without a time limit (e.g. regular offences close to the defending team's goal line), or
 - c. Repeated infringements by an individual without a time limit.

Yellow Card/Automatic Red Card

9. When a player returns to the field of play after a temporary suspension (yellow card) that player **must** be reminded that they have now been cautioned and another action deserving of a second yellow card will result in an automatic send-off (red card). This is to ensure that there is no confusion about the position that that player has put the referee in and the role that the captain can take in managing her/his team. It will also assist in any subsequent appeal against the second yellow card/resulting automatic red card.

OFFSIDE IN GENERAL PLAY (LAW 11)

Rationale for emphasis

1. When the ball is kicked in general play, any player of the kicking team in front of the kicker is offside and is **liable** for penalty.
2. Offside players who are advancing are cutting down options to counter attack.
3. Referees must penalise offside players and should no longer rely on continually verbally managing these players because, by advancing, they have already had an impact on play.
4. With a long kick downfield, referees may be able to manage an offside player. The referee should call only once for the player to stop (use player number if possible). If the player does not stop immediately (not just slow down), there must be clear and obvious advantage for the player not to be penalised.
5. With a short or high kick, there will be little or no opportunity for the referee to manage and players must immediately act as per Law or they are liable to penalty.
6. Players in front of the kicker are required to stop. Stop means Stop!
7. Offside players must be dealt with even when the ball looks like it will go into touch because a quick throw may be an option. Once the ball is in touch, offside no longer applies and offside players may move forward toward a lineout or where a quick throw is being attempted.

Coaches Notes

Observation	Issue	Comment
Not observing the Off-side line	Defenders encroaching off-side	<p>Being aware of off-side line. This means actually “looking” to ensure defenders are behind the line.</p> <p>Body position at ruck/maul must allow the referee to scan effectively and so see the off-side line easily. This is done by keeping the shoulder to the ruck/maul or “facing the H”.</p> <p>If there are ARs then the team of three must have clear communication protocols.</p> <p>Put the responsibility on to a key player e.g. 1st Five, to hold the offside line. Penalise the offside player but point out to the key player the gap in expectation.</p>
Referee spending greater percentage of	Referee cannot effectively scan offside line as standing on it and must look either side to	<p>There are advantages of the ‘D’ line:</p> <ul style="list-style-type: none">• when there is quick ball,

time standing on the defensive line	observe defending players.	<ul style="list-style-type: none"> • when there is no contest on the ball, • after possible line breaks, • ideal close to the goal line. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • Easy to lose ball vision and ensuing action on ball • moving to the 'D' line results in the referee moving further from current and developing play. • Tendency to drift forward as ball is released - leads to front running • Can end up standing in front of offside line, this moving defensive team forward • You have a limited ability to manage the tackle • If you use this position often, players will adjust and take advantage of your inability to manage the tackle • Most referees appear to default to the 'D' line to get out of the way of players. Possible solution is to develop greater width from the initial area of contest.
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RESTARTS AND KICKS (LAW 13)

Penalty Kick and Free Kicks

1. All Penalty Kicks and Free Kicks taken quickly at tackles, rucks, mauls, and scrums must be taken either on or behind the mark – the mark is normally in the centre of the tackle, ruck, maul or scrum.
7. Zero tolerance on the ball being thrown away, not releasing or preventing a Free Kick or Penalty Kick being taken quickly. On the awarding of Free Kicks or Penalty Kicks, if a member of the infringing team is in possession, that player must put the ball on the ground where he/she is standing or give the ball to an opponent who tries to take it from him. Any other action should result in the Free Kick or Penalty Kick being advanced 10 metres.
8. Beware of players 'milking' an extra 10 metres by intentionally running into 'offside' players who are retreating back onside and not taking part in play. Referees should play on in these instances.

