

Making English sport inclusive: Equity guidelines for governing bodies

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A generic approach to sports equity

Introduction

The need to open up the benefits of sport in England to *all* sectors of society is widely acknowledged and has become an increasingly important issue over the past few years.

Sport plays a major role in promoting the inclusion of all groups in society. Governing bodies of sport have a big part to play in this social inclusion because of their role in developing sport at all levels of participation and organisation.

However, inequalities have traditionally existed within sport. Many examples can be found of inequality in relation to gender, race and disability. They are not necessarily deliberate, and often have a historical or cultural background. For example, male-dominated sports, such as football and rugby, that were first played at public schools or in male-dominated environments are now played by an increasingly large number of women and girls. Even so, there are still very few examples of female coaches at a high level in these sports and, in the case of football, no women are involved in the management of the sport at the highest level.

These inequalities have now been recognised and governing bodies are working hard to overcome them. Sport England is committed to supporting governing bodies in their quest to overcome inequality in sport.

There are many reasons for the increased awareness of equity issues generally, and in sport in particular. These include the Macpherson Report of the Stephen Lawrence Inquiry, the success of our Paralympians, high-profile campaigns such as 'Let's Kick Racism Out of Football', the Brighton Declaration on Women and Sport, and the evident multiculturalism of British society today. It is now generally accepted that all governing bodies have an ethical, moral and business responsibility to take stock of the current position and plan for the inclusion of a wider range of participants.

Society is changing and the existence of organisations, societies or clubs that exclude large sectors of the population from their activities, whether directly or indirectly, is viewed as anachronistic and increasingly unacceptable.

This factfile provides general guidance on planning for inclusion and gives specific advice in relation to the following under-represented groups:

- ethnic minority communities
- people with disabilities
- women.

It must be remembered that inequality manifests itself in many ways and that these are not the only sectors of the population that are excluded. Equity is about fairness and access for all.

What is sports equity?

The terms 'sports equity' and 'equal opportunities' are often used interchangeably.

Usually the term 'equal opportunities' is used within the employment context of an organisation and includes such issues as recruitment and selection, grievance and disciplinary procedures, pay and conditions –

the internal workings of the organisation.

'Sports equity' is about fairness in sport, equality of access, recognising inequalities and taking steps to address them. It is about changing the culture and structure of sport to ensure that it becomes equally accessible to all members of society, whatever their age, ability, gender,

race, ethnicity, sexuality or social/economic status. Sports equity, then, is more concerned with the sport itself. This document is about sports equity.

Specific advice on equal opportunities in employment can be found in the *Running your organisation* binder of the Governing Body Resource Pack.

Sports equity policies

It is important that sports equity policies cover both employment issues and the more overarching issues of sports equity. Certain aspects of the equal opportunities policy are relevant to the sports equity policy, for example issues such as pay and conditions, recruitment and disciplinary and grievance procedures.

Equity policies should also cover participation and membership, service delivery, selection/election of voluntary committees and voluntary coaching appointments. Governing bodies will need to consider within the policy the specific requirements

and aspirations of all the different priority groups.

Many governing bodies have already begun the process of producing equity policies and relevant action plans, and their commitment is manifest in a great deal of good work. Examples of this work are detailed in Appendix 1.

The benefits of sports equity policies and action plans

It cannot be assumed that any sport is open and accessible to all members of the community. The adoption and implementation of a

sports equity policy and action plan are necessary, to eliminate discrimination (either conscious or unconscious) and to provide all individuals with equality of opportunity and choice. They should be regarded as positive steps that will bring many benefits to sports organisations including:

- increased appeal to a larger market segment
- increased revenue from wider membership
- fair and effective employment practices
- improved representation in terms of staff, management, executive

committees and volunteers, leading to a fuller understanding of the differing needs of all communities

- services that are accessible and sensitive to the needs of customers and members
- access to an increased pool of potential administrators, leaders, coaches and managers
- increased numbers of potentially elite performers drawn from a wider base
- an improved public image as a credible, professionally organised, forward thinking and socially just sport.

What is Sport England's policy on sports equity?

For nearly ten years the (former) Sports Council, and now Sport England, have promoted the principle of sports equity and worked with a wide range of governing bodies to develop policies and programmes of work designed to make this a reality. A great deal of good work has been done, and many governing bodies now have formally adopted equity statements or policies and, to a lesser extent, equity action plans.

There is, however, a need to accelerate progress in this area and the Government has clearly indicated its intention to ensure that all organisations in receipt of public funds make a genuine commitment to provide for all sectors of the public. For its part, Sport England has reviewed its policy aims to reflect a need to combat social exclusion, sustain cultural diversity and promote community development.

Sport England now has a formal Funding Agreement with the Department for Culture, Media and Sport (DCMS), which provides explicit and challenging statements of the outputs and levels of performance that Sport England is expected to deliver in return for the funding it receives from the DCMS.

Included in the Funding Agreement is a commitment to ensure that "the "modernising" of sports governing bodies takes place. Proposals should include how these bodies intend to address issues relating to equal opportunities and a greater representation of minority groups in formal positions within the organisation'.

To demonstrate how it will achieve this objective, Sport England has established the following targets in relation to the production of sports equity statements and associated action plans by governing bodies of sport:

- all governing bodies funded by Sport England to have equal opportunities/sports equity statements by March 2000
- all governing bodies funded by Sport England to have approved equal opportunities/sports equity action plans by March 2001.

To assist governing bodies in developing their plans and carrying out their programmes, Sport England can provide the following support:

- **Running Sport courses:** A generic one-day 'Sports Equity' advanced workshop on raising awareness is available to all governing bodies. The workshop is suitable for key members of staff and volunteers.
- **Sport-specific equity workshops:** Advanced workshops are available for selected governing bodies to develop action plans and

policies. Normally carried out over two days, the workshops focus on developing action plans. Selection will be made in conjunction with service team leaders and lead officers.

■ **Development seminars:**

A range of seminars are run throughout the year offering advice, examples of good practice and the opportunity to discuss common issues with other governing bodies.

■ **Equity guidelines and**

resources: Sport England's Governing Body Services team has access to resources produced by other organisations working in the area of sports equity, which can be shared.

■ **Expert advice:** Sport England is working in partnership with the Commission for Racial Equality, Womens Sports Foundation and the English Federation of Disability Sport, all of which can offer specialist support and guidance.

For further details please contact your Sport England lead officer initially, or:

Governing Body Services
Sport England
16 Upper Woburn Place
London WC1H 0QP
Tel: 020 7273 1610
Fax: 020 7273 1852

The development and implementation of an effective sports equity plan is a long-term process. Social change does not happen overnight. Each governing body will need to draw up a realistic plan, based on its own unique starting point and circumstances and geared to its own specific characteristics, which it can implement over time with regular monitoring of progress.

