

Equality & Diversity Audit Tool

Ribble Valley Athletic Club

Equality & Diversity in Athletics

Self Assessment Audit Tool



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This self assessment audit tool draws on the Equality Standard ~ A Framework for Sport (Sport England (2004)) for the main level of compliance, however this main document focuses on organisation such as UK Athletics which is an organisation that employs employees, and also is a policy setting organisation within the fields of athletics.

The Equality Standard mainly refers to equality and therefore the audit tool designer has included diversity into the descriptors to ensure a more holistic audit is undertaken by the club/organisation.

This assessment tool like the Equality Standard has four distinct levels:

- Foundation Level
- Preliminary Level
- Intermediate Level
- Advanced Level

Each organisation is required to demonstrate where on the continuum they are in relation to the four levels by carrying out this self assessment and producing a portfolio of evidence which should accompany the self assessment document and be clearly cross referenced.

As an integral part of the self assessment process key stakeholders should be included in the process e.g. Athletes, Parents, Volunteers, Coaches, Committee Officials, Local Community groups i.e. Daneshouse F.C., Burnley Borough Council's Sports Development Unit and Lancashire Sports Officers and evidence by way of written testimony be included in the evidence portfolio.

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Glossary of Terms:

TERM	DEFINITION
Community*	A group of people with shared interests. Locally and/or nationally.
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*	An unfavourable circumstance or the disproportionate deprivation of some or all resources without reason
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 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 targets of discriminatory practices.
Indirect Discrimination*	Imposing requirements or conditions, which on the face of it, apply equally to all but which, in practice, can be met only by certain sections of the population. Such requirements or conditions are lawful only if they can be objectively justified.
Diversity*	Respecting and celebrating individual and community differences
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 sex, age, disability, ethnicity, race or sexual orientation.
Equality*	The state of being equal – treating individuals equally, which is not the same as treating them the same. In some cases the need for equality may require unequal effort to ensure that the principle of equality is achieved.
Empowerment*	A learning organisation is one that provides the skills, competencies and information to enable individuals to learn and develop their potential that will benefit both the individual and the sport.
Ethics*	The systematic application of moral rules, principles, values and norms.

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Ethnic minority communities*	This term is often used to distinguish between white people and black and other ethnic minority communities.
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.
Mainstreaming*	The systematic integration of gender equality into all systems and structures; policies, programmes, processes and projects; into cultures and their organisations, into ways of seeing and doing.
Partnership	Groups or individuals come together to work jointly on a project, with both parties taking equal roles in the project.
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 or forming an opinion about 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.
Sexual Harassment	The term "sexual harassment" is generally used to denote unwanted sexual attention towards one employee from another, or occasionally from the employer. It qualifies as direct discrimination because, presumably, similar attention would not be paid to someone of the same sex.' Holland & Burnett (2002:100)
Sexism*	The systematic discrimination against one sex (usually by the other).

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Sexual orientation*	An awareness of expressions, actions, declarations, attitudes or behaviours linked to an awareness of own or others sexual identity. These identities include lesbians and gay men, bisexual women and men, heterosexual men and women, and transsexual people.
Social inclusion*	A process of tackling needs, generally for communities who are or who have been excluded from services and opportunities that the majority of the community has access to. Social inclusion is often used to describe places where there is a need s for actions that bring opportunities to these excluded people. It is often used in the context of opportunities in education, housing, economic prosperity, health, employment ad in community safety, and crime reduction and in community facilities (arts, sport, culture and community venues and services) and transport.
Stakeholders	Stakeholders are people who have a vested interest in the organisation. These may be internal – coaches, athletes, parents and club officials, or external – Sports Development Units, County Sports teams e.g. Lancashire Sports, Schools, Athletic Associations e.g. North of England (NEAAA), National Young Athletes League (NYAL) and the UK Athletics (UKA)
Stereotyping*	The process of labelling people because they are members of a particular visible group or developing a standardised image of a person or group, whereby it is assumed that they must also share particular traits that are considered characteristic of that group.
Under-represented Groups	These are groups of people who are not represented to the same extent as other groups. An example of this is as follows; the club may have more boys than girls as athletes, the girls would be an under-represented group.

