WRRA

REFEREE COACHING

GUIDELINES

2022/23

Version DRAFT 01/22

Contents

REFERENCES/LINKS

1. 2022 Laws of the Game Rugby Union -
    https://live.laws.api.worldrugby.org/document/World_Rugby_Laws_2022_EN

2. Rugby Law including Global Law Trials, EDSLVs, NZ DSLV and Small Blacks Laws -
    https://www.rugbytoolbox.co.nz/the-game/rugby-laws

3. NZ Rugby Laws Experimental Domestic Safety Law Variations (EDSLVs) -
    https://www.rugbytoolbox.co.nz/the-game/rugby-laws/experimental-dslvs

4. NZ Rugby Referee Information - http://www.coachingtoolbox.co.nz

5. Rugby Smart Injury Prevention - http://www.nzru.co.nz/rugbysmart

6. WRRA Homepage - http://www.wrra.org.nz/

7. Who's The Ref - (https://www.whostheref.com/)

8. College Sport Wellington – Rugby - https://collegesport.org.nz/rugby/

9. Videos of WRRA referee games - WRRA videos of WGTN Community games

10. Bay of Plenty Rugby Union GROW site - https://www.boprugby.co.nz/grow

11. 5 Pillar presentation WRRA website - 5 Pillars Presentation

12. Positioning – Selection of BoP Referees videos on Positioning (2020) -
    https://www.youtube.com/c/BayofPlentyRugbyReferees/videos

WRRA REFEREE COACHING GUIDELINES 2022/23

1.   The following is the Wellington Rugby Referees Association (WRRA) Referee Coaching Guidelines for 2022/23 (WRCG22/23). These are an update of those first produced in 2013.

2.   The intent of WRCG22/23 is to provide guidelines to WRRA 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 WRRA.

3.   The WRCG will refer to the World Rugby through to local various laws and guidelines but will do so from a 'how to coach the referee' view to apply the laws and guidelines.

4.   The comments included have been formulated from input by WRRA coaches and referees.

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

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 is to ask, listen, apply accrued knowledge, and understand that the same event can be interpreted different ways.

> **Coaches and referees much be able to justify their decision based upon fact, law, and knowledge**

Warren Quennell
WRRA Mentor/Coach

G.R.O.W. MODEL

1.   The WRRA have adopted the GROW (Goal – Reality – Options – Way Forward) model as per NZ Rugby direction.

2.   The GROW coaching model benefits is that it leads to a clearly defined end result through four phases. The person being coached is personally active in identifying problems and generating ideas for solutions. The means that anything that comes out of the coaching session has a lot of chance to stick as the person has ownership.

3.   The GROW coaching model stands for learning through experience: reflection, insight, making choices and pursuing them. The success of a coaching trajectory with the GROW coaching model also depends on the time and energy invested into the process by the client.

The steps in the GROW coaching model

4.   The GROW coaching model consists of four steps; Goal – Reality – Options – Way Forward. The GROW coaching model is what you need to plan a journey. You start with the map: where are you going (Goal) and where are you coming from (Reality)? It then charts the different routes and modes of transportation (Options). At last, it helps you pick the option that suits you best while still considering the obstacles on the way. You then chart out the process and make sure that your motivation for the trip is maximised.

How to use the GROW coaching model

5.   As a coach the advantage of working with the GROW model is that you don't need to be an expert in a specific situation to be able to coach the referee. The model offers a framework with general questions to produce goals, obstacles, options and more without ever needing to offer advice or force any particular direction.

6.   Once the **goals** are confirmed, then the conversation moves to the next step and the referee updates the coach on what the **reality** was for the fixture, aligned to the goals. Were the goals met, if not then working out why the goals were not met? The referee leads this conversation and the coach guides with why, what and how type questions.

