



**British Aikido Board**

**Equality and Diversity Toolkit**



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### **Equality and Diversity**

## **Introduction**

To include:

- About this guide
- Contact details
- Relevant websites
- Work in Progress

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# 1. What is Equality and Diversity?

## The terminology

**Equal opportunities** – is about the law and how it is applied in addressing barriers which individuals might face in accessing training, employment and access to services. The law only intervenes when it is clear that legislation is the only way to deal with discriminatory acts. Equal opportunity therefore, is about ensuring training, employment practices and access to services are fair and free from discrimination and harassment. Currently legislation encompasses gender, race, disability, religion and faith, age and sexual orientation

**Equality** – is the state of being equal – treating individuals equally, which does not necessarily mean treating them the same. In some cases the need for equality may require unequal effort to ensure the principle of equality is achieved.

**Sports equity** is about fairness in sporting activities, equality of access, recognising inequalities and taking steps to address them. It is about changing the culture and structure of sporting activities to ensure that it becomes equally accessible to everyone in society (Sport England 2000)

**Diversity** - Recognising, valuing and respecting the diversity of each individual. Diversity encompasses visible and non visible individual differences. They may include, but not limited to differences protected by anti discrimination legislation

**Positive action** – Is allowed under legislation to redress imbalances between under represented groups of employees. It allows employers to provide targeted training to under represented groups. And to encourage applications from groups that are under represented in particular areas of work.

**Equity and Diversity and Aikido** – Is vital to the growth of the art. Being responsive the needs and requirements of all students will make clubs and associations alike more flexible and accessible

## 2. The Equality Standard – A Framework for Sport and the British Aikido Board

The *Equality Standard* was introduced in to ensure that all sporting governing bodies work towards making their sport accessible to all.

The British Aikido Board is currently in the process of gathering information for the preliminary level of the equality standard. Further information on the Foundation Level is outlined below:

### Foundation Level

#### **Principle: your organisation is committed to equality**

There is a single theme in this section, 'Developing your organisation', and it has identified outcomes.

#### **Developing Your Organisation**

**Outcome 1:** Your organisation is committed to equality.

**Outcome 2:** Your organisation has a policy for equality that has been communicated and is understood by staff and key volunteers.

**Outcome 3:** Your organisation is aware of its current profile and position in terms of equality.

To gain the Foundation Level the BAB needs to demonstrate activity and development in a variety of areas such as setting accountability for equality at the highest level in the organisation both in terms of officers and committee members; commit staff time / budget to equality generally and have the process of achieving the Equality Standard specifically and ensuring that all those involved in the organisation are aware of this commitment.

Through these and other commitments the BAB want everyone's quality of experience of Aikido to be positive and of the highest level of quality and to offer the best opportunities for practitioners at all levels to fulfil their potential in the art.

### 3. Understanding areas of Equality and Diversity

The agenda of Equality and Diversity is made up of 6 areas which are gender, race, disability, sexual orientation, religious beliefs and age. Assigned to each area are laws that guide us at home and work. Below are key areas and laws that are instrumental in the application of Equality and Diversity policy on a day to day basis. Although some do not affect us as instructors or students of Aikido, the BAB is committed to upholding the full agenda.

#### Gender

**Equal Pay Act 1970** - Act of Parliament which lays down that a woman must receive the same pay and conditions of work as a male worker in similar employment.

**Equal Pay (Amendment) Act 1983** – This gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, where men and women are doing like work, work rated as equivalent or work that is proved to be of equal value.

**Sex Discrimination Act 1975** – Unlawful to discriminate on the grounds of sex. Sex discrimination is unlawful in employment, education, advertising or when providing housing, goods, services or facilities. It is unlawful to discriminate because someone is married, in employment or advertisement for jobs

**The Employment Equality (Sex Discrimination) Regulations 2005** – Introduces new definitions of indirect discrimination and harassment, explicitly prohibits discrimination on the grounds of pregnancy or maternity leave.

**Sex Discrimination (Gender Reassignment) Regulations 1999** – Act seeks to prevent sex discrimination relating to gender reassignment. It clarified the law for transsexual people in relation to equal pay and treatment in employment and training

**Gender Recognition Act 2004** – To provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate by a gender recognition panel

#### Race

**Race Relations Act 1976** – Prohibits discrimination on racial grounds in the areas of employment, education and the provision of goods, facilities, services and premises

**Race Relations Amendment Act 2000** – Places statutory duty on all public bodies to promote equal opportunity, eliminate racial discrimination and promote good relations between different racial groups.

**Race Relations Act 1976 (Amendment) Regulation 2003** – Introduces new definitions of indirect discrimination and harassment, new burden of proof requirements, continuing protection after employment ceases, new exemptions for a determinate job requirement and removal of certain other exemptions

## Disability

**Disability Discrimination Act 1995** – Outlaws discrimination of disabled people in employment, the provision of goods, facilities and services or in management of premises.

**Disability Discrimination Amendment Act 2005** – Introduces positive duty on public bodies to promote equality for disabled people.

