



WHAT'S
THE SCORE

SAFE AND INCLUSIVE TENNIS

ABOUT WHAT'S THE SCORE

AIM

Everyone should be able to enjoy tennis in a safe and inclusive environment. *What's the Score* enables tennis venues, coaches, officials, volunteers, players and parents to achieve this. You can use the sections of What's the Score that are relevant to you or your venue.

What's the Score covers two key areas: safeguarding and equality. It supports individuals and venues to:

- Develop and maintain robust policies, processes and guidance
- Prevent harmful or discriminatory behaviour
- Promote safe and inclusive tennis
- Better engage children (under 18s) and adults
- Monitor progress and use feedback to grow the game.

FORMAT

WHAT'S THE SCORE CONTAINS FIVE SECTIONS:

SECTION 1: UNDERSTANDING OUR GAME: WHY SAFE AND INCLUSIVE TENNIS IS IMPORTANT

Helps build knowledge of the benefits of creating safe and inclusive environments and outlines key definitions

FOR:

- VENUES
- COACHES
- OFFICIALS
- VOLUNTEERS
- PLAYERS
- PARENTS

SECTION 2: DEVELOPING OUR GAME: SAFE AND INCLUSIVE PROCEDURES

Supports the development of relevant, clear safeguarding and equality policies and procedures

- VENUES
- COACHES

SECTION 3: RAISING OUR GAME: SAFE AND INCLUSIVE GUIDANCE

Provides information and advice on some of the key issues children and adults in a tennis environment can face

- VENUES
- COACHES
- OFFICIALS
- VOLUNTEERS
- PLAYERS
- PARENTS

SECTION 4: LET'S TALK; LET'S PLAY: ENGAGING CHILDREN AND ADULTS

Provides simple guidance on how to engage children and adults

- VENUES
- COACHES
- OFFICIALS
- VOLUNTEERS
- PLAYERS
- PARENTS

SECTION 5: CHECKING THE SCORE: MONITORING OUR PROGRESS

Provides some simple ideas for checking how you're doing

- VENUES
- COACHES

Don't forget to use this toolkit regularly to check that you continue to develop and monitor a safe and inclusive tennis environment.

CONTACT US

The LTA Safe and Inclusive Tennis team covers safeguarding and diversity and inclusion (D&I). You can contact us at safeandinclusive@lta.org.uk Don't forget to let us know your feedback on *What's the Score* so that we can make it as useful as possible.

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A young boy with glasses is holding a large sign with the number 1 on it. He is standing in front of a tennis net. The background is a solid blue color.

1

UNDERSTANDING OUR GAME: WHY SAFE AND INCLUSIVE TENNIS IS IMPORTANT

HELPS BUILD KNOWLEDGE OF THE BENEFITS OF
CREATING SAFE AND INCLUSIVE ENVIRONMENTS
AND OUTLINES KEY DEFINITIONS

UNDERSTANDING OUR GAME: WHY SAFE AND INCLUSIVE TENNIS IS IMPORTANT

Tennis is a sport that can be played by anyone and a safe and inclusive tennis environment enables everyone to participate and feel welcome. There are things that you can do to ensure you are providing a safe and inclusive environment and ***What's the Score*** gives tools, tips and templates to help you achieve this.

Safe tennis

All venues and individuals play a vital role in keeping children and adults safe, both embedding practices that help promote people's well-being and responding to concerns if they arise. We know that both children and adults can disclose abuse and discrimination within the tennis environment, or externally – it could be in their home, school or workplace for example. However, we all have a legal and moral responsibility to report concerns; your venue Welfare Officer and the LTA Safe and Inclusive Tennis Team are great sources of support.

Inclusive tennis

People from different backgrounds may have different needs and expectations and may experience barriers in trying to access tennis. A person's age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity status, race, religion or faith, sex, sexual orientation, socio-economic or other background should not be a barrier to enjoying the game. Inclusive venues and coaches take proactive steps that enable everyone to access tennis, have a positive experience and the opportunity to achieve their potential.

