Pathway Booklet
U9–U10–U11 Rugby
Unified Pathway and Vision

The WRU Rugby Department has a mission to define Wales and unite our communities by delivering excellence and developing good people TOGETHER

The unified pathway strategy for the development of the game will set out the clear aims and objectives for player and coach development.

The central messages are the principles of creativity and innovation, for both players and coaches. And the vision for playing the game is based on good quality passing and catching, good contact skills keeping continuity and building a game that will challenge the opposition with ball in hand.

The skills curriculum for the development of players within Wales has been produced to support the development of all players from U7 to senior players. Within this, development milestones will help the coach plot the progress of the young player through to senior rugby.

We need to provide coaches with a clear playing and coaching structure. Each age band of the game from grass roots to elite must have the right coach at the right level for that particular age group. We want coaches to be qualified and excellent teachers of the game who have the right skill set and attributes to positively affect the players and the teams they work with.

Coaches must add a greater importance and value to the development of technique and skill. They must have a clear playing philosophy based on a game played by challenging the opposition with ball in hand, supporting the individual at every point in the pathway.

Coaches at U9–U10–U11 must instil a love of the game, through the promotion of fun and inclusiveness that leads to life long participation.
A guide to early contact rugby

Rugby Union is Wales’ national game, one that has the potential to ignite and embrace communities across Wales. The successful introduction of contact rugby to young people is vital in ensuring life long participation.

Hopefully under your guidance they will become committed players or referees coaches or go on to be armchair fan of the future but you have the privileged position of being part of that journey.

Welsh rugby offers an introduction to the contact game at a size and scale that meets the needs of the young people playing – with smaller balls and pitches fewer players per team and modified laws.

Part of the Welsh Rugby Union’s national game strategy is to develop ‘better players’ and it believes that introducing them to the game in stages is the most appropriate format to do. Such an approach is supported by academic research from around the world on the value of small-sided games for improving technique and skills.

Modified games allows children to have a fun, enjoyable introduction to rugby in an environment that allows them lots of passes, running and tackling ultimately providing more involvement and enjoyment in the game. The game has been designed to develop the players on progressively, learning the fundamentals through the modified game of mini rugby.

Adults involved in developing the playing environment for children need to recognise their role is to facilitate this; to enable young people to have fun, make new friends. Our challenge as adults is simple – to help young people fall in love with the game. If they start this journey captivated by the experience, this vastly improves their chances of getting better, and staying involved in the game.

The coaches role is to provide that learning experience which will develop the child through the stages of mini rugby.
Early contact in rugby

The main theme throughout mini rugby is to meet the needs of children. Fifteen-aside rugby does not meet those needs. Children need a modified game that fits their age and stage of learning and too often it’s the children that are modified to meet the requirements of the game. Mini rugby modifies the game without losing the essence of the game, which is important for the children.

All available research and observations show that children will have more fun and learn more playing a game with smaller teams and modified rules.

If children are to enjoy taking part in rugby they need to:

• Take an active part in the game
• Form relationships and work together
• Develop their rugby skills and get better
• Be able to take part whatever their ability
• Develop personal skills
• Appreciate and demonstrate good sportsmanship
• Understand the laws
• Be listened to
• Feel success through development

Mini rugby aims to set realistic expectations. It focuses on the development of children rather than the result of the match. Children need to learn that cooperation is vital but also the joys that being part of a team can bring and rugby is a fantastic and exciting game that can teach those skills.

Research in the field of coaching children, highlighted the need to integrate the personal and social development components into a child’s learning through sport. (Sportscoach, UK)
Why do children play rugby?

Our role as adults is to facilitate a learning environment that enables children to play mini rugby and fall in love with our national game. However, when you listen to young children about why they play rugby the reasons they provide are often different from those that adults assume.

Children choose to play because it is enjoyable for them. For the most part, play satisfies children’s need to be active and to explore. Play is very important in a child’s learning and emotional development and provides a wide array of benefits.