TACKLE (LAW 15)

Tackle Priorities

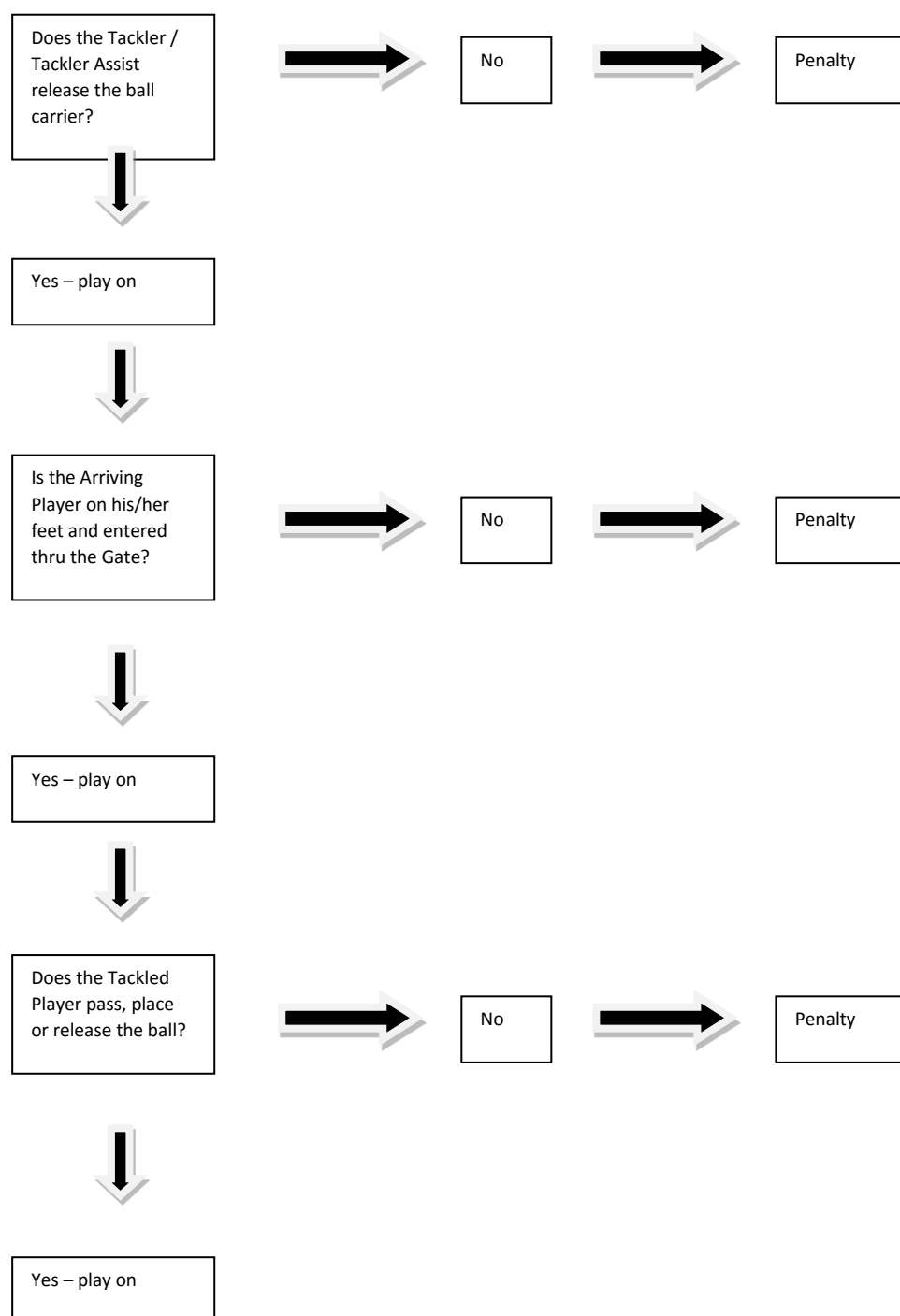
1. The Tackle priorities for 2016 are:
 - d. **Tackler** – Maintain high standards
 - a. **Tackler assist** – Emphasise the need for a clear release, i.e. 'daylight'
 - b. **Sealing Off** – Arriving players must demonstrate positive intent to stay on their feet
9. The priority order at a tackle is:
 - a. Tackler / Tackle Assist
 - b. Arriving Players
 - c. Tackled Player

The rationale for the priority order is that if the Tackler/Tackle Assist and Arriving players meet their requirements then the Tackled player can meet their requirements under Law.