7.   The referee needs to reach his or her own conclusions to truly understand what occurred and why. The **options** cannot be truly identified until the referee reaches an understanding of how current outcomes occurred and understands themselves what happened and why. Once the referee has reached this understanding then the referee and coach can work on the **way forward** to rectify issues, build the experience, expand the picture bank, and develop any new strategy or plan to ensure the goals are reached.
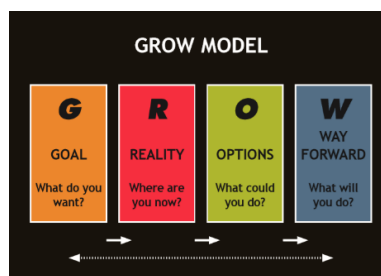
8.   A Google search will throw up a number of examples to help. I admit I could not find a information on the NZ Rugby toolbox site but I am sure it is there somewhere. The Bay of Plenty Rugby Union has some excellent tools that further explain GROW and provides links to GROW resources - https://www.boprugby.co.nz/grow.

FIVE PILLARS

1.   The WRRA 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 WRRA 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 Five Pillar presentation on the WRRA website - http://www.wrra.org.nz/wp-content/uploads/2022/08/5-Pillars-Presentation.pdf.

5.   Noting the above explanations, there are other ways to understand the five pillars. This can be done via individual research to find an explanation that works for an individual referee/coach. The following is an example of an explanation - https://thesportsarmory.com/5-principles-of-elite-athletic-performance/.

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 her/his own responsibility for planning, identifying, working towards, and monitoring their progress towards the successful achievement of the goals set by that 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 heads[1]. 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/she will not feel comfortable sharing it. There is no pressure or requirement for the referee to share their PRDP with anyone but if they do with any WRRA coach/mentor, that coach/mentor is to be aware that nothing will be shared without the referee's permission.

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.

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[1] **If it is not written down, it did not happen!!!**

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 want 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**

        (1)   Pre-Season Fitness Activity

        (2)   During the season Fitness Activity

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 coaches.

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:

a.   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.

b.   Providing feedback to the referees' individual coach/mentor or Level Manager to prevent/minimise conflicting advice.

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 WRRA 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 WRRA resources.

2022 DIRECTIVES & PRIORITIES

Overview

1.   Each year New Zealand Rugby, Wellington Rugby, and Wellington Secondary Schools issue directives and priorities for rugby under their respective control.

2.   The yearly issuance of these can cause confusion as to which laws and interpretations are to be applied at the various club grades. The following is the order

   a.   2022 Laws of the Game Rugby Union

   b.   NZ Rugby Laws Experimental Domestic Safety Law Variations (EDSLVs)

   c.   College Sport Wellington – Rugby

3.   To enable referees and coaches to understand the laws/interpretations to be applied within the Wellington Rugby/Secondary Schools competitions, the WRFU REO has provided the below chart:

Law trials & Law variations from World Rugby and NZ Rugby which will apply in 2022

	APPLIES TO ...
World Rugby - Global Law Trials 50:22 Goal line drop-out Flying Wedge banned 1 Latcher permitted Safe and legal contest on the Jackler	All rugby above Small Blacks grades (ie. all rugby above Under-13)

	APPLIES TO ...
NZ Rugby - Experimental Domestic Safety Law Variations (EDSLVs)	
Scrum push – scrums cannot be pushed more than 1.5m unless it is a scrum set 5m from the goal-line	**all levels of senior graded rugby** *(the existing DSLV which outlaws moving a scrum more than 1.5m in specified grades, particularly secondary school grades, remains in place)*
Reset scrum – when there has been no infringement – option of an uncontested reset scrum or a Free Kick	**all levels of teenage and senior graded rugby**
Offside at the scrum – for the halfback of the team which does not win the scrum: this player must not go past the middle-line of the scrum	**non-premier teenage and non-premier senior rugby**
Tackle height - tackles must be made below the sternum	**All grades below SS Premier**
High Ball contest - when catching a ball directly from an open play kick, a player must have at least 1 foot on the ground (no jumping to catch the ball)	**All grades below SS Premier**
Game On - provision for alterations to field dimensions	**non-premier teenage and non-premier senior rugby**
SMALL BLACKS	
U6-U7 field size reduced to ¼ field	U6 and U7
U8 field size reduced to ¼ field. Scrums & lineouts are removed	U8

4.   Annex C has a FAQ list for the 2022 season

5.   The WRRA Executive review these directives and then promulgates direction each year on the application by WRRA members for the season.