However, it should be noted that offering equal opportunities is not an optional extra, as **grant may be withheld if no progress is made in relation to the approved equity action plan.**

Sport England will continue to work with all disadvantaged groups and will help governing bodies in a variety of ways to develop sports equity policies in the context of their sports development work. This factfile provides specific advice for working with three of the main target groups: ethnic minority communities, disabled people and women.

Planning for inclusion

Sports equity planning requires exactly the same process as the planning of any major initiative within a governing body. However, various stages in the process need to be given additional importance or resources if sports equity is to be successfully developed.

There are five distinct stages to the planning process:

- Stage 1: Demonstrating commitment – the statement
- Stage 2: Audit and information gathering
- Stage 3: Consultation
- Stage 4: Policy development and action planning
- Stage 5: Implementing the action plan, monitoring and evaluation.

Stage 1: Demonstrating commitment – the statement

The starting point for the governing body is to demonstrate publicly its commitment to sports equity, by producing and publicising a statement upon which future action will be based. Example 1 on page 8 demonstrates one governing body's commitment to action.

Producing and agreeing a well-thought-out policy (see Stage 4 on page 13) should take some time so, at the commitment stage, in addition to the statement, there are a number of other initiatives that can be introduced almost immediately,

including the following:

- ensuring that the images and photos used in any new publications or resources illustrate the range of participants currently involved in the sport
- featuring in governing body publications stories or articles that address the issue of equity within sport, from both positive and negative standpoints
- senior figures in the sport making a public statement, in the press or in a governing body publication, on their intention to tackle equity issues
- identifying a key individual or specialist steering group to provide direction, to drive the equity work forward and to ensure that it is given prominence within the sport
- endorsing an overall sports equity statement as well as specific equity policy statements for the priority groups (ethnic minority communities, disabled people and women)
- allocating human and financial resources to the equity planning process
- issuing regular progress reports to members.

Example 1: Equity statement

The statement below was an affirmation of the England and Wales Cricket Board's intention to ensure the practice of equal opportunities and equity at all levels in cricket:

'The Board has been working closely with Sport England on equity issues, has involved staff and senior executives in seminars and training and is to set up a Study

Group under the chairmanship of the Special Project Manager.

'This group will devise action plans and draw on the experiences of other organisations.

'The Board has already done a considerable amount of work in this area, including the drawing up of a national development plan for women, the provision of support

for the England Blind Team's entry for its World Cup and a proposal for an international pan-disability Test match.

'In addition, the theme of the International Cricket Council World Cup next year is a "carnival of cricket" with the aim of attracting people from all walks of life to attend and enjoy the tournament.'

Action checklist for Stage 1

- Produce a statement of intent/commitment from senior representatives within the organisation.
- Bring together a working party including representatives of

- minority groups as well as experienced members of the organisation.
- Raise the profile of equity issues within the organisation by featuring appropriate images, stories and articles in publications.

- Allocate human and financial resources to the project.
- Ensure that the relevant people attend equity workshops.
- Draw up a short-term action plan on how to progress the work.

Stage 2: Audit and information gathering

Stage 2 is the key to establishing the direction of the sports equity programme.

The audit process is concerned with collecting accurate information to establish 'where we are now', the purpose of which is to:

- provide baseline statistics against which plans can be drawn up and targets measured
- establish a database to assist with monitoring and evaluation
- inform the consultation process.

It is quite possible that sports with a high number of participants from under-represented sectors will have fewer elite performers, coaches, leaders, officials, administrators and representatives from these sectors. It is also possible that discrimination remains an issue, even in sports that have a high number of participants and performers from these under-represented sectors.

The governing body should seek to collect information on each of the following aspects of the sport, broken down by gender, race, disability and age:

- members/participants, coaches, leaders, managers, officials and administrators
- the number of representatives on committees at different levels within the sport
- the number and nature of any clubs comprising under-represented sectors of the sport/community.

The collection of such information can be a sensitive issue. Most governing bodies do not, as yet, collect information on their members' ethnicity or disability. However, equity monitoring is now becoming an acceptable and important development in the equity/equal opportunities policies of many organisations.

If the governing body states clearly why it is seeking to collect the information, most people will usually cooperate fully in the procedure. Indeed, it is no different from filling in the application forms for posts within many public and private sector organisations.

The governing body may need to adapt its current procedure for collecting information from its membership to include disability and ethnic classification questions. The classifications given in Example 2 on page 10 are recommended as being those likely to be used in the 2001 Census. Once a database has been established, it will be possible to see trends as they develop.

Example 2: Classification questions for information collection

Equity Policy

It would be helpful to [the governing body] in monitoring the effectiveness of our equity policy if you would complete this form. All information is confidential.

Ethnic origin

Choose one category from A to E and then tick the appropriate box to indicate your cultural background:

A White

- British
- Irish
- Any other white background (please write in) _____

B Mixed

- White and black Caribbean
- White and black African
- White and Asian
- Any other mixed background (please write in) _____

C Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Any other Asian background (please write in) _____

D Black or black British

- Caribbean
- African
- Any other black background (please write in) _____

E Chinese or other ethnic group

- Chinese
- Any other (please write in) _____

Disability

The Disability Discrimination Act 1995 defines a disabled person as anyone with a ‘physical or mental impairment that has a substantial and long-term adverse effect upon his/her ability to carry out normal day-to-day activities’.

Do you consider yourself to have a disability? Yes No

If yes, what is the nature of your disability? _____

(You may wish to use one of the following categories: visually impaired; hearing impaired; physical disability; learning disability; multiple disability.)

Gender

Please indicate whether you are male or female

Age

Please tick the appropriate box to indicate your age band:

- <15 15–20 21–25 26–30 31–35 36–40 41–50 51–60 61–70 70+

When the information has been collected, careful analysis should be undertaken:

- The governing body should analyse the information collected by comparing the figures with national population data on gender (51% are women), disability (approximately 10% of the population have a disability)

and race/ethnicity (in 1996 ethnic minority communities represented 7% of the population of England). However, it should be remembered that the local picture may be very different, for example in 1996 the ethnic minority population in London was 26%, in the West Midlands 10% and in the South West 1%. Further information can be

gleaned from the Office for National Statistics publications, *Labour Force Survey 1995-97* and *Regional Trends*.

- Analysis is also needed of the data on different groups within the governing body, for example the ratio of coaches to performers/members, or of committee representatives to members.

Action checklist for Stage 2

- Collect relevant data:
 - adapt membership forms to include classification questions
- ensure that data can be collated.
- Analyse data against national standards.
- Analyse data for different groups within the organisation.

Stage 3: Consultation

Consultation is an important part of the process. It encourages open discussion about the governing body's current position on equity and helps identify issues that need to be addressed.

