



The Art of Coaching



Qualities of Menschlichkeit that translate into good sportsmanship

Menschlichkeit is a Yiddish word that refers to all the qualities of 'being a mensch' – a moral and honourable person of good character and decency. The qualities (*middot*) of *Menschlichkeit* are rooted in Jewish Values and can be constantly nurtured and developed.

“At first I tried to change the world and failed. Then I tried to change my city and failed. Then I tried to change my family and failed. Finally, I tried to change myself and then I was able to change the world.”

– Rabbi Yisrael Salanter.

RESPECT | KAVOD | כבוד

The value of respect extends beyond our own families to include the honouring of others as well. To live a life respecting others means to realise that everyone is unique and everyone should be valued as such. *Rabbi Hillel said “That which is hateful to you, do not do to others” (Talmud Bavli-Shabbat 31a).*

FAIRNESS | TZEDEK | צדק

Tzedek means righteousness, justice and fairness. Acting fairly is when we treat all people and situations equally and with consistency. This does not mean, however, that the outcomes will always be the same. *“Tzedek Tzedek Tirdof” – Righteousness, righteousness you shall pursue (Devarim 16:20)*

HUMILITY | ANAVAH | ענוה

Humility is understanding that all people have different strengths and talents, and not being arrogant of our own. Acknowledging that no matter how much we think we know, we can always learn from others. Being humble allows us to make room for growth and to become the people we are destined to be. *“Moshe was a very humble man, more so than any other man on earth.” (Bamidbar 12:3)*

GRATITUDE | HAKARAT HATOV | הכרת הטוב

Literally, *Hakarat Hatov* is 'recognising the good'. We express gratitude by being thankful and appreciative for the good in others and in our lives. We learn not to overlook things or take them for granted. We acknowledge a greater presence in daily miracles, cultivating a sense of wonder in the world. *“Who is rich? He who is content with his portion.” (Pirkei Avot: Ben Zoma, Chapter 4)*



KINDNESS | CHESED | טוה

Being kind is to care about others and to give of ourselves without expecting in return. *Chesed* requires being proactive, a choice which will become easier as we practice it more often. When we show kindness to others, it not only elevates the recipient, but as importantly refines this character within us. *"The entire world is built upon kindness"* (Tehillim 89:3)

INTEGRITY | YASHRUT | ישרות

Integrity means doing the right thing at all times and in all circumstances. It takes courage to do the right thing no matter what the consequences. Building a reputation of integrity takes years, but it takes only a second to lose. Always being honest and forthright in what we say and what we do, requires us to never compromise our values. *"For Rav Tovyomi, integrity was a priceless commodity."* (Sanhedrin 97a)

COMPASSION | RACHAMIM | רחמים

We are compassionate when we show understanding and sensitivity towards others, including judging their behaviour favourably, knowing that we seldom have the full context of the situation. *"You shall not take the mother bird together with her young"* (Deuteronomy 22:7)

RESPONSIBILITY | ACHRAYUT | אחריות

Achrayut comes from the Hebrew word '*acher*' meaning 'other'. This helps us to understand that we have obligations not only towards ourselves, but also towards others and the environment, and that we are accountable for our actions. *"Am I my brother's keeper?"* (Bereishit 4:9)

LEADERSHIP | MANHIGUT | מנהיגות

Every action of a leader is not for the sake of his own ego, but rather for the greater good. Leading is always by example, inspiring and motivating others to follow. A good leader enables and empowers others to find their own strengths and talents, and the best ways to utilise them. *"In a place where there are no leaders, strive to be a leader yourself."* (Pirkei Avot 2:6)

COMMUNITY | KEHILLAH | קהילה

We are all connected to others through our shared values and heritage. This creates understanding and appreciation of our belonging to something broader than ourselves and our own families, and a realisation that our actions can impact others. Rabbi Hillel taught *"Do not separate yourself from the community."* (Pirkei Avot 2:4)



The Herzlia Art of Coaching

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Vision UHS Sport

The vision of the United Herzlia Schools Sports Department is based on the fundamental belief that every individual is valued, and that physical activity is part of what any school should offer and what Herzlia strives to provide. For this reason Herzlia aims to provide the opportunities for its pupils to actively participate in a fun, safe and quality sporting environment.

Herzlia is a school where learning, teaching, achievement, self-worth and respect for others are celebrated wherever possible. In order to achieve our vision, we have identified both personal short and long term achievable goals and what we as a school community can contribute in order to achieve these goals.

We will strive to provide a sporting system that is built on participation, inclusivity, forward thinking and ultimately success against our competitors. This will include a consistent outreach policy that ensures practice and matches against less privileged schools, as well as a regular programme of competition against other Jewish Schools and organisations.

Each campus will be responsible for ensuring the nurturing and development of their sporting environment, by providing all pupils with the opportunity for exposure to skills development, which in turn will lead to self-sufficiency, personal growth and ultimately a healthy body.

The sports heads of the various campuses will provide guidance and assistance in the broad number of aspects of sport, which will be customised according to the individual needs and priorities of the various campuses. These would include:-

- Exposure to new challenges.
- Providing the pupils with new sporting experiences.
- Helping pupils identify where their talents lie.
- Providing the pupils with coaching excellence within the budgetary constraints.
- Providing the pupils with an opportunity for extended competition.
- Giving all UHS pupils a fair and equal chance in all sporting and cultural activities.
- To expose all UHS pupils to holistic growth and development.

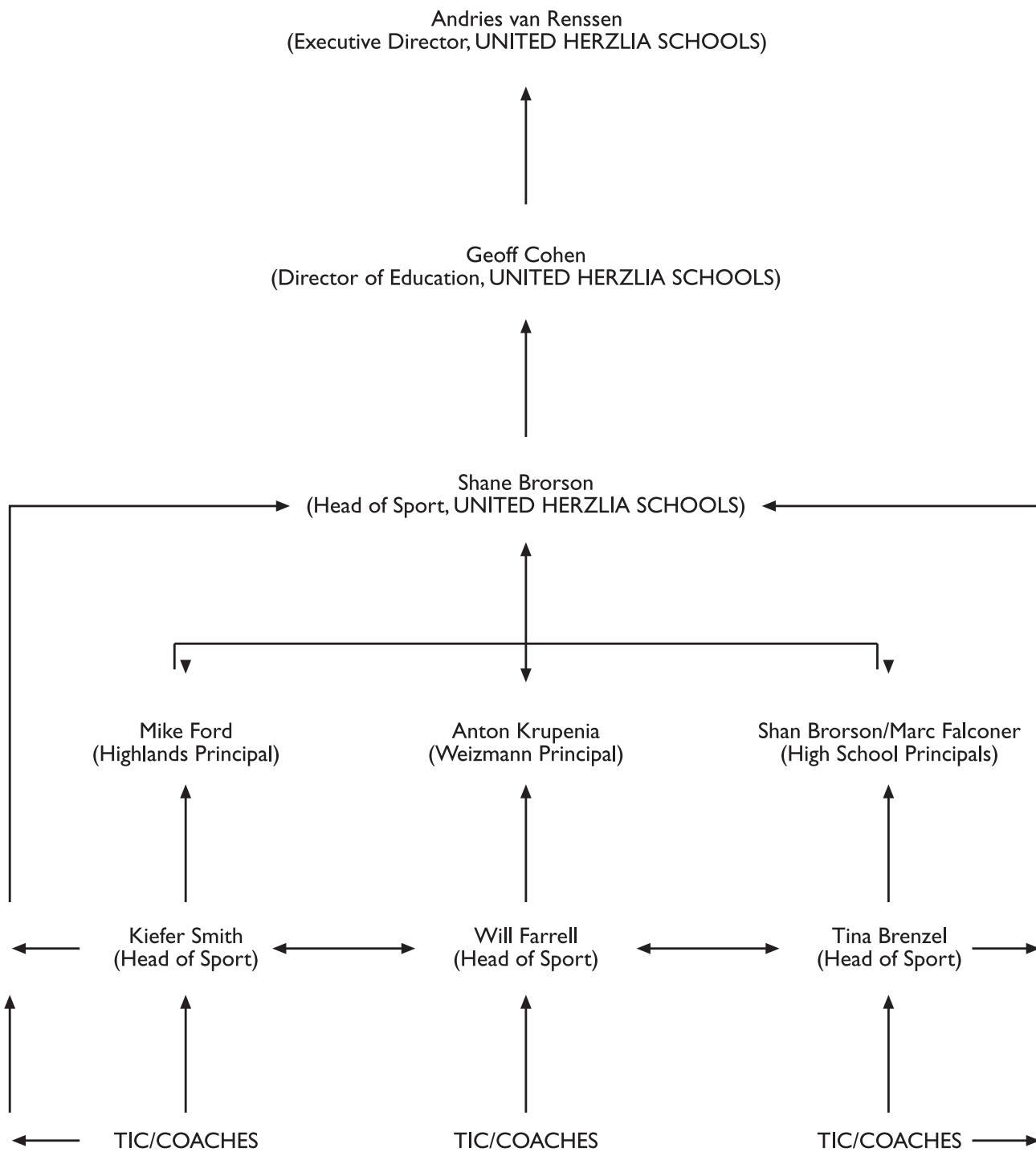
Furthermore the UHS will give all individuals the support they require to represent themselves at Club, Provincial or at a National level, regardless of whether it is a school sport or not. We will recruit and retain high quality coaches who bring enthusiasm and enjoyment to their work and who want to explore new ideas and opportunities and, developing their training skills.

