



1

WELCOME!

We want to hear from you!

Scan the QR code to give your anonymous feedback:

- What's going well with your officiating?
- Any current challenges / issues?
- Suggestions that would improve your experience as an Official and/or Organiser

THANK YOU!

A graphic of a smartphone displaying the LTA OFFICIATING logo at the top and a large QR code below it. The QR code is used for providing anonymous feedback.

2



ORDER OF PLAY

10:15am	LTA Updates
11am	Set the Standard – the launch!
11:30am	Coffee
11:45am	Set the Standard – Empathetic listening
1pm	Lunch
1:45pm	Scenarios
2:50pm	Wrap-Up and Close

3

SETTING THE STANDARD

- Listen with respect
- Challenge constructively
- Contribute to discussions – share your thoughts and experiences
- Work together
- Have fun!




4

UPDATES



5

WORKING TOGETHER:

- LTA Competitions Team
- LTA Coach & Officials Development & Support Team
- LTA Customer Support Team
- County Associations – through County Competition Plans



6



7



OUR VISION:

TENNIS OPENED UP

OUR MISSION:

TO EMBED A
**CULTURE OF
 COMPETITION**
 ACROSS TENNIS AND PADEL IN BRITAIN

9 | LTA Competition Plan 2025-29

8



PROGRESS SO FAR:

- Competition Digital review
- New LTA Youth competition offer development
- 10U Framework review and County & Regional Competition landscape review
- Padel National Championships
- Investment into Disability Competition
- Deployment framework for non-professional GB Teams
- Strategy to mitigate the impact of Electronic Line Calling

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PRIORITIES FOR 2026:

- Fair Play campaign – enhancing support for Officials and Parents
- Launch of new competition offer
- Competition Digital Review recommendations
- Competition Satisfaction survey
- County Cup review
- County Competition Plans
- Officiating CPD and Qualification Pathway (in conjunction with CODS)



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COACH & OFFICIAL DEVELOPMENT & SUPPORT TEAM

QUALIFICATIONS	CPD	ENGAGEMENT
Qualification development Tutor Training Course delivery WDC relationship Jo Ward Isla Smith Theo Crouch Danny McCardle Oshi Levertton Leon Henry	Credits Workshops Online learning Webinars TTP training National Officiating Conference Matt Smith Jeison Velez Garcia	Official Licence Scheme Licence benefits Official Hub Communications Officials Newsletter Engagement Survey Sasha Badrock Kara Evans

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OFFICIATING PATHWAY – QUALIFICATIONS UPDATE

- Review and redevelop Tennis Referee course
- Develop specific Padel Referee course
- Utilise Workforce Development Centre network

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2026 NATIONAL & REGIONAL REFEREE COURSES



Regional Referee Courses

- Lexus Nottingham Tennis Centre:
26 & 27 September
- National Tennis Centre, London:
10 & 11 October (TBC)

National Referee Course

- National Tennis Centre, London:
14 & 15 November (TBC)

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CPD STRATEGY

	All (183)	Up to 5 years (50)	6+ years (100)	Referee (59)	Umpire (47)
Parents	23%	12%	29%	37%	4%
Players / disputes	21%	22%	20%	25%	17%
Time / fitting in tournaments	19%	22%	17%	10%	21%
Courses / CPD	16%	18%	15%	14%	17%
Scenarios / situations	14%	20%	11%	5%	28%
Changes / remembering rules etc	9%	16%	6%	7%	6%
LTA	9%	10%	8%	14%	6%
TTP	7%	8%	7%	14%	2%
Consistency	4%	2%	5%	5%	2%
Line calling	4%	6%	3%	2%	4%

Online courses: 77%

Face to face workshop: 59%

Webinar: 54%

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**OFFICIALS
CPD
2026 &
BEYOND**

ONLINE COURSE - DISPUTES
Dealing with disputes
Applying the code of conduct
Rules and Regulations

REFEREE WORKSHOPS
Priority to have in-person workshops.
Content developed from your responses

WEBINARS - ABTO
Series of webinars
Available for all Licensed Officials
Variety of topics

ONLINE COURSE - COMMUNICATION
Effective communication with
Parents and Players &
Challenging conversations

TTP TRAINING
Bitesize video resources
Watch at your own pace

ONLINE TESTS
Provision of online tests
available across
officiating roles

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SAVE THE DATE:

**2026 NATIONAL
OFFICIATING CONFERENCE**

**28-29 November -
National Tennis Centre**

Submit your content suggestions on the
home page of your Official Hub




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OFFICIATING UPDATES

PRO:DIRECT

hotel
planner

health assured

**LICENCE
BENEFITS**



Immediate Default Reporting Form

ing form to submit a report after issuing an Immediate Default
diate Default has been recorded in TTP in the usual way with:

its and information provided in this form (except contact details) may b
erson(s) against whom the allegation of misconduct is being made by y
iplinary process including, but not limited to, in connection with (a) any
i) consider appropriate and (b) if any charge of misconduct is brought (f
fficer), any hearing before the LTA Disciplinary Panel.

ENDING THIS FORM TO THE LTA, YOU ACKNOWLEDGE AND CONSE

May 2026

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

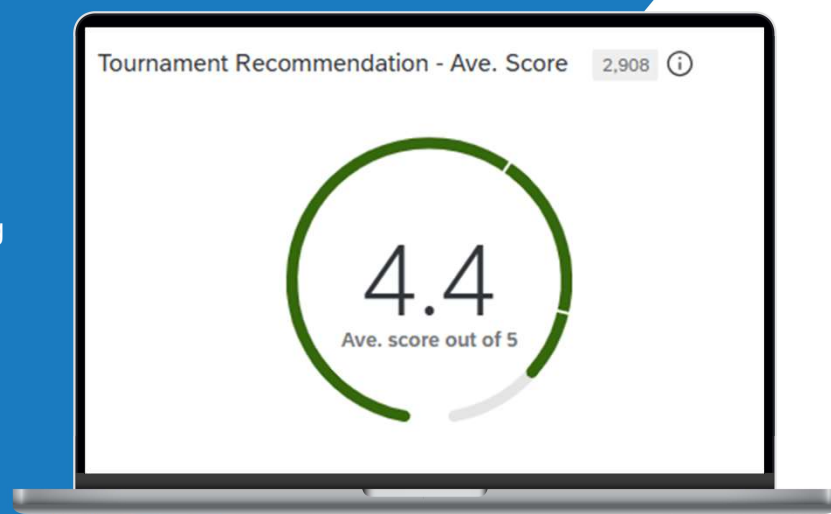
**IMMEDIATE
DEFAULT
REPORTING**

**COMPETITION
PLANNING**

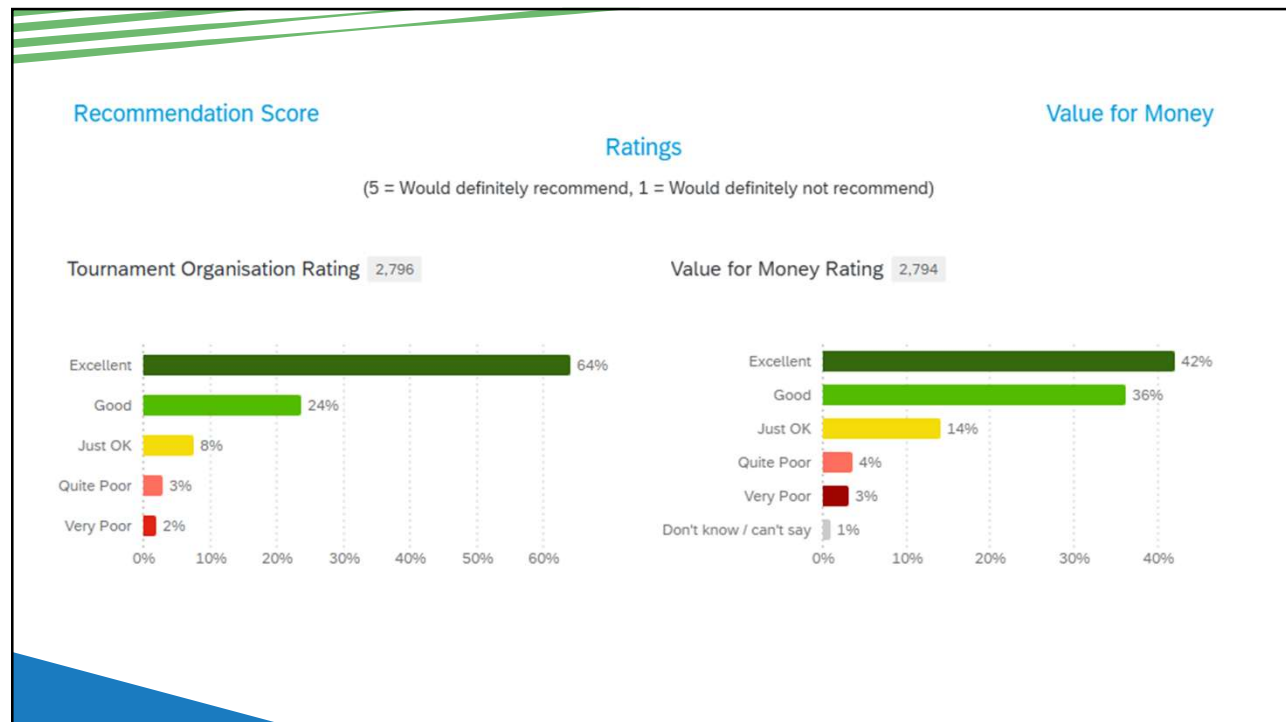
17