This stage involves:

- establishing the aims of the consultation
- identifying those issues that need to be included in the consultation
- consulting all parties, including member organisations, administrators, coaches, athletes, officials, major sponsors and partners (**NB** In terms of equity, it is vital to consult people from outside the governing body as well as from within, including former/retired athletes)
- informing those people consulted about the outcome.

Consultation is best achieved by thinking clearly and creatively about the issues to which you seek a response. Usually this requires the governing body to present its initial thoughts on the issues. Consultation therefore differs from market research, which is more open in its approach.

Established organisations often find consultation quite challenging, particularly where the organisation feels that it already operates in an equitable way. To achieve a meaningful policy and action plan, the organisation must accept and adopt the principle of working with, rather than for, specific equity groups. By maintaining an open mind and listening to the experiences and perceptions of under-represented groups, the governing body will gain an invaluable insight into how it is actually perceived and what such groups want from it.

Both consultation and research can be carried out using a number of different techniques: open-forum meetings, focus groups, private invitation meetings, questionnaires, interviews, seeking written responses

to articles in newsletters, and the formation of a sports equity sub-group/think tank. Governing bodies should consider using a variety of these approaches both to consult and to carry out research.

The governing body will need to:

- prepare a list of its current policies, practices and procedures to identify any that may be directly or indirectly discriminatory
- conduct an analysis of financial information to determine any differences in the allocation and distribution of resources between different sectors within the organisation
- identify any of its current initiatives that focus on equity issues, including examples of both good and bad practice.

Action checklist for Stage 3

- Seek advice on good practice from relevant external equity organisations, such as Sporting Equals, the English Federation of Disability Sport and the Womens Sports Foundation.
- Discuss with your Sport England lead officer. Arrange further training if required.
- Collect information on current practices to identify those that may be directly or indirectly discriminatory to any groups.
- Arrange consultation with member associations within the organisation.

Stage 4: Policy development and action planning

Having identified the current position of the organisation and its future direction, the governing body, if it has not already done so, should produce an equity policy. This should be supported by an appropriate action plan which should address areas of specific need within the organisation.

Example 3 (below) shows the type of policy statement that can be produced by a governing body. This is not intended to be a template for others to follow, as each governing body will need to arrive at and agree its own version. Examples from various governing bodies can be found in Appendix 2.

Example 3: Equity policy statement

The [governing body] aims to ensure that all people, irrespective of their age, gender, ability, race, religion, ethnic origin, creed, colour, social status or sexual orientation, have a genuine and equal opportunity to participate in [sport] at all levels and in all roles. That is, as a beginner, participant or performer, and as a coach, official, manager, administrator or spectator.

It is the aim of the [governing body] to ensure that all present and potential members/employees of the [governing body] receive fair treatment.

It is the aim of the [governing body] to provide all its services in

a way that is fair to everyone.

It is the aim of the [governing body], in its relationships with its members/employees and in the provision of its services, not to disadvantage any individual by imposing any conditions or requirements that cannot be fully justified.

In pursuance of this policy, the [governing body] may take special measures/positive action in favour of any group that is currently under-represented in its membership, representative bodies or workforce. In this it will take account of the Race Relations Act 1976, Equal Pay Act 1970, Sex Discrimination Acts

1975, 1986 and 1999, Disability Discrimination Act 1995, Rehabilitation of Offenders Act 1974 and *Human Rights Act (due to come into force in October 2000)*.

In pursuance of this policy, the [governing body] reserves the right to discipline any of its members/employees who practise any form of discrimination on the grounds of a person's age, gender, ability, race, religion, ethnic origin, creed, colour, social status or sexual orientation.

The [governing body] will monitor and evaluate this policy on an ongoing basis and inform the members/employees of its impact.

The policy should include:

- **A statement covering all members/participants at all levels.** This includes the legal requirements and the ability to take positive action in pursuance of the policy.
NB The list of legislation in Example 3 is not exhaustive; there are specific pieces of legislation relating to employment that are not covered here. 'Positive action' relates directly to the legislation to which it applies (see Appendix 3: Terminology).

- **A statement regarding discipline applying to members in relation to discrimination in any form, harassment and bullying.** This includes disciplinary and grievance procedures; definitions of discrimination, harassment and bullying; and a commitment to review and monitor progress.

The action plan should:

- include clear objectives and performance indicators
- identify short-term and long-term goals and targets
- include initiatives and positive action to support the targets
- assess the financial and human resources required to implement the plan
- set a realistic timetable
- identify appropriate monitoring and evaluation methods
- identify who will be responsible for the delivery of the plan (this may be more than one person).

Action checklist for Stage 4

- Write, agree and publicise the equity policy.
- Equity policy to be adopted and endorsed by clubs and members.
- Produce the action plan, to include:
 - short- and long-term goals
 - targets that have been set as a result of the audit and consultation phases of planning
- equity targets in all key areas – some may be long term.

A Year One action plan may involve signing up to Stages 1–4 with an agreement to develop a more detailed plan and policy as a result of the audit and consultation stages.

Each governing body action plan will be different, with different aims and objectives in different timescales.

The objective is for the sport as a whole to be equitable. For example, disability-specific sports will need to look at women and ethnic minorities with that disability, not at non-disabled or other disability groups.

The audit of membership should enable governing bodies to focus on those groups that are most under-represented and it is anticipated that priorities may vary from one governing body to another.

Availability of resources, both financial and human, will have implications on the level of activity that can be undertaken. Sport England will expect to see evidence that the needs of each target group have been addressed, albeit through different levels of activity.

Governing body equity action plans should ensure that no individuals are excluded through the policies or practices of the organisation.

Stage 5: Implementation, monitoring and evaluation

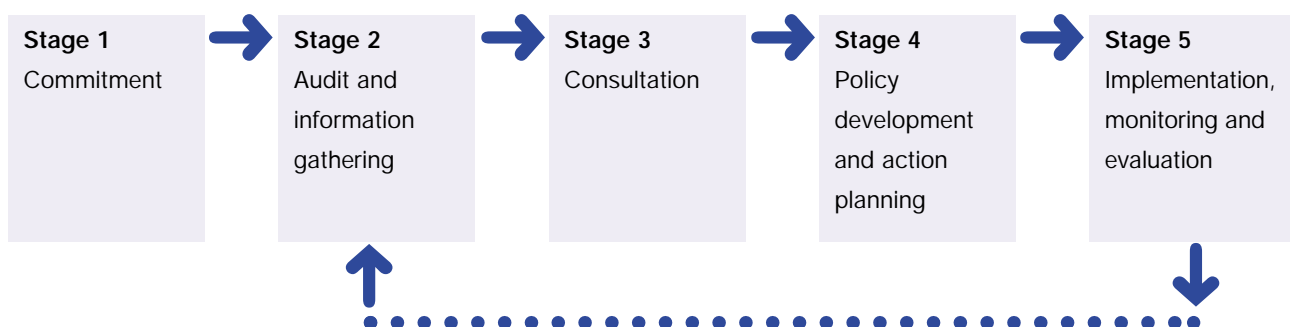
The implementation of the action plan is key to the success of the policy. Actions and targets must be built into the work programmes of volunteers and paid employees. Once work to implement the action plan has begun, it will need to be monitored to see how well it is working and to evaluate progress towards the full implementation of the sports equity policy.