The UHS will continue to use sport as a tool to bridge certain less fortunate communities and continue to connect with Jewish communities, both locally and internationally. The Physical Education and Extra Mural programmes will have an effective and inspiring curriculum aimed at inspiring every child to shine.

A pupil from the UHS will leave the system as a well-balanced, strong, capable and valuable member of a team and, by extension, in society. The programme will encourage everyone in the school and local community to be healthy and active. Health and a balanced life style will remain the core strength of the school and its vision.



Herzlia Sport Organogram



The Herzlia Art of Coaching

Why do we coach? The key question.

“It seems that we have forgotten that school is a place where we learn. It is a place of preparation and not performance. Once you have learnt the skill and gained confidence based on real competence, you are better equipped for the stress of performance and competition.” - Gary Kirsten

Modern Day Problem

It would appear that parents/stakeholders of today are only interested in the reputation of their child with no regard for the team. Parents are performance driven rather than placing emphasis on preparation. End result – the breakdown of holistic children.

Competition vs Performance

Our focus should be teaching children to perform (within their own capacity) rather than perform.

Performance – Is results driven = pressure = stress = Breakdown of the team due to the varying levels of skill = **NO FUN**.

Competition – Learning, preparation, sharing, giving of your best – the result is irrelevant and realistic = **FUN**.



Coaching at Herzlia

As a coach (outsourced or contracted) we expect the following to be adhered to:

- Police Clearance.
- First Aid Level I.
- Driver's License/PDP.
- Awareness of the Sexual Offences Act.
- Identification Document.
- Meet the Sports Head and Headmaster/Mistress of the Campus.
- Regular meetings with the Head of Sport/Head Coach, Teacher in Charge and Parents
- Based on assessment at the start of the season or end of previous season, there must be open communication from the onset of what realistically will be achieved by the end of the season.
- Be aware of the Sports Policy.
- Be aware of the coaches expectations.
- Enforce Good Sportsmanship Policy.
- Be aware of the Anti-Semitic Policy.
- Be aware of the Kosher Policy and inform schools accordingly.

Coaches must have the following:

Long Term View

“Success is not defined or measured on winning. We should rather strive for excellence and allow success to follow organically”

Excellence being relative to each team and is quantifiable.

2-5 Year Plan – Long Term Athletic Development (LTAD)

- Show what your long term plan is and how you are going to achieve it.
- At the onset know how much time you have (hours for the season) and show how you are going to utilize the time you have to achieve your goals.
- Each session is to be planned and structured working on skills requiring attention to obtain the excellence the specific team is capable of.
- A common mistake is to try and touch on as many drills/skills as possible and as a result not mastering any.



The Long Term Athletic Development Approach



The Long Term Athletic Development Approach (as adopted by The Sports Science Institute)

Herzlia Coaches and PE staff must take into consideration the age of the athlete when designing a training, competition, and recovery programme for an athlete. However, other factors that must be taken into consideration require more than just checking the athlete's date of birth.

The following aspects related to age categories need to be considered when designing sport programmes:

- **Chronological Age** – refers to the number of years and days that have elapsed since birth. Children of the same age can differ by several years in their level of biological maturation.
- **Skeletal Age** – refers to the maturity of the skeleton, which is determined by the degree of ossification of the bone structure. It takes into consideration how far bones have progressed, in size and density, toward maturity.
- **Relative Age** – refers to the age variation among children in the same age group, resulting from their different birth dates. Therefore, the 5 1/2-year-old child going to school with 6 1/2 -year-olds for example has an 18 percent maturational disadvantage. The relationship of relative age to a variety of performance indicators has been the subject of a number of research reports (Barnsley, Thompson, & Barnsley, 1985; Morris & Nevill, 2006). A participant who is 18 percent smarter, faster, bigger, and stronger than another has a significant advantage in sport.
- **Developmental Age** – refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age. Mental, cognitive, and emotional maturity are then considered to determine developmental age.
- **General Training Age** – refers to the number of years the person has spent in training and participating in various sports.
- **Sport-specific Training Age** – refers to the number of years that an athlete has specialised in one particular sport.

With the exception of relative age and developmental age, age definitions and concepts are simple and straightforward.



In order to implement the LTAD model effectively, people must fully understand the following seven stages. It is critical for sports administrators, coaches, and parents to remember that moving from one stage to another is based on the athlete's development and not just chronological age; however, chronological age can be used as a guide.

Some stages also identify a developmental age. For example, the start of the growth spurt identifies a specific developmental age, which occurs at widely varying chronological ages. Furthermore, males and females develop at different rates, and their ages differ through the stages. LTAD, therefore, requires the identification of early, average, and late developers to design PE classes, training and competition programmes that match athletes' trainability and readiness.

The basic seven-stage LTAD pathway will take on the following structure:

1. Active Start – Until the age of 6, activities are all about play and mastering basic movement skills. Children must be able to have fun through both structured and unstructured free play that incorporates a variety of body movements. Starting activity early has proved to enhance the development of brain function, coordination, social skills, gross motor skills, emotions and imagination. It also helps children build confidence, develop posture and balance, build strong bones and muscles, achieve a healthy weight, reduce stress, sleep well, move skilfully, and enjoy being active.

2. FUNdamentals – From ages 6 to 9 in boys and 6 to 8 in girls, children should be introduced to a variety of well-structured activities that develop fundamental movement skills and overall motor skills which include agility, balance, and coordination. However the fun element must be retained and formal competition should be only minimally introduced.

3. Learn to Train -From ages 8 to 11 in girls and 9 to 12 in boys, or until the onset of the growth spurt, children are now ready to begin developing foundational sport skills. The emphasis however should be on learning a wide range of skills necessary for a number of sporting activities.

It is often tempting at this stage to start focusing on specialisation in those children who show talent in a particular sport through excessive single-sport training and competition (as well as early positioning in team sports). There is evidence that this can have a negative effect on later stages of development. It promotes one-sided physical, technical, and tactical development and increases the likelihood of injury and burnout.

4. Train to Train – This stage is based on the onset and duration of the growth spurt, and is generally from ages 11 to 15 for girls and 12 to 16 for boys. At this stage people are physiologically responsive to stimuli and training and it is now time to start 'building the engine' and exploiting the sensitive periods of accelerated adaptation to training. Here children should develop an aerobic base. Develop speed and strength toward the end of the stage, and continue to consolidate their basic sport-specific skills and tactics. These children will aspire to do their best to win, but they still need to spend more time on skills training and physical development and less on trying to win (process vs outcome).

Concentrating on the process as opposed to the result of a competition leads to better development. This approach is critical to developing top performers and maintaining activity in the long term. Thus programmes must have the correct training-to-competition ratio.



5. Train to Compete – Here the focus is on optimising the engine and teaching participants **how to compete**. Here the child can either choose to specialise in one sport and pursue a competitive path, or continue participating at a recreational level and thereby enter the Active for Life stage. In choosing the competitive path, high-volume and high-intensity training begins to occur year-round.

6. Train to Win – Elite athletes that have been identified with talent enter this stage in order to pursue the most intense training suitable for international winning performances. Athletes with disabilities and able-bodied athletes alike require world-class training methods, equipment, and facilities that meet their personal demands and the demands of the sport.

7. Active for Life – Young athletes can enter this stage at any age following the acquisition of physical literacy. If children have been correctly introduced to activity and sport throughout the Active Start, FUNdamentals, and Learn to Train stages, they will have the necessary motor skills and confidence to remain active for life in virtually any sport they choose. For high-performance athletes, this stage represents the transition from a competitive career to lifelong physical activity. They may decide to continue playing sport, thus being competitive for life, or they may become involved in the sport as game officials or coaches. They often take up new sports and activities (eg, a hockey player taking up golf or a tennis player starting to cycle), thus being fit for life.

