

Inclusion/Behaviour Management Policy

Equality and Diversity

Equal Opportunities

Active Education looks to ensure that everybody who wants to be involved with what we do and what we provide have an equal opportunity and won't be met with barriers of discrimination.

Policy Overview

We look to provide equal opportunities to anybody, no matter what walk of life. We specifically look at diminishing any prejudice and discrimination against:

- Age
- Disability
- Pregnancy/Maternity
- Race
- Marriage/Civil Partnerships
- Religious Belief
- Sex/Sexual Orientation

With us striving to be a welcoming part of local communities throughout the local area, we need to be reflective of all demographics.

We will always look to promote inclusivity in every aspect we can, whether that's with staff members/associates or teaching the younger generation.

We implement this is by:

- Encouraging people to come forwards if they have been a victim of discrimination in any form
- Tackling incidences of discrimination or inequality with a zero-tolerance outlook
- Regularly reviewing our methods of recruitment to ensure everyone has an equal opportunity
- Education senior members of staff on how to monitor staff wellbeing by utilising forms of CPD

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- Consistently update our policies and procedures to guarantee staff do not discriminate or fall victim to unconscious bias.

What does Equality, Diversity and Inclusion mean?

Equality - ensuring individuals or groups of individuals are not treated differently or less favourably, based on their specific protected characteristic.

Diversity - realising the benefits of having a range of perspectives in decision making and customers being able to relate to staff in terms of their backgrounds and identities.

Inclusion - An inclusive environment is where everyone feels that they belong without having to conform or adjust their behaviour or beliefs and that they feel valued and their contributions don't go unnoticed, no matter their circumstances. An inclusive workplace ensures they have the relevant policies in place for all staff to follow, so they can each set an example to those around them.

Training/CPD

Staff will be provided with opportunities to undergo training/CPD to enable them to progress and further their understanding of Equality and Diversity Inclusion. Not only will this benefit the workforce as a whole, this also teaches individuals about the importance of this matter and how they can do their bit to tackle it in the wider community.

Consistent updating of policies and practices

Active Education will ensure that all policies and practices relate to everybody from all aspects of society. It's important that we adapt all of our policies to make sure they're contemporary, and match the dynamic changes of society and the areas we are involved in.

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Behaviour management expectations:

1. We look to implement an environment where each individual feels cared for and valued.
2. We strive to build an inclusive environment, free from disclusion.
3. We aim to ensure everybody makes sensible behavioural choices and learns about the importance of being supportive of one another
4. We look to set a pathway for role models to portray their beliefs and values for others to implement into their own actions and ways of thinking.

How do we tackle the issue of challenging behaviour?

If we encounter a situation where a child/participant does not follow our outlined behavioural code of conduct, we look to follow these steps:

- Provide a verbal reminder to stop behaving this way and outline the negative impact their behaviour is having on the people around them.
- Discuss how they can change their actions to better themselves and encourage a positive learning environment.

Should this problem escalate or return, it's important to implement appropriate action, by removing them from the situation with a 'time out', accompanied by a member of staff.

If this problem isn't resolved by this stage, it's crucial that a parent/guardian is notified, so that appropriate repercussions take place.

Cases of violence or extreme changes in behaviour

Some children, dependent upon a variety of factors in terms of any underlying documented behavioural issues, will show signs of violence and extreme changes in their behaviour in many different ways. This could be:

- ❖ Showing acts of violence such as punching or kicking members of staff.
- ❖ Rapidly going from paying attention and behaving well to being very disruptive, going out of their way to impact the flow of the session/learning environment. This can be triggered through factors such as losing in a competitive situation, answering something wrong or a comment made by a fellow pupil/participant.

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- ❖ Damaging their environment such as tables, chairs, and any other items of furniture within the vicinity. They may also use these items in acts of aggression towards fellow participants or members of staff.

We will look to minimise this by the following actions:

- A senior/more experienced member of staff/coach will take charge of the situation and follow the relevant behaviour management protocol. This protocol will be tailored to the individual/school.
- Those who are only assisting/supporting will be required to remove everyone else from the situation and surrounding environment for their own safety. If this is a child who does this on a regular occasion, if applicable, go through any scripted language used to defuse the situation and calm them down. Failure to calm them down will result in contacting the parents for an immediate collection to prevent any further damage to people or property.

Importance and Implementation of Accessibility

We, amongst many other providers of sport and education to young people, believe that it's vital we make physical activities accessible to everyone, no matter their ability or physical capacity.

Disability sport is on the rise and we aim to continue to support this in the following ways:

- Equipment - we can adapt the way we use our sports equipment to factor for different levels of physical ability.
- Rules - We can review the structure of the rules of a particular sporting activity to allow everyone to be able to take part to the level they feel comfortable with.
- Expectations - Each session/activity we do has to be tailored to its participants in terms of their capabilities, both physically and mentally.
- Communication of instructions - The coach/staff member must ensure that the method of communication, whether that be physical or auditory demonstration, is appropriate to those in their group for that particular environment.

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Bullying and Discrimination - what are they?

We strongly work against the concept of bullying or discrimination in any shape or form, no matter what. As educational providers, it's crucial we work with young people to educate them on the types of bullying/discrimination they may encounter in society and the negative impact this has on people in terms of their physical/mental health.

Bullying/Discrimination are defined and identified as the following:

Bullying - Bullying is the consistent and sustained, physical or emotional action taken by one or more persons with the deliberate intention of hurting others.

What are the common signs/examples of bullying?

- Name calling
- Rude gestures/remarks
- Threatening behaviour
- Forms of violence
- Theft/damage of property
- Purposeful exclusion in social environments and encouraging others to do the same
- Highlighting medical conditions and making fun of it both to the person and others.

Discrimination - Discrimination is any behaviour relating to gender, race, religion, skin colour, language, culture, social circumstances, appearance, sexuality, ability or disability taken by one or more persons with the deliberate intention of hurting others.

What are the common signs/examples of discrimination?

- Commenting on an individual's situation/background in an offensive manner. This could be based on their ethnicity, age, sexual orientation or gender identification amongst other things.
- Through unconscious bias, making jokes about a particular religion, culture or country, which could deeply offend someone.
- Exclusion in social settings due to who the person is, relating to the factors stated above.

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Where to report any incidences of bullying/discrimination?

It's key that coaches/staff are approachable, and that participants/children feel comfortable disclosing any issues of bullying/discrimination that they've seen take place or experienced themselves.

Coaches/staff have a responsibility to take these accusations very seriously, and pass on the information to whom it may concern. The child must be given the choice to remain anonymous in this claim if they are concerned of any backlash.

If a child has been affected by these events, either because it happened to them or they experienced it happening to a close friend/family member, they are supported by both;

- Setting up a private discussion with the appropriate people (care workers, parents/guardians etc) to discuss how it made them feel and what they can do to recover from this.
- Set up a face-to-face conversation for both the victim and the person bullying/discriminating, accompanied by each child's parents/guardian, so that they can be educated on the adverse negative effects of their actions.

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