* Definitions are taken from the Equality Standard ~ A Framework for Sport (Sport England (2004))

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	FOUNDATION LEVEL – Principle: Your organisation is committed to Equality and Diversity			
1	<p>Your organisation is committed to Equality and Diversity?</p> <ul style="list-style-type: none"> ▪ Named person identified and accountable for promoting equality at the club. ▪ Equality and Diversity is a standing item on the clubs committee meeting/AGM agendas. ▪ Written communications, website pages, internal communications and marketing material all have reference to the clubs equality and diversity policy. ▪ Key officials can demonstrate their understanding of Equality and Diversity in relation to the club. ▪ The club is working towards the UK Athletics National Quality Standards Club Future/has achieved Club Future Award (which includes Diversity & Equality) 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	FOUNDATION LEVEL			
2	<p>Your organisation has a policy for equality and diversity that has been communicated and is understood by:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Key Volunteers ▪ Athletes ▪ Parents ▪ The club has an Equality and Diversity Policy for all on display at the clubhouse. ▪ All application forms for membership have reference to the club's equality and diversity policy. ▪ Attendance records demonstrate diversity of athletes at training sessions. ▪ At least one level 3 and one level 2 coach have attended the UK athletics equity in coaching. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	FOUNDATION LEVEL			
3	<p>Your organisation is aware of its current profile and position in terms of equality and diversity.</p> <ul style="list-style-type: none"> ▪ Statistical data is kept to demonstrate the demographic profile of the club, including sexual orientation (staff only), gender, ethnicity, age and disability. <ol style="list-style-type: none"> 1. Staff 2. All volunteers 3. Coaches 4. Officials 5. Athletes <ul style="list-style-type: none"> ▪ Reports and presentations of the findings are given to the clubs board and published on the clubs website. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	PRELIMINARY LEVEL PRINCIPLE: your organisation is clear about what it needs to do to achieve equality			
1	<p>Developing your organisation: Your organisation understands the issues and barriers faced by underrepresented groups.</p> <ul style="list-style-type: none"> ▪ Minutes of meetings discussing under represented groups are available and published. ▪ Barriers to accessing the club are identified in minutes and action plans are developed and available. ▪ Coaches, club officials and volunteers attend relevant workshops/seminars or conferences. ▪ Equality and Diversity surveys are carried out to determine issues facing the club's officials, coaches, athletes and volunteers. ▪ The club has identified through internal audit, systems that, groups are under represented in the club. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	PRELIMINARY LEVEL PRINCIPLE: your organisation is clear about what it needs to do to achieve equality			
2	<p>Developing your organisation: Your organisation has a robust action plan for Equality and Diversity, which all staff, volunteers and key stakeholders understand and have signed up to.</p> <ul style="list-style-type: none"> ▪ The club has an equality and diversity policy, procedure and protocols. ▪ Club coaches, officials, and volunteers have all signed and agreed to adhere to the club's Equality and Diversity (E&D) Policy. ▪ Athletes are aware of the clubs E&D policy. ▪ The club has an equality and Diversity action plan in place. ▪ The clubs development plan includes Equality and Diversity within the body of the document. ▪ The club has a dedicated person whose role is to champion Diversity and Equality. ▪ Equality and Diversity is included as a standing item on the committee's monthly agenda. ▪ The club takes part in wider fora, which have direct relations to promoting Equality and Diversity in sport. ▪ The club consults with athletes, parents, local communities and community action groups with regards to the services offered to ensure access to the wider community. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	PRELIMINARY LEVEL PRINCIPLE: your organisation is clear about what it needs to do to achieve equality			
3	<p>Developing your organisation: All staff (coaches, officials and volunteers) within the organisation understands the principles of Equality and Diversity and their role in delivering against the clubs action plan.</p> <ul style="list-style-type: none"> ▪ The club undertakes training needs analysis in relation to Equality and diversity annually for all coaches, officials and volunteers. ▪ The club has a training plan, which demonstrates how training will be achieved year on year for all coaches, officials and volunteers. ▪ All coaches, officials and volunteers are aware of their role in delivering the clubs action plan/development plan. ▪ Accountability frameworks are included in all development/action plans ▪ All action/development plans have realistic and smart goals and timeframes in place. ▪ The club has a grievance, disciplinary and complaints procedure in place. ▪ The club actively seeks feedback from all stakeholders e.g. athletes, parents, community groups and local schools. 			