As well as fun and joy, play also develops a child’s personality, helping them to realise their potential and experience the satisfaction of success. It opens them to creativity and imagination and helps develop speech, reading, thinking, problem solving and fine motor skills. Play is also integral to helping a child manage emotions; develop values and understand and interpret the world around them.

Feedback from groups of children across Wales identified the top six reasons why children play rugby:

- Trying my hardest is more important to me than winning
- I love playing rugby because it’s fun
- It helps keep me fit and healthy
- I like meeting new friends through rugby
- It’s a really good game and I love it
- I like playing with my friends

Clearly children are intrinsically motivated to play rugby. The awarding of trophies or winning of games or tournaments provides no motivation. It is often the adults involved in children’s sport who value these ‘achievements’ more than the players.
What can children expect from adults?

Children are easily led, anxious to please, and prone to over enthusiasm. Lots of praise and encouragement is needed especially for beginners. Children tend to find it hard to response to negative instructions, they are far more understanding when positive comments are being made. Children will make mistakes, which adults must understand it’s a necessary part of learning.

Children are always looking for that role model, its important that coaches, referees and people from within the club become role models for these young people.

Building their confidence by, positive encouragement, giving them lots of opportunities to try and then learn from their mistakes. Coaches need to reward effort, this can boost self esteem and confidence in the player, use constructive feedback in a positive way.
We have all seen children grow whilst taking part in mini rugby the support from others is vital to continue this, rugby has so much to offer in the development of the child that it is important that adults understand their role in helping the individual grow. Coaches therefore must provide positive feedback and support and avoid negative feedback at all times.

The positive coaching Alliance, talks about the coaches role as filling up each child emotional tank, each time they practice or play.

We need players to respect the laws of the game, along with respect for the opponents and the referees.

**Build confidence:**

- Provide positive encouragement
- Learning from mistakes
- Reward effort rather than ability
- Be a positive role model
- Always be constructive

**Respect the game:**

- Promote the rules
- Promote fair play
- Respect opponents
- Always work as a group

**Opportunities for success:**

- Success through development, winning and losing are the least important measures of success
- Learning environment – including learning from mistakes
- Set appropriate development targets throughout
Welsh Rugby Union
Working with parents

The Welsh Rugby Union is committed to promoting positive behaviour, and working with parents and volunteers to ensure that we create a safe and positive environment for children to learn, develop and have fun through their experience in rugby.

It is vitally important that volunteers in Welsh rugby understand their safeguarding responsibilities in relation to the children that they interact with in the rugby environment. Sport provides a great opportunity for young athletes to develop their life skills, and rugby in particular as a team sport is an example of how positive role models can influence and shape the behaviour of others.

There is a responsibility for everyone involved in the game to ensure that respect and discipline remains a central theme in the minds of children starting out on their rugby journey. It is important that children, parents, coaches, volunteers and any other people involved in the game understand the rugby culture and ethics and treat people with respect so that everyone enjoys the 'Welsh Rugby Experience'.

Parents play a vital role in encouraging, enabling and supporting children’s participation in rugby. They are the most influential people in a child's psychological and sociological development. A child's beliefs, values, and attitudes are shaped and influenced by the experiences that they have in their home environment.

Promoting parent/guardian participation and encouraging support and interest will mean the parent/guardian will then have the opportunity to reinforce what is developed in the rugby environment at home.

It is important that parents/guardians understand what the philosophy of the team/club toward the development of their children and the game of rugby. The ability to include the parent/guardian within the team framework will allow for an informative and inclusive environment. The work between parents/guardians, players and coaches is an essential element to successful communication.