COMPETITION SATISFACTION SURVEY

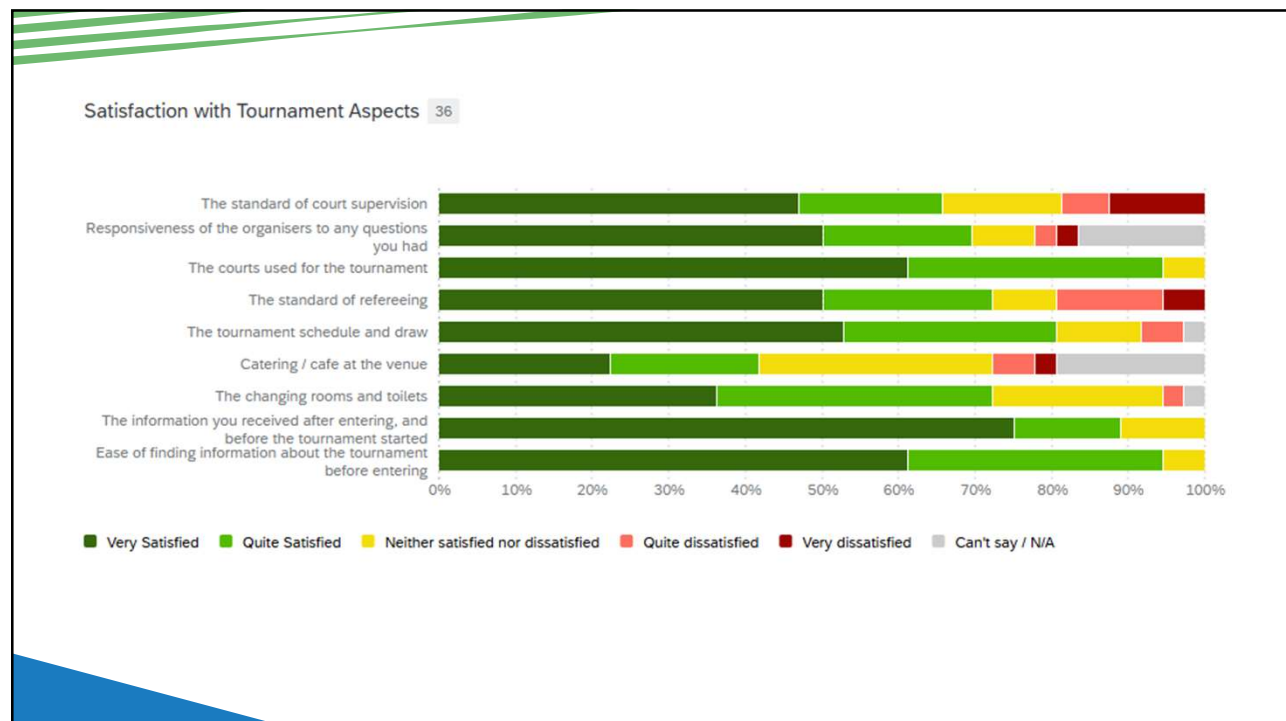
- Launched in March
- 3,500 responses
- Officials' dashboard coming this month
- Using the insight



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20

REASONABLE ADJUSTMENTS

‘Reasonable adjustments are adaptations that enable a person to take part in an activity’

- Request via LTA website
- Provide supporting evidence
- Player receives a letter to share in advance of the competition
- Code of Conduct still applies
- Help to raise awareness



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GUIDANCE FOR TYPE 1 DIABETES

- Specific guidance for LTA sanctioned competitions
- First to launch this type of guidance
- Determines how a medical time out, of up to 10 minutes, should be taken based on a player's blood glucose levels
- Players with Type 1 Diabetes should request a reasonable adjustments letter

Type 1 Diabetes – LTA Competition Guidance

Please note this guidance is applicable to LTA sanctioned competition only (not applicable for ITF and Tennis Europe Competition).