College Sport Wellington – HAKA Protocol

6.   The following has been advised via College Sport Wellington and the WRFU:

a. Teams who wish to perform a Haka before kick-off, are to inform the referee and the opposition at the coin toss. The referee must find out if one or both teams are going to perform a Haka prior to the teams taking the field.

b. Under normal circumstances, the home team should commence their Haka first. Where neither team is the "home" team, no times or order will be set. Teams are to be on the field with sufficient time to perform all pre-match activities and to allow the match to commence at the scheduled time.

c. Teams must assemble behind their own 10 metre line.

d. The Haka must not advance across the team's 10 metre line. If a Haka advances it must commence sufficiently distant behind the 10m line so as not to cross it.

e. Referees will deal with breaches of this Haka protocol as acts of misconduct for which players can be issued with a warning, sin-binned, or ordered-off.

f. In the event that multiple players breach protocol, the captain will bear responsibility.

g. If players breach these protocols, the referee needs to apply punishment as specified in the Laws:

(1) LAW 9 Foul play

(a) A player who commits foul play must either be cautioned or temporarily suspended or sent off.

h. Disobeying the Haka Protocol is, as a minimum, an act of misconduct. There must, at the very least, be a caution issued by the referee.

i. Players who make physical contact are subject to escalated disciplinary action such as temporary suspension (Yellow Card) or ordering off (Red Card).

7. Referees are to ensure that team managers and captains are reminded, prior to the match, that these protocols exist and that there are consequences for breaching them.

2021/22 Introduced Terminology

1. Whilst some of the following terms were introduced in 2021, they are yet to be fully understood by a number of Referees and Coaches.

2. **50/22** - team in possession kicks the ball from inside their own half indirectly into touch inside their opponents' 22, they will throw into the resultant lineout. The ball cannot be passed or carried back into the defensive half for the 50:22 to be played. prior to contact. Videos to help explain are on the NZ Rugby site 50-22. See Annex B for FAQ on 50-22.

3. **Goal Line Dropout** - If the ball is held up in in-goal, there is a knock-on from an attacking player in in-goal or an attacking kick is grounded by the defenders in their own in-goal, then play restarts with a goal line drop-out anywhere along the goal line. Videos to help explain are on the NZ Rugby site - Goal Line Dropout. See Annex B for FAQ on Goal Line Dropout.

4. **Flying Wedge** - team-mates are latched on each side of the ball-carrier in a wedge formation before engaging the opposition. Videos to help explain are on the NZ Rugby site - Flying Wedge. See Annex B for FAQ on Flying Wedge.

5.   **Latcher** – a player who is bound to a team-mate prior to contact. There can only be one latcher. More than one latcher is illegal i.e. a flying wedge. Videos to help explain are on the NZ Rugby site - [Latcher](). See Annex B for FAQ on Latcher.

6.   **Jackler** - a Jackler must arrive first, in a position where they are supporting their own weight and show a clear lift of the ball with both hands. Videos to help explain are on the NZ Rugby site - [Jackler]().

FIXTURE ORGANISATION

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

   Pre-Match Day

   a. Accept the appointment on <u>Who's the Ref</u>.

   b. Check venue location.

   c. Confirm which law/variations apply the game e.g. International, DSLV, action in case of a draw.

   d. Check the correct time length of each half.

   e. Organise personal gear (whistle, boots, flags, coin, pen, score card, shorts, jersey, watch, blue/yellow/red cards).

   f. 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).

   g. Check if AR's have been assigned and what process you will use to manage/work with them as the team of three.

   h. Check each team's jersey colour.

   i. Check cancellation/ground change procedure.

   j. Plan match day timetable.

   k. Complete Referees Game Plan – preferably using capability available through <u>Who's the Ref</u>.