Why do we need to adopt the concept of LTAD?

Negative Consequences of Specialising Too Early

There is no doubt that focusing on one sport develops the skills, coordination and sport-specific fitness necessary for doing well in that sport in the short term, BUT it limits or prevents the development of other transferable sporting skills. These transferable skills allow athletes to participate in a variety of sporting and social situations, which increases the likelihood that they will have a positive and fun experience in sport. Consequently, it is beneficial for young athletes to participate in various sports and to meet and interact with a number of coaches and players.

Research shows over and over again that some of the negative consequences of specialising in one sport too early are overuse and chronic injuries such as tennis elbow, rotator cuff injuries, stress fractures, and ACL injuries, especially in female athletes.

In order to become positive and productive, athletes need to develop the social and mental skills that equip them to adapt to various situations outside of their sporting community. Young athletes may put too much of themselves into one sport and are devastated when they fail. They may become obsessed with winning and grow especially frustrated when they fail to win. Many such athletes lead imbalanced lifestyle as they abandon their social lives; spend all of their time training, denying themselves the opportunity to build the mental and social skills needed for living a successful life outside of the sporting arena.

One of the greatest negatives of specialisation is the fear of failure should pupils not succeed. They feel they have failed their teachers, coaches and most significantly their parents who far too often are the ones who have placed immense pressure on their children to succeed.

All of this can lead to psychological burnout. The intense training often denies these children



the opportunity to socialize with friends or take part in other recreational activities. When their schedules become too busy, athletes can feel as though they no longer have any control over their lives. As a result symptoms such as depression, eating disorders and chronic fatigue may result.

Ironically, the initial intention of creating an exceptional athlete can result in hindered development and increase the likelihood of that athlete dropping out as a result of anxiety from the extreme pressure to win.

The Other Side of The Spectrum

Positive Effects of Specialisation at the Optimal Time

Athletes who experience a relaxed and fun approach to sport emerge more balanced and well-rounded than those who do not. This in turn increases their chances of reaching elite levels in their sports. Research shows that children who try a number of sports and specialise at older ages reach higher performance levels than those who specialise early. They too are less likely to burn out and do not develop the perfectionist attitudes that often come with early specialisation. They develop better movement patterns and decision-making skills because they are involved in a range of activities that require a variety of cognitive and physical functions. Being involved in various sports has shown to keep them mentally fresh and open-minded. The more sports children practice at young ages, the greater ease they feel when eventually selecting one sport that suits their mental makeup and body composition. When and if they choose to specialise, they will know the sport in which they will excel.

Participating in a variety of sports also allows athletes to become more athletically diverse and adaptable. For example, if a basketball player is a good centre, and spends all of his time training for this specific position only and fails to win this position on a new team, he is left with limited skills to apply to other positions. This dramatically decreases the chance that he will be able to get a position on the team. This experience can be emotionally rough on a child, especially if they have invested a lot of time into the sport. These athletes may end up dropping sport permanently and settling for a sedentary lifestyle because it is emotionally easier. Conversely, if young athletes have tried a number of sports and play various positions within those sports, they are more likely to have a positive experience when they do decide to specialise. These athletes generally remain active for life.

When children are between the ages of 6 and 12, parents are responsible for exposing them to a variety of sports and activities. These are referred to as the sampling years. Sampling various sports and activities gives young athletes the opportunity to develop their fundamental movement skills and experience a variety of environments. There appears to be a strong correlation between an increase in sports sampled as a child and the chances of succeeding and becoming an elite athlete. After this period of diversity and skills development come the specialising years, when the athlete begins to focus on one or two sport activities.

Research shows that to reach excellence and elite levels in a sport, single-sport training is not the vital factor in determining success; developing physical literacy and specialising late is. When sport-specific training begins too early, athletes have less success in their sporting careers. Hence, late specialisation is encouraged.



Defining Goals & Objectives of UHS Sport

School

- Will define what role sport plays within the school – Head Coach/Head of Sport.

Head of Sport (HOS)

- Will set a five year plan.
- Will build a road map on how to achieve the plan.
- Create the sustainable environment for coaching, for example create old boys/girls matches. Encourage Matrics to come back and coach U13's – in this way a Herzlia culture is developed
- Help develop and mentor coaches.

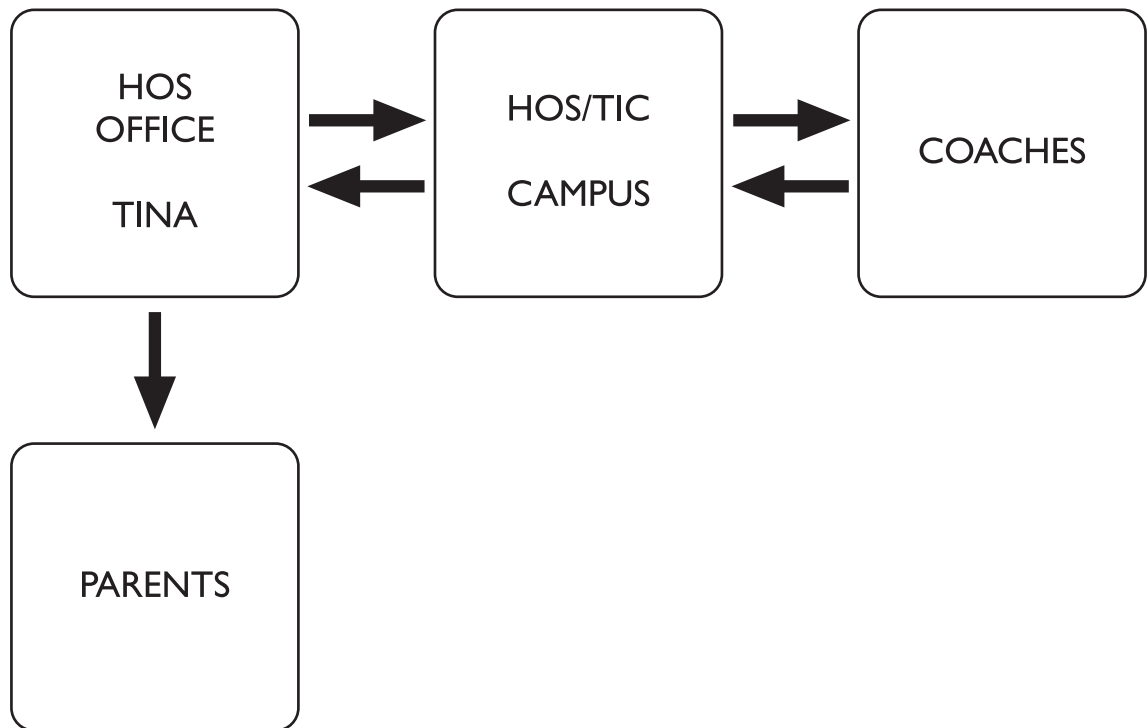
Coach

- Make honest assessments of the level of the team.
- Communicate this to the heads of sports and parents.
- Coach needs to set the team's and individual player's goals.
- Goals must be achievable and measurable.
- Coach must set their own goals.



Structure – Macro View – NB

Communication Structure



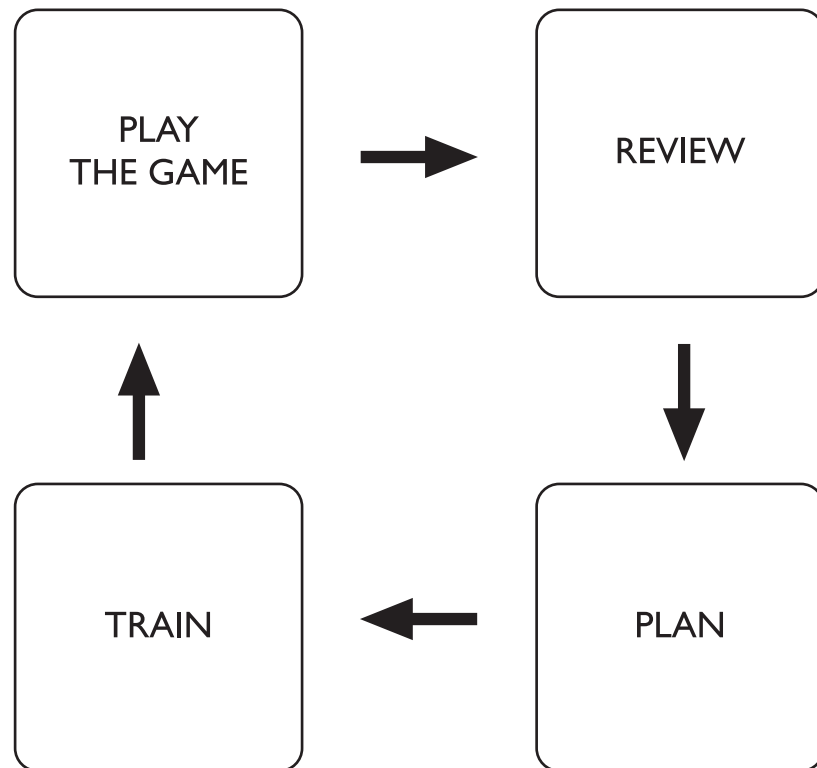
HOS – Head of Sport.