Referee Notes

10. Referees must:
 - a. Identify that the Tackler/Tackle Assist **clearly** releases the tackled player.
 - b. Identify that the tackler either rolls quickly away to side (east/west) and NOT onto opponent's side, or gets to his/her feet **before** attempting to play the ball.
 - c. Understand that rugby is for players on their feet. Any player that is not on their feet has **no** rights to the ball or to participate in the game.
 - d. Have zero tolerance on tacklers who slow up the ball and stop the attacking team gaining quick possession.
11. From a refereeing viewpoint, management of the tackle should be easier because if the both the Tackler and Arriving Player do their job and the ball does not come out, then the likelihood is that the Tackled Player has prevented the ball from being available. This is not the basis on which to make a decision, but could be an indication to identify future events.

The Tackle Refereeing Process



Note: The Penalty may range from playing advantage *with the referee 'managing' the outcome though to the awarding of a penalty kick.*

The video at this link provides some visual reference that will assist understanding Tackle Law (Tackler & Tackle Assist) - <https://www.youtube.com/watch?v=V5XWLsIFS2o>

Players who remain standing in a tackle (Tackle Assist)

12. Players who make a tackle or assist in making a tackle but remain on their feet and do not go to ground are **not 'tacklers' as defined by Law**. There is no name for this player under law but is referred to as 'assist tackler' or 'tackler assist' and New Zealand Rugby have referred to this player as the tackler assist. The WRRRA Executive has stated that WRRRA referees will not use the term Tackler Assist during a game as it is considered to be confusing to use the word 'tackler' when penalising a player for not being a tackler.

13. The Tackler Assist:

- a. Must clearly separate/release from the tackled player and the ball i.e. 'show daylight'.
- b. Is to **get out of the way** and not interfere with either team's drive-out of opponents.
- c. Return to the offside line.
- d. Carry out the requirements of an Arriving Player if joining the Ruck.

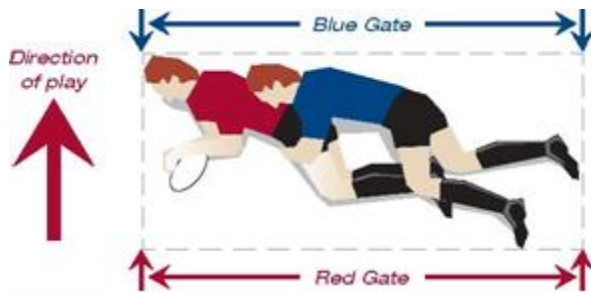
Referee Notes

14. Referees must:

- a. Identify that the tackler assist does a clear and obvious release of the tackled player. A number of team coaches are getting their player to hold both arms in the air to show this clear release.
- b. Identify that the tackler assist retires to behind their onside line.
- c. Have zero tolerance on the tackler assist that plays the ball without retreating to their goal line side of the tackle and/or do not enter through their gate.
- d. Have zero tolerance on the tackler assist that slows up the ball and stops the attacking team gaining quick possession.
- e. To prevent the use of the term Tackler Assist during the game, referees should indicate to players that something along the lines of 'you must go to ground to be a tackler'.

Arriving Players

15. Both defensive and attacking players must enter 'through the gate' at the tackle.



16. Arriving players must demonstrate **positive** intent to stay on their feet.
17. Attacking players must arrive supporting their own body weight and not deliberately go to ground to seal possession or deny a contest.
18. The following analogies apply to arriving players:
 - a. 'Plane taking off' is acceptable.
 - b. 'Plane landing' is not acceptable.
 - c. 'Fork Lift truck' when moving players is acceptable.