Developing a safe and inclusive environment may mean:

- Creating or updating policies, processes and guidance and making them easily available to everyone
- Delivering or accessing training so everyone can promote safe and inclusive tennis
- Giving more support to your Welfare Officer so they can be as effective and visible as possible
- Reaching out to new communities to support their engagement in tennis
- Taking steps to ensure you meet people's needs and expectations
- Making adjustments to ensure your venue is accessible and everyone can enjoy tennis.

SOME OF THE MAIN BENEFITS INCLUDE:

Increased recruitment and participation:

more people from across the community want to become involved with your venue. You may discover people with new talents such as finance, safeguarding or event management

Enhanced reputation:

demonstrating that you are listening to your members' feedback will help you to become a community venue, not just a venue within a community

Greater retention of people:

productive and committed coaches, staff, volunteers and members are more likely to stay loyal to your venue and to tennis

Business development:

you will be more likely to attract business partners who may be willing to invest in your venue and services; and the LTA is more likely to give you funding if you have achieved Tennismark and can evidence a safe and inclusive venue

Cost effectiveness:

good policies and processes help your venue to reduce the risk of damaging and potentially costly tribunals or legal action

My story (parent):

"my daughter has autism and found playing in club competitions quite stressful because she couldn't keep track of the scores. The club was great – they got members to volunteer to score for her so now she loves it".

KEY DEFINITIONS

Abuse: harming a child or adult at risk, whether the adult or child is aware or unaware of what is happening to them. The four categories of child abuse are physical, sexual, emotional and neglect. Ten examples of abuse of adults at risk are physical, sexual, psychological, discriminatory, financial, organisational, neglect, self-neglect, domestic abuse and modern slavery.

Adult at risk: an adult who:

- Has care and support needs
- Is experiencing, or is at risk of abuse or neglect and
- Because of their care and support needs cannot protect themselves against actual or potential abuse or neglect.

Bullying: can involve any form of physical, emotional, sexual or discriminatory abuse. It can also include cyber-bullying – using social media or mobile phones to perpetrate bullying.

Child: a person under the age of eighteen years.

Discriminatory abuse: treating someone in a less favourable way and causing them harm, because of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

Diversity: acknowledging and celebrating the differences between groups of people and between individuals.

Domestic abuse: includes physical, sexual, psychological or financial abuse by someone who is, or has been a partner or family member. Includes forced marriage, female genital mutilation and honour-based violence (an act of violence based on the belief that the person has brought shame on their family or culture). Domestic abuse does not necessarily involve physical contact or violence.

Emotional abuse: the persistent emotional maltreatment of a child or adult at risk such as to cause severe and persistent adverse effects on their emotional development. It may involve conveying to a child or adult at risk that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person; not giving them opportunities to express their views; deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed, including interactions that are beyond a child's or adult's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing them participating in normal social interaction. It may involve seeing

or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing a child or adult at risk to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment, though it may occur alone.

Equality: treating everyone with fairness and respect and recognising and responding to the needs of individuals. Taking positive actions to address existing disadvantages and barriers affecting how people engage with and participate in tennis.

Financial abuse: having money or property stolen; being defrauded; being put under pressure in relation to money or other property; or having money or other property misused.

Grooming: when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. They may also try to gain the trust of the family so they can be alone with the child. Children can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional.

Inclusion: recognising that people from different backgrounds may have difference needs and expectations and may experience barriers in trying to access tennis. An inclusive venue is one that takes steps to attract and engage with people from many different backgrounds and meet their needs so that everyone has a positive experience and has the opportunity to achieve their potential.

LGBTQ: an acronym for Lesbian, Gay, Bisexual, Transgender and Questioning. **Lesbian:** a woman who is attracted to other women. **Gay:** a man or a woman who is attracted to people of the same gender. **Bisexual:** someone who is attracted to people of the same and opposite gender. **Transgender:** an umbrella term used to describe people whose gender identity or expression differs from that which they were assigned at birth. A **Transsexual Person** is someone who has started the process of changing their gender identity, is undergoing or has undergone gender reassignment. **Questioning:** someone who is questioning their sexual orientation.

