



England
Rugby

Referee Match Day Experience Online Workshop

Version 1.1

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Three into One



Objective

- Design a single document that support referee/match official development across the game
- Align the document to current refereeing landscape
- Input and Test (from & in) multiple areas of the game

Challenges

- Provide a document that meets the needs of the Referee/MO Development across the game
- A level of national understanding & consistency that represents Referee/MO Development
- A workable document that captures all relevant information but is not too time consuming

Outcome

- Focus on WWW & EBI
- Big 5 Principles – Safety, Speed, Space, Scrum & Lineout/Maul
- Matrix reduced by up to 55%

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Referee Information



Referee	Referees Name	Level	Referees level
Organization	Society/club/school/university	Date	Date of the game
Home Team	Home team (Final score)	Versus	Away team (Final score)
Game Level	Level/type of fixture	Competition	League, cup, friendly etc
Developer	Developers name	Developers Organization	Developers' organization
My Game	Safety, Speed, Space, Scrum, Lineout to Maul. (Boxed circle key area)	My Aim (s)	Referee provides greater detail around the Big 5 area identified

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Principles - Speed & Safety



PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Safety - Player welfare is the No1 priority	Effective use of Domestic Law Variation (DLV) and Head Contact Process (HCP) protocols	(select)	
	Recognises and Manages Dangerous play i.e. contact on lower limb, contest in the air etc	(select)	
	Applies recognise and remove when required as per Head Case Protocols	(select)	
PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Speed - Quick ball while allowing a fair contest for possession	Demonstrates safe management of the tackler and ball carrier (no impact on ball delivery)	(select)	
	Demonstrates safe management of assist tackler/jackler - clear release (both hands), support body weight, hands on the ball lift	(select)	
	Demonstrates safe management of arriving players, remaining on their feet, (pushing/ driving to gain possession of the ball)	(select)	

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Principles - Safety



PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
<p>Safety – Player welfare is the No1 priority</p>	<p>Effective use of Domestic Law Variation (DLV) and Head Contact Process (HCP) protocols</p>	<p>Select</p>	<p>Was it evident that safety was a key priority? How was this shown? If not, how was this manifest? Were DLVs picked up and sanctioned appropriately, including late and low and the tackle assist? Was the referee consistent in refereeing this phase? If not, why not? Did the referee recognise dangerous play and sanction appropriately? Was the referee consistent in refereeing this phase? If not, why not? Were the correct protocols used for DLVs and the HCP? How did communication and interaction impact on the referee's management of this principle? How did communication and interaction support the referee's management of the game? What areas of development were identified by the referee prior to and after the game?</p>
	<p>Recognizes and Manages Dangerous play e.g. contact on lower limb, contest in the air etc.</p>	<p>Select</p>	
	<p>Applies Recognize and Remove when required as per Head Case Protocols</p>	<p>Select</p>	

Principles - Space & Scrum



PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Space - More time and space for teams to attack	Demonstrates safe management of the ruck/ maul and offside lines (players on the back foot)	(select)	
	Demonstrates safe management of kicks, and offside (no advancing until put on side)	(select)	
	Demonstrates safe management of offside lines at set piece (non-participants)	(select)	

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Scrum - Stability and balance to a platform for a fair contest	Demonstrate safe management and application of the scrum engagement procedure (set-up, brake foot and cadence).	(select)	
	Demonstrate safe management and refereeing, the scrum was square, stationary, and stable at each stage (no hit & chase, supporting own body weight)	(select)	
	Demonstrates how to manage unsafe and / or illegal scrummaging (pushing straight, no angles or stepping sideways)	(select)	

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Principles - Lineout/Maul



PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Lineout/Maul - Safe and fair contest for both teams	Demonstrates management and refereeing to maintain a one metre gap, numbers, fair & safe contest	(select)	
	Demonstrates safe management and refereeing, of the maul set up (access to the catcher)	(select)	
	Demonstrates management and refereeing to promote a fair contest for the ball at the maul (entry points, retain binding)	(select)	

ADDITIONAL COMMENTS

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What Went Well - Even Better If



OVERALL SUMMARY			
	REFEREE COMMENTS	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
What? So What? Now What?	How would you describe your performance	(select)	
	Provide information on What, Went, Well (WWW) and Even better if (EBI)		
	Overall summation of game experience / performance		
	REFEREE SUPPORT COMMENTS		
	Provide information on What, Went, Well (WWW) and Even better if (EBI)		
	Overall summation of referee performance		

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Framework Information - Safety & Speed