What specific problems might a player with Type 1 diabetes have?

- Low blood glucose levels (called hypoglycaemia) – as well as affecting ability to play which can be dangerous causing harm. Symptoms include dizziness, confusion, change in behaviour etc.
- High blood glucose levels (called hyperglycaemia) – as well as affecting ability to play which can be dangerous causing harm. Symptoms include increased thirst, frequent urination and fatigue.
- Difficulty in ensuring blood glucose level is safe to play (not high or low) if matches are delayed beyond expected start time/date.
- Hyperthermia and heat exhaustion – people with Type 1 diabetes (T1D) cannot off load heat as well as people without T1D so are more prone to getting this.

What specific equipment/provisions might a player with Type 1 diabetes need?

To wear:

- Continuous glucose monitor (CGM)
- Insulin pump
- Smart watch to connect to CGM

In their sports bag:

- Spare CGM sensors
- Spare insulin pump cannula and tubing
- Spare pods (for patch insulin pump)
- Glucose and Ketone monitor

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**SIGN UP TO THE ONLINE
NATIONAL SAFEGUARDING
CONFERENCE**

Saturday 3rd October 2026

Don't miss the chance to earn
CPD points and an extra year
on your safeguarding record

**SAFE
TO PLAY**
THE ESSENTIAL OF YOUR SAFETY

**SIGN UP
NOW**

23



**FAIR PLAY —
THE NEW
CAMPAIGN**

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BACKGROUND

Junior competition is a vital part of tennis development but **some** negative parental behaviour at matches is increasing safeguarding and misconduct incidents and is impacting retention of players in competition.

The parents that behave badly don't usually do it intentionally. They are emotionally invested, anxious and misjudge the impact of their actions.

It's not a discipline problem, it's a behaviour under pressure problem.

'Fair Play' aims to address this is not through punishment or rules, but through clear, supportive guidance that connects to reshape behaviour at the moments it matters most.

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WHAT DO WE WANT TO CHANGE?

Shift parents from:

Emotional reaction to **Calm presence**

Instruction to **Encouragement**

Outcome focus to **Experience focus**

Shift players from:

Reacting in the moment to **Taking a breath**



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OUR OBJECTIVES

To create an engaging and clear campaign that delivers:

1. A reduction in safeguarding cases involving parents
2. A reduction in discipline cases involving parents & children
3. Measurable improvement in competition satisfaction and 'fair play'

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AUDIENCE & KEY MESSAGE BREAKDOWN

Primary:

Parents - Arrive calm, stay calm, trust the process.

Officials - Set the tone through fair, confident communication - your composure keeps a tournament on track.

Secondary:

Players - Play your best, respect your opponents, officials, and the game itself.

Coaches - Set a precedent in training sessions, help players focus on improvement, not outcomes.



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SET THE STANDARD

RESPECT STARTS WITH YOU

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SAFE TO PLAY
Every child has the right to play safely

LTA TENNIS FOR BRITAIN

SET THE STANDARD

RESPECT STARTS WITH YOU

Find out more at www.lta.org.uk/parent-support

SAFE TO PLAY

SET THE STANDARD

RESPECT STARTS WITH YOU

Parent & Guardians

- Remind your child to **work hard, enjoy it, and play fair**
- Make sure what they see from you is **reassuring**
- **Encourage every player**, respect runs both ways
- Help them to see the positives, **no matter the outcome**
- Lead by example, **respect the Official's decision**

SAFE TO PLAY

SET THE STANDARD

RESPECT STARTS WITH YOU

Find out more at www.lta.org.uk/parent-support

SAFE TO PLAY

SET THE STANDARD

RESPECT STARTS WITH YOU

Find out more at www.lta.org.uk/parent-support

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'SET THE STANDARD' – ROLLOUT

- Referee Workshops – May
- Video launch and refreshed parent webpage – early June
- Assets – Summer holiday competitions (July onwards)



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SUPPORTING OFFICIALS & PARENTS TO 'SET THE STANDARD'

- 2-year partnership with Professor Chris Harwood from Nottingham Trent University
- **Referees:**
 - Updated welcome speech/briefing – supporting officials to reinforce key messages
 - Referee workshops – launch and training
 - Online Officials CPD Course – Communicating with Parents & Players
- **Parents:**
 - Online 15-minute course – How to positively support your child at competitions
 - Parent & Child workshop



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DISCUSSION (AND COFFEE!)