   Match Day

   a. Listen for cancellations/ground changes.

   b. Check email as cancellations/ground changes may also be sent via <u>Who's the Ref</u>.

   c. Follow match-day food/fluid intake plan.

   d. Pack your gear bag yourself.

   e. Arrive at the ground in plenty of time considering delays 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.   Identify if there are any other actions e.g. Haka, minute silence

g.   Arrange time for the toss

h.   Arrange for Touch Judges.

i.   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 WRRA 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 WRRA 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.   WRRA 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)

Phase	Position	Comment
Phase play	On the defensive offside line initially (focus on players who never start onside) then move into ball in line once cleared	
Lineout	Near side AR in the middle and support ref to get hooker in the middle and non-thrower 2x2 Far side AR on defensive offside line Near side AR to help ensure throw goes 5m and is straight, then supports ref if maul forms around illegally sacking a lifter, entry & collapsing	
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.

In Goal	In goal – ideally get a different view to that of the referee	If you are 'beaten' hang back to ensure that you are steady and able to observe
	Ball in player's possession, get ahead and into in-goal and watch play coming toward you.	Corner flag – see above.
	Ball kicked - follow the ball.	
Kicks	Far side AR drops back with the pass and owns players advancing in front of the kick	
	Near side AR sets on the defensive offside line	
	Both have awareness about where the kick was taken from for the restart (50/22, 22m, ball goes dead or out on the full)	
	PK kick to the corner – position yourself on the corner flag	
	Kick off • AR in front of ref - down field • AR behind ref – stay on half way line	
Kick at Goal	One AR / TJ behind each post. Each is responsible for "their" post. Observe the kick in relation to the cross-bar.	Communicate to ensure simultaneous signalling. Successful kick? Both raise the flags high. Unsuccessful kick? No signal.
Foul Play	Note the position where foul play occurs, players involved, (team and number). Signal the foul play! Follow play until you can communicate with the referee. If you are wearing communications equipment, advise the referee as briefed per the pre-match e.g. report immediately	When reporting any foul play, follow the lead of the referee. Remain calm, be concise. 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.
Referee Support	Apply pre-match direction as accurately as possible (team of three)	
Scrum	Far AR on defensive team Near side AR at tunnel if referee on in field side & referee your side of the scrum. • TH stays straight and bind off the LH arm LH stays straight and elbow up with head and shoulders above the hips	

ADVANTAGE (LAW 7)

1.   There is a summary of law questions on the NZ Rugby Toolbox - <u>Law 7 Advantage</u>.

2.   Referees can confuse 'continuity of play' as being good for the game and consequently play 'advantage' when the best thing for the game is applying a sanction.

3.   Even if advantage is gained, there can be a perception that the scoring of a try somehow negates the act of Foul Play. Coaches need to assist the referee to identify the different parts of the law and what actions by a player require an action by the referee.

4.   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.

5.   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 the offence.

FOUL PLAY (LAW 9)

1.   There is a summary of law questions on the NZ Rugby Toolbox - Law 9 Foul Play.

Dangerous Play

2.   Dangerous tackles include tackles that are above the line of the arm pits or use the collar of the jersey.

3.   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.

4.   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.

5.   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

6.   A referee **must** warn the captain about repeated infringements prior to taking yellow/red card action.

7.   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

8.   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 AND ONSIDE IN OPEN PLAY (LAW 10)

1.   There is a summary of law questions on the NZ Rugby Toolbox - Law 10- Offside and Onside in Open Play

Rationale for emphasis

2.   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.

3.   Offside players who are advancing are cutting down options to counter attack.

4.   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.

5.   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.

6.   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.

7.   Players in front of the kicker are required to stop. Stop means Stop!

8.   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.

TACKLE (LAW 14)

