NORTH WEST TAEKWONDO

EQUITY POLICY

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1. INTRODUCTION

The North West TaeKwonDo Association (NWTKD) is committed to ensuring that we are a sport which is inclusive and welcoming of diversity. We are fully committed to the principles and practice of equality of opportunity in all its functions: as an employer, in its training and development of coaches and instructors and involvement with officials and administrators. It is responsible for ensuring that no job applicant, employee, volunteer, service user, athlete or person within its jurisdiction (together "Stakeholders") are unlawfully discriminated against because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (together the "Protected Characteristics under the Equality Act 2010") or any other irrelevant characteristic. We wish to ensure that everyone has a genuine and equal opportunity to participate in Taekwondo at all levels and in all roles.

2. NWTKD COMMITMENT

To create an environment in which individual differences and the contributions of all stakeholders are recognised and valued.

• Every employee is entitled to a working environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.

• Training, development and progression opportunities are available to all staff.

• To promote equality in the workplace which we believe is good management practice and makes sound business sense.

• We will review all our employment practices and procedures to ensure fairness.

• Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.

• This policy is fully supported by senior management and has been agreed with Member Clubs / employee representatives.

• The policy will be monitored and reviewed regularly.

3. RESPONSIBILITIES OF MANAGEMENT

Responsibility for ensuring the effective implementation and operation of the arrangements will rest with the Chief Instructor. Directors / Member Clubs representatives will ensure that they and their staff operate within this policy and arrangements, and that all reasonable and practical steps are taken to avoid discrimination. Each Member Club representative will ensure that:

• All their staff are aware of the policy and the arrangements, and the reasons for the policy;

• Grievances concerning discrimination are dealt with properly, fairly and as quickly as possible;

• Proper records are maintained.

Head Office will be responsible for monitoring the operation of the policy in respect of employees and job applicants, including periodic departmental audits.

4. RESPONSIBILITY OF STAFF (INSTRUCTORS/COACHES/OFFICIALS)

Responsibility for ensuring that there is no unlawful discrimination rests with all staff and the attitudes of staff are crucial to the successful operation of fair employment practices.

In particular, all members of staff should:

• Comply with the policy and arrangements;

• Not discriminate in their day to day activities or induce others to do so;

• Not victimise, harass or intimidate other staff or groups who have, or are perceived to have one of the protected characteristics.

• Ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic.

• Inform their manager if they become aware of any discriminatory practice.

5. LEGAL REQUIREMENTS

5.1 NWTKD is required by law not to unlawfully discriminate against its Stakeholders and recognises its legal obligations under, and will abide by the requirements of, the Equality Act 2010 and any equivalent legislation (as amended) in any UK jurisdiction, Jersey, Guernsey, Gibraltar or the Isle of Man and any later amendments to such legislation or subsequent equality related legislation that may be relevant to Taekwondo.

5.2 NWTKD will seek advice each time this Policy is reviewed to ensure it continues to reflect the current legal framework and good practice.

5.3 NWTKD recognises the following as unacceptable:

Discrimination, harassment, bullying and victimisation

Unlawful discrimination which can take the following forms:

5.3.1 Direct Discrimination

Treating someone less favourably than you would treat others because of a Protected Characteristic.

5.3.2 Indirect Discrimination

Applying a provision, criterion or practice which, on the face of it, applies to all but which, in practice can disadvantage individuals with a particular Protected Characteristic. Such requirements are lawful only if they can be objectively justified.

5.3.3 Associative discrimination

Where an individual is discriminated against, harassed, or potentially victimised because of their association with another individual who has a characteristic outlined above (other than marriage, civil partnership] pregnancy or maternity, however pregnancy or maternity may fall within a sex discrimination claim because of association with a pregnant woman or a woman on maternity leave).

5.3.4 Perceptive discrimination

Where an individual is discriminated against or harassed based on a perception that they have a characteristic outlined above when they do not, in fact, have that characteristic (other than marriage, civil partnership, pregnancy or maternity).

