

EQUALITY & INCLUSION

in sport and physical activity

A guide to equality, inclusion and tackling poverty for all those working in PE, sport and physical activity.



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02

**Welcome from Chief Executive Angela Leitch
and Foreword from Paralympics Medallist, Maria Lyle**

03

**01 – Introduction:
About Equality in Sport & Physical Activity**

11

02 – Understanding the Law

19

03 – Thinking about Equality

26

04 – Understanding Autism

29

05 – LGBT in Sport: Some Things to Think About

31

**06 – Women & Girls Participation:
Engaging Women & Girls to Get Active?**

34

East Lothian Sports Charter

35

07 – Resources Available to Support Your Work

37

**Equal Opportunities in Sport
Self-Assessment Questionnaire**

Welcome from Chief Executive Angela Leitch

Sport and physical activity brings people and communities together and can be a catalyst for change when it comes to health and well being and inclusion. It is never too early to promote equality, tackle stereotyping and discrimination. We all have a responsibility to put equality and inclusion at the heart of the services we provide.



Angela Leitch
Chief Executive
East Lothian Council

The recent work of the East Lothian Poverty Commission highlighted to all of us the importance of tackling poverty and inequality, especially for children. Across East Lothian 30% of children experience poverty, affecting not only their health and well-being but also limiting their opportunity to be the best that they can be. The stigma of poverty remains strong across our county and can leave families feeling ashamed of their circumstances and slow to ask for help and support.

Our county is becoming increasingly diverse and people within our communities have a wide variety of needs and circumstances that need to be considered when we design and deliver our services.

In East Lothian we are committed to enabling people to live healthier more active and independent lives. I hope that this guide will support you to understand more about the benefits of inclusion and equality and encourages you to incorporate this into your club, PE and sports activities for the benefit of everyone.

Foreword from Paralympics Medallist, Maria Lyle

I love being active and have done since I was little. Being able to run around always made me happy.



Maria Lyle
Paralympics Medallist

When I was younger, I really enjoyed being a member of Dunbar Running Club. I was given the opportunity to do all the track and field events, from running long distance, to short sprints; I even tried things like high jump and long jump. I was never excluded from any activity and why would I you might ask? Well I have Cerebral Palsy, a condition which affects my muscle tone, particularly in my legs. So to take part in an activity where movement is so important might seem strange to some but for me it always felt right. Thankfully, the fun I had at running club and the support I had from my family and school allowed me

to progress in the sport and now at the age of 16 I can claim to be a Paralympics, World and European medallist.

Sport has changed my life. It's given me a real purpose; I now feel good about myself and my confidence has grown. I've travelled the world and experienced things very few people have. It would be great if I've even inspired a few people along the way. Everybody should be able to access sport and be given the opportunity to achieve their full potential no matter their circumstances.

01

Introduction: About Equality in Sport & Physical Activity



Equality in Sport & Physical Activity

For many local residents, sport and/ or physical activity such as walking, is a part of daily life in East Lothian however, we acknowledge that not every member of our community has easy access to getting involved and that many barriers exist. The Equality in Sport & Physical Activity guide seeks to support those working or involved in the sector to understand the importance of equality and diversity in sport and to identify ways to 'level the playing field' for all.

The Sports and Countryside and Leisure Service aims to encourage all those working in sport and physical activity to:

- Recognise the impact of discrimination and inequalities in sport and physical activity on our communities.
- Recognise the important role that sport can play in laying the foundation for a more equal and inclusive society.
- Value diversity and difference – this includes differences in identities, cultures, beliefs, abilities and social practices.
- Challenge negative attitudes and behaviours.

This guide has been developed as a practical tool that assists individuals and organisations involved in delivering sport and physical activity opportunities to understand where to start when it comes to tackling inequalities. Subsequently this will enable real changes to take place within our services, programmes, local clubs and workforce to ensure that sport & physical activity is more inclusive in East Lothian.

Free equality training sessions

We will also provide free equality training sessions about a range of equality topics which are open to all those working in PE, sport and/ or physical activity settings to attend and a range of written resources to support learning and development.

Find out more about Equality in Sport & Physical Activity

To find out more you can:

- Visit the Active East Lothian website www.activeeastlothian.com
- Contact our Development Officer (Equalities & Inclusion) on healthyliving@eastlothian.gov.uk

Equality in Sport & Physical Activity

Equality is about ensuring that everybody in society is treated equally and fairly so that they can reach their full potential.

There are three aspects to equality that we should think about in sport and physical activity.

- **Opportunity** – whether everyone really has the same chance to take part and reach their full potential in sport & physical activity.
- **Choice** – what degree of choice and control an individual has in taking part.
- **Process** – whether our policies, practices and procedures cause or contribute to a particular barrier or inequality for an individual or group.

“Sport has the power to unite people in a way that little else can. Sport can create hope where there once was only despair. It breaks down racial barriers. It laughs in the face of all kinds of discrimination. Sport speaks to people in a language they can understand.”

Nelson Mandela

What do we mean by inclusion?

Inclusion in sport & physical activity is about embracing difference and enabling everyone, regardless of their background or ability, to feel welcome and share a sense of belonging. It means that everyone is respected and valued for who they are and that we adapt our services to meet a range of individual needs in a positive way, making sure that everyone can take part.

In East Lothian, we are striving to be more inclusive. We are proactively adapting and adopting policies and practices that will remove barriers and eradicate discrimination, enabling more people within our communities to take part in sport & physical activity. We want our activities, programmes and local clubs to better reflect the diversity of our communities and to support our partners to have a better understanding of the importance of equality and inclusion.