Tackle Priorities

1.   The priority order at a tackle is:
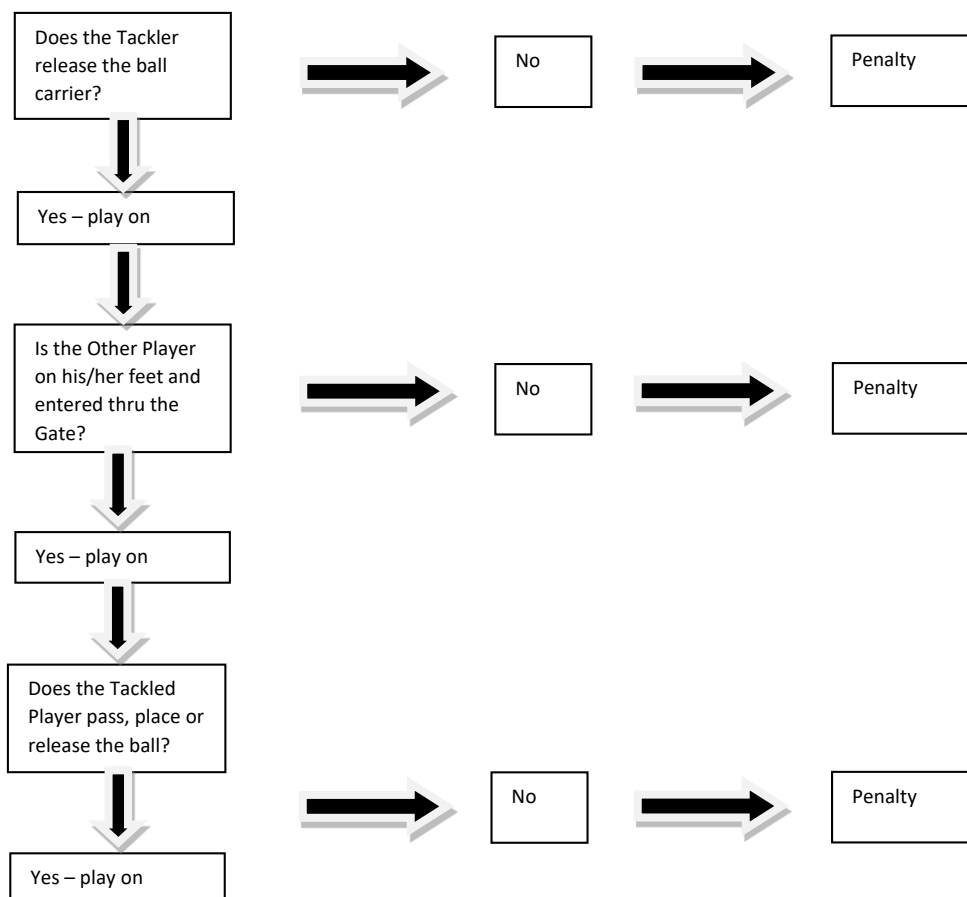
   a.   Tackler

   b.   Other players

   c.   Tackled Player

The rationale for the priority order is that if the Tackler and Others meet their requirements then the Tackled player can meet their requirements under Law.

Referee Notes

2.   Referees must:

   a.   Identify that the Tackler **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.

| Does the Tackler release the ball carrier? | → | No | → | Penalty |

Yes – play on

| Is the Other Player on his/her feet and entered thru the Gate? | → | No | → | Penalty |

Yes – play on

| Does the Tackled Player pass, place or release the ball? | → | No | → | Penalty |

Yes – play on

Other Players

3.   Other players must demonstrate **positive** intent to stay on their feet.

Attacking players must arrive supporting their own body weight and not deliberately go to ground to seal possession or deny a contest.

4.   The following analogies apply to Other players:

   a.   'Plane taking off' is acceptable.

   b.   'Plane landing' is not acceptable.

   c.   'Fork Lift truck' when moving players is acceptable.

Referee Notes

5.   Referees must:

   a.   Ensure that Other 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

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

Referee Notes

7.   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

8.   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. 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 15)

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 picked up at the back of the ruck. The benefit of any doubt must go to the scrum-half.

Referee Notes

4.   Referees must:

   a.   Ensure that Other 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:

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

      (2)   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.

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

      (4)   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.

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

MAUL (LAW 16)

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 Other players enter through the gate.

      b.   Note that a maul moving sideways is considered stationary and manage as for stationary mauls.

TOUCH, QUICK THROW AND LINEOUT (LAW 18)

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).

SCRUM (LAW 19)

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.

2.   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

3.   Scrum engagement process should not commence until the scrum-half is ready to throw the ball in and both packs are quiet.

4.   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.

5.   Once both teams are crouched, the referee will then call BIND.

6.   Players should be allowed time for front rowers to sight their target for engagement.

7.   The referee will then call SET.

Scrum infringements

8.   '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 require hookers to sit up with their right foot to the left of the mark; this will give the 'offset' necessary.