How will you 'Set the Standard' at your competitions?



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SUPPORTING OFFICIALS TO 'SET THE STANDARD':

EMPATHETIC LISTENING



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PARENTAL BEHAVIOUR IDENTIFIED AS A PROMINENT STRESSOR FOR OFFICIALS



THERE SHOULD BE CPD OPPORTUNITIES TO HELP US DEVELOP CONFLICT MANAGEMENT AND DE-ESCALATION SKILLS

Feedback from Officiating Engagement Survey, 2025

- Difficult incidents becoming an expected feature at competitions
- Intrusiveness in matches leading to escalations and complaints
- Counter-complaints triggering feelings of exposure, undue risk and lack of NGB support
- Negative effects on well-being and confidence that leads to avoidance behaviours, and choices around participation and engagement with the role

35

EXPLORING AND PRACTISING EMOTIONAL & EMPATHETIC LISTENING - OBJECTIVES

- 1** Understand the importance of Pre-Tournament Mental Preparation
- 2** Consider and discuss emotional listening techniques and strategies – using two scenarios featuring heightened parent emotions
- 3** Start developing your toolkit and understand the importance of practicing the skill



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PRE-TOURNAMENT MENTAL PREPARATION: 'CHARGING YOUR BATTERY OF EMPATHY'

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Stress in youth sport: A developmental investigation of tennis parents

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Keywords:
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Stress
Stages of participation
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Developmental trends sport

ABSTRACT

Objective: The study investigated the stage-specific stressors experienced by British tennis parents whose children were situated either in the sampling, specialising or investment stages of participation in the sport [Oke, J. (1999). The influence of the family in the development of talent in sport. *The Sport Psychologist*, 13, 395–417].

Design and method: A qualitative design was employed with semi-structured interviews conducted with twenty-two British tennis parents, six parents representing each of the first two stages of sport participation and ten representing the investment stage. Data was analysed through a process of inductive content analysis following the method proposed by Miles and Huberman (1984, M. R. & Huberman, A. M. (1994). *Qualitative data analysis*. London: Sage). Data matrices were developed for each category of parent to allow for the comparison of the data between themes.

Results and conclusions: The study identified a range of stressors experienced by parents across the three stages of participation. Parents in the sampling stage experienced stressors related to their child's participation in the sport, while parents in the investment stage experienced stressors related to their child's participation in the sport and their own participation in the sport. Parents in the investment stage experienced stressors related to their child's participation in the sport and their own participation in the sport.

Advancing Our Understanding of Psychological Stress and Coping Among Parents in Organized Youth Sport

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INTRODUCTION

Psychological stress among athletes and coaches has been well documented in the sport psychology literature (e.g., Chellom and Fletcher, 2003; Fletcher, 2007). Unprecedented and sustained demands of stress are some of the most widely used and tested in sport (see e.g., International Stress Group, 2000; Smith and Hancock, 1997). Despite widespread interest, there is still a need to understand the nature and extent of stress in sport and the role of the family in the development of talent in sport. The current study investigated psychological stress among parents of competitive British tennis players. Although a multifaceted construct, stress is defined as the response to a demand or challenge that is perceived as taxing or exceeding the resources of the individual (Smith and Hancock, 1997). The current study investigated psychological stress among parents of competitive British tennis players. Although a multifaceted construct, stress is defined as the response to a demand or challenge that is perceived as taxing or exceeding the resources of the individual (Smith and Hancock, 1997). The current study investigated psychological stress among parents of competitive British tennis players. Although a multifaceted construct, stress is defined as the response to a demand or challenge that is perceived as taxing or exceeding the resources of the individual (Smith and Hancock, 1997).