It is vital that children are allowed the opportunity to think for themselves and see the playing picture in front of them and decide on outcomes promoted through making their own decision. Constant instruction from coach, parent/guardian from the sideline or pitch will only confuse the player and make them feel as if they do not understand the game they are playing. Allow the players to explore opportunities. Parents/guardians should reinforce positive play with only positive comments.
Good practice creates a safe and positive environment in rugby clubs

Adopt a whole child approach
The club should be completely aligned from senior to mini and junior rugby, in terms of standard of behaviour, discipline, and compliance with the Codes of Conduct. The Senior Management Committee are ultimately responsible for safeguarding issues, and they should work closely with representatives from all age groups and in particular the Club Safeguarding Officer.

Promote and publicise positive behaviour and expectations
Clubs should consider promoting positive behaviour through the use of the Codes of Conduct and ‘Respect Boards’ which should be publicised in prominent places, such as club noticeboards, at the ground, and through club websites etc.

Rugby club induction events
Clubs should consider planning and delivering club induction events at the beginning of the season or at key times in the season. This could be used for registration or administration purposes, and also as an ‘icebreaker’ or social event for children and parents to meet with existing volunteers. It could be part of a ‘try out’ to encourage increased participation, and an opportunity for the club to brief their volunteers on what is expected in terms of standards, codes of conduct and appropriate behaviour.

Internal reporting procedures
The club should have an internal reporting policy and disciplinary procedures to deal with issues of poor or unacceptable behaviour. The CSO should be the point of contact for reports of poor or unacceptable behaviour, and they should liaise with the Senior Club Secretary and the WRU Safeguarding Advisor to consider a proportionate response to deal with this issue.

Club monitoring and support mechanisms
There should be increased monitoring of individuals or groups identified as presenting a problem in terms of their behaviour within the club. It is important that negative behaviour traits are not allowed to develop and grow within the rugby club environment.

It is also important that the action taken or sanctions imposed do not impact upon the ability of children and young people to continue to participate in rugby union. There should be support mechanisms in place for adults or children who raise such concerns.
Facilities

In order for the players to develop and learn about playing the game of rugby union it is imperative that they play on appropriate pitches, which are suitable for their age group. It is important that pitches are clearly marked out with cones, this helps the player to recognise the playing area.

In order to provide a safe area to play in it is recommended that clear marked areas be used to keep parents and spectators away from the touchline. It is also recommended that a technical area is set up both sides of the half way line to keep the substitutes together along with other coaches not involved with the game.

If you are having problems finding suitable pitches at the club you may need to contact your local authority parks department or your schools to help in providing playing areas for your teams. Your regional development manager can also help in building relationships with the local schools and the local authority.

To safeguard your players it’s advisable to check the field prior to playing for any objects that may cause injury and also check for dog fouling. The team and the parents can help by walking the playing area before a game to check for and pick up any debris.
Pitch layout

A typical pitch layout for an U9 game

- Playing area: max 50m x 40m, min 40m x 30m
- Supporter area 2m from pitch in designated areas
- Technical area 10m either side of the half way
Respect and managing the match day environment

Rugby is a sport that creates great excitement for players, coaches and spectators and evokes huge emotion. It’s also a sport that requires skill, physicality and determination, and children should be able to develop their skills whilst having fun in a positive environment.

Establishing a team or club philosophy

It’s important that there is an overarching club philosophy or ethos and within that a recognition of the qualities and behaviours that make up a good club. All teams should conform to these behaviours and ethos. These issues are intrinsically linked and a good way to ensure that the club and teams are co-ordinated, and that players, coaches and parents work together effectively.

Depending upon the age group, it may differ slightly from team to team, but will be evident throughout every team in the club. The key to this, particularly in younger age groups is to ensure that the child is at the centre of this thinking and that the club have a co-ordinated and child centred approach in developing the next generation of talent.

Clubs may wish to consider the following as part of your club/team philosophy or ethos:

- Constructive and inclusive communication
- Reliability – time keeping
- Sharing responsibilities
- Team over individual
- Inclusive team selection
- Development over winning at all costs
- Respect to others
- Codes of Conduct
Developing a positive environment

It’s extremely important that adults understand the effect that their behaviour can have. Coaches, in particular, are in a position of trust and responsibility and can heavily influence the thinking and behaviour of the children they coach. In managing the match day environment it’s important that the philosophy or ethos of the club is adopted and applied.