The way we work is influenced by a range of factors. Thinking about equality means that we need to think about and understand:

- Why we behave the way we do.
- What we consider to be 'the norm' and how we develop our services based on this.
- The language we use and the feelings we have.
- The expectations we have for everyone in our communities.

In what areas in a person's life should they enjoy equal opportunities?

There are many different parts to our lives. Equality is important in each part as it can shape our experiences in the community.

- Being able to take part and have a voice.
- Individual, family and social life.
- Having a good education.
- Being able to be yourself and have self respect.
- Being Healthy and Active.
- Productive and valued activities like having a job or volunteering.

- Standard of living like having somewhere warm to sleep and food to eat.
- Physical security like feeling safe walking in your street.
- Legal security e.g. equality before the law and fair treatment.

Changing the way we think

Many sport & physical activity clubs and organisations maintain that they have an 'open door' policy, however, this has not necessarily changed the levels of participation and involvement in sport & physical activity amongst all our communities. Research shows that participation amongst women and girls; disabled people; older adults and people living in SIMD postcode areas is still low and therefore, these groups are often under-represented when it comes to planning and delivering activity.

Whilst we acknowledge that there are differences between targeted groups when it comes to removing barriers to participation, we recognise the importance of devising strategies to address the common factors that influence inclusion in sport & physical activity amongst our communities. Therefore, this guide aims to provide an overview of the common approach that can be taken when it comes to building a more inclusive sector across East Lothian.

- 'Not turning anyone away, full stop, for any reason'.
- 'Being able to join in any activity I want to take part in'.
- 'No barriers or boundaries'.
- 'They missed me when I wasn't there'.
- 'Being able to do things without it being a problem'.
- 'It's all about having the chance to try things'.

The voices of young people and parents from the Barnardo's publication 'I Want to Play Too'.

"Equality needs to run through everything, not just be bolted on at the end after someone has been excluded."

East Lothian Residents Survey 2017

Case Study 1: Jamie's Story



Jamie is a 7 year old boy who lives in East Lothian with his Mum and younger sister. When Jamie moved into Primary 3, he wanted to try out some of the Active Schools clubs that were on after school with the rest of his classmates. However, Jamie is overweight and so lacks self-confidence when it comes to taking part in sport or physical activity with his peers.

Jamie's mum encouraged him to give it a go and Jamie signed up for a martial arts club. However, for the first two weeks, Jamie refused to leave the car after seeing all the other children going into the class. He believed he was the most overweight and wouldn't be able to keep up.

Jamie's mum contacted the coach running the sessions and explained the situation. The Active Schools Co-ordinator went to meet Jamie during lunchtime at school and agreed that he would meet Jamie in the car park after school and go with him to the sports club. This meant Jamie had a friendly face waiting for him when he arrived at the session. The Active Schools Co-ordinator also contacted the club coach and explained that Jamie was feeling self-conscious and the coach suggested that Jamie was given a 'P7 Buddy' (who was a member of the martial arts club) to partner him in the first few weeks to help him integrate with the other children whilst building up his confidence and stamina.

Jamie felt so comfortable after a couple of weeks and no longer needed the Active Schools Co-ordinator to meet him in the car park. After the block of activity was over, Jamie had enjoyed the sessions so much that he then joined the martial arts club as a full youth member and now participates every week, along with his 'buddy' in the local community centre.

The Inclusive Jigsaw



This jigsaw shows the different factors involved with inclusive practice, but all areas are linked and dependent on each other.



The Benefits of Inclusion

There are many benefits to inclusion. These circles show how inclusion benefits participants, local communities and those working in the sport & physical activity sector such as PE staff, coaches, volunteers and clubs and organisations.



The Benefits of Inclusion



The Benefits of Inclusion



02

Understanding the Law



The Equality Act 2010



The purpose of the Equality Act 2010 is to ensure that everyone has the right to be treated fairly at work or in using a service. Equality law applies to any business that provides goods, facilities or services to members of the public. Whether you are a private club, association or service provider, it is important to understand your responsibilities under the law.

It protects people from discrimination on the basis of certain characteristics. These are known as protected characteristics and they vary slightly according to whether a person is at work or using a service.

Protected characteristics

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation
- Sex
- Marriage and civil partnership
(the law provides protection in the area of employment and vocational training only).

This includes sport and leisure related services, (regardless of whether they are provided free or not) such as:

- Leisure centres/ swimming pools
- Tennis clubs and tennis courts
- Golf clubs
- Rugby, cricket and football clubs
- Riding schools and equestrian centres
- Health and fitness clubs
- Rowing and sailing clubs
- Adventure centres
- Sporting venues.



Associations, clubs and service providers:

The Equality and Human Rights Commission have detailed guidance available for sports associations, clubs and service providers to help them to understand their responsibilities under the law.

For more information, please visit:

- www.equalityhumanrights.com/en/advice-and-guidance/equality-law-gyms-health-clubs-and-sporting-activity-providers
- www.equalityhumanrights.com/en/publication-download/what-equality-law-means-your-association-club-or-society

What is the difference between an association and a club/ society?

An **'association'** is any group of 25 or more members that has rules to control how someone becomes a member, involving a genuine selection process. The rules may be written down, like a constitution, or may be unwritten. It does not matter if the association is run for profit or not, or if it is legally incorporated or not.

For example:

- A club says that anyone who wants to join must be nominated by one or more existing members as part of the joining process.
- A society says that anyone who wants to join must be approved by a majority of other members before they can become a member.