Consideration should be given to the monitoring and evaluation process during the early stages of the action plan, including:

- identifying the monitoring and evaluation methods to be used
- evaluating the data collected to identify trends, limitations and recurrent patterns
- monitoring organisational procedures such as selection, recruitment, appraisal, and deployment of volunteers against agreed criteria
- conducting regular monitoring of progress against the objectives, targets, special measures and timescales, using the information to determine necessary changes, revisions and updates
- conducting qualitative monitoring of the way people are working, for example their effectiveness in implementing the policy
- finding out people's views of the change process.

Monitoring and evaluation should be an ongoing process. A thorough review of the achievements of the governing body should take place on an annual or possibly biannual basis. The process will be more comprehensive and valuable if the priorities set by the governing body in the first instance are based on sound consultation, research and auditing, and if the objectives and methods of achieving them have been well thought through. The monitoring and evaluation must lead to a review of targets and actions for the following year.

The five-stage planning process



Specific advice on race, disability and gender

Ethnic minority communities and sport

At their most blatant, discrimination and racism are manifest in the abuse that, for example, black footballers or rugby league players have received from racist supporters. The effects of racism can be seen in the absence of people from ethnic minorities from certain sports in which they have an interest, or in the unspoken assumption that this interest extends only to playing and not to other roles such as administration, coaching, officiating or sports development.

There is a wide variety of ethnic minority communities in this country. Different communities will have different needs and aspirations, and the issues affecting their involvement in specific sports may vary. Because the effects of racial disadvantage and discrimination can have an impact on all communities, these guidelines do not refer to the specific needs of the various communities. However, it is important for governing bodies of sport to recognise, when producing development plans, that different communities may have different requirements, although the methods

of determining their requirements may be the same.

The adoption of a sports equity policy for ethnic minority communities is a moral and ethical imperative for responsible organisations in a multiracial society. The Race Relations Act 1976 also makes such a policy a legal requirement.

It has not been commonplace for governing bodies to develop sports equity policies in general, or statements on ethnic minority communities in particular. The issues of racism, racial disadvantage and racial discrimination have not been widely debated, as most governing bodies consider their sport to be open and accessible to anyone.

Although this might well be the case, all organisations have a responsibility to:

- acknowledge that racism, racial disadvantage and racial discrimination can affect the involvement of ethnic minorities in their sport

- consider how these issues can affect ethnic minorities in their sport.

Audit and research

Guidance on collecting data on the ethnicity of governing body members has already been given in Example 2 on page 10. Although it is possible to use systems that would require governing body members to be more specific about their ethnic origin, the best classification is probably the breakdown of ethnicity shown in the example. This allows a governing body to determine the involvement of different ethnic groups in its sport, without being as complicated as the full listing.

Once the information has been gathered, the governing body will be able to see how the representation of ethnic minority communities in its sport compares to their numbers in society generally.

Advice and support

Sport England, in partnership with the Commission for Racial Equality (CRE), has established a project called Sporting Equals. The project aims to develop policies and working practices that promote racial equality by working with the governing bodies of sport and key national umbrella organisations that together influence and direct sport in England. The project is based at the CRE office in Leeds.

Sporting Equals is currently working in the following areas:

- coaching and leadership in sport
- developing education and training materials for sport
- documenting examples of good practice
- collating research and information about ethnic minority participation in sport.

Sporting Equals has produced a Charter for Racial Equality, which is available to governing bodies. It is expected that all governing bodies will sign up to the charter as part of their commitment to racial equality. This can be in the form of the statement required in Stage 1.

In addition, Sporting Equals is producing a set of standards against which governing bodies can monitor and evaluate their progress in this area.

To support the standards, Sporting Equals will be documenting examples of good practice, producing fact sheets about ethnic minority participation in sport and supporting pilot projects developing new initiatives in the area of racial equality and sport.

Resource

CRE leaflet, *Working for Racial Equality in Sport*, available from CRE or Sporting Equals, addresses right.

Contacts

Commission for Racial Equality

Elliot House
10-12 Allington Street
London SW1E 5EH
Tel: 020 7828 7022
Fax: 020 7630 7605

Equal Opportunities Commission

Arndale House
Arndale Centre
Manchester M4 3EQ
Tel: 0161 833 9244
Fax: 0161 838 8312

Sporting Equals

Yorkshire Bank Chambers (1st floor)
Infirmary Street
Leeds LS1 2JP
Tel: 0113 389 3636
Fax: 0113 389 3601

Disabled people and sport

Access to sport for disabled people has been on the agenda of some national governing bodies of sport for a number of years. However, it is probably still fair to say that most governing bodies, while they may have developed policies and practices, have not yet addressed all the potential areas for the involvement of disabled people in their sport.

The extension of opportunities for disabled people also needs to be seen within the context of the growth of disability as a social and political issue, leading to significant government legislation in 1995 with the Disability Discrimination Act.

This section will use language and terms that are acceptable to the majority of disabled people (see Appendix 3). However, if you are uncertain about the language and terminology of disability, don't be afraid to seek advice from disabled people in your governing body.

While it is preferable to avoid medical definitions, competitive sport for disabled people is usually divided into six major impairment

groups, particularly for international competitions including the Paralympics. The six groups are:

- learning disability
- blind and visually impaired
- deaf and hearing impaired
- cerebral palsy
- wheelchair users
- amputees.

Audit and research

One of the greatest difficulties encountered when conducting an audit of this kind will be defining and identifying disabled people. Many people will have varying degrees of disability but will not consider themselves disabled within the context of the sport. For consistency it is best to rely on a self-reporting record as defined within the Disability Discrimination Act (see Example 2 on page 10).

It may be useful to subdivide participants into specific categories – for example, wheelchair user, hearing impaired, learning disabled – but only if these categories are specifically identified within the overall governing body development

plan, that is, if the governing body runs impairment-specific squads and events.

Inclusion issues

People are sometimes confused about inclusion and what this means for their sport and for disabled people. Cost may be cited as a deterrent, yet often the primary need is to provide access to the range of activities that already exists. Enabling disabled people to join clubs, share facilities and become involved as coaches, administrators and officials can frequently be achieved within existing practices and budgets.

