

Gore Court Hockey Club Coaches

- Volunteer Agreement

The Coach

Key Skills and Qualities of a Coach

- Create a safe environment in which the well-being of the participant is paramount.
- Communicate effectively with participants to ascertain their needs and ambitions, relay information and provide constructive feedback.
- Plan and organise sessions and programmes to meet participants needs and guide their development.
- Analyse and evaluate performance (your own and their participants) to gauge and direct progress.
- Be open-minded in developing your coaching skills and knowledge. This is perhaps the most important attribute of a good coach: the ability and willingness to evaluate their own skills and knowledge, and constantly work to develop and improve themselves.

The Agreement

All Gore Court Coaches Must:

- Have completed the England Hockey (EH) Safeguarding Awareness Course
 - https://hockeyhub.englandhockey.co.uk/safeguarding_awareness
 - Costs are reimbursed once a copy of the certificate is received
- Have a current DBS check
 - Please contact Gore Courts welfare officer
 - Costs are reimbursed by the club once completed check is confirmed
- Be able to commit on a regular basis throughout the season to aid the smooth running of the coaching at Gore Court
- Abide by the Gore Court Coaches Code of Conduct

It Is Recommended That You:

- Complete the England Hockey Inclusion and Diversity Basic Awareness Training. (include link)
- Attend the Introduction to Hockey Coaching Workshop held by England Hockey (financially supported by Gore Court HC).

The Club

- We will support you through all reasonable personal development opportunities.
- Provide the infrastructure to support the delivery of safe, fun and engaging sessions.

Coaches Name:

Chairpersons Name:

Coaches Signature:

Chairpersons Signature:

Date:

Date:

Supporting documents attached: Code of Conduct and Coaches Support

Appendix 1

Gore Court Hockey Club Coaches: - Code of Conduct

Gore Court supports the Code of behaviour set out by England hockey in the “respect Document which can be found on our website as well as player portal. The two relevant pages to coaching are visible below.

EH Code of Behaviour for...

COACHES, MANAGERS, TEACHERS, LEADERS AND ADULT HELPERS



Who does this apply to?

The content of this Code of Behaviour is an extension of the Generic Code of Behaviour and it applies to all Coaches, Managers, Teachers, Leaders and Adult Helpers involved in hockey in England. This includes mentors, coaches and official educators, umpires' coaches and managers. The parts in *bold italics* highlight the specific elements which apply to this particular group.

In order to protect the reputation of hockey in England, the code also applies to all those associated with EH who are involved in hockey whilst outside of England.



Expected Minimum Standards of Behaviour and Conduct

All such individuals involved in hockey will, at all times:

- Respect the spirit of fair play in hockey. This is more than playing within the rules. It also incorporates the concepts of friendship, respect for others and always participating with the right spirit.
- Respect the rights, dignity and worth of others.
 - Respect umpires, officials, coaches, players and spectators.
 - Relationships: Ensure a sensible balance between performance and the emotional, physical, social and developmental needs of the performers.
 - Relationships: Respect confidentiality of participants and any related data at all times.
 - Personal Standards: Have the participants' best interests at heart at all times and recognise when it is in the participants' best interests to be passed to other organisations.
- Conduct themselves in a manner that takes all reasonable measures to protect their own safety and the safety of others.
 - Never participate when under the influence of alcohol or drugs.
 - Competency: Have an EH qualification / award / accreditation appropriate to the nature of the activity and the role being undertaken.
 - Competency: Have a valid First Aid – Emergency Aid Certificate, or ensure that appropriate first aid provision is available.
 - Personal Standards: Ensure that activities carried out by participants are suitable for their age, strength, maturity and the ability of each individual participant.

- Safety: Ensure the wellbeing and safety of each participant above all other considerations, including the development of performance.
- Safety: For any facilities used, have a working knowledge of:
 - Normal Operating Procedures (NOPs);
 - Emergency Operating Procedures (EOPs);
 - Facility risk assessments for hockey.
- Under 18 year olds: Should only work with a suitably qualified and insured adult and refer to the Young Persons Code of Behaviour.
- Promote the reputation of the sport and take all possible steps to prevent it from being brought into disrepute.
 - Accept success and failure, victory and defeat, with dignity.
 - Ensure that all participants are aware of their responsibilities under the Code of Behaviour.
 - Realise their responsibilities as role models and set positive examples for others, particularly young participants and spectators.
 - Personal Standards: Project an image of health, cleanliness and appropriate appearance for any activity they are involved in.
 - Personal Standards: Never smoke whilst participating in any hockey activity.
 - Relationships: Ensure that when in a position of authority this privilege will not be used to exert influence over participants to gain personal benefit for themselves, their clubs or their schools.
 - Relationships: Set and uphold the boundaries between a working relationship and friendship between themselves and participants when in a position of trust. This is essential when the participant is a young person.
 - Relationships: Never engage in any form of inappropriate personal or sexual relationship with a participant ('inappropriate' – as defined within a position of trust within Sexual Offences Act).
- Protect others involved in the game from verbal or physical abuse and threatening or intimidating behaviour.
- Never use inappropriate language or gestures.
 - Never use foul, sexist, abusive, racist or any prejudicial language or tolerate it from players and/or team officials.
- Abide by the EH Safeguarding and Protecting Young People in Hockey Policy and Procedures and Good Practice Guidance.
- Abide by the EH Equality Policy.
- Abide by the EH Anti-doping Rules.
- Take personal responsibility to ensure that they are suitably insured for their activities. ■