BIG 5 PRINCIPLES CRITERION	OUTSTANDING	GOOD	INCONSISTENT / INSUFFICIENT EVIDENCE	KEY DEVELOPMENT FOCUS
SAFETY - DLV & HCP				
Use & application of DLV's and Head Contact Protocol	Consistently & effectively applies DLV & HCP appropriately for the level of game	Makes good efforts to apply DLV & HCP appropriately for the level of game	Able to apply DLV & HCP appropriately for the level of game but there were missed opportunities	Did not apply DLV & HCP appropriately for the level of game
Recognise & manage dangerous play	Made every effort to recognise and confidently manage dangerous play appropriately for the level of the game.	Made a good effort to recognise and confidently manage dangerous play appropriately for the level of the game.	Able to recognise & manage dangerous play appropriately for the level of the game but there were missed opportunities	Did not have the ability to recognise and manage dangerous play appropriately for the level of the game.
Demonstrates the use and application of the HCP Recognise & remove	Follows all aspects of and effectively applies the HCP recognise and remove appropriately for the level of game	Follows all aspects of and applies the HCP recognise and remove appropriately for the level of game	Able to apply the HCP recognise and remove appropriately for the level of game but there were missed opportunities	Did not apply the HCP recognise and remove appropriately for the level of game
SPEED - TACKLE				
Demonstrates safe management of the tackler and ball carrier (no impact on ball delivery)	Able to confidently demonstrate safe refereeing using a range of strategies consistently & fairly	Able to demonstrate safe refereeing of the tackled player and ball carrier effectively & fairly	Able to demonstrate safe refereeing of the tackled player and ball carrier but was not always consistent and/or fair.	Did not demonstrate safe refereeing of the tackled player and ball carrier in a consistent and/or fair manner.
Demonstrates safe management of assist tacklers / jackler - clear release (both hands), supports own bodyweight	Able to demonstrate safe refereeing using a range of strategies to a very high standard	Able to demonstrate safe refereeing consistently and fairly	Able to demonstrate safe refereeing but was not always consistent and/or fair	Did not demonstrate safe refereeing in a consistent and/or fair manner
Demonstrates safe management of arriving players, remaining on their feet, pushing/driving to gain possession	Able to demonstrate safe refereeing using own initiative consistently and/or fairly	Makes a decent effort to demonstrate safe refereeing of arriving players, remaining on their feet consistently and/or fairly	Sometimes able to demonstrate safe refereeing but was not always consistent and/or fair	Did not demonstrate safe refereeing of arriving players, remaining on their feet in a consistent and/or fair manner

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Big 5 - Safety



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Framework Information - Space & Scrum



SPACE - OFFSIDE				
Demonstrates management of ruck/maul offside lines (players on the back foot)	Able to effectively and confidently maintain space through management relevant offside lines at the ruck/maul	Almost always able to maintain space through managing the relevant offside lines at the ruck/maul	Sometimes able to maintain space through managing the relevant offside lines at the ruck/maul - there were missed opportunities	Did not maintain space through managing relevant offside lines at the ruck/maul
Demonstrates safe management of kicks and offside (no advancing until put onside)	Takes full responsibility for and effectively demonstrates safe management of kicks and maintaining space	Able to consistently demonstrate safe management of kicks and maintain space managing the offside line	Makes a decent effort to demonstrate safe management of kicks and maintain space but there were missed opportunities	Did not demonstrate safe management of kicks and maintain space
Demonstrates safe management of offside at set pieces (non participants)	Makes every effort to effectively maintain space through management of the relevant O/S lines at set piece	Makes a good effort to effectively maintain space through management of the relevant O/S lines at set piece	Able to maintain space through managing the relevant O/S lines at set piece but there were missed opportunities	Did not maintain space through management of the relevant O/S lines at set piece
SCRUM				
Demonstrates safe management and application of the scrum engagement procedures Set up Brake foot Cadence	Able to demonstrate the safe application of the scrum engagement procedures using a range of strategies eg praise, warnings, sanctions etc to a very high standard	Makes every effort to demonstrate the safe application of the scrum engagement procedures	Able to sometimes demonstrate safe application of the scrum engagement procedures but lacks consistency and fairness	Did not demonstrate safe application of the scrum engagement procedures in a consistent or fair manner
Demonstrates safe management and refereeing. The scrum was square, stationary & stable at each stage. No hit & chase and supporting own bodyweight	Makes excellent efforts to consistently and effectively demonstrate the scrum was square, stationary & stable prior to the delivery of the ball	Makes effective efforts to demonstrate the scrum was square, stationary & stable prior to the delivery of the ball	Mostly able to demonstrate the scrum was square, stationary & stable prior to the delivery of the ball. There were missed opportunities to demonstrate further	Did not demonstrate the scrum was square, stationary & stable prior to the delivery of the ball
Demonstrates how to manage unsafe & illegal scrummaging - (pushing straight, no angles or stepping sideways)	Has high standards and effectively manages unsafe and/or illegal scrummaging	Able to consistently manage unsafe and/or illegal scrummaging	Mostly able to manage unsafe and/or illegal scrummaging but opportunities were missed	Did not manage unsafe and/or illegal scrummaging

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Framework Information - Lineout/Maul