TIC – Teacher in Charge of Sport.

Never ever engage in conversation/debate/argument with parents
– follow above points of call.



How Do Athletes Learn?



- Game is played – Coach and players review the game – Not straight after the game – Not productive.
- Coach plans to overcome the shortcomings or to work on their strengths.
- You train according to the reviewed plan.
- You play the next game.

REVIEWING = Is critical – Coaches and pupils must give feedback.

COMMUNICATION = Is key – School, HOS, coaches and parents.

ENJOYMENT = Is everything = Fun and success.



Match Day Individual Target Sheet

No	Player's Name	Individual Target
1	Liam Chin	Try distribute the ball calmly and with instructions.
2	Jesse Katz	Try to communicate more effectively and win your defensive 1v1 battles.
3	Justin Cohen	Try to keep up with your defensive line and remain focused.
4	Matthew Carrol	Try to take less, smaller, insignificant touches and be more confident with the ball.
5	Zev Shapiro	Try to support the team and show leadership from the sidelines.
6	Jared Marcow	Try to protect the defence and win your midfield battles.
7	Brooklyn Dan	Try to stay high when attacking and combine with the right back overlapping.
8	Leo Letschert	Try to command the ball as much as possible and play clever through balls.
9	Sam Cohen	Try to time your runs into the box and make yourself difficult to mark.
10	Daniel Bieber	Try to play on the shoulder of defenders and curve your runs forward.
11	Troy Chilchik	Try to take on the defender every time you get a 1v1 opportunity.
12	Ben Sachs	Try to retain a high pass completion rate.
13	Leo Feldman	Try to win all your defensive battles and don't dive into tackles.
14	Adam Merris	Try to win all your defensive battles and don't dive into tackles.
15	Ben Isserow	Try to pass the ball with accuracy from all kick-ins.



Conclusion

- **Enjoyment** – must be priority and the team must reach its recognised level of potential.
- **Every player** – must improve and grow in his/her skill level. Excellent players must mentor/share skills with team.
- **The child** – must learn the value of working hard.
- **Build** – the child's self esteem.
- **Show** – each child the gift of failure and that it is ok to take risks.
- **Teach** – each child to learn more about his chosen sport.



Parents

- Check your motives for your child's success.
There is no I in team = X. Then child must go and play an individual sport
- Understand the impact of your behaviour on the side of the field and how it affects your child.
- Teach children the value of working hard.
- Be mindful of your feedback when driving home.
- Be patient in your child's progress.
- Take as much pressure off performance and place it on competition/participation.
- Never ever let your child feel he has failed you.

How do we manage disappointment? (A child who does not make the UHS/A/or any team)

- Acknowledge failure – it is a reality and a life lesson.
- Let's work on the weaknesses and maybe you will reach this level.
- Let's walk this journey together.
- Word choice is critical in making/breaking a child – You are not good enough versus you were not good enough today is the difference between something final versus something that can be worked on to improve. Child is more likely to come back, try harder and try again.



My Good Sportsmanship Code of Conduct

1. Always remember that you are an ambassador for your school. Respect the game, play fairly and follow all the rules and policies.
2. Always demonstrate a positive attitude.
3. Control your behaviour on and off the field, court or pitch. Only use kind words.
4. Treat your peers as you would like to be treated. Be responsible for the sportsmanship of your teammates and assist in maintaining a respectful environment for all participants.
5. Avoid being critical of your teammates, make your input constructive.
6. Do not engage in verbal, written, or physical threats or abuse aimed at any team mate, opposing player, referee, staff member, or spectator.
7. There is no I in Team. A successful team resembles a family in that members put their own needs second, behind the greater good of the team.
8. Accept the decisions of the referees and officials as final and with good grace.
9. Always show respect towards any team mate, opposing player, referee, staff member, or spectator.
10. Demonstrate good sportsmanship before, during, and after games. Win or lose, always remember to thank or congratulate the opposition when we shake hands.
11. Team happiness counts. Encourage and congratulate your teammates on a good effort.



Sports Coaches' Checklist

To all sports coaches,

As a coach of UNITED HERZLIA SCHOOLS the following checklist has been compiled to assist you with what is expected from you and to ensure that you meet your contractual requirements.

Please use this at all times and feel free to contact any of the Sports Heads should there be any queries.

To do list:

1. At the start of the season the coach/TIC will sign for all equipment issued and will take responsibility for that equipment until the end of the season.
2. Be at the school at least 15 minutes before the practice or match. Should you be late you will not receive the full payment for your session.
3. Do complete team checks with the Teacher in Charge of your team.
4. Ensure that the Blue slips are completed and that you make TWO copies of it. The Blue slip is given to security, one copy you leave at the front office and you keep the second copy.
5. Do a kit check – NB – “No kit – no play”. Please enforce this at all times.
6. Do a hair inspection. Incorrect hair cut must also be benched until such time that it has been cut/tied up according to school specifications.
7. Supervise the pupils to and from the practice/match venue.
8. Travel on the bus to and from the practice/match venue.
9. Ensure the pupils are disciplined at all times.
10. Give the names of trouble pupils to the Teacher in Charge and to the Head of Sport of your campus.
11. Ensure that the Herzlia pupils display good sportsmanship at all times – they are to welcome their opposition, shake hands at the end of a match and wait for the opposition to leave before they themselves leave. Please go through all aspects of good sportsmanship with our pupils at all practices and matches.
12. Ensure that catering goes with you to each match.
13. Dress in the approved Herzlia sports attire – white/navy shirts and khaki, navy or white shorts and takkies.



14. No cell phones to be used during your time with the pupils unless it is an absolute emergency.
15. Do not engage in any argument or debate with a parent in front of the children – refer them to the Sports Head with whom they must make an appointment.
16. Make sure all communication about pupils play is constructive and never break a child down. Communication must be age appropriate and always start with a positive comment – eg *“Well-tried Paul but next time pass sooner, or good thinking but maybe you could have past to Steven instead of Mike”*
17. At Foundation phase level the game should be about participation, team work and fun – without placing too much emphasis on winning. We want to win the pupils over and not chase them away.
18. See that the team captain and team members thank the umpire and coach for the match.
19. All sporting events that Herzlia hosts must be Kosher. Before each away fixture, a letter should be sent explaining that we are a Jewish school and that if food will be provided to our learners it should be Kosher. (This letter has been designed by The Systemic Head of Jewish Life and The Head of Sport).



Checklist For Teachers In Charge of Sport

To all teachers in charge of a sport,

Below are the necessary guidelines which we need you to follow to ensure that everything runs smoothly.