It is appropriate in some cases that disabled people compete against people of a like ability, yet this does not mean that segregation is necessary. Competition, squad training or events can be structured so that opportunities for disabled people take place alongside or within activities for non-disabled people. This is often no more complicated than offering an additional section such as those already provided for young people, veterans or women.

Within the detail of the governing body's development plan, the following sections should be considered:

■ **Programme for foundation and participation:**

Governing bodies will need to look at how disabled people are introduced to the sport:

- Can disabled people access all awards schemes and modified games?
- Are there reasons why some are not accessible?
- Do clubs welcome disabled members, and can facilities be accessed appropriately?
- Has due consideration been given to technical modification and adaptation of the sport's rules, regulations and resources, to enable fair access for disabled people?
- Do coaching awards exist that provide coaches with the skills and knowledge required for working in this area?
- Has the governing body referred to the membership of disabled people in its publicity and advisory materials, and do disabled people feature in

photographs or graphic illustrations in governing body presentations?

Governing bodies should also determine the development pathways for disabled participants who have been introduced to the sport and then demonstrated a desire to improve and develop. 'Come and try' opportunities are of little use if ongoing provision is not available. Consideration also needs to be given to how talented disabled performers will be assisted in their development.

■ **Events and championships:**

Three basic models exist in relation to events and championships. The determining factor can often be the total number of participants involved, the logistics of running the event or the need for adapted resources. A governing body can:

- stage events itself
- stage events in partnership with a disability sports organisation
- assist a disability sports organisation to stage events.

It is also important to recognise that, for competition, disabled people do not form a single group. Competition will take place separately for each of the impairment groups mentioned above, although a championship may include many different categories of competition. A good example of this is the Paralympics, which provide competition for all impairment groups (with the exception of people with a hearing impairment).

However events are organised or delivered, they should be included in any calendars of events published by the governing body.

■ **National and regional squads:**

The introduction of World Class Performance funding and the requirement that disabled athletes be integrated within related plans has provided an additional incentive for governing bodies to consider this work. Of key importance is that the governing body provides the resources for squad training for

elite disabled performers. It will need to determine whether those training and support services will be provided:

- alongside those for its non-disabled performers
- with the same resources and opportunities but at a different time
- at a different time and with different resources and opportunities because the needs of disabled performers are different.

Advice and support

English Federation of Disability Sport

Following two years of discussions between the various national disability sports organisations, governing bodies of sport representatives and other agencies, the English Federation of Disability Sport (EFDS) was formed in 1998 and is now the principal agency responsible for the coordinated development of sport for disabled people in England.

The EFDS has the support of all the major disability sports organisations and, working through new or established regional structures for disability sport, will provide a corporate approach at national and regional level to determine the priorities and implementation of work programmes.

The aim of the EFDS is to provide a first-stop shop on disability sport issues and priority will be given to work aimed at:

- increasing the effectiveness of the current structure in disability sport
- promoting the inclusion of disabled people in the mainstream programmes of national governing bodies of sport, local authorities and other providers
- accessing Lottery revenue programmes and Sport England programmes
- raising the profile of sport for disabled people
- creating networks and improving communication.

A key element of the EFDS is its regional structure and in each of the nine Sport England regions a forum or federation has been established to support the work of the national organisation at regional level. In order to support the work of the regional federations, disability sport managers have been appointed in all the regions, with varying additional staffing structures.

The EFDS prioritised a number of governing bodies to work with in the first year or two of operation. It will be able to provide some generic assistance to governing bodies on policy development.

Resources

A number of courses, booklets and videos on coaching disabled performers are available from the National Coaching Foundation (address below).

The EFDS is producing *Including Disabled People in Sport – A Resource for National Governing Bodies*, which will be available by April 2001.

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Women and sport

Even in these enlightened times, there is a widespread belief that sport is a more appropriate activity for men than for women. In England, women and girls account for more than half the population (52%). Evidence confirms that the number of women and girls participating in sport is significantly less than the number of men and boys. Women are still seriously under-represented at all levels in sports organisations and women's sport in general is under-funded.

Different groups such as women from ethnic minorities, disabled women and older women will have different needs and aspirations which should be recognised by national governing bodies of sport in their development plans.

Many governing bodies may feel that there is no problem for women within their sport and that it is open to both men and women. However, statistics reveal a number of inequalities, particularly in the higher levels of coaching and administration. Female athletes made up 40% of the British team at the 1996 Olympic Games yet only 11% of coaches were women.

A number of factors contribute to this imbalance and it would be simplistic to assume that governing bodies alone can fully redress the inequalities. However, as the governing body is the sole controlling body for its sport, it has responsibility for initiating and actively promoting the change process, especially with regard to its own activities.

In 1994 the Sports Council, with support from the International Olympic Committee, organised the first international conference on women and sport, bringing together policy- and decision-makers at national and international level. The conference specifically addressed the issue of how to accelerate the process of change to redress the imbalances that women face in their participation and involvement in sport.

The resulting Brighton Declaration on Women and Sport provides the principles that should guide action intended to increase women's involvement and participation. The declaration outlines ten principles which governing bodies are asked to

endorse as part of their public commitment to gender equity.

Audit and research

Most governing bodies are already able to give a detailed breakdown by gender of their players, coaches and administrators. However, little has been done to establish the reasons why so few women have advanced to senior administrative or coaching positions in their chosen sport.

Policy development

To support the Brighton Declaration, the Womens Sports Foundation (WSF), supported by Sport England, is working to:

- increase awareness of the issues surrounding women's and girls' involvement in sport
- support women and girls to become involved in sport at all levels and in all capacities
- encourage organisations to improve access to sporting opportunities for women and girls
- challenge instances of inequality found in sport and seek to bring about change

- raise the visibility of all British sportswomen.

These aims are expanded in the Womens Sports Foundation's *National Action Plan for Women's and Girls' Sport and Physical Activity*. This initial framework document, launched in October 1999, states: 'The Action Plan aims to create a positive environment in which all women and girls have an equal opportunity and adequate resources to be involved in all areas of physical activity and sport at their chosen level.'

The WSF will work with Sport England at national, regional and local level to encourage all those who deliver sport to sign up to the Action Plan and to implement their own plans and targets. It is expected that all governing bodies will sign up to the Action Plan to demonstrate their commitment to gender equity.