UNDERSTANDING AND APPRECIATING PARENT STRESSORS

- Competition Stressors
- Organisational Stressors
- Developmental Stressors

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EXPERT EMOTIONAL LISTENING IS FACILITATED WHEN:

- You recognise your strengths and your value as an official.
- You appreciate your 'helping' and support role in terms of players and parents having a positive experience
- Challenges and parental mistakes are viewed as opportunities for you to educate and facilitate
- You understand that tennis competitions can be stressful
- You remember that parent behaviour or problematic encounters are rarely, if ever, about you.

**YOU FULLY CHARGE YOUR 'EMPATHY BATTERY PACK' FOR THE DAY,
KNOWING YOU ARE SUPPORTING INDIVIDUALS WHO ARE HAVING A
MUCH WORSE DAY AT THAT MOMENT!**

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PRE-TOURNAMENT ASSUMPTIONS AROUND PARENT BEHAVIOUR

- Most parents support their child in a positive way, and will focus on enjoyment
- But, when undesirable parent behaviours occur, remember:
 - Not personal to you; likely many situational factors to 'unpack'
 - Borne out of protection and duty of care/welfare in 'triggering situations'
 - Lack of rule-based knowledge and contextual understanding often leads to uninformed actions and decisions
 - Inexperienced and under-developed coping skills for courtside support

You can cope with, counsel and signpost recommendations for all of these....as an 'Expert Emotional Listener'

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ROLE PLAY 1

- Work in groups of 3 – parent, referee and observer
- Read the notes and then play out the scenario – max 5 mins
- If you are playing the 'Parent' role, try and immerse yourself in their world and slot into their persona – you need to integrate the identity, context and circumstances to represent their state of being at that moment
- **Discuss as a group – what went well, what would you do differently next time?**

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IT'S ALL ABOUT STAYING CALM:

C

CONNECT

- Make eye contact, use a calm tone, remember you are the expert!
- Start with empathy: "I can see and hear that you're upset."

A

ACKNOWLEDGE

- Validate the emotion, not the behaviour
- "I can see that something important has happened /that really matters to you/you feel has affected you/your child."

L

LISTEN

- Invite them to share and listen attentively and with empathy
- "Please tell me what you saw from your side/what has happened from your point of view"
- Continue to 'Connect' and 'Acknowledge'

M

MOVE FORWARDS

- Offer next steps or clarify
- "Let me explain what I can do to help in terms of the rules...", "Let's look at what we can do now."
- "Can I offer some guidance for you, or a recommendation that may help"

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ROLE PLAY 1 – A SOLUTION

- There isn't one answer!
- Ultimately, we should be looking to de-escalate so that we don't have to give a code violation.
- Start by 'Connecting' with the parent, and encouraging them to move away from the court.
- 'Acknowledge' their frustration and ask them to explain what has happened. 'Listen' attentively and empathetically whilst they talk.
- To 'Move forwards' you may offer for you or your court supervisor to watch some of the match, explaining that you can intervene if there are blatant poor line calls.
- You may also reinforce that whilst you appreciate their frustration, the behaviour isn't acceptable, and if they behave in that way again you may be forced to give their child a CV, which is ultimately not something you want to do.

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ROLE PLAY 2

- Work in groups of 3 – same roles as before, but try and do something different!
- Discuss the possible solutions with your group
- Is there anything that might change the outcome you reached?

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ROLE PLAY 2 – A SOLUTION

C

- Make eye contact and use a calm tone, they haven't done anything wrong yet!
- Empathise: *"I can see your child is upset and I understand you want to comfort them"*

A

- *"I'm afraid that in line with the regulations and out of fairness to both players I can't allow you to go onto court, however, I'm happy to go on and speak to your child to make sure they are okay"*

L

- *"Now I've spoken to your child, we can talk further, why don't you tell me what happened?"*

M

- *"I do understand how hard it is to see your child upset, but competition provides a great opportunity for your child to develop valuable coping skills"*
- Reinforce that you're available if there are further issues – this provides reassurance.
- Signpost to support.

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CLOSING PRINCIPLES

- Adopt a strengths-based, helping mentality
- Listen to understand, not to win or punish in the first instance
- Validate their feelings, not their behaviour
- Boundaries + empathy + solutions = authority
- 'Calm' is a skill, not a personality trait

“”

**“STAY CALM,
ACKNOWLEDGE EMOTION
AND SET BOUNDARIES.
PROTECT THE CHILDREN,
THE GAME AND THE RULES
WITH EMPATHETIC
SOLUTIONS”**

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