Referee Notes

19. Referees must:
 - a. Ensure that arriving players enter through the gate.
 - b. Understand that rugby is for players on their feet. Any player not on their feet has **no** rights to the ball or to participate in the game. This includes a player who uses their hands to maintain their feet.
 - c. Have zero tolerance on wide hits and shoulder charges. 'Driving out' at the tackle must be near the ball – i.e. 1 metre width either side of the ball.
 - d. Have zero tolerance on tackled players who slow up the ball and stop teams gaining quick possession.

Tackled Player

20. The tackled player is the third priority at the tackle after the Arriving Player. Once the tackler has fulfilled their law requirements, the tackled player becomes the focus.

Referee Notes

21. Referees must:

- a. Identify that the tackled player makes the ball available.
- b. Identify that the tackled player gets up or moves away from the ball.
- c. Have zero tolerance on tackled players who slow up the ball and stop teams gaining quick possession.
- d. Understand that rugby is for players on their feet. Any player that is not on their feet has **no** rights to the ball or to participate in the game.

Post-Tackle

22. Any player on their feet who has their hands on the ball immediately after a tackle, and before a ruck forms, is allowed to keep contesting for the ball even if a ruck forms around them. No other arriving player at this point may play the ball with their hands.

23. These players have one shot at the ball. If for any reason, the player loses contact with the ball, he/she is not allowed to continue to play the ball with their hands.

RUCK (LAW 16)

1. A ruck continues even if all defenders leave or fall to the ground, as long as the ball is still contained within the ruck. The ball is only out of a ruck when it is totally exposed or it is clear of bodies.
2. When the ball has been clearly won by a team at a ruck and the ball is available to be played the referee will call "Use it!" after which the ball must be played within five seconds. If the ball is not played within 5 seconds, scrum to the opposition.
3. If the ball is being dug out (after being won) or is under the feet of players at the back of the ruck, the scrum-half cannot be touched until the ball is clearly out of the ruck. The benefit of any doubt must go to the scrum-half.



Referee Notes

4. Referees must:
 - a. Ensure that arriving players enter through the gate.
 - b. Understand that rugby is for players on their feet. Any player not on their feet has **no** rights to the ball or to participate in the game.
 - c. Have Zero tolerance on:

players who charge into the side of rucks and mauls without binding (shoulder charge), or 'drive out' opponents not involved in the ruck.

attacking **and** defending players 1 or 2 wide of the ruck who are in front of their offside line cutting down space for the attacking team. Such players must be managed back onside or penalised.

players who slow up the ball and stop teams gaining quick possession.

defending players at the ruck who target the scrum-half before he/she has the ball, even if the ball is out of the ruck. Any onside player must play the ball and not 'the man'.

5. If it gets messy or the ball does not emerge quickly; Blow the whistle and rule as unplayable. Award a scrum.

6. The videos at the following links provide some visual reference that will assist understanding Ruck Law

- a. <https://www.youtube.com/watch?v=nD2lOvsp1oE>
- b. <https://www.youtube.com/watch?v=l2SVNggxuBE>
- c. <https://www.youtube.com/watch?v=qMS5tvITu0Y>

MAUL (LAW 17)

1. Players who join the maul legally and are either caught up in the maul or have remained bound, are legally entitled to be in the maul and contest the ball carrier even though they may appear to be on the 'wrong' side.
2. Defenders must have access to the ball carrier at the formation of the maul at a lineout or after a kick. It is obstruction if blockers move in front of the ball carrier before the maul is formed.
3. The ball carrier at the back of the maul must remain fully bound to the shoulder otherwise the ball is out, or the team is liable to a penalty for obstruction.
4. If a maul collapses or a player with the ball goes to ground in a maul, the referee orders a scrum unless the ball is immediately available. When the ball is available to be played the referee will call "Use it!" after which the ball must be played within five seconds.



Referee Notes

5. Referees:
 - a. Must ensure that arriving players enter through the gate.
 - b. Note that a maul moving sideways is considered stationary and manage as for stationary mauls.