If they have more than 25 members, both these organisations are likely to be associations in equality law.



Clubs and societies/ service providers

Organisations which require people to take out membership to use their facilities or services or to belong to a group but **where there is no form of selection** are not associations in equality law – even if they are called ‘club’, ‘society’ or ‘association’. Often a fee is paid either at the time of joining/ on an ongoing basis or to use the services (or both).

For example:

- A gym or health club where people pay a joining fee and/ or monthly subscription to get access to the exercise facilities.
- A football team supporters’ club where an annual ‘membership fee’ is paid in return for receiving information about the team.
- A group of supporters attached to a theatre (sometimes called ‘Friends of’ the theatre) who receive information and access to special events and activities in exchange for an annual membership fee.

Equality law still applies to these organisations, but in a different way. If you run an organisation like this, you should read the Equality and Human Rights Commission guide **What equality law means for your business**.

- www.equalityhumanrights.com/en/advice-and-guidance/guidance-businesses

Being both an association and a service provider

It is possible to be both an association and a service provider.

For example:

- A private golf club with rules regulating membership will be an association when it is dealing with its members and their guests, but a service provider if it opens its golf course, café and shop to members of the public on certain days of the week or when spectators attend to watch club competitions. If someone does not have to be a club member to take part in a competition, then the golf club is also providing competitors with a service.

When it has no formal rules or fewer than 25 members

Clubs which have no formal rules governing membership or whose membership is less than 25 are not associations in equality law. This sort of informal ‘club’ is not covered by equality law at all.

For example:

- A walking club which anyone who finds out about it can belong to.



Some important issues to think about include:

- Whether, if you want to, you can provide separate services for men and women or a service for only men or only women.
- Access to changing rooms and other facilities.
- What you say about what people can or must wear to take part in your activities.
- Whether you can put conditions on who takes part in your activities, based on people's protected characteristics.

Separate activities for men and women (What equality law means for your association, club or society, EHRC)

Sports clubs which are associations in equality law can organise separate sporting activities for men and women if they choose to where:

- Physical strength, stamina or physique are major factors in determining success or failure.
- One sex is generally at a disadvantage in comparison with the other.

Separate competition for girls and boys may or may not be permitted, depending on the age and stage of development of the children who will be competing.

For example:

- A local running club has separate senior male and female 100 metre races. This would be lawful. The same club has mixed junior races up to the age of 12 as there is no real difference in strength and stamina between the boys and girls.

You must not restrict the participation of a transsexual person in such competitions unless this is strictly necessary to uphold fair or safe competition. In other words, treat a transsexual person as belonging to the sex in which they present (as opposed to the physical sex they were born with) unless there is evidence that

they have an unfair advantage, or there is a risk to the safety of competitors which might occur in some close-contact sports.

Sports teams can continue to select on the basis of nationality, place of birth or residence if the competitor or team is representing a country, place, area or related association or because of the rules of the competition.

Where participants of a particular age group in a sport or other competitive activity (such as bridge or chess) are in general put at a disadvantage compared to those of another age group by their physical or mental strength, agility, stamina, physique, mobility, maturity or manual dexterity, you can restrict participation by reference to age provided it is necessary to:

- Secure fair competition.
- Ensure the safety of competitors.
- Comply with the rules of a national or international competition.
- Increase participation in that activity.

This exception will allow, for example:

- Selection on the basis of age for national and international tournaments where the rules of the tournament in question require this.
- Under 21s football tournaments or veterans tennis leagues.

Exceptions do not allow:

- Age limits based only on historic, habitual or social reasons which are not related to securing fair competition or the safety of competitors, to complying with the rules of a national or international competition, or to increasing participation in the activity and which cannot otherwise be objectively justified.

Understanding Poverty



Poverty is commonly understood as ‘not having enough’. East Lothian Poverty Commission used the following definitions of poverty to inform and guide their work.

‘People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantages through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted’
European Commission, Joint Report on Social Inclusion 2004

We can see from this definition that poverty is about more than not having the minimum amount of food and shelter to survive but is wider to allow people to participate in society. This is the definition for ‘relative poverty’ and is the most commonly held and accepted view of the definition of poverty in modern society.

What causes poverty?

A combination of social, political and economic factors and choices explain the nature and extent of poverty. Poverty is rarely the result of a single factor. Issues such as low pay, insecure jobs, high cost of living and of housing, life events such as bereavement or illness are some of the factors that often combine into circumstances that become difficult to overcome.

Poverty is not a static condition. Individuals can move in and out of poverty over time – so it may be temporary, recurrent or persistent over longer periods.

Many of those who gave information to the East Lothian Poverty Commission described themselves as ‘close to poverty’ and described a fear of falling back into poverty.

The circumstances children experience while they are growing up largely reflects the resources available to their parents or carers.

How many children are living in poverty in East Lothian?

Levels of poverty vary across East Lothian. Concentrations of poverty and deprivation can be found in the west of the county particularly in the Musselburgh East & Carberry and Fa'side Ward areas have the highest concentrations of multiple deprivation.

The table below shows us that overall 20.32% of children (1 in 5 children) are living in poverty after the cost of their housing is taken into account. This ranges from 28.33% in Musselburgh East and Carberry to 12.18% in North Berwick coastal ward.