There are a number of clubs who promote positive behaviour through the use of ‘Respect Boards’ and some who have posted their Codes of Conduct not only on noticeboards, but also on permanent boards outside their club or changing rooms. There are Codes of Conduct for Players, Parents, Spectators and Coaches and these should be placed in a prominent place so that all volunteers and visitors are able to view this and understand the expectations in terms of behaviour of everyone at the club.

Referees and officials play an integral part in our game and have a pivotal role in ensuring that Wales national sport continues to thrive week in, week out. There is a need for all adults to understand that we must promote positive behaviour towards referees, and set good examples for children to follow.
Dealing with difficult spectators

Clubs should consider the use of a touchline manager, someone known to club members and designated to help maintain a safe and positive environment. They have a responsibility to deal with minor incidents, reducing and diffusing problems.

There are various types of ways that people react to crowd behaviour which may manifest itself in a negative way and may lead to incidents at rugby matches

- Conformity – conforming to the behaviour of those around you
- Aggression – collectively ‘letting off steam’
- Loss of individuality – losing yourself in the moment

Team Managers and Coaches set an example to all others involved in the game

There should be an explanation to parents or supporters that the following are part of the club or team philosophy or ethos:

- The children come first. It’s their game not yours
- The children are learning the game and they will make mistakes
- Referees will make mistakes, as we all do
- It is not acceptable to shout at the referee
- Promote respect for the rules of the game, officials, team mates and opponents
- Support in a positive way
- Model and reinforce positive attitudes

It should be made clear to parents or supporters that the following are not acceptable:

- Verbal aggression or abuse towards their own child, other children, officials, supporters or coaches
- Constant criticism of their own or other children
- Teasing or mocking children
- Threatening or fighting with other adults, young people or children
- Contradicting coaches’ advice and guidance
- Intimidating officials
- Having a ‘win at all costs’ mentality
- Encouraging rule breaking
- Exhibiting behaviours and acts of aggression that may constitute a criminal offence or child abuse
When dealing with unacceptable behaviour it is important to consider the following:

- Remain calm but determined to deal with the matter positively and effectively
- Don’t invade people’s personal space
- Adopt a calm and relaxed posture and attitude
- Hands open
- Listen to what is being said
- Suggest rather than tell
- Apologise if necessary

Respect

We have an obligation to provide every person, no matter what their ability, with every opportunity to attend and enjoy sport comfortably and safely. This issue affects us, our friends, our family, our club.

It is unacceptable to do nothing. Do the right thing and challenge inappropriate behaviour.
Match day tips for coaches

Coming from tag rugby the players will now be faced with more laws and a greater numbers or players on the field of play. It’s important that coaches do not overload players with lots of information. Coaches should keep it simple only emphasis some basic points from training which the players are looking to achieve.

Before the game ensure all the players understand what they are trying to achieve in the game.

When talking to the players be mindful of the language you use and the detail within that, they will not be able to digest long statements with too much content. Try to be positive at all times and keep things simple in your approach. These are young children so make sure you have they attention first before you start talking.

Technical/Tactical

Allow the players to express themselves without being criticised. Players will make mistakes, allow them to learn as much of the game for themselves as they can. Give them many opportunities to gain knowledge and understanding of the game through fun and enjoyment.

Physical

Start with the basics of physical movement agility, balance and coordination (ABC) in your warm ups for the games and training.

Use a variety of fun games like tag ball and similar chasing games. Avoid having children standing in lines and only taking part one out of five goes, the skill of the coach is to get everyone active as possible.

Psychological

Coaches need to stay positive throughout the game, the game is not the moment to make an in-depth analysis of mistakes but to emphasise the players positive behaviour and to encourage them to do things without being afraid of failing.

