



INSPIRE. CHALLENGE. MOTIVATE.

## **\*\*Equality Policy\*\***

### **Introduction**

- 1.1 Our soccer school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of players' varied abilities and needs. We offer a broad and balanced coaching curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this soccer school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

To accommodate the individual's particular learning style, coaching sessions will be planned, whenever possible, in a multi-sensory way, so that various activities will cater for all players in the spirit of inclusion. There will also be consideration of how to monitor children's progress so that a player is offered a variety of methods and is not inhibited by any specific difficulty.

Support is available from the head coaches and support staff

All players are encouraged and taught to feedback their views as part of our development for learning. These outcomes and opinions may be indicated in visual, auditory or kinaesthetic ways.

- 1.2 This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this soccer school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

## **2 Aims and objectives**

- 2.1 We do not discriminate against anyone, be they staff or player or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.
- 2.2 We promote the principle of fairness and justice for all through the coaching that we provide in at our soccer school. We recognise that doing this may entail treating some players differently.
- 2.3 We seek to ensure that all players have equal access to the full range of coaching opportunities provided by the soccer school.
- 2.4 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.
- 2.5 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur.
- 2.7 We value each players' worth, we celebrate the individuality and cultural diversity of the community centred at our soccer school, and we show respect for all minority groups.
- 2.8 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for everyone's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

## **3 Racial Equality**

- 3.1 In our soccer school, we will:
  - o strive to eliminate all forms of racism and racial discrimination.
  - o promote equality of opportunity.
  - o promote good relations between people of different racial and ethnic groups.
- 3.2 It is the right of all players to receive the best coaching the soccer school can provide, with access to all coaching activities organised by the soccer school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with soccer school procedures (see our behaviour policy).
- 3.3 Our coaching curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. We endeavour to make our soccer school welcoming to all

minority groups. We promote an understanding of clear coaching for all diverse cultures, and we reflect this in our delivery and learning styles

## **4 Disability non-discrimination**

- 4.1 Some children in our soccer school may have disabilities. In our setting it is more likely to be an emotional or medical health issue. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the soccer school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children and that they complete their time with us at a comparable stage to where they would have been if the issue had not been present e.g. that they are able to take up a place in a football team or club.
- 4.2 The soccer school is committed to providing an environment that allows disabled children full access to all areas of learning.
- 4.3 Coaches modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify coaching materials, or offer alternative activities where children are unable to manage the demands of the session.
- 4.4 The soccer school provides additional support in the form of Solution Focused guidance. Lead coaches are trained to understand the needs of the child and how behaviour is a form of communication, and to act accordingly. We believe that punishment does not change behaviour and we aim to help children understand themselves and learn to manage their own behaviour.

## **5 Gender equality**

- 5.1 We recognise that nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of players making the best progress possible at our soccer school.
- 5.2 We have put in place several measures to raise the achievement of the boys. These include:
  - o dealing with negative aspects of boys' behaviour,
  - o removing gender bias from our resources or coaching.
  - o encouraging boys to verbalise their views and understanding during sessions
- 5.3 To make our coaching more accessible to boys, we:
  - o begin a coaching session by stating the learning outcomes, and giving the 'big picture'

- o employ a variety of activities and include a kinaesthetic element.
  - o deliver coaching in bite-sized chunks, with 'brain breaks' and new starts.
  - o provide challenge, competition and short-term goals.
  - o give regular positive feedback and rewards.
- 5.4 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

## **6 The role of the Director(s)**

- 6.1 In this policy statement, the directors at Stafford Rangers Juniors Soccer School have set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the soccer school community are treated both fairly and equally.
- 6.2 The directors will collect, analyses and evaluate a range of soccer school feedback. We check that all players are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:
- o admissions
  - o attainment and progression
  - o exclusions
  - o rewards and sanctions
  - o Parents' and players' questionnaires.
- 6.3 The directors seek to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our soccer school. The directors welcome all applications to join the soccer school, whatever background or minority group a child may come from.
- 6.4 The directors treat all requests to join the soccer school in an equal way, whatever background or disability a child may have.
- 6.5 The directors ensure that no child is discriminated against whilst in our soccer school on account of their sex, religion or race. So, for example, all children who can do so have access to the full range of the coaching, and regulations regarding soccer school kit will be applied equally to boys and girls. If a child's religion has a bearing on soccer school kit, then the soccer school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **7 The role of the Head Coaches**

- 7.1 It is the head coach's role to implement the soccer school's policy on equal opportunities, and they are supported by the directors in so doing.
- 7.2 It is the head coach's role to make sure that all staff are aware of the soccer school policy on equal opportunities, and that coaches apply these guidelines fairly in all situations.
- 7.3 The head coaches promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.
- 7.4 The head coaches promote respect for other people in all aspects of soccer school; in the spectators and parents/ guardians, for example, respect for other people is a regular theme on and off the pitch.
- 7.5 The head coaches view all incidents of unfair treatment, and any racist incidents, with due concern.

## **8 The role of the Coach**

- 8.1 Coaches recognise their own prejudices but do their best to ensure that all players are treated fairly and with respect. We do not knowingly discriminate against any child.
- 8.2 When selecting coaching material, coaches strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.
- 8.3 We seek to implement this policy when designing coaching sessions, both in our choice of topics to study, and in how we approach the delivery
- 8.4 All our coaches and support staff challenge any incidents of prejudice or racism. We record any incidents in the soccer school welfare and safeguarding concerns database and draw them to the immediate attention of the head coach/ director(s).

## **9 Monitoring and review**

- 9.1 It is the responsibility of the directors to monitor the effectiveness of this policy. The directors will therefore:
  - o have due regard to the aims of the Equality Duty when a policy is developed, decided upon, implemented and reviewed.

- o monitor the progress of players from minority groups, comparing it with the progress made by other players in the soccer school.
- o monitor the staff appointment process, so that no one applying for a post at this soccer school is discriminated against.
- o require the head coaches to report to the directors annually on the effectiveness of this policy.
- o take into serious consideration any complaints from parents/carers, staff or players regarding equal opportunity.
- o monitor the soccer school's behaviour policy, and the numbers of exclusions, to make sure that players from minority groups are not unfairly treated.

This policy will be reviewed by the directors every two years or earlier if it is considered necessary.

**Director & Head Coach-** James Nation

**Signed:** J. Nation

**Date:** 15<sup>th</sup> February 2026

**Director & Head Coach-** Thomas Rowell

**Signed:** T. Rowell

**Date:** 15<sup>th</sup> February 2026

**Date of Review:** February 2028