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	PRELIMINARY LEVEL PRINCIPLE: your organisation is clear about what it needs to do to achieve equality			
1	<p>Developing the Service: Partner organisations and new audiences are aware and engaged in the delivery of the clubs equality and diversity action plan.</p> <ul style="list-style-type: none"> ▪ The club publishes the Equality and diversity action plan and development plan on the club website and copies it to all partner organisations e.g. Burnley Borough Council's Sports Development Unit (SDU) and Lancashire Sports Team. ▪ The club's newsletter and website carry progress reports in relation to achieving targets and goals from the E&D action plan. ▪ The club undertakes surveys of key stakeholders both internal (coaches, volunteers, athletes and parents) and external (SDU, Local community groups e.g. Daneshouse football team). ▪ The club advertises in media whose audience is primarily from underrepresented groups. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	INTERMEDIATE LEVEL PRINCIPLE: Your organisation is increasing opportunities for a diverse range of people			
1	<p>Developing your organisation: Your organisation has increased the diversity of leadership on the committee, and within coaching and volunteers at the club.</p> <ul style="list-style-type: none"> ▪ The club has a positive action scheme in place to increase the diversity of the clubs officials, coaches, volunteers and athletes. ▪ The club advertises in the local press and on their website to increase the diversity of club officials, coaches, volunteers and athletes. ▪ The club has a membership programme and succession plans for all key positions. ▪ The club accesses training for club officials, coaches and volunteers in relation to; gender, disability and racial equality including sexual orientation, age and religion. ▪ The club keeps up to date records regarding all training for officials, coaches and volunteers. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	INTERMEDIATE LEVEL PRINCIPLE: Your organisation is increasing opportunities for a diverse range of people			
2	<p>Developing your organisation: All of your organisations internal policies and procedures pay due regard to diversity.</p> <ul style="list-style-type: none"> ▪ The club has carried out an impact assessment and reviewed all policies in relation to diversity and equality. ▪ The club reports the outcomes of impact assessments to key stakeholders via the clubs newsletter and website. ▪ Club officials and coaches receive annual performance reviews that include setting objectives in relation to equality and diversity. ▪ The club has the following policies, procedures and strategies in place: Grievance and Disciplinary Policy; Selection and recruitment policy (coaches and volunteers); Education programme and strategy/action plan. ▪ The committee formally reviews all policies, procedures and strategies annually. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	INTERMEDIATE LEVEL PRINCIPLE: Your organisation is increasing opportunities for a diverse range of people			
1	<p>Developing your Service: Your organisation has increased the diversity of people participating/using the services.</p> <ul style="list-style-type: none"> ▪ The club reports and promotes examples of good practice in athletics relating to Equality and Diversity. ▪ The club engages in Sports Development initiatives to increase the participation by under-represented groups. ▪ The club has developed partnership links with local schools, colleges and local authorities. ▪ The club engages in social inclusion partnership programmes with local community groups. ▪ All programmes are evaluated and reported to the club's committee and key stakeholders via the club website and newsletter. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	INTERMEDIATE LEVEL PRINCIPLE: Your organisation is increasing opportunities for a diverse range of people			
2	<p>Developing your Service: People inside and outside the organisation are aware of your success and achievements in working towards equality and diversity.</p> <ul style="list-style-type: none"> ▪ The club reviews all it's publicity materials and website in relation to equality and diversity issues to ensure compliance with legislation. ▪ The club uses media, which reaches under-represented groups e.g. Local radio, newspapers, community group meetings, and leaflet drops. ▪ The club has Equality and Diversity Champions in post that have a clear directive as to their role. ▪ The club celebrates success of all club members throughout the year and annually e.g. annual presentation evening, newspaper articles, club newsletter, and website articles. 			

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	Level Descriptor	No	Yes	Evidence Portfolio Reference
	ADVANCED LEVEL PRINCIPLE: Your organisation offers fair and equal opportunities to its staff and the communities it serves.			
1	<p>Developing your Organisation: Leadership and staff are reflective of the community you serve.</p> <ul style="list-style-type: none"> ▪ The club audits the makeup of its membership, officials, coaches and volunteers e.g. ▪ Gender ▪ Male-female ratio ▪ Ethnicity ▪ Disability; (physical and learning) ▪ Whether they live in the borough. 			

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	ADVANCED LEVEL PRINCIPLE: Your organisation offers fair and equal opportunities to its staff and the communities it serves.			
1	<p>Developing your Organisation: Leadership and staff are reflective of the community you serve.</p> <ul style="list-style-type: none"> ▪ The club audits the makeup of its membership, officials, coaches and volunteers to identify under-represented groups. ❖ Areas to be audited are: <ul style="list-style-type: none"> ❖ Gender ❖ Male-female ratio ❖ Ethnicity ❖ Disability; (physical and learning) ❖ Whether they live in the borough. 			

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	ADVANCED LEVEL PRINCIPLE: Your organisation offers fair and equal opportunities to its staff and the communities it serves.			
2	<p>Developing your Organisation: Equality is mainstreamed throughout the organisation's operations, functions and service delivery.</p> <ul style="list-style-type: none"> • All policies and strategies have an equality focus that is highlighted. • Named committee members are identified as being responsible for equality and diversity in their operation. • The club is actively seeking representation on the club's committee and coaching team of previously under-represented groups through positive action. • The club has a dedicated equality and diversity officer with a remit to develop Equality and diversity programmes of learning for all club officials, coaches and volunteers. • Equality and Diversity training forms an integral part of all new coaches, officials and volunteers induction programme. • The club takes appropriate action in the event of non-compliance with their equality and diversity policies and requirements by individuals, affiliated bodies or contractors. 			

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