

REFEREE STANDARDS

Referees play a pivotal role in the enjoyment and wellbeing of players of all ages and abilities in our sport.

The British Dodgeball Referee Standards have been created to support the development of match officials in the UK. These standards will assist in providing high quality, constructive developmental feedback in a consistent manner, and should be referred to in performance reviews, peer assessment and during self-reflective practice.

Referees are classed as outstanding in an area which they officiate correctly, consistently and effectively. Referees are classed as good in an area which they officiate correctly and effectively. Referees are encouraged to develop areas which they either officiate correctly but with misconceptions or missed opportunities to clarify further, or officiate incorrectly or ineffectively.

We challenge all referees to be outstanding in these 26 standards across the following 5 categories:

Rules Application

Officials must ensure that specific gameplay rules are applied correctly and consistently, so a player's experience is standardised throughout a season. This aids clarity and helps to prevent confusion.

| | Outstanding | Good | Area to Develop |
|---|--|---|--|
| R.1: Demonstrate the safe application of the opening rush rules | Able to consistently apply the opening rush rules correctly to the game, including rules regarding teams who are late & false starts | Able to apply the opening rush rules correctly to the game, including rules regarding teams who are late & false starts | Able to apply the opening rush rules to the game but with some misconceptions, or did not correctly apply the opening rush rules to the game |
| R.2: Demonstrate the safe application of the live ball & valid attempt rules | Able to consistently apply the live ball & valid attempt rules correctly to the game, including with regards to multiple plays, advantage & headshots | Able to apply the live ball & valid attempt rules correctly to the game, including with regards to multiple plays, advantage & headshots | Able to apply the live ball & valid attempt rules to the game but with some misconceptions, or did not correctly apply the live ball rules to the game |
| R.3: Demonstrate the safe application of the catching rules | Able to consistently apply rules regarding catching correctly to the game, including ricochet catches & player returns | Able to apply rules regarding catching correctly to the game, including ricochet catches & player returns | Able to apply rules regarding catching to the game but with some misconceptions, or did not correctly apply rules regarding catching to the game |
| R.4: Demonstrate the safe application of the blocking rules | Able to consistently apply rules regarding blocking correctly to the game, including control of the blocking ball, block attacks & the hand counting as part of the ball | Able to apply rules regarding blocking correctly to the game, including control of the blocking ball, block attacks & the hand counting as part of the ball | Able to apply rules regarding blocking to the game but with some misconceptions, or did not correctly apply rules regarding blocking to the game |
| R.5: Demonstrate the safe application of rules regarding the play ball rules | Able to consistently apply the play ball rule correctly to the game, including how many balls must be played & understanding when balls are in a playable position | Able to apply the play ball rule correctly to the game, including how many balls must be played & understanding when balls are in a playable position | Able to apply the play ball rule to the game but with some misconceptions, or did not correctly apply the play ball rule correctly to the game |
| R.6: Demonstrate the safe application of rules regarding the court boundary rules | Able to consistently apply the court boundary rules correctly to the game, including line faults | Able to apply the court boundary rules correctly to the game, including line faults | Able to apply the court boundary rules to the game but with some misconceptions, or did not correctly apply the court boundary rules to the game |
| R.7: Demonstrate the safe application of rules regarding ball retrieval & retrievers | Able to consistently apply rules regarding ball retrieval and retrievers correctly to the game, including turnovers & retriever stalling | Able to apply rules regarding ball retrieval and retrievers correctly to the game, including turnovers & retriever stalling | Able to apply rules regarding ball retrieval and retrievers to the game but with some misconceptions, or did not correctly apply rules regarding ball retrieval and retrievers to the game |

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Game Management

Officials must ensure each and every game is managed in a consistent manner, so that a player's experience is as standardised as possible throughout a season. This helps to set the correct & clear expectations in terms of behaviour.