5.3.5 Harassment

Engaging in unwanted conduct relating to a relevant Protected Characteristic or unwanted conduct of a sexual nature where the conduct has the purpose or effect of violating the recipient's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the recipient, or any other individual affected by such conduct. NWTKD is committed to ensuring that its Stakeholders are able to conduct their activities free from harassment.

5.3.6 Third Party Harassment

Third party harassment relates to actions carried out by non NWTKD individuals such as customers, clients, contractors etc. NWTKD will investigate any report or complaint of third-party harassment and will take all reasonable steps to prevent it from happening again

5.3.7 Bullying

The misuse of power or position to criticise persistently or to humiliate and undermine an individual's confidence.

5.3.8 Victimisation

Subjecting someone to a detriment because he or she has in good faith taken action under the Equality Act 2010 (or equivalent legislation) by bringing proceedings, giving evidence or information in relation to proceedings, making an allegation that a person has contravened the Equality Act 2010 (or equivalent legislation) or doing any other thing for the purpose of or in connection with the Equality Act 2010 (or any equivalent legislation).

5.4 NWTKD regards discrimination, harassment, bullying or victimisation, as described above, as serious misconduct. All complaints will be taken seriously and appropriate measures including disciplinary action, where applicable, may be brought against any Stakeholder who unlawfully discriminates against, harasses, bullies or victimises any other person.

6. REASONABLE ADJUSTMENT

6.1 When any decision is made about an individual, the only personal characteristics that may be taken into account are those that are consistent with any relevant legislation and are relevant to the substance of the decision being made.

6.2 NWTKD recognises that it has a duty to make reasonable adjustments for persons with a disability.

6.3 The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if the physical features make it impossible or unreasonably difficult for people with protected characteristics to make use of services. In addition, when acting as a service provider, NWTKD has an obligation to think ahead and address any barriers that may impede people with protected characteristics from accessing its services.

7. STUDENTS WITH A DISABILITY

Working with partners, North West TaeKwonDo has produced an accessibility policy and plan for all its member clubs to adhere to.

The accessibility plan is required for:

• Increasing access for students with a disability to Taekwondo Clubs

• Improving access to the club's environment

• Improving written information for students with a disability

There are three main duties:

• To provide equal opportunities for students with a disability

• To make reasonable adjustments to include students with a disability

• To prepare an accessibility strategy

Definition of Disability

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

8. TRANSGENDER STUDENTS

NWTKD considers that Taekwondo is a gender affected sport under the Equality Act 2010. In consultation with Member Clubs and Taekwondo athletes, a NWTKD Transgender Policy has been developed and added to the NWTKD suite of policies and procedures.

9. EQUITY TRAINING

A series of regular briefing sessions will be held for staff on equity issues. These will be repeated as necessary. Equity information is also included in induction programmes.

Training will be provided for Member Club representatives on this policy and the associated arrangements. All Member Club representatives who have an involvement in the recruitment and selection process will receive specialist training.

10. MONITORING

• NWTKD deems it appropriate to state its intention not to discriminate and assumes that this will be translated into practice consistently across the organisation as a whole. Accordingly, a monitoring system will be introduced to measure the effectiveness of the policy and arrangements.

• The system will involve the routine collection and analysis of information on employees by gender, marital status, ethnic origin, sexual orientation, religion/beliefs, grade and length of service in current grade. Information regarding the number of staff who declare themselves as disabled will also be maintained.

• There will also be regular assessments to measure the extent to which recruitment to first appointment, internal promotion and access to training/development opportunities affect equal opportunities for all groups.

• We will maintain information on staff who have been involved in certain key policies: Disciplinary, Grievance and Bullying & Harassment.

• Where appropriate, equality impact assessments will be carried out on the results of monitoring to ascertain the effect of NWTKD policies and our services / products may have on those who experience them.

• The information collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose.

• If monitoring shows that NWTKD, or areas within it, are not representative, or that sections of our workforce are not progressing properly within NWTKD, then an action plan will be developed to address these issues. This will include a review of recruitment and selection procedures, NWTKD policies and practices as well as consideration of taking legal Positive Action.