1. Ensure that the sports heads get your results on the result sheet provided by the following morning.
2. **Please also put a little something about those pupils that deserve a special mention, such as your top goal scorers, to make writing the sports reports a little easier.** We are still trying to centralise as much as possible to try and avoid any possible hiccups and to alleviate some of your pressures.
3. **Ensure that you use your captains to their full capacity to try and help you with certain duties.**

Herewith a checklist for things that need to be done on a regular basis:

Checklist

1. The sport head will **confirm** your matches at least a week in advance.
2. Fixtures will go out on the **calendar/d6** a week in advance.
3. Should you require **outside transport**, then the sports head will book this through Cara Dallas in Admin at least a week in advance.
4. **No matches/galas may be cancelled.** You may either try and organise an in-house match, or do a board session, or try and organise a fitness session in the hall or watch a DVD which we will start sourcing.
5. Ensure all pupils/parents who are playing in a match receive all the necessary information regarding the match – **where they are playing; the time of the match and expected time of arrival back at school.**
6. **Place a copy of your team**, the venue they are playing at and the times involved **on the sports board.** Let the pupils tick their names off on that list.
7. **Do a team check first thing in the morning** so that you can find replacements if necessary. Your Captains will now be responsible for doing this.
8. Should a pupil not attend a practice or a match then they need to **produce a letter or doctor's certificate.**



9. Should a pupil **continuously miss practices, with or without an excuse**, then you need to call them in and call their parents.
10. Enforce the rule of **'no kit – no play'** even if it is one of your top order players. The pupils are ambassadors for the school and need to wear the required kit at all times. Captains to check kit. Defaulters will be reported to their mentors and Grade Heads.
11. Ensure that **outside coaches** are dressed appropriately and that they are punctual at all times. Should you have any problems with the coaches then also report them to sports head. They may under no circumstances talk on their cell phones during a practice.
12. Should you be playing home matches then the sports head will arrange catering. This is to be collected and taken across to the match venue.
13. Ensure that the venues for the games are set out properly. Any venues in the hall should have tables and chairs put out for the officials. The side benches should be pulled out for the teams and spectators to sit on. No pupils may sit on the sound system. Also ensure that the score board is put up.
14. Should you require **the sound system** to be set up please let the technical team know a week in advance.
15. Any fixtures at the pool, tennis courts or cricket fields should have seating for the parents and staff. Should you need the **goal posts or lane ropes** to be put in, let the sports head know at least a week in advance.
16. **A copy of all the results** for the calendar and weekly sports report, must be given to the sports heads **by the following morning**. Results must also be sent to Tanya Steyn for the Scoreboard.
17. Ensure that your captains have a **report for the Friday assembly** (See attached report form). No formal report sheet = equals no report back.
18. **Use your captains to help you** at all times. Let them do a team check, greet the visiting schools, ensure that their team mates are correctly dressed and display good sportsmanship at all times. Make them ensure that the venue is left as they found it – free of litter and lost property. The captains must give the Teacher in Charge and the Sport Head continuous feedback on the coach, behaviour of their team mates and the practice/match.
19. **Refer all disciplinary issues to the sport head immediately. Do not engage in any confrontation** at the practice or match. Be it with a pupil or parent. The sport head will call the pupil/coach and or parent in and if need be refer the matter to the Principal, depending on the severity of the situation or behaviour.
20. You may **create a WhatsApp group** that includes the team members, coach and Teacher in Charge, which would be used to confirm match arrangements prior to and on match days. Pupils can also use this then to excuse themselves if they are sick or injured, giving the Teacher in Charge/captain enough time to find a replacement player. Here again the Captain can be used to find the replacement (Middle and High Schools).
21. Should you **require a whistle or a pump**, then you may collect those from the sports department at any time.



22. Ensure that the pupils **wear a cap and sun block at all times**. I will try and get a few bottles of sun block that the sports head will keep in their office that the pupils can use.
23. Should you feel that a player has really displayed good sportsmanship or played way out of his depths, then please give his/her name and a brief justification to the sports head before Thursday first break so that he/she can be considered for the **sportswoman/man of the week award**.
24. Important Note: Make sure you have signed the blue outing forms and made two copies of it. One copy you leave at the front office and the second one you keep with you and the blue copy you leave at security. **NO child may leave the school premises without the teacher or coach**.
25. The sport head of your campus will ensure their coaches have **signed the schools contract** which they must get from Human Resources Admin House.
26. Should there be **any changes to fixtures** you must first ask the Sports Head as field usage is problematic and most queries from parents are directed to her. Parents and the school secretary also need to know this immediately.
27. **In the case of any emergency please contact the CSO 086 189118**. Please stick this number onto the back of your cell phone.
29. Teachers are required to complete the Global Registers that will be shared to all. This is to be done straight after a match or practice.



CAPTAIN'S REPORT BACK



DATE: _____

AGE GROUP: _____

SPORT: _____

RESULTS: _____

FEEDBACK: _____



CAPTAIN'S REPORT BACK



DATE: _____

AGE GROUP: _____

SPORT: _____

RESULTS: _____

FEEDBACK: _____

SPORTS RESULTS

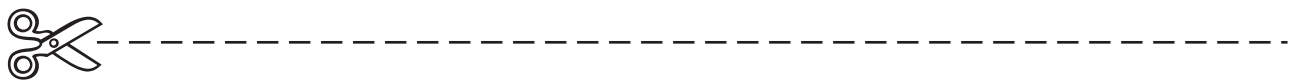
DATE: _____

AGE GROUP: _____

SPORT: _____

RESULTS: _____

COMMENTS: _____



SPORTS RESULTS

DATE: _____

AGE GROUP: _____

SPORT: _____

RESULTS: _____

COMMENTS: _____





UI6 WATERPOLO TEAM

DATE: _____

VENUE: _____

TIME OUT: _____

EXPECTED TIME BACK: _____

TEACHER IN CHARGE: _____

PLAYERS (PLEASE TICK OFF YOUR NAMES):

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

MATCH ARRANGEMENTS: _____

DEAR TENNIS PARENTS



Your child _____ will be taking part in a tennis match on Monday 28 February 2018 at HERZLIA. The match starts at 15h30 and should return/be over around 17h30. Correct kit and a HERZLIA cap are to be worn.

Your in sport,

Sports Co-ordinator



DEAR TENNIS PARENTS



Your child _____ will be taking part in a tennis match on Monday 28 February 2018 at HERZLIA. The match starts at 15h30 and should return/be over around 17h30. Correct kit and a HERZLIA cap are to be worn.

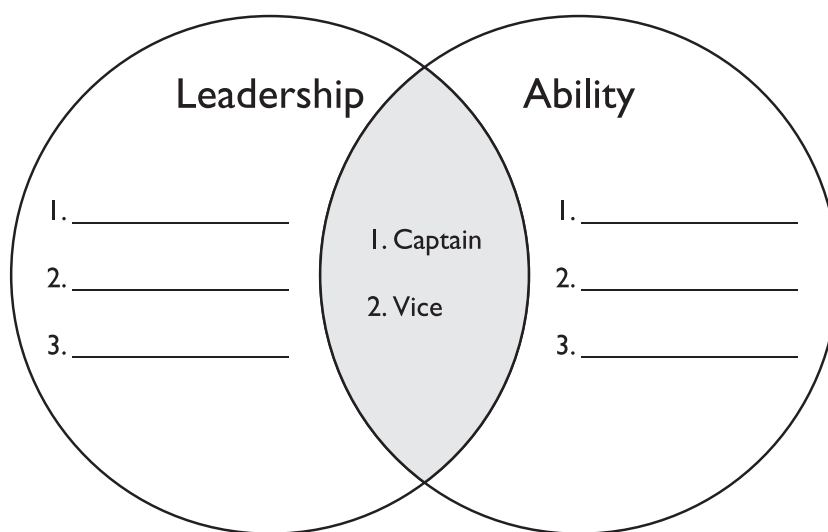
Your in sport,

Sports Co-ordinator

Captaincy Selection Framework

Team Sheet

1. _____	7. _____	12. _____
2. _____	8. _____	13. _____
3. _____	9. _____	14. _____
4. _____	10. _____	15. _____
5. _____	11. _____	



Procedure

1. Complete team sheet.
2. Identify any players who fulfilled leadership roles in previous years, from Gr6 handover, or at a club/zonal level
3. The player/s who fall into the sweet spot become the Captain/Vice.
4. Identify top three players based on ability. Teacher in Charge in conjunction with Coach.
5. Should more than one player fall into the sweet spot then it goes to a panel to be discussed. Panel being the Coach, Teacher in Charge, Head of Sport and the Principal.
6. A player who is at the top of the Leadership or Ability section only should also be discussed at a panel level.

Example:

A pupil who is top of leadership board but only third in terms of ability may become the Vice-Captain should the player who is placed second on the leadership be also placed second on ability.



UHS Sports Code of Conduct and Extra Mural Commitments





UHS Extra Mural Policy

Dear Herzlian,

As a pupil of the UHS you are expected to form a part of the extra mural programme. For this reason a policy was put in place which stipulates that every Herzlia pupil from Gr3 – Gr11 has to be involved in at least one extra mural activity per term. For this reason you undertake to adhere to the following:

1. You will sign up for one extra mural per term.
2. Once you have signed up for an extra mural you are committed to that activity for the entire season.
3. You will attend all practices – “No practice-No Play”.
4. Should you not be able to attend a practice, then your excuse will be given in writing by your parent/guardian to the Teacher in Charge of your sport.
5. You will accept that the coaches and teachers have the final say over the team selection.
6. You will display good sportsmanship at all times, regardless of whether you win or loose.
7. You will wear the correct kit for practices and matches at all times – “No kit – no play”.
8. You will be an ambassador for your school at all times. This means you will wear your uniform/kit with pride. Your hair will always be in alignment with the school rules. You will not swear or question a referee/umpires decision.
9. You will always make the opposition feel welcome and treat them with respect
10. You understand that Physical Education forms part of the school syllabus and therefore you have to participate in it at all times.
11. Failure to abide in the above will lead to the issuing of a transgression/punishment or detention. The nature of the disciplinary action will be determined by the Sports Head and Principal of the School.