Coaches should also be prepared to make constructive use of the experience of the game. This should be done by the reinforcement of positive aspects so that the players will repeat them, and on the other hand the coach should observe what is not going so well and what they can realistically be improved, in order to work on it later in their coaching sessions.

Social

Allow players to express themselves and be involved in the decision making processes, players like ownership by doing this you have given them some responsibility and trust within the group. Praise cannot be over estimated, praise effort as well even if they make a mistake, this will happen however some encouragement will boost their self esteem.
Developing players

We all want players to be the best they can be, However we all need to be careful of the amount pressure we put on players. Create a learning environment to and players will blossom in the game, and reach their potential.

The WRU pathway provides players with the right coaches at each age group, a coach who is focused on player development putting the player first.

Players moving through the WRU player pathway will have the best support to enable them to try and achieve their potential.

Developing players should be about the whole person, taking a holistic approach to the development of the player. This is known as player centred coaching. All coaches should aim to be player centred.

Personal development

Personal development is also vital throughout the playing career. Helping them to build their character and teach them valuable life lessons that will be important to their future. Supporting them to embrace challenges and take control of their lives, to become independent and resilient.

Creative development

Creative development players can adjust, adapt and express themselves. Players can be in charge of their own development and come up with their own solutions. Children can be very creative if the coaches allow them to express themselves and are more often more creative than the coach. We must allow them to develop this and not stifle them by coaches wanting to show them the proper way.

Social development

Social development, be able to mix meet new friends and work within group. Develop supporting and understanding others within their peer group. Be able to develop skills such as leadership, teamwork and inspiring others through their commitment to the sport. Can be able to take on roles and complete tasks along with empower others.
Cognitive development

Cognitive development helps players to make good decisions, it requires them to think about how they can improve and understand what they need to do to improve. Hopefully developing a player who in time can analyse his or her own performance and understand how to improve.

Research

Research, which suggests that deliberate play, and teaching games for understanding (TGfU) should form a large part of developing the player.

TGfU

TGfU helps the player to stretch their skills and respond to various situations that occur doing the games in training. Both approaches require the players to make decisions and develop skills in a game like context, which has been shown to develop their skills more effectively than drill-based training.

TGfU is game centred rather than technique centred, games are modified and progressive to teach tactical understanding. Questioning and discussion with your players is paramount to allow players to come up with their own ideas or solutions to tactical problem.

It's important that players try to play other sports during their early years, unfortunately due to early specialisation we see to many players coming through the age groups having not played in any other sport. This is sometimes driven by the parents to concentrate on one sport. Rugby has seen this happen within their sport where parents and coaches over emphasis one sport over all others.

The issues with specialising to soon have been to the detriment of the player and contribute to athletic deficiencies, injuries, early burnout and dropout. Children grow and develop at different stages, not all children are the same, parents need to be patient and recognise this. The best player today will not necessarily be the best in later years.

Due to maturational factors all players develop at different rates. Current performance is not an indicator of future potential in young players. It's all about fostering the development of all players to reach their potential.
WRU Junior Physical Development Strategy U9–U10–11

The aim of the WRU Junior Physical Development program is to introduce children at the U9–U10–11 age grade to a wide range of fundamental athletic movement competencies that underpin co-ordinated athletic movement skills such as balance, co-ordination, sprinting, jumping and changing direction.

Through the U9–U10–11 WRU Athletic Movement Curriculum, young athletes will have the opportunity to experience an age appropriate movement program that will allow them to take the next steps on their journey to physical literacy.

Athletic movement curriculum

It is important children develop overall fundamental movement patterns and athletic skills to allow them to maximize their athletic movement capabilities which will enable them to fully tap into their rugby playing potential.

Strength and balance fundamentals

The fundamentals include a focus on co-ordinated and controlled full range of motion as well as lower and upper body movement patterns. These include squat and lunge patterns, simple upper body pushing and pulling exercises, and active trunk control.

Athletic movement and co-ordination fundamentals

Athletic movement fundamentals include how to run, jump and land effectively while also emphasising good running technique and the ability to change direction correctly.