Percentage of children in poverty, Oct-Dec 2015

| Local Authority and wards* | Before housing costs | After housing costs |
|--------------------------------------|----------------------|---------------------|
| East Lothian | 12.58% | 20.32% |
| Musselburgh West | 9.14% | 15.03% |
| Musselburgh East and Carberry | 17.69% | 28.33% |
| Preston/Seton/Gosford | 12.90% | 20.93% |
| Fa'side | 15.76% | 25.12% |
| North Berwick Coastal | 7.47% | 12.18% |
| Haddington and Lammermuir | 11.49% | 18.45% |
| Dunbar and East Linton | 9.07% | 14.81% |

What increases the risk of poverty?

The statistics show that a child is at greatest risk of poverty if they live in a family where no one works, however a substantial and growing number of poor children are living in families where at least one a parent is in paid employment. In 2013, over two thirds of poor children were living in families where someone was in work. Other risk factors for ending up living in poverty include:

- Living in a lone parent family.
- Living in a larger family with 3 or more children.
- Living in social housing.
- Living in a household where someone is disabled.

The LSE study of poverty and access to sport talked to young people perceived not to be interested in sport "it was an eye opener to learn how much joining in matters to young people, how much informal games, outdoor activity and sport can inspire and motivate them, and how many young people are held back from actively getting involved".

Some things to think about

- Can you hold a 'fun day' encouraging local people to come along and find out what's on offer and how they can get involved and what support is available? Free fun activities can break down the barriers to getting involved.
- Do you have a flexible approach to paying club/ membership fees? E.g. can people pay monthly rather than in one payment at the start of term? How can people find out about the services available?
- Can you offer bursaries/ free spaces to local scheme that support children to get involved?
- Can you run 'equipment swap' sessions saving on the cost of sport equipment?

Case Study 2: Louise's Story



Louise, a class teacher in a primary school in East Lothian noticed that the majority of girls in her class were not regularly taking part in physical activity or sport after school. They were also reluctant to join in with PE. Louise asked each girl in the year group if they took part in physical activity or sport outside of school in their local communities and identified those who were not regularly active.

Louise then contacted the Active Schools Co-ordinator who helped her to plan a 6-week activity block specifically for girls who were inactive. Louise promoted the club specifically to the girls she had identified and encouraged each of them individually to come along and try out the sessions.

Louise delivered the 6 week block of different activities herself in order to build the confidence of the girls and provide them with a positive female role model. 25 girls attended the sessions every week. Having their class teacher running the sessions helped to motivate the girls to keep coming along as Louise was able to encourage the girls during the school day. She reminded them to bring kit the day before and asked them what activity they would like to do the following week.

Now 7 of the girls are attending other after school sports on a regular basis and some of the other girls have continued to come along to the girls' only sessions that Louise and another female colleague continue to run.

03

Thinking About Equality



Inclusion and equality should be considered at every stage in providing services for local communities. The ultimate aim is that all participants have a positive experience and are not excluded at any point.

The Access Chain

There are many points at which you can consider equality to avoid excluding any particular group and making it easier for everybody to access your activity. This starts by thinking about the diversity of those who may want to use your services, the services you offer and taking an approach which allow you to ensure that everyone has a positive experience when using your service.



Decision to use your service

- Where do people find out about the service you offer e.g. website, information leaflet?
- Does the information about the service make a clear statement that equality and inclusion are important?
- Do the words and images you use reflect this commitment?
- Do you provide up to date information about the activities, programmes and facilities you offer?

Arrival at your service

- Is your facility welcoming and accessible?
- Is there someone there to greet new members or participants?
- Have you clearly marked where participants can get changed, who to speak to if they need assistance, what to wear?

Your services

- Do your staff have training in how to include participants with additional needs?
- Are you able to meet a wide range of individual needs by offering choice and diverse opportunities?
- Do you have a clear policy on what is acceptable behaviour?
- How do you ensure that coaching and learning methods meet the needs of all participants?
- Which methods of communication do you use with members, families, carers, local communities?

Other considerations

- How do you plan events and/ or competitions? Do you make sure that everyone can contribute and participate?
- Have you consulted with a variety of people from different backgrounds and abilities to find out what they think of the services you provide?
- Do you offer flexibility when it comes to paying membership fees or weekly costs? Can people from disadvantaged backgrounds seek financial assistance?
- Do you and your staff know where to seek advice and support on inclusion when you are not sure what is best?

Use the self-assessment questionnaire at the end of this guide to further support your club/ organisation to identify strengths and areas for development.

Writing an Equal Opportunities Policy



Having an Equal Opportunities Policy is a key way of showing your commitment to equal opportunities and communicating the value you place on meeting the needs of the people you work with.

A policy on equal opportunities should include:

- A clear statement stating the organisations commitment to equal opportunities.
- Information about how the organisations will meet the individual needs of participants and those who want to take part.
- Information about how the service will promote positive attitudes to diversity, good relations between people and that difference will be valued.
- Information about how employees will be treated with respect and allowed to be themselves in the workplace.
- A commitment to working with partners and parents (where appropriate).
- Information about how inappropriate attitudes and practices will be challenged.

When writing your policy you should:

- Include all members of staff, including volunteers and committee members in writing the policy.
- Ask for contributions from participants, members, associated members and the wider community where relevant. These could be comments, pictures, stories etc.
- Use plain language, avoid jargon and explain any abbreviations.
- Set out a timeframe for reviewing and/ or amending the policy if required.

Some useful headings:

- Aims of the policy/ statement of intent.
- How we will meet these aims/ service provision.
- Challenging discriminatory practice/ behaviour encountered.
- Staffing/ recruitment/ training.
- Partnership with members, participants, community.
- Further information/ contacts.

Challenging Prejudice

'We didn't have any racism here in the club until John joined us'

As someone who works with young people, part of your role is to challenge when you hear insulting remarks or encounter discrimination in any guise. Ignoring such remarks looks like you are condoning the behaviour and accepting the remarks.