**Disability duty** - Promote equality of opportunity between disabled persons and other persons; eliminate unlawful discrimination; eliminate harassment of disabled persons; promote positive attitudes towards disabled persons; encourage participation by disabled persons in public life; and take steps to take account of disabled persons' disability, even where that involves treating disabled persons more favourably than others. This is the only way in which true equality of opportunity for disabled people can be delivered.

## Human Rights

**Protection from Harassment Act 1997** - The Act prohibits a course of conduct that a reasonable person would consider to be harassment, and allows the courts to issue restraining or non-harassment orders. Generally viewed as public order legislation, designed to combat stalking. However, an employer can be held liable for harassment committed by one of its employees in the course of their employment.

**Human Rights Act 1998** - This important piece of legislation came into force on 2 October 2000. It "incorporates" into UK law the European Convention on Human Rights. This means that if you believe your Convention rights have been violated you can for the first time ask a court in England or Wales to deal with it. The Convention consists of 18 articles and six protocols containing additional rights i.e. right to life, deprivation of liberty, protection against torture, private and family life and freedom of expression, thought conscience or religion.

## Religion and Faith

**Employment Equality (Religion or Belief) Regulation 2003** – Protects against discrimination on the grounds of religion and belief in employment, vocational training, promotion and working conditions

**Racial and Religious Hatred Act 2006** – Act seeks to stop people from intentionally using threatening words or behaviour to stir up hatred against someone because of what they believe.

## Age

**Employment Equality (Age) Regulation 2006** – protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate.

## Sexual Orientation

**Employment Equality (Sexual Orientation) Regulations 2003** – protects against discrimination on the grounds of sexual orientation in employment, vocational training, promotion or working conditions

**Civil Partnerships Act 2004** –Provides legal recognition and parity of treatment for same-sex couples and married couples, including employment benefits and pension rights.

## 4. Understanding Equality and Diversity

For the BAB to truly embrace Equality and Diversity member organisations also need to be aware of the subject and implement their own policies and to battle prejudice and increase participation. Below is information on Equality and Diversity and areas as a Instructor you should be aware of.

The population of the UK today is diverse, meaning different and varied. People are different and varied in the way they look, dress, how they behave, what they believe in, where they work and live, which sex they are and how old they are. When there are similarities between people we say they belong to the same category. There are a number of social categories, which are used for classifying people.

- **Age** - How many years you have lived.
- **Disability** – Do you have a disability or health condition or learning difficulty
- **Religion and Faith** – What religious faith do you follow
- **Sexual Orientation** – Are you hetro, homo or bisexual
- **Ethnic group** - The group you belong to which shares a common cultural identity, the country you come from, physical appearance, language, attitudes and values.
- **Class** - Which socio-economic group you belong to.
- **Gender** - Biologically female or male.

In the table below make some notes on the diversity of students in your own club

| <b>Goup</b>               | <b>Club Members</b> |
|---------------------------|---------------------|
| <b>Age</b>                |                     |
| <b>Disability</b>         |                     |
| <b>Religion or Faith</b>  |                     |
| <b>Sexual Orientation</b> |                     |
| <b>Ethnic Group</b>       |                     |
| <b>Gender</b>             |                     |



## 5. Equality in the UK

Equal means to have the same value. It does not mean that things have to be the same. Equality in the UK means that everyone is valued as individuals. It also means that everyone has equal rights and that there is a balance of power in the country.

### Equality and people's rights

In order to maintain the balance of power, the UK is a democracy (all adults have the right to vote). In a democracy the government is there to carry out the wishes of the majority of the people. If a large section of the population did not have the right to vote, or other rights they would be oppressed and it would not be a democracy.

### Equal opportunities

Equal opportunity means equal access to improving your life chances, to getting qualifications, a job, promotion, choosing your leisure activities etc.

Equal opportunities cannot exist when there is discrimination. Discrimination can happen at work, at school or college, when you are buying or using goods or services or when you are buying or renting somewhere to live.

## 6. Fostering diversity in Aikido

### Increasing diversity can in Aikido can involve:

- more people training who have a disability
- widening the age range of practitioners
- increasing the amount of men or women on your mat
- having more people from different ethnic backgrounds in your club
- having more people with different sexual orientations train
- opening sessions to more people from different religious groups and beliefs
- making sessions family friendly and consider those who work full time, part time or who are unemployed

### Clubs and organisations can promote diversity by:

- Having an equal opportunities policy
- Appoint a person who is responsible for equal opportunities and other equality related areas
- Monitoring participants information such as do members have disabilities
- Monitor the effectiveness of the policy.
- Engaging in good practice
- Promoting diversity in advertisements
- Having an objective complaints procedure
- Providing information (clubs) and training (organisations) for people
- Have a suggestion system for members ideas on how to foster equality.

## Further Information and Resources

The British Aikido Board Equality Policy can be found at: [www.bab.org.uk](http://www.bab.org.uk)

Equality in Sport and Standards: [www.equalitystandard.org](http://www.equalitystandard.org)

The Equality Act: <http://homeoffice.gov.uk/equalities/>

Womens Sport and Fitness Foundation: [www.wsff.org.uk](http://www.wsff.org.uk)

Sporting Equals: [www.sportingequals.org.uk](http://www.sportingequals.org.uk)