LINEOUT / MAUL				
<p>Demonstrates management and refereeing to maintain 1m gap</p> <p>Participant numbers</p> <p>Fair & safe contest</p>	<p>Takes full responsibility for maintaining 1m gap prior to the throw in, participant No's and promotes a fair contest for the ball</p>	<p>Able to consistently maintain a 1m gap prior to the throw in, participant No's and promote a fair contest for the ball</p>	<p>Able to maintain a 1m gap prior to the throw in, participant No's and promote a fair contest for the ball but opportunities were missed</p>	<p>Did not maintain a 1m gap prior to the throw in, participant No's and promote a fair contest for the ball</p>
<p>Demonstrates management and refereeing of the maul set up (access to the catcher)</p>	<p>Shows initiative when refereeing the maul using a range of strategies eg praise, warnings, sanctions consistently & fairly</p>	<p>Able to demonstrate good and safe refereeing of the maul consistently & fairly</p>	<p>Mostly able to demonstrate safe refereeing the maul but was not always consistent and/or fair</p>	<p>Did not demonstrate safe refereeing the maul in a consistent and/or fair manner</p>
<p>Demonstrates management and refereeing to promote a safe contest for the ball at the maul - entry points retain binding</p>	<p>Makes every effort to promote a fair contest for the ball</p>	<p>Almost always consistent in promoting a fair contest for the ball</p>	<p>Able to promote a fair contest for the ball but there were missed opportunities</p>	<p>Did not promote a fair contest for the ball</p>

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Appendix - Timeline Glossary



KEY ABBREVIATIONS TO SUPPORT TIMELINE

ABBREVIATION	DECISION	EXPLANATION
G	GOOD	Where a referee* believes they have been correct in their judgement or behaviour.
E	ERROR	Where a referee* believes they have been incorrect in their judgement or behaviour.
ND	NON-DECISION	Where a referee* has observed and chosen not to act or has failed to observe a situation.
Q	QUESTION	A point of curiosity/interest within the event to discuss.
FK	FREE KICK	Free Kick Awarded in relation to elements of Law.
PK	PENALTY KICK	Penalty Kick Awarded in relation to elements of Law.
YC	YELLOW CARD	Yellow Card Awarded in relation to elements of Law.
RC	RED CARD	Red Card Awarded in relation to elements of Law.

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Appendix - Quarters



GAME TIME LINE				
	TIME	HOME	AWAY	DECISION/DISCUSSION POINT
Quarter One 0 mins to 20 mins				
Quarter Two 20 mins to 40 mins +				

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Principle Example

The examples below show how the impact statement is linked to the three criteria.

PRINCIPLE	GUIDANCE	CRITERIA	PROVIDE IMPACT STATEMENT TO SUPPORT YOUR SELECTION
Safety - Player welfare is the No1 priority	Effective use of Domestic Law Variation (DLV) and Head Contact Process (HCP) protocols	Key development Point	The referee needs to reflect upon the way he deals with DLVs. Whilst A's tackling in particular didn't help, he missed several opportunities to re-enforce his expectations. Two missed early DLVs set the tone and he was unable to get A to change their behavior. In addition, the referee needs to reflect upon the actions of the 2 nd tackler. There were over 5NDs for DLVs in Q1. Of the three YCs, two were for repeat DLVs and one for a dangerous tackle (The decisions were correct)
	Recognises and Manages Dangerous play i.e. contact on lower limb, contest in the air etc	Good	
	Applies recognise and remove when required as per Head Case Protocols	Good	

The 'Key Development Point' for effective use of DLVs reflects the evidence on his in-effective management of DLVs

The good under the criteria for managing dangerous play reflects the good handling of the dangerous tackle

The Good criteria for 'Applying recognise and remove when required as per Head Case Protocols' is due to insufficient evidence

Summary Example

Example of how an overall summary could be written

OVERALL SUMMARY	
What? So what? Now what?	Referee Supporter Comments
Provide information on What, Went, Well (WWW) and Even better if (EBI)	Good control throughout with a very good use of advantage. BD managed very well enabling the game to be played at high pace. Scrum – management of the space on engagement and ensuring that players held their weight.
Overall summation of referee performance	This was a good quality and dynamic match which provided the referee and ARs with a strong challenge. The technical elements were managed well which enabled both to play positively, supported by good use of advantage. The referee communicated his expectations clearly and this got a good player response. His calmness under pressure was very good especially when dealing with match affecting decisions. Overall, ***** and the T of T will be pleased with their good performance which added good value to the game.

Glossary: (whilst all matches may not have assistant referees, the example would still be relevant with these elements omitted)

BD – Break Down

AR's – Assistant Referee's

T of T – Team of Three

Elements Included

- Reference to the challenge of the game for the referee's level
- Reference to the quality of the game and the dynamic nature
- How the referee managed the technical elements (contact area, scrum, line outs etc)
- The referee's communication and the impact he had with the players
- The referee's calmness under pressure
- The referee's overall performance and the value added to the game.

What's Next?



- **Who's the Referee (WTR)** - The Referee Match Day Experience document & guidance located on the platform
- **England Rugby.com** - The Referee Match Day Experience document & guidance located on the platform.
- **Challenges** - "*Growth Mindset*" – change and how it is approached will be key for everyone involved to utilize the new document.
- **Skills & Knowledge** - whilst the document is new, the skill set's developed & used to engage & communicate with people have not changed, keep enhancing them.
- **Review** - This will be an ongoing process with no immediate changes until a significant period has elapsed with the form in place.

THANK YOU!!!!

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