For example, you may hear a child calling another child a racist name or mocking another child who has a disability. Challenging someone about their words or actions can be difficult and needs to be approached carefully. Here are some skills that you will find useful if you need to challenge:

- **Listen carefully to what is being said and then show the other person that you understand them.** In this way you demonstrate understanding for their point of view, even if you don't agree with it.
- **Make sure you are clear about what is happening before you jump in!** For example, ask questions like 'what do you mean by that?', 'can you explain your viewpoint in a bit more detail?'
- **Say what you think and what you feel.** This enables you to directly state your thoughts or feelings without apology. Own your feelings by saying 'I' statements. Avoid saying 'your remarks offend other people in the team' and instead say 'I find your remarks offensive'.
- **Focus on the behaviour not the person.** For example, instead of saying 'you are sexist', say 'that remark you made was sexist'.
- **Be specific and don't generalise.** For example, instead of saying 'you never listen to other members of the team' say 'you didn't seem to be listening to Hannah in the meeting just now and interrupted twice before she had finished'.
- **Say what you want to happen.** It is very important that you say in a clear and straightforward way what action or outcome you want to achieve without hesitancy, apology or aggression. For example, say 'I only want to hear you use kind words from now on'.

- **Earn the right to challenge others** by being open to challenge yourself.
- **Remember to act as a role model.** Behave in the way you would like others to behave and talk in the way that you expect to be spoken to.
- **Think about the reason why you are challenging.** This will enable you to clarify your point of view. For example, a parent expresses concern about their boy playing with a pram. You could explain that it is important for their child to develop their imaginative play skills and that dads also push prams – the child is copying what he sees around him in the community.
- **Explain clearly why the remarks made were wrong or hurtful by talking about the feelings of all involved.** This will help children to develop a sense of empathy and understand what is right and wrong and why.

*'We didn't have any racism here in the club until John joined us'

Racism is not started by the people who are subject to it. It is easy for people to tease someone who they think is different to them. By encouraging inclusion and promoting everyone's differences and special qualities, you should start to eliminate this behaviour.

Understanding the Power of Language and Image



All communication has an impact on the recipient and may be remembered for a very long time. Language can be a powerful tool in promoting equality but can also be hurtful if words are used in an insulting or demeaning way. In your work try to use language that **promotes dignity and respect for individuals, rather than pity and hardship**. This will support you in your role and help you to provide a service that is inclusive to all.

Language is naturally dynamic and is constantly changing and evolving. This means that words and phrases can go in and out of common use or what is 'acceptable' changes over time. You may, on occasion, unknowingly get things wrong so be prepared to acknowledge if this happens.

Negative images about people or groups can occur and are often dismissed as 'changing room banter'. While no offence may be caused, it does not help to promote a positive message about equality and can leave people feeling uncomfortable.

Everyone should think about whether adding a label to describe someone is necessary. We all need to be careful not to patronise people by undermining their individuality through statements about yourself.

- 'You might not want to do that at your age'.
- 'Your being black isn't a problem for me'.
- 'Some of my friends are gay'.
- 'I don't think of you as being disabled'.

Consider the images that you use to publicise the service you offer and in the environments around you. Do they support your message of inclusion and make people feel welcome?

Challenging Perceptions: Some may Say ...



We live in a predominantly white area so we don't need to worry about diversity ...

Children and adults in all-white areas still need to have the opportunity to learn about other people and other communities in order to grow into caring citizens and understand about differences. Such people may well move into an environment which is more diverse later in life. Racist attitudes can be more deeply ingrained in areas with fewer Black and Minority Ethnic families. In a setting that celebrates diversity, people will understand that the world is made up of many people who are not all the same and come to respect the rights of individuals who look different from or hold different beliefs to themselves. In addition, everyone has different experiences, culture and home life. These differences can be shared as a learning opportunity.

We treat everyone the same so we meet the requirements of Equality of Opportunities ...

All participants are not the same; even identical twins are different in some way. We need to treat people as unique individuals offering them equal opportunities to participate rather than treating them all in the same way. For example, during PE, George, who has a hearing impairment, cannot clearly hear the teacher when he is standing with his friends. The teacher ensures that they are close to George when giving instructions allowing him to understand the task and what to do. George is not treated in the same way as the other children, but he is given an equal opportunity to take part in the lesson with his friends.

We don't need to plan for individual needs or specific groups because all of our members are the same age and do not have any learning difficulties or disabilities ...

Everyone has a different starting point and develop in different ways and at different rates. We need to plan to cater for participants' stage of development as well as their age and therefore must adapt our provision to cater for individuals or groups. Think about your current members. They all have different strengths, likes, dislikes and interests. It is important to incorporate these when planning your session or activity.

We've got a person in a wheelchair on our leaflet and we wouldn't turn anyone away ...

Effective equality of opportunities practice does not just happen. Having such resources may be appropriate, but equality of opportunity needs to be understood by all practitioners in the setting in order to avoid tokenism. Tokenism is when you do something to give the appearance that you are meeting specific requirements. All practitioners need to support fully the ethos of the setting and understand the reasons for choosing positive image resources.



We don't cater for someone with a disability or a medical condition because it's a health and safety issue ...

Health and Safety needs to be considered for all participants in sport and physical activity. This includes those with physical conditions, learning disability or hidden disability. By taking this into account you can ensure that any specific conditions are taken into account and planned for appropriately.