Modern slavery: encompasses slavery, human trafficking, criminal and sexual exploitation, forced labour and domestic servitude. Traffickers and slave masters use whatever means they have at their disposal to coerce, deceive and force individuals into a life of abuse, servitude and inhumane treatment.

Monitoring equality: data collection and analysis to check if people with protected characteristics are participating and being treated equally. For example, monitoring the number of people with disabilities who play tennis at your venue.

Neglect: the persistent failure to meet a child's or adult at risk's basic physical and/or psychological needs, likely to result in the serious impairment of their health or development. It may involve a parent or carer failing to:

- Provide adequate food, clothing, education or shelter
- Protect a child/adult at risk from physical or emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers), or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's or adult at risk's basic emotional needs. Neglect may occur during pregnancy as a result of maternal substance abuse.

Organisational abuse: where the needs of an individual are not met by an organisation due to a culture of poor practice or abusive behaviour within the organisation.

Physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child or adult at risk. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness.

Positive action: a range of lawful actions that seek to overcome or minimise disadvantages (for example in employment opportunities) that people who share a protected characteristic have experienced, or to meet their different needs.

Prevent Duty: the 2015 Counter-Terrorism and Security Act outlines the responsibility of a wide range of public-facing bodies to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. Bodies to which the duty applies must have regard to the relevant legislation and statutory guidance (www.gov.uk/government/publications/prevent-duty-guidance).

Protected characteristics: the grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Psychological abuse: including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

Safeguarding adults at risk: enabling individuals to achieve the outcomes that matter to them in their life; protecting their right to live in safety, free from abuse and neglect. Empowering and supporting them to make choices, stay safe and raise any concerns. Beginning with the assumption that an individual is best-placed to make decisions about their own wellbeing, taking proportional action on their behalf only if someone lacks the capacity to make a decision, they are exposed to a life-threatening risk, someone else may be at risk of harm, or a criminal offence has been committed or is likely to be committed.

Safeguarding children: protecting children from abuse and neglect, preventing the impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances.

Self-neglect: behaviour which threatens an adult's personal health or safety (but not that of others). Includes an adult's decision to not provide themselves with adequate food, clothing, shelter, personal hygiene, or medication (when indicated), or take appropriate safety precautions .

Sexual abuse: involves forcing or enticing a child or adult at risk to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or adult is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children or adults at risk in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming someone in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

A young boy with short dark hair, wearing a light-colored polo shirt and dark shorts, stands in front of a white net. He is holding a large white rectangular sign with the number '2' written on it. The background is a solid blue color.

2

DEVELOPING OUR GAME: SAFE AND INCLUSIVE PROCEDURES

SUPPORTS THE DEVELOPMENT OF RELEVANT,
CLEAR SAFEGUARDING AND EQUALITY POLICIES
AND PROCEDURES.

SAFE AND INCLUSIVE VENUES CHECKLIST

All venues have a responsibility to keep children and adults safe and ensure everyone is, and feels, included. We recommend all venues have the following in place:

- Safeguarding policy (see checklist page 15)
- Diversity and Inclusion policy (see checklist page 17)
- Safe and Inclusive Code of Conduct (see page 18)
- Complaints and appeals process (see page 19)
- Designated Welfare Officer (see checklist page 20)
- Information about your Welfare Officer and relevant policies and guidance clearly visible to all members
- LTA Accredited coach(es) (see 1st Service guide)
- Tennismark (see 1st Service guide)

We recommend that your venue upholds the guidance in section 2 and tailors it to your venue. Venues and coaches should also use the following:

- Consent form
- Reporting a concern form
- Missing person form
- Self-declaration form
- Reference request form
- Welfare Officer role description

For all Safe & Inclusive Tennis resources see:

www.lta.org.uk/safeguardingresources

SAFEGUARDING POLICY CHECKLIST

A safeguarding policy is essential for venues that provide a service to children and/or adults at risk. It outlines how your venue proactively keeps people safe and responds to any concerns or disclosures. All staff and volunteers should read the policy when they join the venue; it should also be easily available to members and others who may wish to read it.