The video at this link provides some visual reference that will assist understanding Maul Law - <https://www.youtube.com/watch?v=nD2IOvsp1oE>

Coaches Notes

Observation	Issue	Possible Solution
Positioning	Not leaving the previous phase early enough	Provide tips on how to understand when one phase is about to be completed and the need to start transitioning to the next phase.
	Missing the first offence	Not leaving the previous phase early enough
	Not having an understanding the importance of fitness	Fitness programme
	Urgency in getting into a good position to rule on play.	Sprint first 3-5 metres from previous play
	Referee behind play after maul as not transitioning from maul phase to next phase of play	Tip – referee look at scrum half feet to gauge likely direction of ball.
	Referee seemingly more concerned about adopting a 'standard' position as opposed to identifying the location of the ball	Discussion between coach and referee on the five pillars to help the understanding of the game dynamics
Too static, becoming flat footed, and missing play at break down on far side from them	not enough movement to find the ball, staying in the arrival zone, and being very predictable to the players who want to infringe	Maintain some form of movement even if it is simply walking around the breakdown
Referee getting in way of approaching ball carrier	backup/move away from ball carrier as he/she comes towards referee	Referees understand to follow play when ball carrier goes away from them. They need to understand that the reverse applies and they have to move away when the ball/ball-carrier comes towards them. Referee to move to the 'ball line' and not the ball
Breakdowns leading to ruck/maul formation	Referee unaware of a number of issues or not comprehending what is happening at the breakdown	Discuss with the Referee how to establish a clear process to: 1. Know where the BALL is 2. Must get into position early which means speed and good running lines.

		<ol style="list-style-type: none"> 3. Referee must know who took the ball into the ruck/maul. 4. Referee position must enable good vision of the ball (point to identify where it is) at all times.
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QUICK THROW AND LINEOUT (LAW 19)

Lineout Management

1. The throwing team must not delay the formation of a lineout by forming a line or huddle away from the line-of-touch.
2. The throwing team must set their numbers clearly and give the defending team time to match.
3. Referees should manage early jumping by both teams (FK). Referees should be aware that early jumping can be caused by a baulked throw (FK).
4. Sacking is the act of bringing the ball carrier (jumper) to the ground by the upper body. Sacking the jumper is legal but can only be done by one opponent and only after the ball carrier has returned to the ground. If they attempt this after a maul is formed, it should be judged as collapsing the maul and be penalised.
5. Players standing within 5 metres of the touch line attempting to block a quick throw-in should be managed away. These players may not block the ball from travelling 5 metres

Maul / No Maul

6. With increasing frequency of this occurring in games, clarity of the actions for all concerned needs special attention. With this in mind it is important that a contest is encouraged and that fairness applies to both teams engaged in this phase.
7. The decision process is:
 - a. The defenders may hold their ground and choose not to engage the maul. If they do this - play on.
 - b. If the jumper still has the ball and the lifters are beside him, they can move forward together with no problem and no obstruction - play on.
 - c. If the jumper lands and the ball is transferred back from the jumper prior to the defenders engaging, it is potential obstruction. It becomes obstruction when the defenders engage...the referee will first call use it, and should the team not use it immediately then accidental off side, scrum defenders ball
 - d. If the lifters set up in front of the jumper when he lands, this is obstruction, when the defenders engage PK
 - e. If the defenders walk or step away from the line out before the line out is over PK

- f. When attackers have formed a maul correctly...any players who then join the maul, e.g. Backs, they must do so by binding onto or alongside the ball carrier PK.
- g. A player is not allowed to move or slide to the back of the maul when he is in possession of the ball. The ball must be transferred back hand-to-hand.
- h. When forming a maul, the ripper must remain attached to the jumper (no long arm transfer).