We ask all members to pay their membership fees upfront at the start of the term to secure a place for their child as we need to pay our coaches ...

Sports clubs, groups and activities need to recognise that paying fees upfront can be a barrier for those on lower incomes to take part. Having a flexible fee structure in place can help members to plan their budget and ensure that they can maintain their membership and participation in the activity.

What are the most common barriers you face when trying to include more people? Think about how you can address them?

04

Understanding Autism



Autism is a neuro-developmental disorder that affects the development of the brain in areas of social interaction and communication and is marked by severe difficulties in communicating and forming relationships with people, in developing language and in using abstract concepts. Characteristics include repetitive and limited patterns of behaviour and obsessive resistance to tiny changes in familiar surroundings or routines.

Autism is often referred to as the 'hidden' disability because people who are on the autistic spectrum show no significant physical difference to their peers, rather it is their behaviours that mark them out as different. The 3 main areas of difficulty for people with autism are referred to as the 'triad of impairments'.

- **Social communication**
- **Social interaction**
- **Social imagination.**

Although not included in the triad of impairments, there is a fourth area which has been identified as presenting people with autism with significant difficulties and that is the area of sensory processing. Sensory processing difficulties are indicated by either a hyper or hypo-sensitivity across any or all of the 5 senses.

The first signs of autism usually appear as developmental delays before the age of 3. Autism is described as a 'spectrum' disorder. This means that the symptoms and characteristics of autism can present themselves in a wide variety of combinations and can range from mild to severe. Two children with the same diagnosis can act very differently from one another and have varying skills.

As stated above, the numbers of those diagnosed with autism is rising. In a recent briefing the National Autistic Society in the UK confirmed that the condition now affects 1 in 110 children in the UK.

- Autism is **not** a mental illness.
- Autism is **not** caused by 'refrigerator mothers' who neither consciously or subconsciously reject their children, nor is it caused by bad parenting.
- Autism is **not** an indication of genius. A small percentage of autistic people are autistic savants who do have incredible talents. Most autistic people are not so gifted.
- Children with autism are **not** unruly kids who choose not to behave.

Knowing what causes challenging behaviour can help you to develop ways of dealing with it. You'll find practical information and tips in this section.

- <http://www.autism.org.uk/living-with-autism/understanding-behaviour.aspx>

Autism is not me. Autism is just an information processing problem that controls who I am.

Donna Williams
Author of 'Nobody, Nowhere' and 'Somebody, Somewhere'

Autism – Practical Strategies

Social communication

Due to some people on the autism spectrum having difficulties using or understanding facial expressions, tone of voice, sarcasm and irony, it is important that we as coaches and activity leaders try to make communications as clear as possible.

- Check for understanding.
- Use language that is clear and precise.
- Be aware that some people may struggle to make or maintain eye contact – that doesn't mean they aren't paying attention.
- Allow time for information and instructions to be processed – 6 second rule.
- Find out how the person prefers to communicate and respect their preference.
- Be careful with the use of metaphors and sarcasm.
- Try not to rely too much on your body language and facial expressions – some people may not understand how to interpret them.
- Use visual aids to back up your verbal communication.

Social interaction

Some people on the autism spectrum may prefer to spend time alone and not seek comfort or company of others. They may not understand unwritten social rules which most of us pick up without thinking. For example they may stand too close to another person or start an inappropriate subject of conversation. They may also appear to be insensitive because they have not recognised how someone else is feeling.

- Use participants names to gain attention – some people may not make eye contact with you so may not know you are talking to them.
- Respect someone's preference to spend time alone – do not force people into groups situations that may be distressing.
- Adopt a staggered approach to integrating participants into a larger group – very gradually add more people into the activity.
- Begin with one to one activities, perhaps making use of a support worker or assistant leader/ coach.
- Social skills groups can provide people with a safe environment to learn and practice skills.
- Social stories and comic strip cartoons can be a good way to teach social skills and skills such as taking turns and etiquette around winning and losing.

Restricted and repetitive patterns of behaviours, activities or interests

These differences may mean that people on the autism spectrum may find it hard to understand and interpret other's thoughts, feeling and actions; to understand the concept of danger or predict what will happen next or could happen next; prepare for change and plan for the future; or cope in new or unfamiliar situations.

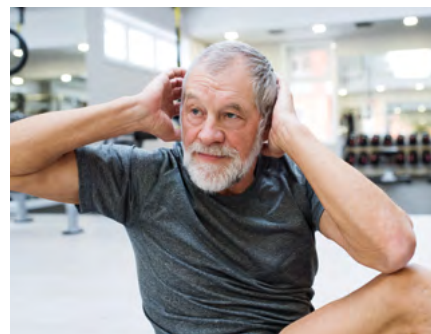
- Try not to promise anything that can't be guaranteed.
- Help participants to prepare for change through the provision of supported rehearsal or Now and Next visual aids.
- Offer the opportunity for participants to meet you and explore the environment at a quieter time ahead of the session.
- Ensure that the environment is structured with clear boundaries in place.
- Consider the use of visual aids and resources such as visual timetables, social stories and picture symbols.
- Provide a consistent structure to the session – but remember that this doesn't necessarily mean doing the same activity every time.

For more information please visit [National Autistic Society website](#).

05

LGBT in Sport: Some Things to Think About





Sport & physical activity at every level, from community to performance, has so much to offer people of all backgrounds including lesbian, gay, bi and trans (LGBT) people. In all sports and activities, there are people who are out and open about their sexual orientation and gender identity and feel supported by their team, club and community.