Policy development issues may include the need to:

- increase opportunities and reduce constraints to enable all women to participate in sport
- increase opportunities and reduce constraints to enable all women to improve their levels of performance and reach publicly recognised levels of excellence
- increase the number of women involved in the organisation of sport and encourage them to reach senior positions, for example facility managers, sports development officers, sports leaders, administrators/ executives, coaches, officials, physical and sports educators, sports scientists and positions within the fields of sports medicine and the sports media
- encourage all appropriate organisations to adopt gender equity policies and practices
- improve communication about women and sport and establish appropriate communication networks
- where separate governing bodies for men and women exist, discuss the formulation of a common policy and coordinate planning and practice or, where appropriate, establish a single governing body
- provide guidelines that will encourage member clubs and organisations to establish policies on childcare, transport, access, pricing, flexible working arrangements and monitoring and evaluation
- provide gender awareness training for governing body coaches, leaders and organisers
- establish a programme of courses for leaders, coaches, administrators and officials that will recruit women into the running of the sport and increase the number of women in member clubs; also to market and promote these courses in ways that will attract women
- raise the profile of women in officiating, through a system of support and development opportunities
- ensure equal opportunities for girls to participate in the sport when school/club links are developed
- increase the number and accessibility of competitive opportunities for girls and women at both national and international levels
- review financial support for top women athletes and ensure that the support they receive is on a par with that of their male counterparts

- encourage the establishment of networks and mentoring systems to support women
- ensure that publications contain positive images of women in sport, include women's perspectives and are written in gender-free language
- ensure that press releases cover women's sporting achievements.

Advice and support

The WSF is an organisation supported by Sport England to promote the development of women in sport. It has a range of initiatives to offer advice and support to governing bodies of sport:

- **Guidance notes:** The WSF has produced a series of guidance notes to assist governing bodies to deliver the principles outlined in the National Action Plan. Copies of both the Action Plan and guidance notes are available from the WSF.

- **Get Set Go!** A personal development programme set up by the WSF, which helps women into sports leadership whether as coaches, administrators or officials. Governing bodies can identify women for these courses to encourage individuals in coaching and leadership roles.

- **Young elite seminars:** A series of one-day seminars attended by elite young sportswomen aged between 12 and 20. These seminars include workshops on media training, sponsorship and promotion, sports science and time management. Currently they are run regionally by the WSF and are open to elite young sportswomen from all governing bodies. The WSF is piloting a sport-specific workshop and is hoping to extend this to a number of other governing bodies in the near future. Contact the WSF for further details.

- **Coach mentoring schemes:** At participation level, the WSF is prepared to support individual governing bodies with coaching programmes to involve more women in coaching – an example is the Squash Rackets Association (see page 27).

The WSF is also working with the NCF and several governing bodies to identify elite women players to be fast-tracked into high-level coaching positions. This is currently a pilot project.

If governing bodies are interested they should contact the WSF to discuss opportunities.

Contact

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APPENDIX 1:

Example action plans and good practice

The following are excerpts from selected governing body equity initiatives, giving details of specific projects or action plans. They should

not be taken in isolation and are illustrative rather than exhaustive. On page 30 you will find some examples of good practice by other

sports. These have been listed to stimulate ideas; there are many more such examples.

Rowing: Disability initiative

Project/Organisers	Aims	Timetable
Establish first Amateur Rowing Association-affiliated club for disabled rowers – the Oxford Adaptive Rowing Club (OARC) <i>National Development Committee</i>	<ul style="list-style-type: none"> ■ To promote the use of rowing as an integrative sport throughout Oxfordshire. ■ To teach people with physical and learning disabilities to row, coach and attain a high proficiency level with non-disabled people at Oxford University, Oxford Brookes University and Oxford City Rowing Clubs. ■ To promote the sport with the ARA throughout Great Britain. ■ To use the sport in a structured way in therapy, recreation and serious competition. ■ To consider and prove what disabled people can do, not what they cannot. 	Affiliated March 1998

Squash: Gender initiative

The Squash Rackets Association (SRA) embarked on an equity training programme for staff in 1998. Using Sport England's Running Sport programme, it followed this up with a sport-specific planning day. One of the key features emerging from this was the under-representation of women, particularly in coaching and officiating roles.

In 1999 the SRA produced an equity action plan, out of which a coach mentoring scheme emerged. In

partnership with the Womens Sports Foundation and the National Coaching Foundation, the SRA has commenced a pilot phase of the programme.

The scheme aims to:

- train ten coach mentors
- enable eight women per county to become club coaches
- enable two women per county to become county coaches
- enable one woman per county to become an elite coach.

The programme will include:

- **Year One**
An initial pilot in three counties – Kent, Sussex and Staffordshire.
- **Year Two**
Continuation of the scheme in nine other counties, possibly funded through its County Association Programme or the Millennium Festival Awards for All programme.
- **Years Three and Four**
Remaining counties invited into the scheme.

Rowing: Gender initiative

Project/Organisers	Aim	Timetable
Recruitment programme for women umpires <i>West Midlands region</i>	To increase the percentage of women umpires to reflect the number of women competitors, using a recruitment and training programme with the aim of three women umpires qualifying in 1998, four in 1999 and five in 2000.	Started February 1998, first qualifications summer 1998
Women in coaching <i>Northern and Yorkshire regions</i>	To encourage all female club members, parents and rowers (both active and non-active) into coaching, starting with the new ARA Leadership Award. Two subsidised courses held for women only (12 on each).	Started May 1998, completed June 1998

Basketball: Gender initiative

Objectives	Targets	Years	Performance measures
To create an infrastructure that represents women's basketball	a) To develop and maintain a national women's directory as part of EBBA's directory	1999	Directory produced
		2000	Directory produced
		2001	Directory produced
	b) To identify two regional development managers (RDMs) specifically to address women's issues	2000	RDMs appointed
		2001	RDMs appointed
	c) To continue the running of the women's sub-committee four times a year	1998	Members appointed
		1999	4 meetings
		2000	4 meetings
		2001	4 meetings
	d) To ensure that women's issues are represented at regional fora	1999	5 reps on fora
		2000	7 reps on fora
		2001	10 reps on fora
To identify and encourage women to become actively involved in the regional coaches' and officials' education programme	a) To research the current and potential numbers of women in coaching and officiating	1999	Questionnaire issued and evaluated
		2000	Regional Plan developed
		2001	Plan introduced
	b) To produce guidelines for women becoming involved and progressing through the sport	2000	Guidelines produced and distributed
		c) To encourage female teachers to become qualified through the Coaching for Teachers initiative	2000
	2001		Monitor number of women taking awards

Basketball: Racial equality initiative

Objective	Targets	Years	Performance measures
To increase participation in playing, coaching and administration by ethnic minority communities	a) To establish working party to devise Action Plan and implement the Basketball Rejects Racism programme	1999	Programme implemented
	b) To identify a regional development manager, 20% of whose workload is assigned to ethnic minority issues	1999	RDM designated
	c) To commission research on ethnic minority participation	1999 2000	Universities contacted University commissioned and feedback
	d) To re-establish working party to address issues highlighted by research and continue work from Action Plan	1999	Working party re-established
	e) To integrate Action Plan into relevant officers' work programmes	1999 2000 2001	Plan integrated Plan integrated Plan integrated

Examples of good practice

Association football

The 'Let's Kick Racism Out of Football' initiative has had a major impact on raising the issues of discrimination and racism in professional football.