APPENDIX A – GLOSSARY OF DISABILITIES

This appendix sets out to offer some information on the more prevalent SEND encountered in schools. It also offers links to some of the many possible websites where information is available on the areas listed in this appendix.

Typically, these websites offer details on the special need or medical condition, a section on frequently asked questions (FAQs) and some points of contact where further information and/or support can be accessed, possibly both nationally and locally. Neither the information nor the websites should be seen as exclusive. Rather, they provide one starting point for seeking additional help and advice. Similar websites exist for conditions not discussed here.

Clearly, those working with children and young people need to access appropriate advice from parents, medical staff, local authority (LA) staff etc on carrying out risk assessments and preparing personal healthcare plans when developing and implementing a suitable programme of physical activity. These risk assessments and healthcare plans should be regularly reviewed and amended as necessary.

The websites that offer a useful starting point are listed immediately below each.

Asthma

Asthma is a common ailment and currently over one million children take medication for the condition. The usual symptoms of asthma include:

• Coughing

• Wheezing

• Shortness of breath and tightness in the chest

Attacks can vary from very mild, which require little or no treatment, to those that are so severe, they require prompt medical support. Generally speaking, exercise is good for people with asthma although, for some, it can bring on the symptoms of asthma. Adults working with children with asthma should ensure that:

• Levels of fitness are increased gradually

• The child's inhaler is always available when exercising

Safe practice in physical education and school sport:

• Where exercise triggers a child's asthma, they should use their inhaler before they warm up

• They should always warm up and cool down thoroughly

• The area is free of irritants that may trigger the child's asthma

• The child is allowed to stop exercising if symptoms occur and appropriate medical procedures are followed until the child feels well enough to take part

Asthma UK

www.asthma.org.uk/

Attention Deficit Hyperactivity Disorder (ADHD)

People with ADHD find it difficult to pay attention, concentrate and thus find remembering instructions difficult. It is sometimes treated with medication to help focus and understand what is expected of them.

Instructors working with students with ADHD should:

• Ensure instructions are clear and easy to follow

• Encourage students and reward their efforts and achievements

• Eemain consistent in their approach

• Carefully risk assess physical activities, ensuring that potentially difficult situations can be well managed

National Attention Deficit Disorder Information and Support Service

www.addiss.co.uk/

Autistic Spectrum Disorder/ Asperger Syndrome

Autism is a spectrum condition. All autistic people share certain difficulties but being autistic will affect them in different ways.

These differences, along with differences in diagnostic approach, have resulted in a variety of terms being used to diagnose autistic people. Terms that have been used include autism, autism spectrum disorder (ASD), autism spectrum condition (ASC), atypical autism, classic autism, Kanner autism, pervasive developmental disorder (PDD), high-functioning autism (HFA), Asperger syndrome and pathological demand avoidance (PDA).

Some autistic people also have learning disabilities, mental health issues or other conditions. A person with an Asperger syndrome profile may have no significant delay in language or cognitive development but they still have social communication difficulties. They may also have specific delays in motor development as well as motor 'clumsiness'.

Instructors working with autistic students should:

• Speak clearly and give students time to understand what is expected of them

• Encourage and give prompts where necessary

• Apply rules consistently

• Prepare students as much as possible for the activity they will be doing, such as showing them photographs, sharing plans or seeing demonstrations

The National Autistic Society

www.autism.org.uk

Cerebral Palsy

Cerebral palsy is a group of conditions that results from damage to, or failure in the development of, part of the brain. It can affect movement and posture. It can present with a range of difficulties, including perceptual, communication, movement and control, sensory impairment, and short attention span.

Instructors working with students with cerebral palsy should:

• Link with other professionals (e.g. physiotherapists) to develop an appropriate motor support programme, including the use of any specialist equipment

• Encourage support from peers

• Ensure the student understands what is expected of him/her, possibly through the use of demonstration

Scope

www.scope.org.uk

Diabetes

Diabetes is a condition in which the amount of glucose (sugar) in the blood is too high because the body cannot use it properly. Having diabetes should not stop someone taking a full part in sporting activities. Indeed, keeping active is a part of a well-planned response to managing diabetes. Those working with people with diabetes should liaise with their parents (for children) and healthcare professionals to understand the individual needs of the person and how they may be addressed.