9.   An early engagement destabilises the scrum. Zero tolerance will be applied on early engagements.

10.   The feed should be "credible" throughout the game (FK).

Referee Notes

11.   Referees:

a.   Must **always** err on the side of safety.

b.   Must ensure zero tolerance applies on early engagements (FK). Referees should escalate quickly to penalties if the team repeats this tactic

c.   Will say the words 'Crouch', 'Bind', and 'Set' as one syllable words.

d.   Will provide enough time for the Locks and Backrow players to adjust their positioning after each call is made.

e.   Need to understand that the actions and stability of the players will determine the speed of the engagement sequence.

f.   Must not play 'catch-up' if the front rows are anticipating the engage call.

Process		Approach and Consideration
Pre-engagement. Mark the place of the scrum and own the middle line until completion of set. Once both teams are ready and stable.		**Approach** • Position based on awareness of field position and trends. (i.e., prop behaviour, closeness to touch) • Default is on the ball feeding side of the scrum. • Messages to players should be concise and consistent with your pre-match instructions. • Owning the middle line and standing square, and in close proximity up to stabilisation at set • Health and safety is paramount. Reset if needed to keep players safe.
Engagement and set up. **Call "Crouch".** Pause observing the crouch – heads above hips. Observe for balance and supporting own weight.		**Considerations** • Head and shoulders above hips through process. • Scrum remains square, steady, and straight. Allow natural twist after 1 metre. • Feed is credible. • Front rows stay down and no standing up. • Binds are maintained. • Flankers fully bound until ball out. • Non-feeding halfback is behind the ball and not in the space between the flanker and #8
Call "Bind". Props bind legally (on the back or side) #8 and locks are fully bound. There is a gap between the two front rows. All players are square.		

Call "set". Pause to observe. When steady, square, and stable step back for halfbacks to feed		❖
Post Engagement (managing the contest) Maintain considerations re bind, body positions, direction of push, binding etc.		
Exit Once contest is deemed fair, move to exit position in preparation for secondary positioning. Maintain watch to ensure contest remains fair. Start management of backs by ensuing both backs 5m. Move to a line with the ball, managing half backs. Observe ball clearance. Start process as ball emerges to back.		

GENERAL COMMENTS

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

1.   The following are notes developed over time from a number of coaches.

2.   The intent is to capture comments from experienced Coaches based upon their knowledge. Whilst there may be some perceived conflict in the solution, the Referee will be able to apply possible solutions to their own situation

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.

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
	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 gage likely direction of ball.
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 'ball in line' position and not to 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. 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.
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	Referee requires a scrum process: 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) Ensure that the flankers and No 8 are bound before the 'couch' call (esp. No 8 so to prevent 'slingshot'.
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 gage likely direction of ball.
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.
Not observing the Off-side line	Defenders encroaching off-side	Being aware of off-side line. This means actually "looking" to ensure defenders are behind the line. 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". If there are ARs then the team of three must have clear communication protocols. 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.
Referee spending greater percentage of time standing on the defensive line	Referee cannot effectively scan offside line as standing on it and must look either side to observe defending players.	There are advantages of the 'D' line: - when there is quick ball, - when there is no contest on the ball, - after possible line breaks, - ideal close to the goal line. Disadvantages include: - 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.

ANNEX B

REFEREE GAME PLAN AND MATCH REVIEW

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

2022 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**

GAME PRIORITIES / HEAD CONTACT PROCESS / GLOBAL LAW TRIALS / EXPERIMENTAL DSLVS

Frequently Asked Questions (FAQs) 2022

World Rugby Global Law Trials

Q: Do the Global Law Trials apply to Small Blacks rugby?

A: No.

50:22

Q: Is it only 50:22 or can it be a 22:50 also?

A: Only 50:22.

Q: Can you kick a 50:22 from a FK?

A: Yes.

Q: Does the ball have to bounce into touch?

A: Yes!

Q: If you take the ball into your own half, what has to happen before a 50:22 can be kicked?

A: The opposition touches/plays the ball, **OR**, there is a tackle, **OR**, a ruck or maul is formed.