However, many LGBT people continue to feel (and expect) that sport, particularly team sport, may not welcome them. They often feel that it's best to keep that part of themselves private or worry that people might react badly if they find out.

"Gender stereotypes, bullying at school and a lack of visible LGBT role models create barriers which prevent young people and adults being themselves and trying new activities. For many people these barriers can be most intense when taking part in sport, whether it's a school sports lesson or a university club."

Ensuring LGBT people can take part in sport & physical activity is about building awareness and understanding around key areas. For example what language is and isn't acceptable for staff, volunteers and participants to use.

Experiences of LGBT people in sport

- **2/3 (68%)** of lesbian, gay and bi school pupils say they don't like team sport. (Stonewall Scotland)
- **41%** of trans young people said that they would not join a sport club. (Metro Youth Chances Survey, 2014)
- **4 in 10** gay and bi men and **3 in 10** lesbian and bi women would expect to experience homophobia if they participated in a team sport while being open about their sexual orientation. (Stonewall Scotland)
- Gay and bi men are **4 times** less likely to take part in team sports than their heterosexual peers. (Sport England, Active People Survey, 2013)

What's the problem?

There are common experiences that put LGBT people off taking part in sport or physical activity.

- Bullying at school.

- Gender stereotypes in sport.
- Homophobic, biphobic, transphobic 'banter' in sport.
- Lack of visible role models.

Understanding these experiences can help your club or organisation to be more welcoming to LGBT people and champion inclusion more widely. Here is a link to find practical hints and tips:

- www.stonewallscotland.org.uk/our-work/campaigns/scotland-rainbow-laces

LGBT – Top Tips

- Get support and involve senior coaches and managers.
- Use gender neutral language and avoid stereotypes about what is masculine or feminine behaviour.
- Always challenge language, behaviour or 'banter' that is offensive to lesbian, gay, bi or trans people.
- Be approachable as a club and make the effort to find out more about local groups that offer support to LGBT people.
- Offer mixed teams and exercises where possible.
- Be confident and positive about making sport open to everyone – mistakes may be made along the way, but remember you're going in the right direction.
- You can make LGBT issues more visible by using Stonewall Scotland's posters and running campaigns like Rainbow Laces.

06

Women & Girls Participation:
Engaging Women & Girls
to Get Active?



Gender has a big influence on activity levels and participation in sport. Currently, 57% of men take part in sport and activity (excluding walking) compared to 46% of women in Scotland. This lower participation in women in sport starts in Scotland around the age of 13-15 years, when substantially more boys report participation in sport than girls (71% of boys compared to 56% of girls).

Women often participate in different sports from men. Research shows that the most popular sports for women and girls are swimming, athletics (including road running) and tennis. Walking and dancing are also popular activities amongst women as well as fitness classes and going to the gym.

The first stage is to make sure that you are clear who you're targeting and that you understand their motivations and barriers to taking part. This will help you shape your activity so that women and girls want and feel confident and welcomed at your sessions.

Demand and desire to take part in sport and physical activity are high amongst women and girls but often emotional and practical barriers are even higher. To succeed in getting more women and girls to take part, it's important to start with a little planning.





Women and Girls – Top Tips for engaging more women and girls

1. Selling the sport or activity doesn't always work; instead try to sell the benefits, promoting the fun, friendship and social aspects of getting involved.
2. Consider alternatives to sporty images when marketing your club or group. People prefer to see either local women or women who look like them in marketing materials.
3. Images of girls/ women participating on their own or in small groups appeal more than images of large groups.
4. Think about recording a quick video demonstrating the class and post it online so that possible attendees can see what the activity is like and the people taking part. Remember to ask permission first!
5. Reduce the fear factor by advising women and girls on what to wear, what to bring, how much it costs and that there will be other people at a similar level to them, either on your website, social media pages or by talking to them.
6. Make sure that changing areas and toilets are clean, bright and have mirrors.

Notes

East Lothian Sports Charter

We are committed to ensuring that East Lothian is a place where, equality and diversity is valued, and where inclusion and access are at the forefront of all we do.

Through this charter we pledge our commitment to embracing equality and to actively tackling discrimination in all its forms.

1. We believe everyone should be able to participate and enjoy sport and physical activity whoever they are and whatever their background.
2. We believe that sport and physical activity is about fairness, equality, respect and dignity.
3. We will work together and individually to challenge unacceptable behaviour in all its forms to eliminate discrimination.
4. We will make sport a welcome place for everyone – for those participating in sport, those attending sporting events and for those working or volunteering in sport and physical activity at any level.
5. We will create an environment where everyone has a voice and feels safe and supported.

10 steps to becoming a more diverse and inclusive club?

1. Promote a culture of equality & inclusion in everything you do.
2. Diverse board/ committee's that are reflective of your local community.
3. Specific equality and inclusion policies and procedures in place.
4. Proactively reach out to under-represented groups and individuals who find it difficult to access or benefit from your club.
5. Show zero tolerance towards bullying, harassment, inappropriate language & behaviour. Encourage the reporting of all cases of discrimination and hate incidents.
6. Support your workforce to access training, build knowledge, diversify and embrace change.
7. Ensure marketing materials reflect your club approach to inclusion.
8. Ensure communication is accessible, open and inclusive.
9. Take steps to understand your membership through collecting appropriate information.
10. Continually improve your clubs inclusion practices.

07

Resources Available to Support Your Work



Challenging Homophobic Language:

Stonewall's Education Guide on Challenging Homophobic Language provides information and advice for primary and secondary school staff. Challenging homophobic language doesn't have to be time-consuming or difficult. This guide includes how you can respond to and prevent homophobic language and Stonewall's top ten recommendations for tackling homophobic language.