Instructors working with students with diabetes should be aware:

• Of the symptoms associated with the onset of hypoglycaemia

• That a person with diabetes may carry with them a bag containing a blood glucose testing kit, food, glucose tablets, drinks etc, which he/she should be allowed to use as and when necessary

• That training programmes should be built up gradually

Diabetes UK

www.diabetes.org.uk

Down's Syndrome (Trisomy 21)

Down's syndrome is a congenital condition caused at conception. It arises from a failure in cell division of chromosome 21 (hence Trisomy 21), leading to 47, rather than 46, chromosomes developing. Among other characteristics, those with Down's syndrome can have reduced muscle tone, heart conditions, hearing and vision difficulties, respiratory difficulties and learning difficulties that can impact upon physical activity.

Note: all people with Down's syndrome are different and advice should be sought on the exact needs of each individual.

People with Down's syndrome should not be barred from physical activity. However, they do have a small risk of suffering acute dislocation of the atlantoaxial joint. As a result, should a person with Down's syndrome develop pain behind the ear or elsewhere in the neck, abnormal head posture, deterioration of gait, manipulative skills or bowel and/or bladder control, specialist advice should be sought immediately. Further, some people with Down's syndrome may have a heart condition. Therefore, should they complain of tiredness, he/she should be allowed to rest or sit out an activity and be monitored until he/she recovers.

In addition, those working with people with Down's syndrome should:

• Use demonstration, sign and gesture to support learning

• Offer regular encouragement and praise for efforts

• Speak directly to the student to reinforce instructions and ensure he/she understands the task

• Liaise with other professionals in the development of a healthcare plan.

Down's Syndrome Association

www.downs-syndrome.org.uk

Dyspraxia

Dyspraxia is an impairment or immaturity in movement, often termed 'clumsy child syndrome'. The degree of difficulty experienced can vary greatly. Difficulties are often found with gross and fine motor skills. In addition, poor balance and difficulties in coordinating body parts can lead to poor performance in sport.

Instructors working with students with dyspraxia should:

• Liaise with physiotherapists and occupational therapists in the preparation of physical activity programmes; it is worth noting that such programmes are also often of value to other pupils as well

• Encourage effort

• Encourage support from peers through the use of a 'buddy' system

The Dyspraxia Foundation

www.dyspraxiafoundation.org.uk

Epilepsy

The effects of epilepsy vary from person to person. Indeed, it is possible that a person with epilepsy may never have a seizure while training. In all cases, the person, his/her parents (where appropriate) and, where necessary, healthcare professionals should be consulted in the formulation of the individual healthcare plan and associated risk assessment.

Instructors working with students with epilepsy should:

• Make themselves aware of the precise nature of each person's needs with regard to epilepsy

• Be aware of the appropriate first-aid response, should it be required

Epilepsy Research UK

www.epilepsyresearch.org.uk

Epilepsy Action

www.epilepsy.org.uk

Hearing Impairment

There are two main types of hearing loss.

There is conductive hearing loss, which is a where sounds cannot pass through the outer or middle ear. This is often caused by a build-up of fluid, as in the case of glue ear. In most cases, conductive hearing loss is temporary. Such conditions can clear up or require surgery.

The second type of hearing loss is sensorineural deafness, which is caused by a problem in the inner ear or auditory nerve. This is likely to be permanent.

Instructors working with hearing-impaired students should:

• Get advice on the exact nature of the loss and how it affects the student

• Act appropriately on the advice received

• Give the student time to understand what is required of him/her

• Ensure the student can see the instructor and activity clearly

• Ensure they have eye contact with the student and his/her full attention before starting an activity or explanation

• Use gesture to encourage students

• Regularly check understanding

• Be aware of the need for a visual alternative to an auditory signal to stop either due to danger or during a game situation

National Deaf Children's Society

www.ndcs.org.uk

Action on Hearing Loss UK

www.actiononhearingloss.org.uk