| | Outstanding | Good | Area to Develop |
|---|--|--|--|
| G.1: Record scores and monitor set & match time | Able to consistently record and announce scores before each set and monitor the remaining time in each set & half, independently announcing as appropriate | Able to record and announce scores before each set and monitor the remaining time in each set & half | Able to record scores & monitor the time remaining in each half & set, but does not announce scores before each set, or did not record scores or lost track of time |
| G.2: Demonstrate the use of preventative measures to control the match | Able to consistently demonstrate how to use preventative measures, using a range of de-escalation strategies effectively and fairly | Able to demonstrate how to use preventative measures, using some de-escalation strategies effectively & fairly | Able to demonstrate how to use preventative measures but was not always effective/fair, did not use any de-escalation strategies, or did not use preventative measures |
| G.3: Demonstrate how to manage unsporting conduct by using sanctions | Able to consistently demonstrate how to manage foul play using appropriate and proportionate sanctions | Able to demonstrate how to manage foul play using appropriate and proportionate sanctions | Able to demonstrate how to manage foul play using sanctions but was not always appropriate or proportionate, or did not demonstrate how to manage foul play |
| G.4: Demonstrate how to control the flow of the game | Able to consistently & effectively demonstrate control of game flow by making & communicating decisions without stoppages where possible, and pausing time when clarification/discussion is required | Able to effectively demonstrate control of game flow by making & communicating decisions without stoppages where possible, and pausing time when clarification/discussion is required. | Able to demonstrate some control of game flow but with missed opportunities to prevent stoppages and/or pausing time when not necessary, or did not demonstrate control of game flow |
| G.5: Demonstrate effective positioning & monitoring | Able to consistently demonstrate effective positioning and monitoring of relevant plays & events | Able to demonstrate effective positioning and monitoring of relevant plays & events | Able to demonstrate some effective positioning and/or monitoring but with missed opportunities to be in the correct position or monitor relevant plays, or did not demonstrate positioning or monitoring |
| G.6: Interact with other match officials when appropriate | Able to consistently interact with other match officials in an effective manner at appropriate times in the game to ensure correct decisions and enhance game flow, and demonstrate leadership of the team | Able to interact with other match officials in an effective manner at appropriate times in the game to ensure correct decisions and enhance game flow | Able to interact with other match officials but missed opportunities to interact at appropriate times to ensure correct decisions or enhance game flow, or did not interact with match officials effectively |

Communication

Officials must be able to communicate using a range of methods to clearly convey their decisions in a precise and time-efficient manner. This helps to increase clarity, prevent confusion and enhances game flow, which increases enjoyment of the game.

| | Outstanding | Good | Area to Develop |
|---|---|---|---|
| C.1: Communicate verbally | Able to consistently & effectively communicate verbally, clearly and concisely announcing eliminations and non-eliminations | Able to effectively communicate verbally, clearly and concisely announcing eliminations | Able to communicate verbally, but could have been clearer and/or more concise, or did not communicate verbally in a clear and/or concise way |
| C.2: Communicate non-verbally | Able to consistently & effectively communicate using hand gestures & the whistle, clearly and concisely announcing decisions and stoppages | Able to effectively communicate using hand gestures & the whistle, clearly and concisely announcing decisions and stoppages | Able to communicate using hand gestures & the whistle, but could have been clearer or more concise, or did not communicate using hand gestures & the whistle |
| C.3: Communicate with other match officials | Able to consistently & effectively communicate with other match officials to brief, debrief & come to timely decisions | Able to effectively communicate with other match officials to brief, debrief & come to timely decisions | Able to communicate with other match officials, but could have been clearer and/or more concise, or did not communicate with other match officials, including not briefing/debriefing and/or inappropriately ignoring their calls |
| C.4: Communicate with captains, coaches & spectators as required | Able to consistently & effectively communicate with spectators when necessary & with coaches/captains when a decision is questioned, explaining decisions in a timely manner and not engaging in lengthy debate | Able to effectively communicate with spectators when necessary & with coaches/captains when a decision is questioned, explaining decisions in a timely manner | Able to communicate with a team's coach or captain, but could have been clearer or more concise, and/or did not communicate with spectators professionally, and/or did not communicate with coaches/captains when questioned |

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Safety

Officials must first and foremost fulfil their duty of care to players, coaches and spectators. Any safety or safeguarding issues that cannot be resolved should be reported to the event coordinator.