Appendix 2

Gore Court Hockey Club Coaches - Support

What they want:

Children participants indicated that excellent coaching practice for the children's coaching environment:

- is fun, family oriented, inclusive, and develops team work.
- is organised, planned, and adapts to the situational demands and individual's needs.
- emphasises development and continued involvement in hockey over winning.
- emphasises fun and promotes learning.
- develops rapport and supportive relationships with the athletes.
- provides athletes with individual feedback.
- involves questioning and listening to promote understanding.

Youth participants indicated that excellent coaching practice for the youth coaching environment:

- leads to learning that is fun.
- develops positive coach-athlete relationships where athletes have input and ownership and coaches are enthusiastic, interested, approachable, and fun.
- is flexible and adaptable to meet participants needs and rate of progression.
- emphasises development and progression of high-quality skills and knowledge.
- uses game play for fun and learning purposes.

Adult participants indicated that excellent coaching practice for the adult participation coaching environment:

- emphasises fun and enjoyment balanced with engagement in sport.
- provides for a wide range of abilities and commitment.
- values the social aspect of participation.
- fosters a positive group environment of mutual respect and care for each other.
- decisions about training are shared.
- understanding the needs of individuals and responding to situations appropriately.
- communicates clearly and positively.

Your sessions should...

You should try to ensure, any exercises or sessions you run look to achieve all five aspects of the golden thread.

Golden Thread

➤ Fun

First and foremost, coaching is about developing curiosity and engagement in your players – How fun and engaging are your sessions?

➤ Lots of touches of the ball

Are your players actively learning (directly involved) for 70% of your sessions? How creative can you design and deliver your sessions?

➤ Looks like the game

Do your sessions look something like the game? Are your sessions constantly requiring players to make decisions with elements of attack defence, transition and goal scoring?

➤ Constant decision making

Hockey is all about skill. How are you delivering the appropriate technical input, at the same time as developing decision making under pressure?

➤ Stretch

The best hockey coaches are exceptional at providing the right level of challenge to players of different abilities within the same group.

As well as following the golden thread your sessions should be player centred and include questioning over telling where appropriate.

Player Centred Coaching Approach

Games rather than drills

- Stimulating participants technically, tactically, physically and cognitively in equal measure
- Promotes understanding of the game.
- Improve their perception and decision-making ability.
- Help participants to learn how to adapt quickly and effectively to constantly changing situations of the game.

Questioning Approach

- Develop your own knowledge as a coach of the simplified game and all its objectives.
- Use as few closed questions as possible. These simply require a yes or no answer and do not stimulate the players to think.
- Open questions, using Tell, Explain, Describe (TED), Who, What, Where, When, Why (5W's) and How, to demand further reflection.
- Never reject the players response.
- Give positive encouragement to respondents to show that you were actually listening to what they have to say.
- Encourage mistakes, don't punish

What if it's not working? CHANGE IT

Coaching Style: Use questions to set challenges for specific aspects of a game e.g. when should you move to receive a pass? Provide discrete coaching, where required, without interrupting the game. Use player role models to highlight skilful play. Vary how you communicate according to players you have in front of you.

How you score: Increase opportunities to score points or earn bonus points to try and encourage your learning objectives e.g. a point for three passes if your session is focused on moving the ball, or a point for a successful elimination if your session is focused on carrying the ball.

Area: Increase or decrease game difficulty by changing the shape and size of the playing area e.g. long and narrow to focus on getting the ball forward fast, or wide if you want to focus on promoting width in your play.

Numbers: Consider using different team sizes or varying the number of turns a player gets e.g. imbalance teams such as 4 v 2 giving the attackers more options to deal with defenders.

Game rules: Change the rules slightly e.g. introduce a no tackling / interception only rule to give players more time to make passes.

Equipment: Vary the size of the equipment used e.g. use a Rush Hockey ball.

Inclusion: Ask the players what options would improve the game for them and how their involvement could be increased.

Time: Reduce or extend the time to perform actions e.g. shot clock, counting down from 10.