I have read and understand the UHS Sports Code of Conduct and associated rules, regulations and agree to adhere to it at all times.

Name of Player/Pupil: _____

Signature of Player/Pupil: _____





UHS Sport Code of Conduct

Dear Parents and Staff,

The UHS Sporting Code of Conduct has been introduced to ensure that the required acceptable standard of behaviour and the dress codes are established and maintained throughout the year. It is there to ensure that the same disciplinary actions are taken by the various teachers, coaches, Sports Heads and Principals. You and your children are to read and acknowledge the UHS Sports Code of Conduct by signing the form at the end of the policy and returning the signed document to the Sports Head at your child's school.

At HERZLIA, major emphasis is placed on participation in and enjoyment of sport. Pupils must take part in at least one sport per term and, where pupils take part in more than one activity, we will accommodate these within our practice structure. A match will always take preference over a practice.

Should a child be over-committed in an activity that is not offered by the school, then the school will give him/her every opportunity to excel in their activity. A child who is unable to do one extra mural for the school will, however, be expected to form part of the Service Committee and may be asked to assist with for example the hosting of a sports day or gala. This may take place once a term at the most.

We uphold the good practices of all sports and insist on correct behaviour, correct dress and high standards of sportsmanship at all times.

We aim to offer high standards of coaching and we will employ outside coaches where necessary. We also place emphasis on commitment and we insist that pupils who have signed up for an activity in any term honour that commitment by attending all practices and matches when they are selected. To this end, all coaches and teachers keep tight registers of attendance and a record of results. This will be used as criteria for Awards.

We expect our facilities and the equipment made available by the school to be respected. We believe that the acquisition of skills is a cumulative process and we will ensure that all teachers/coaches are aware of the requirements of the coaching programme.



We reject a 'win at all costs' attitude to sport and we play the game within the rules or laws and within the spirit of the sport whilst we expect our players to always do their best. We ask all our players and spectators to respect this.

We do not question the decision of referees, umpires and coaches at any stage and we exhibit the highest standards of courtesy towards all our guests at the school and to our hosts when we are away from school.

Wellness Programme

Pupils in the care of a teacher/coach become his/her responsibility, and they must ensure their safety and well-being at all times.

Please take note of the following:

Selection

Our selection policy combines the need for general participation with the need to participate effectively and competitively.

We select our strongest players for the A team. Where players are of equal ability, we consider the rotation of players at these levels.

At the B team level and below, we will rotate as many players as possible to give pupils a chance to represent the school in a competitive fixture.

Inter-house matches will take place to allow pupils who do not represent the school to compete against each other, but not at the expense of weakening the school team. No child has an automatic right to a place in a team. This position is earned through skill, commitment, punctuality, loyalty and sportsmanship. The interests of the team are always placed above the interests of the individual.

Where pupils have the opportunity to represent their province, we make every effort to help them achieve this goal.

Behaviour

It is our policy to make every guest to the school feel welcome.

The coaches/teachers will insist that our teams are ready to welcome all visiting teams. They will greet them and escort these teams to the fields, show them the change room facilities as well as the spectator areas, invite them for refreshments, thank them for the game and wait until they have left before leaving the fields/match venue.

The pupils, teachers/coaches and parents will ensure that the playing area is kept tidy and free of all litter.

Neither the players nor the spectators may swear or use abusive language. Spectators and players may not distract their opponents verbally or through any form of harassment, such as persistent clapping or unnecessary noise.



No physical abuse will be tolerated.

Teachers/coaches on duty are responsible for the behaviour of all HERZLIA pupils at the practice/match and will insist on the highest standards.

Spectator Etiquette

Spectators may only offer encouragement and positive criticism. They may never criticise the coach/teacher/players/umpires or referees from the side of the field. They are to applaud the successes of the teams and will be gracious in victory and honourable in defeat.

As spectators we need to remember that children learn by example: thus we applaud both teams equally. Help your child to recognise good overall performance and not just results. Encourage your child to learn the rules and play by them.

It is our goal that at the end of the fixture, all parties involved have enjoyed the game and would wish to repeat the fixture.

Dress

Players are expected to obey the stipulated UHS dress code laid down for practices and fixtures. The 'no kit – no play' rule will be enforced at all times.

The correct dress code for the Wellness and Extra Mural programmes will be given to the pupils by the sports heads and uniform shop. No other kit will be accepted. There have been changes to the Wellness Programme kit for swimming. Pupils are permitted to wear a BLACK or NAVY costume only for the Wellness lesson. The HERZLIA swimming costumes and caps form part of the compulsory swimming team kit.

The HERZLIA peak cap forms a part of the compulsory sports kit. Failure to wear these will also result in a 'no play' rule.

Tours

Wherever and whenever possible we encourage sports tours as a way of establishing friendships and building bridges with the broader community.

We also encourage other schools to arrange tours with the UHS in order to broaden the experience of our pupils.

Communication

It is vital that adequate communication takes place between pupils, parents and the school. Each parent has d6 on their phones. All communication around practices and fixtures are sent through d6.

Pupils are given ample opportunity to enrol for seasonal activities by either filling in an extra mural commitment form or by enrolling themselves at the appropriate sports enrolment meetings held prior to each session.



Fixture lists are issued and displayed at the school on the relevant notice boards and in the weekly calendars. All changes to fixtures or practices are communicated to the pupils, sports heads and secretaries.

No practices/matches will be cancelled without the permission of the sports heads and Principals. Should a match be cancelled by the opposition then a practice will take its place.

All notices or excuse notes are to be supplied to the teacher/coach in charge of the sport. Any excuse from a practice or match must be made in writing. Should your child be absent from school on a match day, then the school must be informed first thing in the morning, so that a substitute can be found. All sports results will be communicated to the parents via the sports heads.

Disciplinary Procedures

All necessary disciplinary issues relating to sport will be dealt with by the Sports Head, in conjunction with the Principal and the relevant coach.

The Wellness Programme forms a part of the compulsory school syllabus. It is a subject taught and continuously evaluated and assessed. It forms a part of the subject Life Orientation in Matric and, as with all subjects in the High School; it needs to be passed in order to pass the term/year.

Pupils have to participate in The Wellness Programme at all times. Should a pupil be unable to participate for a short period of time then a written letter from the parents must be submitted to the Sports teacher. Should a pupil not be able to participate in the lessons for a period longer than three weeks due to medical reasons, then a doctor's certificate must be submitted.

Should assessments take place during this time then the pupil will be required to submit a research project related to the assessment. The correct Sports kit is to be worn at all times.

Failure to abide by the above will lead to the issuing of a transgression/punishment or detention, as is issued in any other subject or under any other circumstances. The nature of the disciplinary action will be determined by the Sports Head and Principal.

Please sign acknowledgment and acceptance of the above Sports Code of Conduct below and return this slip to the class supervisor.



I have read and understood the UHS Sports Code of Conduct and associated rules, regulations and agree to adhere to it at all times.

Name of Pupil/Player: _____

Name of Parent: _____ Date: _____

Signature Parent: _____ Signature Teacher in Charge: _____





Parental Code of Conduct

Let's just play the game!

Dear HERZLIA Family,

Participation in sport by our pupils has gained rapid momentum over the last few years. This can be seen by the number of teams entered into the various leagues and by the number of pupils who occupy the various sporting venues in the afternoons. This has grown to such an extent that we have had to stagger practices and match times to accommodate all the teams.

While this is exactly what we hoped would happen, a number of challenges have arisen, which we need to deal with immediately so that all interested parties are on the same page and clear as to what is expected of them.

As adults our firm objective is to maintain good inter-personal ties while endorsing and encouraging appropriate, exemplary social behaviour. In the past, we have encountered a few incidents of unacceptable adult behaviour. Although the number of such incidents has decreased, these incidents have been thoroughly unpleasant and embarrassing, leading to intervention that is extremely awkward for parents and schools alike, especially for principals.

As Heads of Sport, we urge parents and coaches to keep our playing area side-lines positive, enthusiastic and rational at all times, as negativity is detrimental to a team's performance. Players should refrain from blaming referees or umpires for losing matches. Sledging of referees, umpires and players is not acceptable and any form of negative behaviour will lead to action being taken by the school.