Coaches Notes

Observation	Issue	Possible Solution
positioning at lineout	Inability to see everything that is happening at the lineout	Discuss with referee how to be in a position to see as much of the lineout as possible, whilst being in control and feel comfortable. Vary position so you do not become predictable to players. Don't ball-watch – eyeball the players and make them aware of the referee's position.
Going directly to rear of lineout	Not maximising management opportunity	Discuss advantages of going to the front of lineout and 'slowly' move to rear of lineout whilst interacting with players
Lineouts close to the goal line.	Be on the goal line side.	Be ready to move quickly as play happens or there will be a wall of players to get through.

SCRUM (LAW 20)

1. Safety at the scrum is paramount. An explanation of the requirements for players at each stage of the engagement is covered in both the Laws of the Game and in the Rugby Smart program (<http://www.nzru.co.nz/rugbysmart>). The scrum engagement sequence is the same for all players and referees at all levels of the game. The referee must control the engagement process. Each of the following 3 calls should result in an action by the players.

NOTE: The words CROUCH, BIND, and SET were chosen as they are **one** syllable words. For some reason, Referees want to drag the words out so that they are no longer one syllable words.

Ensure that the words are spoken as a **ONE** syllable word

Engagement sequence

2. Scrum engagement process should not commence until the scrum-half is ready to throw the ball in and both packs are quiet.
3. The referee should make the mark and when the two teams are bound and ready at the mark (but not before) call CROUCH. "Crouch" means both teams should crouch.
4. Once both teams are crouched, the referee will then call BIND.
5. Players should be allowed time for front rowers to sight their target for engagement.
6. The referee will then call SET.

Scrum infringements

7. 'Head on head' at the scrum set up by front row players is illegal. Players must place their head into the space between the opposition players (FK). Referees should escalate quickly to penalties if the team repeats this tactic.
8. An early engagement destabilises the scrum. Zero tolerance will be applied on early engagements.
9. No. 8 must be bound to the shoulder and not "slingshot" the scrum engagement (PK).
10. The opposition ½ back cannot be in the channel of the flanker and number 8
11. Front rowers must engage with their shoulders no lower than hips and hit straight (PK). Spines in Line!!
12. Front rowers must bind on engagement on the body of the opposing prop (PK).

13. Props placing hands on the ground is not acceptable (PK).
14. Scrums are to be square and steady (no wheeling) before the ball is thrown in (FK).
15. The feed should be “credible” throughout the game (FK).
16. Flankers must remain bound to locks and must not ride up onto their props (PK).
17. Flankers, No. 8 and No. 9 cannot obstruct at the back of the scrum (PK).

Referee Notes

18. Referees:
 - i. Must **always** err on the side of safety.
 - j. Must ensure zero tolerance applies on early engagements (FK). Referees should escalate quickly to penalties if the team repeats this tactic
 - k. Will say the words ‘Crouch’, ‘Bind’, and ‘Set’ as one syllable words.
 - l. Will provide enough time for the Locks and Backrow players to adjust their positioning after each call is made.
 - m. Need to understand that the actions and stability of the players will determine the speed of the engagement sequence.
 - n. Must not play ‘catch-up’ if the front rows are anticipating the engage call.
 - o. Referee can tell team in possession to use the ball if ball is at 8 feet.

Coaches Notes

Observation	Issue	Possible Solution
Scrum control	Players unaware of requirements	Ensure pre-match discussions have taken place.
Scrum control	Inconsistent scrum control	Referee to be firm, set and maintain standards.
Scrum control	Scrum is unstable when players replaced	Whenever a replacement player goes into the front row, referee to reinforce the engagement process.
Scrum control	Referee unaware of a number of issues	<p>Referee requires a scrum process:</p> <p>make the mark hooker stand with left foot on mark props bind on hooker Locks should bind firmly together, squat down together on their haunches, put their heads between the props and the hooker. Ensure the locks feet are parallel, their heads up (chin off chest), they are looking forward and have a straight back (Spines in Line)</p> <p>Ensure that the flankers and No 8 are bound before the 'couch' call (esp. No 8 so to prevent 'slingshot').</p>
Scrum unstable on Set	'Time gap' between each call is too short and not giving players opportunity to 'settle' into one action before moving on to the next action	Referees give more time between each call to enable Locks and backrow players to become stable in 'time gap' before next call.
Scrum unstable on engage	One team engaging early	FK on first occurrence
Scrum unstable on engage	One team engaging early	Do not allow the players to dictate the timing of the engagement.
		Ensure the halfback has the ball and is in a position to throw the ball in to the scrum before beginning the engagement process.
Positioning	Referee behind play after scrum as not transitioning from scrum phase to next phase of play	Tip – referee look at scrum half feet to gauge likely direction of ball.