In this phase young players will be introduced to exercise progressions that continue to build on the movement skills and competencies introduced at the previous stages of physical development. The concept of movement technique mastery is introduced to ensure athletes are ingraining correct movement habits and skills that they can carry forward to more advanced stages of development.

Key coaching and development Principles

- Increase in technical proficiency
- Challenging and Fun
- Bodyweight exercise focus
- Broad variety of movements and skills
**U9 laws**

Under nines are not permitted to play in inter club leagues where results are collected or published or winner’s trophies are presented. The WRU feel this is detrimental to the development of the player.

Where teams have entered festivals (which start and finish on the same day) it is recommended that each game should not exceed 10 minutes (maximum) each half.

Where possible clubs are encouraged to organise more than one opposition ‘round robin’ scenario i.e. Each team plays each other to ten minutes (Maximum). This is recommended for three to four teams maximum. Single inter clubs fixtures do not provide sufficient opportunities for all players to play.

Playing Equipment: players must wear the correct footwear for the surface of the pitch e.g. no metal studs on artificial grass surfaces. Clothing must be in accordance to the IRB charter depending on the weather.

The coach’s role is to develop the children’s love of the game in a safe and fun environment and develop self-esteem in all of the children. Develop the players through the introduction contact. Develop safe tackling and being tackled, develop offload skills and the correct placement of the ball in contact with the ground. A qualification of at least a WRU Children’s Level One is recommended.

The coach can also referee the game, at this level with the above qualifications. Furthermore, referees should also recognise their role is to facilitate the learning of the players, for example take a second attempt at a free pass if the first one is not within the laws.

Further details of the pathway rules can be found on the coaching locker

www.wrucoachinglocker.co.uk
Age
Under 9 as of August 31st at the start of the season.

Playing area
50m (Length) x 40 (Width) maximum. 40m (Length) x 30 (Width) Minimum.

Team size
U9 ten a side with unlimited substitutions, Five forwards Five back, The WRU requires that both teams shall field the same amount of players throughout the game.

Periods of play
Two halves each of up to 10 minutes playing time, maximum 20 minutes of play.

Ball size
Size three.

Kicking
No kicking allowed.
Lineout
No, if ball goes into touch a free pass to the non-offending team five metres from where the ball went into touch.

Scrummage
Five man non contested scrum, the team putting the ball must win it. Neither team is permitted to push. Acting scrum half must pass from the base of the scrum, and the opposition scrum half to stay at the tunnel.
All scrums must follow IRB process of Crouch, Bind, Set.

To start the game a free pass on the half way line must take place, the team conceding a try will restart the game with a free pass.
All players must leave and enter the field of play at the hallway line.
Waist high tackle or lower is required, if the tackle is above waist height and it’s a persistent offender a free pass to the non-offending team is given.
Referees are encouraged to communicate with players regarding the height of the tackle.
The tackle area, defenders can only tackle, they are no allowed to contest for the ball.
The offside lines are the rear most part of the body at the tackle area. Acting scrum half must pass the ball from the tackle area, (no pick and run).
No mauling is allowed or ripping the ball away from the opponent, if a maul is formed or a rip has taken place, a free pass to the non offending team.
If a knock on occurs a scrum is awarded to the non offending team.
Rolling substitutes are allowed, players must leave and enter the field of play at the half way.
Please note, if a player is sent off then he will be replaced by an appropriate substitute, if there is no substitute available then that team will be disadvantaged, the non offending team does not lose a player.
No hand off allowed.
U10 laws

IRB under nine laws apply apart from:

Under tens are not permitted to play in inter club leagues where results are collected or published or winner’s trophies are presented. The WRU feel this is detrimental to the development of the player.

Where teams have entered festivals (which start and finish on the same day) it is recommended that each game should not exceed 10 minutes (maximum) each half.

Where possible clubs are encouraged to organise more than one opposition ‘round robin’ scenario i.e. Each team plays each other to ten minutes (Maximum).