For all of the above reasons we would like to draw attention to the following policy with regard to parental conduct at sports practices and matches:

1. If parents have legitimate complaints about incompetent referees or umpires, they are welcome to discuss this diplomatically with their school's Head of Sport. These inter-school issues can be addressed as long as they are directed via the correct channels of communication which are in place for this purpose.



2. Parents may not remove their child from a practice or a match until the game has ended, the opposition has left the grounds and the playing area left clean and tidy.
3. Parents are requested to avoid making any form of appointments for their children that may clash with a practice or a match day. The absence of any player from either practices or matches has a negative impact on the dynamics of the team.
4. Parents who would like to query a team selection may e-mail the Sports Head. This should never be discussed in front of any other parents or pupils.
5. Parents may not interfere or converse with their children during practices or matches. They may give their children refreshments before or after the events but not during. The team needs to be focused on the game at all times, be they sitting on the bench or on the field, as this is where most of the learning about the game takes place. The coach and their players need to be separated from their supporters so that they can focus on the task at hand.
6. Please note that all erected gazebos, chairs and refreshments put out, are strictly for the players and coaches from both sides.

Whilst some of these comments and guidelines may seem harsh, we need to understand that this message is in the best interests of our children and school sport. In order to avoid any unhappiness that may occur we need to enforce these criteria. The Coach's duty is to focus on the best interests of the team and this cannot happen if he or she also needs to focus on issues that arise on the side line.





First Team Sports Policy Guideline Document

Vision and Values for HERZLIA First Team Sport

We recognise that first team representation needs to be the pinnacle of sporting achievement at HERZLIA. This team should be our strongest team based on results and the ethos that the players and management subscribe to.

Criteria

1. First team selection does not rely solely on physical ability but needs to take into consideration the emotional and social needs of the pupil. Selection will be determined on a case by case basis at the discretion of the coach, Teacher in Charge, respective school Head of Sport, parents and principals of the schools concerned.
2. Children who are eligible and chosen for the first team, may play for both the first team and their own age group should they choose to do so. However, they are not obligated to do so and may choose to only represent the first team.
3. Should a child at any time feel they are not comfortable playing for the first team, they may be withdrawn and placed with their own age group.
4. Teams may not be made up of a majority of pupils from the Junior Grades 7-9 as this will compromise the ethos and prestige associated with a first team.
5. This means that the pupil from the Junior Grade chosen for the first team needs to be exceptionally talented and almost irreplaceable in a first team environment.
6. Should there be more than two pupils from the Junior Grades who qualify for a first team under the above criteria, then these players need to be rotated on a match to match basis in order to maintain the strength of the junior teams and to foster a culture of development among the junior teams.



7. Careful consideration must be given to the senior pupil whose place the junior pupil may be competing for. If the players are equal in ability, preference must be given to the senior pupil for the position. This ability will be decided on by the heads of sport coaches and teachers in charge.
8. Should junior and senior matches be played at the same venue on the same day, then pupils who play in both teams may opt to do so, should both teams need that player. This must be communicated to the teams way in advance to ensure that the substitute/extra players are not mislead about their participation in certain matches.
9. Should both age groups have practices on the same day then the first team practice will take preference over the junior practice. This will only apply to junior players who will definitely form part of the first team squad that week.
10. The players must attend Regional/Western Province trials in their proper age group and not the older/U18 age group.

The strongest First Team needs to be created in an effort to raise the level at which HERZLIA competes on the Sports Field. The combined strengths of the pupils from the Junior and Senior Grades (Gr10-12) provide greater exposure and competition for our talented athletes. The success of these teams will hopefully improve the perception of HERZLIA as a premier sporting school to a level where we are comparable to some of the elite sporting schools in the Western Cape. Our philosophy and commitment to both ethos and results remains a spriority and at all times, the best educational interests of the pupils will be kept in mind.





Anti-Semitism/Racism Action Plan Policy

In light of the wave of anti-Semitic rhetoric that is sweeping the world at present it is unfortunately necessary for us to be proactive and prepared for any eventuality that may arise. It is possible that our pupils may come across anti-Semitic comments and/or actions specifically when involved in extra-curricular activities with other schools.

Pupils should take note of the following:

- It is always best to turn the other cheek and walk away from potentially inflammatory situations.
- These incidences should immediately be reported to the umpire or referee or Teacher in Charge even if play is suspended for a period of time.
- The Teacher in Charge should take immediate control of any such incident.
- Play or the activity needs to be stopped if the situation gets out of hand and the match or activity should be called off.
- The incident must be reported immediately to the Campus Sports Head and Principal.
- The Principal should then contact the Principal of the opposing school.

It needs to be understood that racist and abusive behaviour is completely unacceptable for which HERZLIA has a zero tolerance.

Our pupils need to understand that disciplinary action will be taken should they engage in similar behaviour.



Colours Awards Policy – High School



Criteria for Awards

Basic Principles

1. Notwithstanding the criteria specified for awards, the school reserves the right not to make an award even if the relevant criteria are technically met – refer to sections on '*menschlichkeit*', discipline, attendance and behaviour. This does not apply solely to the sports arena but within the school system as a whole.
2. Awards are made only to pupils whose performance is one of the following:
 - Internal to Herzlia
 - Achieved while formally representing HERZLIA
 - Achieved as a member of a zonal, Provincial or National squad after selection while representing HERZLIA.
3. Coaches/directors/teachers in charge nominate pupils for awards, and the Awards Committee makes the final decision. All awards are all at the discretion of the Awards Committee.
4. The Awards Committee is constituted at the discretion of the principal, but will generally consist of the members of the staff executive plus the teacher/s responsible for the activity concerned (i.e., coaches, directors, etc. who are not members of the school's professional staff shall not be members of the Awards Committee).
5. There are times when this document does not provide adequately specific criteria. Some sport codes have different means of categorising levels of achievement which will be taken into account when determining awards. The sports department will make every effort to confirm the recognition given by these respective sporting bodies.
6. Unless another definition is explicitly stated, 'senior' shall be taken as referring to pupils in and competition restricted to Grades 10-12. 'Junior' shall apply to pupils from Gr 7 - 9.

Preamble

School awards are offered to those who participate in school sports where such participation serves as a role model and an example of excellent performance in areas of specialisation, embodying sound Jewish values, community building, loyalty, attitude, appearance and behaviour. All awards are made on the basis on 90% attendance to all practices and for sport a 100% attendance, where reasonable, to matches.

No award is automatic. If a candidate has met the minimum criteria for an award, the candidate is then considered by the committee. All candidates and parents have the responsibility to familiarise themselves with the awards criteria.

Awards are made with the minimum expectation that recipients continue in that activity for at least one year post the award. Failure to continue in an activity immediately after receiving an award may result in that award being withdrawn.

Should a pupil need clarification on the outcome of the committee, an appointment may



be made with the Chairperson of the Awards (Principal) Committee, who will clarify and investigate the matter further in consultation with the Committee.

Junior Honours may also be awarded to a pupil in Gr 9 who has attained Full Colours in three of the six areas listed below, at any time during his or her time in the Junior Grades.

In the same way Senior Honours may also be awarded to a pupil in Gr 11 or Gr 12 who has attained Full Colours in three of the six areas listed below, at any time during his or her school career:

- Cultural
- Academic
- Sport (3 different sports)
- Jewish Life and Learning
- Leadership
- Service

Measurement and Comparison Matrix for Awards

Performance and/or Level of representation: Coaches/TIC's only.

POINTS	LEVEL OF REPRESENTATION DESCRIPTORS	POINTS	COMMITTEE
74	- National Representation. - Exceptional leadership and commitment to school sport and first team level.		
67	- Provincial A. - Finals in National team. - School excellence; First team representation.		
62	- Provincial B. - Regional selection or representation. - District or Area A team, selection. - Consistent achievement in and commitment to school sport.		
60	Regular committed involvement in school sport.		

NB: The guidance of the Herzlia High School Head of Sport and the systemic Head of Sports, whose duty it is to remain apprised to current codes, is crucial to the determination of levels of achievement at any given time.



Herzlia Values and Role Modelling Component

A 'mensch' is defined as a person of integrity and honour. The inclusion of a 'Menschlichkeit' component to the awards considers pupils' roles in the wider school community, the criteria reflected in our Code of Conduct – Respect, appearance, attendance, punctuality, attitude, courage, compassion, perseverance, self-discipline, dependability – during the activity and as a wider school representative.