Asian football initiatives have been launched by West Ham United, Leicester City and Oldham Athletic.

The Football Association has actively promoted the women's game and as a result it is one of the fastest growing sports.

In Scotland, Celtic Football Club has taken forward the Bhoys Against Bigotry campaign. As part of this campaign, the club has joined forces with the Glasgow Asian business community to attract Asian commerce into Football in the Community schemes.

Athletics

The Norwich Union Shine Award Scheme (to be launched in September 2000) will have full adaptation for people with disabilities in all activities.

Sportshall Athletics has suitably adapted equipment for indoor athletics and is suitable for certain impairment groups. UK Athletics is seeking to identify resources to extend this approach.

Athletics is very supportive of Paralympic athletes, particularly through the UK Athletics World Class programme.

The sport's Startrack programme actively encourages local schemes to include Asian children and young people with disabilities, with specific pilot schemes in each instance.

UK Athletics has signed the Sporting Equals Racial Equality Charter, and a working group on race has recently been established in conjunction with Sporting Equals.

UK Athletics has been running a fast-tracking gender initiative to encourage elite women athletes to become more involved in other aspects of the sport, for example decision making.

Badminton

The Badminton Association of England has rewritten its equal opportunities statement and is currently developing an action plan via three equity working groups.

Basketball

A staff handbook and formal procedures for the appointment of staff have been introduced by the English Basketball Association (EBBA) using Sport England guidelines. Training in equity issues is up and running for all board members and staff.

Basketball is one of six sports working very closely with the Commission for Racial Equality (CRE) Sporting Equals project. Figures recently produced from Sport England's survey of sports hall usage show that participation by people from all ethnic minority communities is well above the national representation of these groups. Basketball can also play a role in helping to settle and integrate new immigrant populations from Europe. The EBBA is therefore assessing with the CRE and its own Women's Committee new targets for participation, but it is committed particularly to effecting major changes in representation among volunteers, officials, coaches and board members.

As a result of negotiations with the Great Britain Wheelchair Basketball Association, the EBBA is taking more direct responsibility for the development of all aspects of disability participation in England, with the management of the full-time Disability Development Officer.

Boxing

The Amateur Boxing Association has introduced rule changes that now allow competitors to have beards. This will make it easier for some Sikh and Muslim boxers to compete.

Canoeing

The British Canoe Union (BCU) is producing a range of resources which adapt the sport to allow for the inclusion of disabled people. The BCU has run a number of development initiatives for disabled paddlers. Races for these competitors are now included within the existing BCU Regatta programme.

Gymnastics

British Gymnastics has appointed a specific officer for disability gymnastics and provides extensive support to Special Olympics.

Netball

The All England Netball Association has a written equal opportunities policy and is committed to taking action in support of the policy. In 1996 it launched its Disability Development Plan.

Orienteering

The priority of the British Orienteering Federation (BOF) is to put in place a number (currently five) of so-called O-zones in recreationally and socially deprived areas, including Mansfield, Preston, Norwich, Teesside and Birmingham. Orienteering suffers from its image as a white middle-class sport, although it does very well in terms of gender equity. These initiatives are in accordance with BOF's social inclusion policies, and concentrate on introducing the sport to previously disenfranchised groups on a local basis, using schools and local parks. The snappy name assists the marketability of the O-zones.

Rugby league

The Rugby League Policy Board has appointed a national women and girls development officer.

The sport has also worked with the Commission for Racial Equality to devise its own anti-racism initiative, 'Tackle It'.

The Bradford Bulls have sought to work closely with the local Asian community to encourage both participation and attendance at Bulls' matches. The club has appointed the first Asian rugby league development officer, Ikram Butt, who was the first Asian player to play for England. The Rugby League Professional Players' Association is also actively involved with this initiative.

Sailing

The Royal Yachting Association (RYA) has actively supported the establishment of Sailability as a separate but associated organisation to promote sailing for disabled people.

Sailability's initial development plan was based on independently conducted research into the market for sailing among disabled people and the club structure required to support this.

The RYA has also sought to increase the representation of women on its committee structures.

Swimming

The Amateur Swimming Association has taken on full responsibility for the integration of Paralympic swimmers within its World Class Performance Plan.

In the area of race and ethnicity, it has assisted local authorities to provide specific programmes for ethnic minorities (eg Asian women), and has also made some progress in the design of pools to overcome the difficulties of some ethnic minority communities.

Table Tennis

The English Table Tennis Association (ETTA) has:

- produced a draft equity action plan
- introduced a new position within the ETTA management committee with responsibility for this area of work, and created an associated equity committee
- included an equity fact sheet in the *Volunteer Table Tennis Development Officer Handbook*
- appointed a national development officer for disabilities (this may revert to a generic equity post in time)
- ensured that all senior members of ETTA staff have undergone equity training.

APPENDIX 2:

Example equity policies

All England Netball Association equity policy

The All England Netball Association Ltd has an ongoing commitment to treating people fairly.

No participant, volunteer, job applicant or employee will receive less favourable treatment on the grounds of gender, marital status, social class, colour, race, ethnic origin, creed or disability, or will be disadvantaged by conditions or requirements that cannot be shown to be relevant to performance.

The Association will:

- a. Adopt a planned approach to eliminating barriers that discriminate against particular groups.
- b. Give clear guidance to individuals working within the Association as employees or volunteers, on the commitment to equal opportunities.
- c. Recognise its legal obligations under:

- the Race Relations Act
- the Sex Discrimination Act
- the Equal Pay Act
- the Disability Discrimination Act.

- d. Continuously monitor and review its selection criteria and procedures in relation to participation and employment, to ensure that all individuals are selected, promoted and treated solely on the basis of merits and abilities that are appropriate to the position.
- e. Promote personal development for all participants, volunteers and employees, to support their progress within the Association and, where appropriate, provide specialised facilities, equipment and individual training.
- f. Fulfil its social responsibility towards its participants, volunteers and employees and the community in which it operates, ensuring that appropriate support is given during times of personal difficulties.

Direct discrimination is defined as treating a person less favourably than others are or would be treated in the same or similar circumstances.

Indirect discrimination occurs when a requirement or condition is

applied which, whether intentional or not, adversely affects a considerably larger proportion of people of one race, sex or marital status than another and cannot be justified on grounds other than race, sex or marital status.

The Association regards discrimination, as described above, as gross misconduct, and any employee of the Association, participant or volunteer who discriminates against any other person will be liable to appropriate disciplinary action.