There is a Safeguarding policy template and a Reporting a Concern flowchart (www.lta.org.uk/safeguardingresources) that your venue can adapt so that they are relevant to you. **If you wish to develop your own policy it needs to include the below:**

- An outline of your organisation, its purpose and function
- A statement about why keeping children and adults at risk safe is important and how it applies to all children and adults whatever their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity status, race, religion or faith, sex, sexual orientation, socio-economic or other background
- The organisation's responsibility to safeguarding
- Definitions of the types of abuse for both children and adults at risk
- Who it applies and relates to (for example, all staff, volunteers, coaches, members)
- Who is responsible for safeguarding

It is important to be realistic about the amount of time that a Welfare Officer or main point of contact can – and should – commit to. We advise that if there is an out-of-hours safeguarding concern or disclosure, the individual calls the police in an emergency or NSPCC or ParentLine Scotland for advice. You may choose to have a separate mobile for the role, so that you are not giving out your personal phone number or receiving out-of-hours calls.

- Key contact details, including the venue Welfare Officer; LTA Safe and Inclusive Tennis team; National Tennis Safe and Inclusive Tennis Lead (if in Scotland or Wales); Local Authority Child and Adult Social Care services; Local Authority Designated Officer (England only); and local Prevent Officer
- A flowchart or instructions on what to do if there is a concern about a child or adult at risk

When considering your reporting process where there is a concern or disclosure, think about:

- *What contact information to include*
- *When the Welfare Officer is available*
- *What to do if the Welfare Officer is not available.*

- How you put your policy into action
 - Other relevant policies, procedures and guidance (for example, your Equality, Diversity and Inclusion policy (**see page 17**); appeals process (**see page 19**); guidance on anti-bullying (**see page 23**))
- How often your policy will be reviewed.

DIVERSITY AND INCLUSION POLICY CHECKLIST

A Diversity and Inclusion policy is essential for all venues. It outlines how your venue proactively creates an inclusive environment, prevents discrimination and unacceptable language or behaviour and how someone can report an incident. All staff and volunteers should read the policy when they join the venue; it should be easily available to members and others who may wish to read it.

There is a Diversity and Inclusion policy and a Reporting a Concern flowchart (www.lta.org.uk/safeguardingresources) that your venue can adapt so that they are relevant to you.

If you wish to develop your own policy it needs to include the below:

- An outline of your organisation, its purpose and function
 - A statement about why creating an inclusive environment, free from discrimination, unacceptable language and behaviour, is important. How it applies to all children and adults whatever their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity status, race, religion or faith, sex, sexual orientation, socio-economic or other background
- Your organisation's responsibility to diversity and inclusion
- Definitions of key terms such as diversity, inclusion, discrimination and positive action
- Who it applies and relates to (for example, all staff, volunteers, coaches and members)
- Who is responsible for diversity and inclusion
- Key contact details, including the venue Welfare Officer; LTA Safe and Inclusive Tennis Team; National Safe and Inclusive Tennis Lead
- A flowchart or instructions on what to do if there is a report of discrimination, unacceptable behaviour or language
- How you put your policy into action
- Other relevant policies, procedures and guidance (for example, your Safeguarding policy (**see page 15**); appeals process (**see page 19**) guidance on anti-bullying; supporting people with disabilities (**see section 3**)).
- How often your policy will be reviewed.

When considering your reporting process where there is a concern or reported discrimination, think about:

- *Whether it is possible and appropriate for the issue to be resolved by all parties involved. You may wish to consider using a mediator*
- *Who the lead venue contact is (you may choose for this to be the Welfare Officer)*
- *Your process and timeframe for investigating a concern*
- *How information will be communicated to all parties.*

SAFE AND INCLUSIVE CODE OF CONDUCT

A Code of Conduct provides everyone with a clear list of do's and don'ts. This helps to clarify boundaries and promote a safe and inclusive tennis environment.