A bonus point will be allocated to those pupils who have participated in a particular sport from Gr 7 – 12

It is important to note that the scoring is based on several aspects of a pupil's life: a pupil's attitude and conduct in the classroom, on the sports field and in peer and teacher interactions. Teachers, supervisors and school management as well as sports coaches all assess this category.

POINTS	DESCRIPTOR	TEACHER/COACH	COMMITTEE
5	- Dress/Uniform/ appearance abiding/ hair etc. as a minimum starting point		
10	- Respect shown to teachers/coaches and referees/umpires and sportsmanship on and off the field		
10	- Respect shown to peers		
10	- Courtesy and friendliness in general conduct		
10	- Acts of kindness and willingness to help others		
5	- Supporting peers/teammates/ committee members		



Years of service

Pupil's years of service or involvement in activity contributes to the overall point score.

1 Year involvement is equal to 3 points. A bonus point is awarded for documented participation before High School enrolment.

Period of involvement in years to equate to points

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ (x3) (Bonus Point: _____) Total: _____

Example of how the points are calculated

- Awards are calculated in three parts
- Herzlia values and role modelling component is scored out of 50 and then reduced to a score out of 10
- Years' service or involvement is multiplied by 3. Bonus point given for documented participation before Senior Grade enrolment.

LEVEL OF REPRESENTATION	HERZLIA VALUES AND ROLE MODELLING	YEARS INVOLVEMENT	TOTAL	AWARD
74	8	3 Years (3x3) + 1 = 10 (1 bonus point for previous representation)	92	Honours
67	7	3x3=9	83	Full Colours
62	7	2x3=6	75	Half Colours
60	7	1x3=3	70	Merit



SPORTS AWARDS: General Guidelines (to be clarified by the sports department)

Awards are given not only for performance but also for school attitude and commitment.

Selection for representative teams will be taken into consideration when granting awards, but is not the sole criterion.

The level of the performance (ie. the league involved) will be taken into consideration when granting awards.

In certain sports, there will be a need to determine the level; the relevant Provincial authorities ought to be consulted in such cases.

In all sports, a MERIT CERTIFICATE may be awarded for excellent performance throughout the season.

The members of any First Team, unbeaten throughout the season, **can (but do not necessarily)** qualify for a MERIT AWARD.

Guidelines for Awards for Selection for Representative Teams

- Pupils, who receive Provincial or National colours in a sport offered by the school, will only be acknowledged upon presentation of an official document by the official union of that particular sport code.
- The guidance of the Herzlia High School Heads of Sport, together with the overall Head of Sport whose duty it is to remain *au fait* with the current codes, is crucial to the determination of levels of achievement at any given time.
- Refer to **criteria for awards** for guidance on Awards based on **internal performance** (ie. cases in which the pupil has not necessarily competed outside the School, but has achieved a comparable level of performance in his or her school participation).
- A pupil who excels in a sport offered by the school, but chooses to not participate for the school will receive no awards from the school, but will receive recognition.

Awards for Non-School Sports

- A pupil who receives their National or Western Province Colours for a sport that the school does not offer will be awarded a royal blue/lurex scroll/blazer. Proof of selection from the relevant selection committee will be required and awards are only made after representation at the relevant event. A Merit Award may be made to pupils who excel in a non-school sport. Performance must be considered above average in order to receive this award.
- Points are given also for *menschlichkeit*, respect, appearance, attendance, punctuation, attitude – during the activity and as a wider school representative.



Constitution of the Awards Committee:

1. Chairperson: Head of School
2. Secretary: Rotating
3. Academic Head/Head of Discipline
4. Head of Sport
5. Supervisors, Mentors
6. Teachers in Charge/Coordinators all committees under construction
7. Student Leader Executive Committee (if required)
8. Coaches (written reports)

Awards and Points Allocation:

- **Certificates/Team Award: less than 70 points**
This award is for those pupils who have shown promise, dedication and improvement within the season of play or period of activity, guided by the candidate's progress, achievement, participation and commitment in that sport or activity
- **Merit Award: 70 - 74 points**
Merit Award is a certificate awarded to a pupil whose performance and ability is considered as above – average in a particular activity, as judged by the criteria listed above.
- **Junior/Senior Half Colours: 75 - 79 points**
- **Junior/Senior Full Colours: 80 - 89 points**
- **Junior/Senior Honours: 90+ points**

This is the most prestigious award in the school for pupils who achieve a points score of 90 and above. The issuing of this award will be the result of extensive discussion by the Awards Committee.

Honours may be awarded to pupils whom perform on a National level. The level of participation and contribution to school sport and/or school activities are considered when making an Honours Award.

Forms Taken for the Awards:

Junior Awards: Gr 7 - 9

Senior Awards: Gr 10 - 12

Honours

Junior Honours: Grades 7 - 9

Braid around cuff and outside of blazer

Senior Honours: Grades 10 - 12

Honours Blazer

Full Colours

Junior Full Colours: Grades 7 - 9

Identifying gold scroll

Senior Full Colours: Grades 10 - 12

Identifying gold scroll. Ribbon around cuff.



Half Colours

Junior Half Colours: Grades 7 - 9

Identifying Silver scroll

Senior Half Colours: Grades 10 - 12

Identifying Silver scroll. Ribbon around cuff.

Merit Award

Certificate

PUPIL NAME	
AWARD PROPOSED	
AWARD GIVEN	
STAFF MEMBER IN CHARGE	
OTHER SCHOOL ACTIVITIES IN WHICH INVOLVED	



Herzlia High School

Sports Prize Giving Policy

The Prize Giving is set out in three categories:

1. General Awards – for sporting codes offered in the Junior and Senior Grades.

The Most Improved Player of the Year (A pupil who has improved the most over the course of the season); Sportsman/Woman of the Year (Not only to the pupil who has shown tremendous sportsmanship but also been committed to practice sessions and matches for the entire season) and Player of the Year (The most prestigious award to the overall best player in the team, who has the most positive influence on the team's performance throughout the season).

2. General Sporting Achievements

Awarded for significant achievement in various sporting codes. For obtaining WP or National Colours in that particular sport. This may include sports not offered by the school.

3. Premier Awards

The majority of these awards are in recognition of achievements in sporting codes offered by the school.

The form awards will take

Senior Grades:

- **Team Cups** – Senior Boys and Girls Team of the Year
- **Maccabi Sports Awards for Gr10 and Gr11** – (Awarded to pupils for their commitment, professionalism and good sportsmanship at all times as well as being the best overall sportsman or woman in their particular grade).
- **Grade 12 Sportsmanship Cup** – (Awarded to a pupil in Gr12 who displays the best attributes of sportsmanship as well as being an ambassador for Herzlia at all times during their school sports career).
- **The Deputy Principals Cup** – (Awarded for the most outstanding single achievement in sport)
- **The Hebrew Order of David International Cup for GR 12 Sportsman and Sportswoman of the year** – (Awarded to pupils in GR12 for their commitment, professionalism and good sportsmanship at all times as well as being the best overall sportsman and sportswoman in GR12).
- **The Ian Payne Award for Service to School Sport** – (Recipient as decided by the Principal and Sports Heads).



The Junior Grades will recognise one winner across all three grades for each award and this winner does not necessarily need to be the senior member of the Junior Grades. The strength of the candidates for these premier awards indicates that the Junior Grades are blessed with some outstanding sportsmen and women.

The form awards will take

Junior Grades:

- **Junior Team of the Year** – (Awarded to the team that, over the season, has best displayed the values of Herzlia sport. The team has consistently achieved good results and has exemplified the ideals of friendship, inclusivity of all involved in their team and good sportsmanship).
- **Sportsmanship Boys and Girls Award** – (Awarded to the pupil who has shown outstanding sportsmanship throughout the year. A pupil who makes a contribution to improving sport in his/her school. Exemplifies the ethos of the activity at school. Displays good sportsmanship at all times. Sets an example to his/her peers. Committed and loyal to his/her sport. Commands teamwork from his/her peers. Displays qualities that promote/advocates their chosen sports).
- **Sportsman/Woman of The Year** – (Awarded to a pupil who excels in their chosen sports according to the following criteria:- Selected and competes at a high level for their chosen sport; participates in sport for their school at an Inter school level; demonstrates leadership, mentorship and sportsmanship to those around them, is an advocate for the school and for Herzlia sport at all times).
- **Outstanding Sporting achievement** – (Awarded to a pupil who has achieved a high level in their chosen sport, not necessarily offered by the school. This is an opportunity to recognise those pupils who have committed to their sport and have attained a high level of performance in that chosen sport. This pupil must display good sportsmanship at all times and uphold the name of Herzlia at all times).





The Art of Coaching 2021