

Guernsey Basketball Association Inclusion Policy

Introduction

The value of sport extends beyond physical health; it promotes mental health, improves social skills and improves employability. The benefits of sport must be made available to all, regardless of background, level of ability, gender, religious beliefs or sexuality. In order for basketball on the island to be inclusive not only must sport be available to all, but Guernsey must also offer a broad range of sport options catering for people of all ages, abilities and backgrounds, in the most appropriate manner possible.

The Guernsey environment is not inclusive and many sports and organisations have not developed in an inherently inclusive way. Furthermore, the term *inclusion* is surrounded by much personal bias and there can be the common misconception that inclusion is synonymous with integration. With the aforementioned in mind, inclusion will not *just happen*; it will not naturally evolve.

Policy will detail and define inclusion and ensure a joined-up approach is taken within the Guernsey Basketball Association (GBA); it will translate positive intention into continual action.

Purpose

The purpose of this policy is to help the GBA proactively promote inclusion, and prevent and manage problems associated with discrimination within Guernsey basketball. Basketball must be an environment where individuals feel:

- Welcome;
- Represented;
- Valued;
- Able to participate; and
- Safe.

With inclusivity comes an increase in sports participation. An increase in participation will develop, sustain and enrich local sports (particularly those where there is little

participation or minority sports).

Position Statement and Commitment

The GBA welcomes diversity and will continually work to develop safe, accessible and inclusive basketball environments. We understand that individuals must feel valued, have equal opportunities and choice in every aspect of our programmes. We will take an equitable approach when supporting all individuals wishing to participate in local basketball events. The GBA will monitor and quantify the inclusivity of basketball across all of its platforms.

The GBA is committed to taking a proactive, targeted approach. We will continually monitor and re-evaluate the inclusivity of our basketball delivery. In order to implement this policy, GBA plan to undertake the following actions:

- Ensure a proactive approach to inclusion at all levels and make sure the GBA delivers a consistent message surrounding inclusion;
- Actively identify and reduce barriers to participation for minority and under-represented populations;
- Work within schools and the community to further identify and understand the barriers and issues our young islanders face when participating in basketball;
- Ensure our inclusion policy remains relevant and robust; and
- Provide opportunities for all in coaching, officiating and leadership positions.

Use of terminology

Impairment – specific decrements in body functions and structures; typically categorised as physical and/or learning impairments. In order to improve the inclusivity of sport, it is vital to identify and understand sport specific impairments. For example, an individual with Asperger's may find during team sports they struggle with aspects such as unfair/ incorrect official calls, social bonding and are overly focused on technique. Yet the condition can result in an above average intelligence and within a maths setting, where there is no impairment or difficulty, an individual may excel above others. Impairments range in severity, vary between individuals and differ within environments; impairments are frequently invisible to others or are not acknowledged, identified or even known by the individual.

Barriers – factors that stop or prevent an individual participating or developing in sport. These may come in the form of social and attitudinal barriers such as dismissing a person from taking part in a sport because they are a wheelchair user, or environmental barriers such as the ambient noise of a swimming pool or hall (e.g. individuals with autism).

Disability – can be defined as the interaction between a person with an impairment(s) and attitudinal, social and/or environment barriers (i.e. Impairment + Barriers = Disability). This interaction hinders an individual's full and effective participation in sport. Within sport we have the ability to proactively reduce environmental and social barriers to enable individuals, rather than disable them.

Facilitator – factors that promote sports participation and development: Ranging from a welcoming environment, to adapting facilities making them more accessible. Facilitators can help to reduce, overcome or bypass barriers to participation. Facilitators do not have to be costly or time consuming, especially if organisations and member sports communicate and work together.

Equality – the equal treatment of people irrespective of social or cultural differences. In sport we must offer the same opportunities and choice to everyone who wishes to take part in sport. There must be continued work in identifying,

targeting and tackling inequalities. Equality must be evident throughout sport including participation, performance, coaching, committees and volunteers.

Diversity – the range of qualities and characteristics that distinguish one person from another. If the diversity throughout sport does not reflect the diversity within the island, then we must reflect on why this is the case and develop strategies to target under-represented groups or individuals.

Para-sport – competitive sport which is adapted for individuals with a physical and learning impairment. These sports run **parallel** to mainstream sports but are adapted to create a level playing field. Individuals who excel in a para-sport (e.g. wheelchair basketball, boccia, para-swimming etc.) will look to gain an International Paralympic Committee (IPC) Class in order to compete at a higher level. An IPC Class groups athletes with a similar activity limitation together for competition so they can compete equitably. IPC Classes vary between sports and while some sports have just one IPC Class (i.e. para-ice hockey or para-powerlifting) others have over 50 Classes (para-athletics). An example of a para-sport competition is the Paralympics.

Accessible (Disability) Sport – similar to para-sport, accessible sport is adapted for individuals with an impairment. The main difference between para-sport and accessible sport is that accessible sport has a stronger emphasis on participation, social interaction and fun, and a lesser focus on performance and competition. An example of an accessible sport competition is the Special Olympics.

Inclusion – When the involvement in sport results in a sense of belonging, being valued for who you are and feeling safe. All islanders must have equal opportunities to participate in sport to the full extent of their own ambitions. Inclusion is the result of reducing barriers and/or improving facilitators.

Policy Coverage

This policy applies to Committee Members, all GBA volunteers (including table officials and referees), sponsors and anyone working within the GBA.

Responsibility for implementation of the GBA Inclusion Policy

Inclusion is everyone's responsibility; we all play a part in improving the inclusivity of Guernsey sport.

- The GBA Committee is responsible for ensuring the implementation of this policy and to continually review and further develop the policy.
- The GBA Committee will ensure that correct and adequate training courses are available, so that all those working or volunteering under the GBA banner have the knowledge and skills required to contribute to improving the inclusivity of sport.
- All GBA Committee Members, volunteers, sponsors and anyone working within the GBA, are responsible for raising concerns around inclusion, diversity and equality in any area of sport.

The GBA commits to:

- Formally review this policy periodically at GBA Committee level.
- Ensure that our coaches, volunteers, sub-committees and participants behave in accordance with the policy and actively assist in reducing barriers or improving facilitators.
- Regularly provide a representative from the GBA to attend relevant training and CPD in the areas of inclusion, equality and diversity.