The Code of Conduct can sit within your Safeguarding and Equality policies, or be a stand-alone document. It needs to be clearly displayed on a venue noticeboard and everyone involved in the venue should be made aware of it when they join. There is the British Tennis Safe and Inclusive Code of Conduct that your venue can adopt (www.lta.org.uk/safeguardingresources). You may wish to adapt it so that it is relevant to your venue.

COMPLAINTS AND APPEALS PROCESS FOR VENUES

It is important for venues to have complaints and appeals processes as this enables individuals to have opportunities to give feedback or query a venue's actions and decisions.

If someone chooses to raise a complaint or appeal a venue's decision, the process should be:

- *Timely*
- *Objective*
- *Easily accessible to all parties.*

When creating your complaints and appeals process, you should consider:

- How an individual lodges a complaint or appeal, including what information should be included
- Who to appoint to investigate the complaints (note it must be someone who is independent from the original incident, in order to handle the complaint as objectively as possible). You might choose a committee member, or external mediator
- How all parties will be fairly heard in the process, including whether any individuals require additional support in the process such as bringing a companion to the meeting
- How long after a decision an individual is able to make an appeal (recommended: up to 14 days after being notified of the first decision)
- The criteria by which someone can appeal (for example, new evidence; due process has not been followed)
- Who to appoint to investigate the appeal (note it must be someone who is independent from the original incident and complaint process, in order to handle the appeal as objectively as possible). You might choose a committee member, or external expert
- How the individuals will be notified of any decisions made (recommended: in writing within 10 days).

Please note that the LTA does not offer an arbitration, dispute resolution or independent enquiry service.

For more information:

- You can find local mediators online
- Sport Resolutions is an alternative appeal body should a venue choose to pay for an external party to conduct the appeal: www.sportresolutions.co.uk
- For employment-related disputes, you can contact BaseLine (0344 571 7986) or ACAS for advice and support: www.acas.org.uk

WELFARE OFFICER

A venue Welfare Officer is a designated person who promotes safe and inclusive tennis and is the go-to person if there are any concerns or disclosures. Where possible, a Welfare Officer should have previous experience of working with children and adults at risk and ideally an understanding of equality, diversity and inclusion. The Welfare Officer will need to have undertaken one of the following courses within the last three years:

- *LTA Safeguarding and Protection in Tennis*
- *Local Safeguarding Children's Board*
- *Sports Coach UK Safeguarding and Protecting Children*
- *NSPCC Time to Listen*

All Welfare Officers also need to do the British Tennis safeguarding e-training Welfare Officer module (available in 2016).

We also recommend that Welfare Officers undertake the online Diversity and Inclusion module provided by ACAS (www.elearning.acas.org.uk) this is free to do and takes about 25 minutes to complete.

An example Welfare Officer role description is available here (www.lta.org.uk/safeguardingresources)

CHECKLIST FOR WELFARE OFFICERS:

As the Welfare Officer, I:

- Display the Welfare Officer poster, Code of Conduct and Reporting a Concern flowchart clearly for all members, staff, volunteers and others
- Support the management and venue committees to ensure all new and existing members feel welcomed, safe and included; that any additional needs are identified and reasonable support is given by the venue
- Support the committee to develop and uphold policies, processes, guidance and forms that help to develop and maintain a safe and inclusive tennis environment (see checklist, page 14)
- Support the committee to keep the venue risk assessment up-to-date, including any risks to maintaining a safe and inclusive tennis environment
- Ensure the venue has details of next of kin, allergies and other relevant health information and completed consent forms

SECTION 2 | DEVELOPING OUR GAME: SAFE AND INCLUSIVE PROCEDURES

- Have up-to-date contact details for the local authority Designated Officer, Adult and Child Social Care services and local Prevent Officer
- Have signed up to the NSPCC's free weekly information bulletin (www.nspcc.org.uk) and monthly Equality in Sport bulletin (www.equalityinsport.org).

A young girl with dark hair tied back, wearing a dark polo shirt and dark shorts, stands in front of a tennis net. She is holding a large, light-colored rectangular sign with a large, bold, dark number '3' on it. The background is a plain wall, and the entire image has a warm, yellowish-orange tint.