Game Situations to consider relative to the 50:22 Law:

Example A:

- Ruck originates in own half
- Ball is then kicked from inside own half and _bounces into touch_ in opposition 22m
- Kicking team throws into the lineout

Example B:

- Ruck originates in own half
- Ball is then kicked from inside own half and goes _directly into touch_ (out on the full) in the opposition 22m
- Defending team throws into the lineout from where the kick was taken – No change to current laws

Example C:

- Ruck originates in opposition half
- Ball is then passed back into own half, kicked and _bounces into touch_ in opposition 22m
- Defending team throws into the lineout

Example D:

- Ruck originates in own 22
- Ball is then kicked from inside own 22 and _bounces into touch_ in opposition 22m
- Kicking team throws into the lineout

Example E:

- Possession originates in opposition half
- Defence then drives the attack back through multiple phases

- The final ruck is in the kicking team's own half
- Ball is then kicked from inside own half and _bounces into touch_ in opposition 22m
- Kicking team throws into the lineout

Example F:

- **Lineout or Scrum on halfway**
- Ball is then kicked from inside own half and _bounces into touch_ in opposition 22m
- Kicking team throws into the lineout

Goal Line Drop Out:

Q: Does the kick need to be kicked from under the posts?

A: No, anywhere along the goal line.

Q: What distance does the ball have to travel? 5m?

A: The goal line drop out must be taken on or behind the goal line and must cross the 5m line.

Q: Where do the defenders have to stand? 5m?

A: At least 5m.

Q: If the ball doesn't travel 5m, do we restart with a 5m scrum in front of the posts?

A: YES! It is a scrum for the attacking side in the centre of the field, 5m from the goal line or a re-kick.

Q: If the ball doesn't travel 5m, can an opponent play the ball and score a try?

A: Advantage can be applied and the opponents can play the ball and score a try.
However, if a player is in front of the 5m line and delays or obstructs the goal line dropout, it is a PK or, if the player advances in front of 5m line before the ball is kicked it is a FK.

Q: If an opponent prevents or delays the goal line drop out being taken or charges it down without starting on or behind the 5m line, is it a PK?

A: Yes. PK for preventing the goal line drop out.

Q: If the Goal line Drop-out goes directly into touch (out on the full), does the opposition have options (scrum, lineout, re-kick or quick throw-in)?

A: Yes. All 4 options are available to the non-kicking team. If they choose a lineout, it is formed 5m from the goal line. If they choose a scrum, it is formed 5m from the goal line in the centre of the field (in front of the posts).

Q: Can the drop kick be taken quickly, with teammates in front of the kicker (if they retire or remain stationary) or should all players be behind the kicker?

A: The Goal line Drop-out can be taken quickly. Players in front of the kick must continue to retire until they are put onside.

Q: When a Goal line Drop-out is taken, can the opposition catch the ball and immediately kick a Drop-goal?

A: Yes.

Flying Wedge

Q: If a flying wedge is formed, when should it be penalised?

A: When it is formed as the formation is illegal so it does not have to make contact prior to sanction.

Q: Why is the flying wedge illegal?

A: It is a safety issue with effectively 3 or more players running into defender/s.

Q: If Team 'A' throws the ball into a lineout and win the throw and the players of Team 'A' bind onto their team-mate who has possession of the ball, and the opposition do NOT engage, this is **not** a maul. **Is it a 'wedge'?**

A: No, it is not a 'wedge'. As long as the ball is in possession of the foremost player, the body of players can move forward.

Q: If Team 'A' has the ball in a maul and move forward but, as they are moving forward the opposition players splinter/peel away, thereby creating a situation where there are no opposing players preventing the maul from continuing to move, can the maul keep moving forward or is it deemed to be a 'wedge'?
A: No, it is not a wedge. The maul continues to exist despite the fact that the opposition players are no longer engaged in the maul, therefore it can keep moving.

Latcher

Q: What does it mean to be a latcher in support of the ball carrier?

A: The support player is bound (shoulder to hand) to the ball carrier.

Q: What does "pre-bound" mean?