OTHER

Ripping the ball from a player's possession

1. In the case of the ball being ripped or stripped away from a ball carrier by an opponent, the ball carrier is not considered to be responsible. For example:
 - a. If an opponent has ripped the ball away from a ball carrier and the ball travels towards the opponent's goal line, there is no infringement so play should continue.
 - b. If an opponent has ripped the ball away from a ball carrier and the ball travels towards the ball carrier's goal line, the opponent is considered to have knocked on.

Referee Management

2. Player questioning of Referee decisions will not be tolerated and referees should take strong action.
3. Swearing directed at a Referee or an Assistant Referee is a red card offence.
4. Referees should manage unnecessary injury stoppages and be pro-active in playing on, e.g. front row players going down with injury at line outs. If the injured player is not in the way of the game, play on.
5. If play approaches an injured player on the ground, the referee should stop the game immediately.
6. Referees should be pro-active in ensuring players with bleeding wounds leave the field for treatment.

Coaches Notes

Observation	Issue	Possible Solution
Moving into In-Goal too late	Inconsistent decisions at the try line	Discussion with referee about the real/perceived pressure around the try line
	Failure to make the correct decision which can result in a try being scored or not	Focus on the ball (who has it, who wants to use it differently). Decide on clear decisions – real concentration by the referee.
Not setting and maintaining standards early in the game	Referee shows lack of punitive balance	Referee must “believe what you see”. Be confident and back yourself. Be proactive through communication rather than reactive with constant whistle. Be prepared to act strongly and swiftly if the situation demands – MAKE THE HARD CALLS.
Whistle weak or all the same sound	Players (and spectators) unsure of what has happened Referee not realising that whistle is both a communication and management tool	Keep whistle clean and practise whistle blowing. Have a clear difference between a strong blast for a try, foul play, and penalties compared to a weaker blast for a knock-on.
Primary and Secondary signals weak	Players (and spectators) unsure of what has happened	Signals must be sharp and decisive. Practice in the mirror. Always use the process: “Blow, Show, Tell”. ‘Blow’ with the whistle ‘Show’ with the Primary signal ‘Tell’ with the secondary signal.

REFEREE GAME PLAN AND MATCH REVIEW

REFEREE		DATE		VENUE	
TEAMS		pts			pts
MATCH REVIEWER				LIVE / TV:	

2016 DISTRIBUTION:

- 48 Hours **PRIOR** to fixture - Referee sends Plan to Reviewer and Personal Coach.
- 48 hours **AFTER** fixture – Referee sends Self Review to Reviewer.
- 48 hours **AFTER** receiving Referee ‘Self Review’, Reviewer sends completed report to HP Referee Coach, who reads and forwards onto Referee and Referee Coach.

Referee Game Plan

Clarity Statement:

(About the game and yourself – who is playing, team traits/patterns, how you are feeling, what this game means to you)

Capability or Specific Triggers:

(Triggers to determine priorities at scrum, lineout, tackle, offsides, communication with captains)

Culture / Summary:

(Catchphrases, motivational statements)

REFEREE

MATCH REVIEWER REPORT

Review of your game - general

Review Game Plan and Fixture.

Accuracy – black and whites of law application

Accuracy

Tactical – application of game sense/feel/flow application

Tactical

Management – detecting/dealing with trend/players

Management

Mental/Physical – ability to focus the brain and have the body in the right condition

Mental/Physical

General Comments

General Comments