3

RAISING OUR GAME: SAFE AND INCLUSIVE GUIDANCE

PROVIDES INFORMATION AND ADVICE ON SOME
OF THE KEY ISSUES CHILDREN AND ADULTS IN A
TENNIS ENVIRONMENT CAN FACE

ANTI-BULLYING

This guidance is to help tennis venues address issues of bullying of children and adults. It can also be used to help venues create an anti-bullying policy.

What is bullying?

Bullying is hurtful behaviour, often repeated over a long period of time, which causes pain and distress to the victim. Types of bullying can include physical, emotional, sexual or discriminatory. A lot of bullying now takes place on-line using social media and mobile phones. This means that bullying can now take place all the time, wherever the victim is.

Children tell the NSPCC that bullying is their number one concern, so tennis venues need to proactively prevent bullying and respond to it when it arises.

Some examples of bullying include:

- *Spreading rumours: speculating or joking about someone's sexuality*
- *Ridicule: telling someone "your serve is pathetic"*
- *Exclusion: not inviting someone to a social game or event because they don't 'fit in' or are not 'like us'*
- *Physical: deliberately trying to hit someone with a tennis ball*
- *Name-calling: using nicknames that have racial connotations*
- *Hiding, damaging or stealing someone's equipment or other personal items*
- *Using websites, social media or text messages to intimidate someone at any time.*

How to spot bullying

The following signs may indicate that bullying is happening in a tennis venue if someone:

- *Has their possessions go missing or damaged*
- *Stops eating or sleeping*
- *Is unwilling to go to the tennis venue*
- *Begins to bully others*
- *Feels ill before coaching sessions or camps*
- *Refuses to say what's wrong, or gives improbable reasons for their behaviour*
- *Becomes withdrawn, nervous or lacking in confidence*
- *Is physically injured*
- *Shows a change in performance*
- *Has nightmares*
- *Asks for or steals money (to pay the bully)*
- *Runs away from home*
- *Self-harms, attempts or threatens suicide*
- *Changes their personality or appearance.*
- *Is afraid of travelling to the tennis venue alone*

How can tennis venues prevent bullying?

Tennis venues are ideal places for role-modelling positive behaviour and promoting a zero tolerance approach to bullying. All tennis members, coaches, staff and volunteers are well placed to identify when someone may be experiencing bullying.

Everyone should:

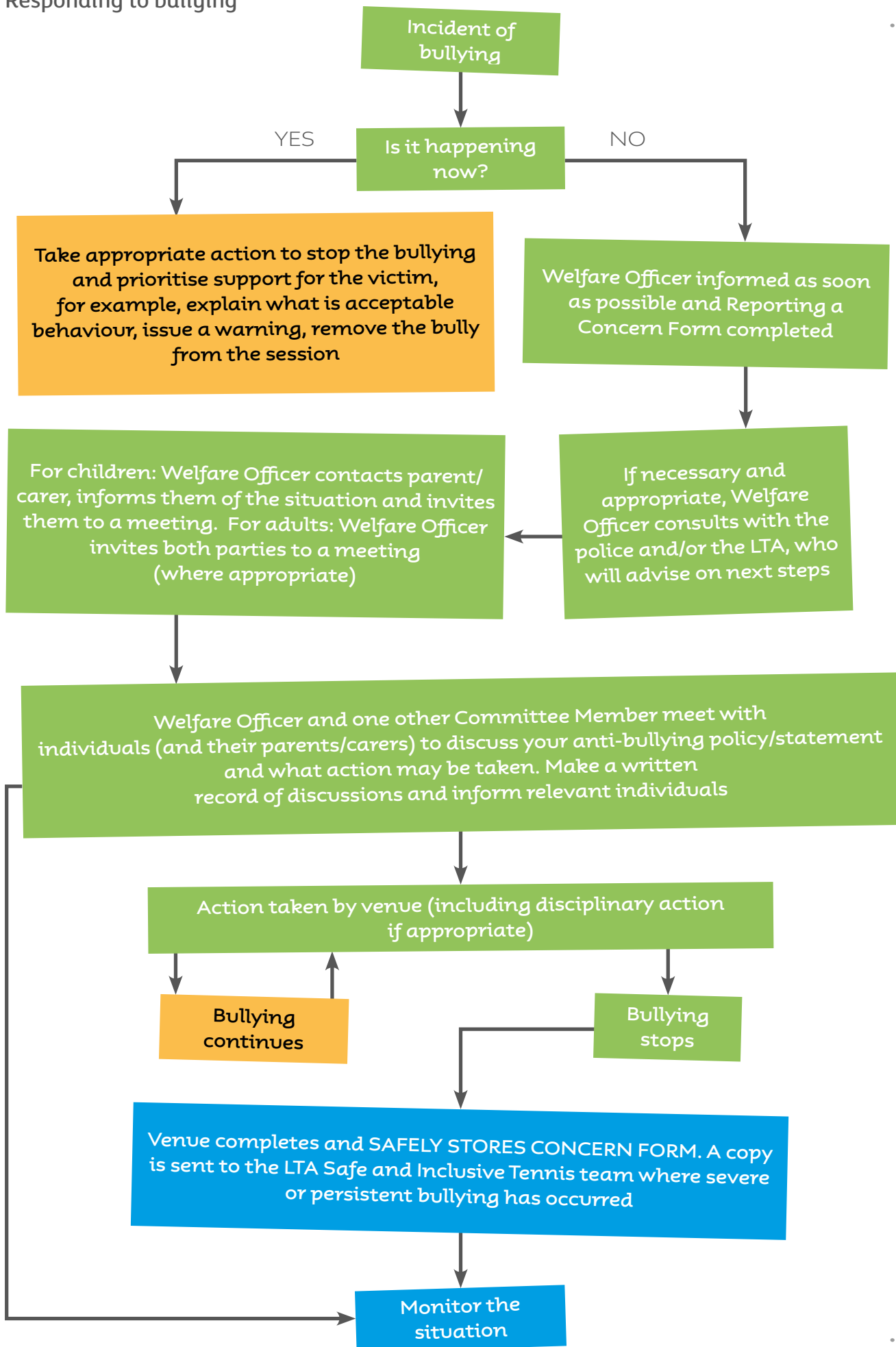
- *Follow the club's Safe and Inclusive Code of Conduct*
- *Ensure everyone is able to participate and have fun*
- *Report any concerns they have about themselves or someone else*
- *Actively promote a safe and inclusive tennis environment and a zero tolerance approach to bullying.*

How to spot bullying

This checklist will help your venue to ensure anti-bullying measures are in place:

- A clear anti-bullying statement explicitly covering all visible and non-visible differences, including protected characteristics (see definitions - page 23). It is promoted to all members via: anti-bullying posters and information, training, newsletters, notice boards and your venue's website
- A fair and consistent process exists for dealing with all bullying incidents
- Children and parents/carers are given opportunities to give their views on your venue's anti-bullying practices
- All members, coaches, staff and volunteers sign up to your venue's Safe and Inclusive Code of Conduct as part of their membership, committing to help develop a safe and inclusive club
- Everyone knows who the Welfare Officer is and how to report bullying
- *Optional: children help to create a child-friendly Code of Conduct and anti-bullying commitment.*

Responding to bullying



ON-GOING SUPPORT, INCLUDING INFORMATION ON EXTERNAL AGENCIES AND HELPLINES, SHOULD BE OFFERED TO THE VICTIM, BULLY AND THEIR PARENT/CARER THROUGHOUT THE PROCESS.

CONVERSATIONS WITH THOSE INVOLVED

The victim: bullying can happen to anyone. The victim may be feeling that it is their fault, upset, angry, isolated, lacking in confidence and frightened about the consequences of telling anyone about what has happened to them. If the victim has felt able to talk to someone, they should be reassured that they will be listened to and their concerns addressed in a sensitive manner and appropriate action will be taken.

The bully or bullies: Bullies can be children or adults. Someone may bully because they like the feeling of power; expect everyone around them to do as they say or want others to think they are in control; do not fit in or feel insecure; or have been bullied themselves. They may be feeling concerned, angry, defensive or disbelieving. It is important to ask for their account of what happened so you have a good understanding from everyone involved. However, whatever the reasons for bullying, venues should adopt a zero tolerance approach to bullying.

