



EUXTON VILLA FOOTBALL CLUB

ETHOS STATEMENT 2017/2018

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EUXTON VILLA FC CLUB ETHOS 2017/2018

Euxton Villa aim to provide football to children of all ages and abilities, in a safe and friendly environment.

- To deliver age-appropriate coaching to support long term player development.
- To encourage all players to try their best and make the most of their abilities.
- To offer a challenging but supportive environment where children can learn from their mistakes without undue pressure and anxiety.
- To promote good behaviour and respect for others.
- And for our players to have fun and want to carry on playing .

COACHING AIMS :

- Make the game safe, fair and enjoyable.
- Provide age-appropriate coaching (5-11, 12-16, 17+).
- Develop the whole player across all four corners of the Football Association's LTPD model.
- Improve the player's movement skills: agility, balance, co-ordination and speed (ABCs).
- Develop the player's technical skills.
- Increase the player's decision-making capabilities.
- Teach the player life skills (co-operation, teamwork, communication and friendship).

ROLE OF OUR COACHES :

- Euxton Villa coaches should be mentors.
- Listen to players, give advice and extend their thinking.
- Motivators that set appropriate challenges to inspire all our players.
- Coaches should be friendly and approachable.
- Euxton Villa coaches create a environment welcoming and inclusive for every child.
- Facilitators who allow players to enjoy playing the game and nurture their development.
- Encourages players to try new skills.
- Enthuses and motivates players.
- Supports and inspires regular practice.
- Encourages children to be the best that they can be.
- Prioritises the unique individuality of the child.
- Puts the child and their needs at the centre of all activities, and plans long term player development.
- Understands issues that impact upon young player development.
- Considers how children learn as well as issues of self-esteem and motivation.

Communicates using age-appropriate language and instructions.
 Understands children are not mini-adults and that developing football players is a long term process.
 Fosters a life-long love of the game.

REQUIREMENTS OF OUR COACHES :

As a minimum, all coaches at our club will undergo the following training courses;

The FA Level 1 Award in Coaching Football

FA Emergency Aid

FA Safeguarding Children Workshop

All our coaches have Enhanced FA CRB checks.

The FA requires everyone who works or volunteers in children’s football and regularly cares for, trains, supervises or is in sole charge of children to apply for a FA DBS Enhanced Disclosure check.

Coaches are required to strictly follow the Respect Code of Conduct.

Players must be free to play during matches, with positive encouragement from parents and coaches.

Information from the touchline should be in the form of occasional questions from the coaches and encouraging remarks.

Players always try their best and will learn from their mistakes without being told they have done wrong. Our coaches follow the 4 corner module which is released by the FA.

<p><u>TECHNICAL</u></p> <p>Ball Control Using Different Surfaces 1v1 Possession Understanding Pressure Positioning Making Space Foot Skills</p>	<p><u>PSYCHOLOGICAL</u></p> <p>Decision Making Gaining Confidence Learning New Skills Patience Making & Learning Mistakes Rules Awareness</p>
<p><u>PHYSICAL</u></p> <p>Movement On/Off The Ball Passing Co-ordination Balance Turning & Running With The Ball Heading Shielding</p>	<p><u>SOCIAL</u></p> <p>Teamwork Applauding & Encouraging Others Communication Offering Help & Advice Making New Friends Behavior & Enjoyment Smiles 😊</p>

TECHNICAL:

Encourage players to try new skills in practice and work out where they can be used in a game.

Where appropriate, practice should replicate the demands of the game, encouraging players to think and make decisions just as they would in a match.

Vary the difficulty to match the needs of the individual, by altering the Space, Task, Equipment or Players (STEP).

Cut down on the ‘stop, stand still’ phrase and let players’ experience the flow of the game and practice and we want to aim for 70% ball rolling time in training.

PSYCHOLOGICAL :

Use different methods of communication to engage with different types of learners.

Visual (seeing): Tactics boards, posters, diagrams, cue and prompt cards, as well as cones on the pitch.

Auditory (hearing): Speak with players, ask questions, encourage discussions in groups amongst the

players to solve game-related problems. Kinaesthetic (doing): Demonstration to the team by the coach or by a player to their team-mates.

PHYSICAL :

Appropriate movement skills which develop agility, balance, co-ordination and speed should be encouraged through enjoyable games such as tag.

Through well designed practice, all coaching activities can include physical outcomes.

Remember players grow at different rates and may need support and patience as they develop.

Children are not mini-adults and shouldn't be subjected to laps of the pitch or press-ups.

Time in training should be spent with a ball encouraging lots of touches .

SOCIAL :

Be a good role model for the players.

Create a positive and welcoming environment.

Praise players for their effort and endeavour as well as their ability.

Manage mistakes to the player's advantage – understand what they were trying to do. Sometimes they will have the right idea but just fail in the execution of the technique or the skill.

Make sure football is fun, but with a purpose. Ensure the development of skills and game understanding.

POSITIVE LEARNING :

Encourage players to be creative and take considered risks in both practice and games.

Remember – mistakes do happen.

Let players make some of the decisions.

Let them know that their opinions count too.

Create opportunities for players to explore, question and foster their natural curiosity and imagination.

Allow all players to experience success.

LET THE PLAYERS PLAY :

All children should be given equal playing time on match-day wherever and whenever possible.

Help players develop their game-understanding by rotating positions during practice and games so not to pigeon hole them.

Ensure players are given the chance to play a 'game' during every practice session.

Don't let the children's arena become dominated by adults.

Practice should replicate the demands of the 'game' as much as possible.

Give lots of opportunities to practice different aspects of the game (shooting, dribbling, tackling, passing, goalkeeping), in context.

Goals should be used in practice as often as possible to help players' enjoyment and motivation.

Small-sided games on appropriate sized pitches provide young players with opposition, decision making and challenge, all of which help their skill development.

Coaches should consider how their decisions will impact upon a young player's self-esteem, motivation and enjoyment of the game.

For example, what would it feel like to be repeatedly used as a substitute?

Coaches should praise effort and positive behaviour as well as good play.

Coaches should continue to encourage players in this age group to be creative by designing challenging practice sessions.

Master the skill of posing effective questions to develop the players' active involvement in the training and learning process.

Encourage players to think, examine, judge and evaluate to find their own solutions.

Players should be encouraged to reflect on their effectiveness in practice and games, and challenged to think about how they may improve next time.

This process may be done individually, in small groups or collectively.

It may be enhanced if the team/player and the coach discuss realistic and achievable challenges and goals to work towards.