| | Outstanding | Good | Area to Develop |
|---|---|---|---|
| S.1: Carry out safety checks on players, equipment & match area | Able to carry out appropriate safety checks on players, their equipment and playing area, seeking to resolve any issues that were identified | Able to carry out appropriate safety checks on players, their equipment and playing area | Did not carry out appropriate safety checks on players, their equipment and/or playing area |
| S.2: Demonstrate how to manage dangerous play in the playing environment | Able to demonstrate how to manage dangerous play (including headshots) in the playing environment using a range of strategies (e.g. praise, warnings, sanctions, etc.) consistently and fairly | Able to demonstrate how to manage dangerous play (including headshots) in the playing environment fairly | Able to demonstrate how to manage dangerous play & behaviour in the playing environment but was not always consistent and/or fair, or did not demonstrate how to manage dangerous play |
| S.3: Monitor & report safeguarding issues, safety issues and abusive behaviour | Able to monitor for potential causes of concern regarding safeguarding such as exposure to inappropriate behaviour from spectators, potential hazards in the playing environment, abuse towards staff members including themselves, abuse and/or neglect to vulnerable adults & young people, seeking to resolve any issues where possible, and report relevant information to event coordinators and British Dodgeball staff in a timely manner through appropriate channels | Able to monitor for potential causes of concern regarding safeguarding such as exposure to inappropriate behaviour from spectators, potential hazards in the playing environment, abuse towards staff members including themselves, abuse and/or neglect to vulnerable adults & young people, and report relevant information to event coordinators and British Dodgeball staff in a timely manner through appropriate channels | Did not monitor for potential causes of concern regarding safeguarding such as exposure to inappropriate behaviour from spectators, potential hazards in the playing environment, abuse towards staff members including themselves, abuse and/or neglect to vulnerable adults & young people and/or did not report relevant information to event coordinators and British Dodgeball staff in a timely manner through appropriate channels |

Core Values

Officials must model British Dodgeball's code of conduct and adhere to our core values for match officials. These are: Professionalism, Adopting a Learning Culture & Understanding the Bigger Picture - more information can be found on our [Refereeing webpage](#).

| | Outstanding | Good | Area to Develop |
|--|---|--|---|
| V.1: Professionalism: Be a role model & adhere to code of conduct | Able to consistently model respectful behaviour, dress appropriately, remain engaged, follow the code of conduct and communicate effectively on and off-court | Able to model respectful behaviour, dress appropriately, remain engaged, follow the code of conduct and communicate effectively on and off-court | Did not model respectful behaviour, dress appropriately, remain engaged, follow the code of conduct and/or communicate effectively on and off-court |
| V.2: Professionalism: Manage time effectively | Able to consistently be punctual regarding communication, attendance & match timings | Able to be punctual regarding communication, attendance & match timings | Not punctual regarding communication attendance and/or match timings |
| V.3: Learning Culture: Show willingness to learn & develop | Able to consistently take advantage of learning opportunities, asking questions and seeking advice where relevant | Able to take advantage of learning opportunities, asking questions and seeking advice where relevant | Did not take advantage of learning opportunities, or did not ask questions and seeking advice where relevant |
| V.4: Learning Culture: Use reflection to improve practice | Able to consistently use reflective practice to identify and develop strengths & areas of improvement | Able to use reflective practice to identify and develop strengths & areas of improvement | Not able to use reflective practice to identify and develop strengths & areas of improvement |
| V.5: Bigger Picture: Referee inclusively to foster a love of the game | Able to consistently & effectively use inclusive refereeing practice to adapt communication to clearly explain and encourage younger/newer players | Able to effectively use inclusive refereeing practice to adapt communication to clearly explain and encourage younger/newer players | Not able to effectively use inclusive refereeing practice, not adapting communication to explain or encourage younger/newer players |
| V.6: Bigger Picture: Manage & develop assistant referees | Able to consistently manage assistant referees using feedback & briefings to improve their knowledge of the role & its importance in our sport | Able to effectively use inclusive refereeing practice to adapt communication to clearly explain and encourage younger/newer players | Not able to effectively use inclusive refereeing practice, not adapting communication to explain or encourage younger/newer players |