Badminton Association of England equity policy

Statement of intent

1.1 The Badminton Association of England is fully committed to the principles of the equality of opportunity. It is responsible for ensuring that no job applicant, employee or volunteer receives less favourable treatment, on the grounds of age, colour, disability, ethnic minority, parental or marital status, nationality, religious belief, social status or sexual preference, than any other.

1.2 The Association will ensure that there is open access for all those who wish to participate in the sport and that they are treated fairly.

Purpose of the equity policy

2.1 The Association recognises that certain sections of the community have been affected by past discrimination and may be denied the opportunity to participate equally and fully in the sport at all levels.

2.2 The Association will take steps to prevent discrimination or other unfair treatment of its

employees, members or volunteers.

Legal requirements

3.1 The Association is required by law not to discriminate against its employees and recognises its legal obligations under the following acts:

- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995.

Types of discrimination

Discrimination can take the following forms:

Direct discrimination

3.2 This means treating someone less favourably than you would treat others in the same circumstances.

Indirect discrimination

3.3 This occurs when a job requirement or condition is

applied equally to all, and has a disproportionate and detrimental effect on one sex or racial group because fewer of that group can comply with it, and the requirement cannot be justified in relation to the job.

3.4 When decisions are made about an individual, the only personal characteristics taken into account will be those that, as well as being consistent with relevant legislation, are necessary to the proper performance of the work involved.

Harassment

3.5 Harassment can be described as inappropriate actions, behaviour, comments or physical contact that is objectionable or causes offence to the recipient. It may be of a sexual or racial nature or it may be directed towards people because of their age, their sexuality, a disability or some other characteristic.

3.6 The Association is committed to ensuring that its employees, members and players are able to conduct their activities in an

environment that is free from harassment or intimidation.

- 3.7 The Association regards discrimination and harassment as described above as gross misconduct and any employee of the Association, participant or volunteer who discriminates against any other person will be liable to appropriate disciplinary action.

Victimisation

- 3.8 This occurs when someone is treated less favourably than others because he or she has taken action against the Association under one of the relevant acts (as previously outlined) or provided information about such discrimination.

Implementation

- 4.1 A copy of this document will be available to all staff, members and volunteers of the Association.
- 4.2 All employees have responsibilities to respect, act in accordance with and thereby support and promote the spirit and intentions of this policy.
- 4.3 The Association will take

measures to ensure that its employment practices are non-discriminatory.

- 4.4 No job applicant will be placed at a disadvantage by requirements or conditions which are not necessary to the performance of the job or which constitute unfair discrimination.
- 4.5 A planned approach will be adopted to eliminate barriers that discriminate against particular groups.
- 4.6 The Association will ensure that its consultants and advisers can demonstrate their commitment to equity principles and practice.

Positive action

- 5.1 The Association may take positive action or introduce special measures for any group that is currently under-represented in its membership, representative bodies or workforce.

Monitoring and evaluation

- 6.1 The Association will regularly monitor and evaluate the policy, practices, procedures and operations on an ongoing basis

and will inform employees and members of their impact.

- 6.2 The Chief Executive has overall responsibility for the implementation of the equal opportunities policy.
- 6.3 The Executive Committee is responsible for ensuring that this equity policy is followed and for dealing with any actual or potential breaches.

Disciplinary and grievance procedures

- 7.1 To safeguard individual rights under the policy, an employee who believes that he/she has suffered inequitable treatment within the scope of the policy may raise the matter through the appropriate grievance procedure.
- 7.2 Appropriate disciplinary action will be taken against any employee who violates the Association's equity policy.
- 7.3 The Association is concerned that individuals should feel able to raise any grievance and no employee will be penalised for doing so unless the complaint is untrue and not made in good faith.

APPENDIX 3: Terminology

Disability: Defined under the Disability Discrimination Act 1995 as 'a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

Disadvantage: The disproportionate deprivation of some or all resources.

Discrimination: The action that people take on the basis of their prejudices, which results in unfair and unjust treatment.

■ **Direct discrimination:** Treating one person less favourably than another would be in similar circumstances. Direct discrimination on the basis of sex often shows itself in traditional stereotypes about the roles of men and women and what might be considered 'men's jobs' and 'women's jobs'. Women are frequently the target of discriminatory practices.

■ **Indirect discrimination:** Instigating requirements or conditions which, on the face of it, apply equally to all but which, in practice, can be met only by

certain advantaged individuals. Such requirements or conditions are lawful only if they can be objectively justified.

Equal opportunities: Within the employment context, treating people as individuals and providing them with opportunities on the basis of their skills, talents and qualifications so that they are neither disadvantaged nor denied access on the grounds of their age, disability, ethnicity, race, sex or sexual orientation.

Equity: In its simplest sense, 'fairness'; the process of allocating (or reallocating) resources and entitlements, including power, fairly and without discrimination. It may also use positive action initiatives and measures to address existing inequities.

Ethnic minority communities: All non-white people.

Harassment: A form of discrimination that may lead to a breach of statute as it constitutes an activity that can be detrimental to members of one particular race or sex. Harassment can be defined as

an action or comment that causes persistent offence to a person or group. An example of racial harassment would be racially motivated behaviour that causes distress or discomfort to people from ethnic minority communities.

Positive action: A range of measures or initiatives intended to redress the effects of past discrimination. For example, positive action measures are frequently used to encourage applications from an under-represented group in an organisation or to introduce training where there is under-representation of a particular group in the organisation. Positive action can be taken to redress a balance only within the bounds of the appropriate legislation.

Prejudice: Negative, irrational feelings, attitudes and opinions that people have about other people. It suggests prejudging other people without any prior knowledge of them.

Racism: The total effect of racial disadvantage and discrimination, caused deliberately or inadvertently by individuals, groups or organisations.

Sexism: The systematic discrimination against one sex (usually by the other).

Stereotyping: The process of labelling or grouping people just because they are members of a particular visible group. It is assumed that they must also share particular traits that are considered characteristic of that group.

References to gender

In general it is wise to omit references to gender when referring to playing or administrative roles, for example use chair person or chair, fielder, striker.

Disability terminology

Language around disability is constantly evolving as awareness and attitudes change. The following table gives guidelines on appropriate disability terminology.

Avoid	Use
Wheelchair bound	Wheelchair user
Mentally handicapped/ Mentally disabled	(has/with) Learning disability/ disabilities
Handicapped person	Disabled person
The disabled	Disabled person/people with disabilities
The elderly	Older person/people
Normal people/Able-bodied people	Non-disabled people
Spastic	Person with cerebral palsy
Mongolism	Downs Syndrome
Deaf mute/Profoundly deaf/ Hard of hearing	(has/with a) Hearing impairment
Dumb	(has/with a) Speech impediment
Victim of/Stricken by/Afflicted by/ Sufferer of/	Has/with (the particular condition)

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