→ www.stonewall.org.uk/at_school/education_resources/4561.asp

Find accessible venues in East Lothian

Disabled Go is a free website that lists venues across East Lothian and provides information about the level of accessibility of each. It can tell you about toilet facilities, accessible doors, lighting and background music and much more.

→ www.disabledgo.com/eastlothian

Developing Inclusive Play

'I want to Play Too' Developing Inclusive Play and Leisure for disabled young children and young people by Barnardo's.

→ www.barnardos.org.uk/i_want_to_play.pdf

A Common Sense Approach to Moving and Handling Disabled Children and Young People by Scottish Government and Capability Scotland 2012

This guide offers a common-sense practical approach to the assessment of risk in relation to the moving and handling of disabled children and young people.

→ www.scotland.gov.uk/Publications/2012/09/9947/downloads

Show Racism the Red Card

This campaign uses top footballers to educate against racism. You can find ideas about how to fight racism on their website.

→ www.srtrc.org/

Equality and Human Rights Commission

→ <http://www.equalityhumanrights.com/>

Stonewall Scotland – Rainbow Laces

→ www.stonewallscotland.org.uk/our-work/campaigns/scotland-rainbow-laces

Sport England – Helping Women and Girls Get Active

→ www.sportengland.org/our-work/women

Resource packs on various topics are available from East Lothian Library Services and East Lothian Museum Services:

Contact:

Library Service: 01620 82 0612

Museums Service: 01620 82 0625

Thank you!

A special 'Thank You' to all those who contributed to the development of this guide.

Thanks to Bath & North East Somerset Council for sharing their resource 'Early Years Inclusion: Equality of Opportunities Guidance Folder' with us.

Self-Assessment Questionnaire

Equal opportunities in sport self-assessment questionnaire

This questionnaire is based around six key areas that will help you to consider how equal opportunities are taken forward in your organisation. By completing each section you can identify areas in which you have good practice and also areas that need further development. It is a starting point to think about equality and inclusion in your organisation.

- **Policy and leadership**
- **Physical access**
- **Education and awareness**
- **Choice and control**
- **Wider community engagement**
- **Communication.**

Strand 1: Leadership and policy

- Q1.** Does your organisation have a clear equal opportunities policy that applies to all those that use your services?
- Q2.** Does your organisation have an equal opportunities policy that applies to all employees (including volunteers) within your service?
- Q3.** Does your organisation take a positive attitude towards engaging a diverse population group?
- Q4.** Is responsibility for inclusion shared by all members of the organisation?
- Q5.** Does your organisation have good reporting processes and accountability measures in place to report on inclusion?
- Q6.** Are managers confident in talking about inclusion and its value to others in the organisation?

Strand 2: Education and awareness

- Q1.** Has your organisation had to deal with any discrimination issues in the past two years?
- Q2.** Has your organisation provided specific training or information to staff on equalities issues in the past year to increase understanding of inclusion and equality?
- Q3.** Do you regularly share information or talk about equality and inclusion as part of your team meetings?
- Q4.** Are employees required to demonstrate an understanding of inclusion and equality as part of their performance review/ or equivalent feedback sessions?
- Q5.** Do you think your organisation has a good understanding of their responsibilities to address inclusion and discrimination issues?
- Q6.** Does your organisation provide training and/ or education opportunities for staff and/ or volunteers specifically about making reasonable adjustments or adapting services/ programmes to meet different needs?
- Q7.** Do you think you have the skills, knowledge and experience to provide new opportunities for participation and competition for targeted population groups?

Strand 3: Access

- Q1.** How well do you consider your premises and facilities meet physical access needs?
- Q2.** Have you conducted a physical access audit of your premises or facilities in the last 12 months?
- Q3.** Has your organisation had to address physical access issues in the past 12 months?
- Q4.** Have you considered the needs of people with sensory impairment as part of your access audit including hearing or visual impairment or deaf blind people?
- Q5.** Have you considered the access needs of those with learning disability in accessing your service including the need for quieter spaces?

Section 4: Choice and control

- Q1.** Has your organisation clearly identified a range of possible ways of being involved in the activities to those with different needs?
- Q2.** Has your organisation actively developed opportunities for participation of targeted or under-represented groups?
- Q3.** Does your organisation promote a wide range of choices for participation?
- Q4.** Have you considered a range of ways for people to pay for services or ad hoc expenses?

Section 5: Wider community engagement

- Q1.** Thinking about your local community – how well do you think your organisation reflects the local population (think about staff, volunteers, service users, participants)?
- Q2.** Has your organisation asked local community groups (or individuals) about their needs and ideas about the service?

Section 6: Communication

- Q1.** Does your organisation produce and disseminate information in accessible formats?
- Q2.** Does your organisation consider how they communicate with people with different needs including English as a second language, visual impairment or hearing impairment?
- Q3.** Does your website clearly state your commitment to inclusion and provide examples of how you can cater for different needs?
- Q4.** Have you communicated directly with any under-represented groups or any groups with particular needs to encourage them to get involved or raise awareness of your service?

Notes

Notes

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Keep in touch

- For more information about work to promote equality and inclusion in East Lothian please visit http://www.eastlothian.gov.uk/info/751/equality_diversity_and_citizenship/835/equality_and_diversity
- You can also get in touch with the Equality Officer on **01620 827134** or email equalities@eastlothian.gov.uk
- East Lothian Diversity Network has a Facebook page! Do a search and press 'like' to keep in touch with events and activities!