This is recommended for three to four teams maximum. Single inter clubs fixtures do not provide sufficient opportunities for all players to play.

Playing Equipment: players must wear the correct footwear for the surface of the pitch e.g. no metal studs on artificial grass surfaces. Clothing must be in accordance to the IRB charter depending on the weather.

The coach’s role is to develop the children’s love of the game in a safe and fun environment and develop self-esteem in all of the children. Develop the players through the introduction contact. Develop the players confidence in the tackle area, develop decision making at the breakdown and supporting for the ball carrier to provide continuity. A qualification of at least a WRU Children’s Level One is recommended.

The coach can also referee the game, at this level with the above qualifications. Furthermore, referees should also recognise their role is to facilitate the learning of the players, for example take a second attempt at a free pass if the first one is not within the laws.

Further details of the pathway rules can be found on the coaching locker

www.wrucoachinglocker.co.uk
Age
Under 10 as of August 31st at the start of the season.

Playing area
50m (Length) x 40 (Width) maximum. 40m (Length) x 30 (Width) Minimum.

Team size
U10 ten a side with unlimited substitutions, five forward five backs, The WRU requires that both teams shall field the same amount of players throughout the game.

Periods of play
Two halves each of up to 15 minutes playing time, maximum 30 minutes of play.

Ball size
Size three.

Kicking
Only in your own 22 metre area.
**Lineout**

No, if ball goes into touch a free pass to the non-offending team five metres from where the ball went into touch.

**Scrummage**

Five-man non-contested scrum, the team putting the ball must win it. Neither team is permitted to push. Acting scrum half must pass from the base of the scrum, and the opposition scrum half to stay at the tunnel. A player who is a member of the scrum cannot pick up the ball. They must be 3:2 formation.

All scrums must follow IRB process of Crouch, Bind, Set.

To start the game a free pass on the half way line must take place, the team conceding a try will restart the game with a free pass.

Waist high tackle or lower is required, if the tackle is above waist height and it’s a persistent offender a free pass to the non-offending team is given. Referee are encouraged to communicate with players regarding the height of the tackle.

The tackle area, after the tackle only one player from each team can contest for the ball, this can be any player involved in the tackle or another arriving player. Acting scrum half must pass the ball from the ruck area, (no pick and run).

No mauling is allowed or ripping the ball away from the opponent, if a maul is formed or a rip has taken place, a free pass to the non offending team.

If a knock on occurs a scrum is awarded to the non offending team.

Rolling substitutes are allowed, players must leave and enter the field of play at the half way.

Please note, if a player is sent off then he will be replaced by an appropriate substitute, if there is no substitute available then that team will be disadvantaged, the non offending team does not lose a player.

A player must not hand off/fend off an opponent in any way.

If a team persists in offending at the breakdown close to the defensive team try line, then the referee may award a penalty try.

Conversions are allowed, if the game is played on a mini pitch then conversions are taken as normal, if it’s a modified pitch from a full size pitch conversions are to be taken in front of the goal posts.

After a try the referee must allow all players to get back to their respective sides before the restart.
U11 laws

IRB under nine laws apply apart from:

Under Elevens are not permitted to play in inter club leagues where results are collected or published or winner’s trophies are presented. The WRU feel this is detrimental to the development of the player.

Where teams have entered festivals (which start and finish on the same day) it is recommended that each game should not exceed 10 minutes (maximum) each half.

Where possible clubs are encouraged to organise more than one opposition ‘round robin’ scenario i.e. Each team plays each other to ten minutes (Maximum).

This is recommended for three to four teams maximum. Single inter clubs fixtures do not provide sufficient opportunities for all players to play.

Playing Equipment: players must wear the correct footwear for the surface of the pitch e.g. no metal studs on artificial grass surfaces. Clothing must be in accordance to the IRB charter depending on the weather.