A: It means that the player is fully bound, from shoulder to hand with one arm on the torso of the ball carrier.

Q: If the latcher attaches in the field of play but finishes off their feet in in-goal on top of the ball carrier, is it still a PK?

A: If the ball is over the goal line you can be off your feet. Play on.

Q: Can a defender still hit/contact the latcher?

A: Yes, as long as the latcher is 'bound' to the ball carrier.

Q: Can a defender tackle the latcher?

A: No. You cannot tackle the latcher because he/she is not in possession of the ball.

Q: If the latcher falls onto the ground but does not prevent a potential contest, is it still a PK?

A: No.

Q: If the latcher throws or pushes the ball carrier into the tackler before the collision, is it a PK?

A: Yes. If the ball carrier is clearly pushed, a PK should be given as it is dangerous play.

EDSLVs

Q: Why do some of the EDSLVs not apply to some 1xt XV grades?

A: To accommodate the desire to have the "higher" end of the teenage game playing at a higher level or closer to senior rugby.

Q: What must the receiver/catcher of a ball kicked in open play do?

A: Either run with the ball or pass it immediately?

Q: When can a receiver/catcher of a ball kicked in open play be tackled?

A: After they have taken a step if they elect to run. They cannot be tackled until they have taken a step with the ball.

Q: If the receiver/catcher of a ball kicked in open play does not either pass the ball or run with it immediately, what should the referee do?

A: Free kick against the receiver/catcher.

Q: What should the referee do if the receiver/catcher of the ball kicked in open play jumps to catch the ball?

A: Free kick against the receiver/catcher.

Q: Can players still jump to receive a kick off or restart in play?

A: Yes.

Q: Why are scrums only allowed to be pushed 1.5m in areas of the field except 5m scrums?

A: We still want the option of scoring a try via a 5m push over at the scrum.

Q: Will referees communicate to manage a scrum that looks like it may/will be pushed more than 1.5m?

A: Yes, this is the expectation.

Q: For a scrum that is set 5m from a goal line, what distance can the defending team push the scrum?
A: Unlimited.

Q: If a grade of rugby is subject to existing DSLV Scrum Law (as all Secondary School grades are, for instance), can a scrum be pushed any further than 1.5m in any part of the field?

A: No!

Q: If a collapsed scrum leads to the option of an uncontested scrum or a Free Kick, can a contested scrum option be taken instead of the Free Kick?

A: No.

Q: If the assembly and formation of a scrum fails before the scrum begins, should it be reset or is it subject to the EDSLV 'reset scrum' Law?
A: The scrum should be reset. The EDSLV is not applicable until the scrum begins (i.e. the ball leaves the hands of the player throwing it in).

Q: If a scrum fails and the option of a Free Kick or Uncontested Scrum is offered, can a Free Kick be taken quickly, before the opposition have set up at their offside line?

A: No. The opposition must be given an opportunity to get to their offside line.

Game Priorities

Q: What is the reason for having these?

A: To keep our players safe and to create a better game to coach, play, referee and watch.

Q: What do we mean by 1 dynamic movement?

A: A movement which allows the ball carrier to place the ball. Any movement which propels the ball carrier forward is not allowed.

Q: What does "east to west" mean?

A: Towards either sideline.

Q: What does it mean for a cleaner/clearer to "go through the gate"?

A: They must enter by running in the direction of goal line to goal line.

Q: Must Other players at a tackle/ruck remain on their feet in order to drive through the phase rather than dive/go off their feet?

A: Yes.

Q: What must an assist tackler show before going for the ball (jackle)?

A: A clear release.

Q: In order for a jackler to be rewarded, what must happen?

A: The jackler must be there first, be balanced on their feet and show a clear lift of the ball.

Q: Can a jackler first put their hands on the ground for support before going for the ball?

A: No.

Q: If a player is in front of a team-mate who kicks the ball, will there be zero tolerance on them moving forward before being put on-side?

A: Yes.

Q: When monitoring offsides at set piece, will equal emphasis be given to both teams?

A: Yes.

Head Contact Process

Q: Why is the focus on the tackler and not the ball carrier?

A: The vast majority of head injuries occur due to tackler error.