The coach’s role is to develop the children’s love of the game in a safe and fun environment and develop self-esteem in all of the children. Continue to develop the player’s skills at the breakdown, and to develop their decision making at the breakdown, in attack and defence. A qualification of at least a WRU Children’s Level One is recommended.

The coach can also referee the game, at this level with the above qualifications. Furthermore, referees should also recognise their role is to facilitate the learning of the players, for example take a second attempt at a free pass if the first one is not within the laws.

Further details of the pathway rules can be found on the coaching locker

www.wrucoachinglocker.co.uk
Age
Under 11 as of August 31st at the start of the season.

Playing area
Between the 22m lines and 5m in from the touchlines.

Team size
U11 twelve a side with unlimited substitutions, five forward seven backs, The WRU requires that both teams shall field the same amount of players throughout the game.

Periods of play
Two halves each of up to 20 minutes playing time, maximum 40 minutes of play.

Ball size
Size three.

Kicking
Only in your own half.
**Lineout**
Four man uncontested, no catch and drive permitted.

**Scrummage**
Five man contested scrum. Passive scrum (no pushing or wheeling) both hookers may strike for the ball. Acting scrum half must pass from the base of the scrum, and the opposition scrum half to stay at the tunnel.

If the opposition hooker wins the ball the opposition scrum half is allowed to pass from the base of the scrum. A player who is a member of the scrum cannot pick up the ball. They must be 3:2 formation.

All scrums must follow IRB process of Crouch, Bind, Set.

To start the game a drop kick to the opposition, team scoring will drop kick to opposition to restart the game.

Waist high tackle or lower is required, if the tackle is above waist height and it's a persistent offender a free pass to the non-offending team is given. Referee are encouraged to communicate with players regarding the height of the tackle.

The tackle area, after the tackle only one player from each team can contest for the ball, this can be any player involved in the tackle or another arriving player. Acting scrum half must pass the ball from the ruck area, (no pick and run).

No mauling is allowed or ripping the ball away from the opponent, if a maul is formed or a rip has taken place, a free pass to the non offending team.

If a knock on occurs a scrum is awarded to the non offending team.

Rolling substitutes are allowed, players must leave and enter the field of play at the half way. A player must not hand off/fend off an opponent in any way.

Conversions are allowed, if the game is played on a mini pitch then conversions are taken as normal, if it's a modified pitch from a full size pitch conversions are to be taken in front of the goal posts.

After a try the referee must allow all players to get back to their respective sides before the restart.

Please note, if a player is sent off then he will be replaced by an appropriate substitute, if there is no substitute available then that team will be disadvantaged, the non offending team does not lose a player.
Concussion

Concussion facts
• Concussion is a brain injury
• All concussions are serious
• Concussion can often occur without loss of consciousness
• Players with any signs or symptoms of concussion must be immediately removed from playing or training
• Players must not return to play on the same day of any suspected concussion
• All players with concussion should be referred to a medical practitioner
• Players must not return to full contact sport until cleared by a medical practitioner
• Most concussions will recover with physical and mental rest
• Children and adolescents may take longer to recover following concussion
• Concussion can occur without an obvious blow to the head
• Recognise and Remove players with concussion to prevent further injury or even fatality

What is concussion?
• Concussion is a traumatic brain injury resulting in a disturbance of the brain’s function
• There are many symptoms of Concussion. Common ones include headache, dizziness, memory disturbance and balance problems
• Loss of consciousness or being knocked out occurs in less than 10% of concussions
• Loss of consciousness is not a requirement when diagnosing concussion
• A brain scan will usually be normal

Who is at risk?
Concussion can happen at any age and to anyone. However, child and adolescent players:
• Are more susceptible to concussion
• Take longer to recover
• Have more significant memory and mental processing issues
• Are more susceptible to rare and dangerous neurological complications, which in some circumstances could be fatal due to brain swelling (known as second impact syndrome)

Please visit www.wru.co.uk/eng/development/medical for a comprehensive copy of the WRU Concussion guidance
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