The bystander(s): may be feeling scared of repercussions or not wanting to get involved. It is important to get accounts of what happened from everyone who witnessed any incident of bullying. Research by OFSTED showed that 26% of children said they would watch someone getting bullied but say nothing; 40% stated they would stay for the excitement. Reassure bystanders that speaking out is the right thing to do and that it will enable your venue to take appropriate steps to prevent future bullying.

The 'don't care' team: may be feeling ambivalent and that bullying is a fact of life or nothing to do with them. Raise awareness with all venue members about the importance of your anti-bullying policy or statement and zero tolerance approach to bullying.

Your venue may choose to:

- *Promote resilience (see Building resilience – page 29)*
- *Organise awareness-raising workshops*
- *Set up a peer-to-peer buddy system (note that your venue will need to give appropriate support and training on roles and expectations to those involved. Children can buddy other children; adults can buddy other adults. If you want more formal mentoring, such as having an adult buddy a child, then you should contact your local mentoring charity).*

MY STORY (player, aged 14):

“Until last year I loved playing doubles with my friend Hannah. Then she started to tease me because I don’t want to wear make-up or look girly. It started off with a few jokes which I just ignored, then she started putting things on Facebook, which loads of people ‘liked’. Another friend persuaded me to tell my coach who helped things get better. We’re still not best friends but at least she doesn’t bully me anymore”.

For more information:

www.beatbullying.org.uk

www.bullying.co.uk

www.cybermentors.org.uk

www.childline.org.uk

www.samaritans.org.uk

Contact your local Community Volunteer Service for local mentoring charities.

BUILDING RESILIENCE

Venues can play an important role in helping children and adults to build emotional resilience. Resilient children and adults are able to adapt to, handle and overcome difficult situations. However, keep in mind that being resilient doesn't mean that individuals won't experience difficulty, distress or emotional pain and sadness when bullied or facing adversity.

Top tips for building resilience:

- *Make sure children and adults feel accepted for who they are at your venue*
- *Address any problems immediately; never pretend not to notice a problem*
- *Take time to actively listen to a child or adult if they are distressed. Talk about the pros and cons of each option and empower the individual to choose the best course of action. Saying things like “if you are being bullied online just close down your Facebook account” is neither realistic nor appropriate*
- *Help individuals to see that there is a future beyond the current situation, whether that is getting over losing an important match or being bullied*
- *Challenge self-critical behaviours. Just as you build confidence when someone doubts their ability to play tennis, the same applies when talking and listening to someone talking about how they feel about themselves*
- *Help individuals to develop coping strategies for difficult situations on and off court*
- *Children and adults who experience difficulties need to feel safe and find a space where they can have positive experiences such as playing tennis and engaging in venue social activities*
- *Be a positive role model. Leading by example has more impact than just telling someone what they should or should not do.*

MY STORY (Jamal, Mini Tennis coach):

“I had a player who would always break down in tears whenever he lost and refused to shake hands at the end of a session. I didn’t know what to do to make things better. I chatted to the club’s Welfare Officer who gave me links to websites with some great tips on behaviour management. It has really helped me to become a better coach and the player’s behaviour has improved”.

For more information:

- Well Informed:

<http://wellinformed.org.uk/building-resilience-in-young-people>

- UK Youth (including resilience courses):

www.ukyouth.org/lookingforcpd/item/590-resilience#.VcHe6890ypo

CHANGING AREAS

Safe and inclusive changing facilities are essential for venues and can help improve the overall experience for members and visitors. It is important that all frontline staff are aware of the potential issues and are confident that they can respond appropriately to questions and situations.

Children

Some adults feel uncomfortable about sharing changing rooms with young children, especially of the opposite sex. Your venue should have some individual cubicles that people can use, as well as clear guidance displayed reminding parents to supervise their children at all times.

Single and family cubicles

Where possible, offer single and family changing cubicles with baby changing facilities as well as open changing areas as many people are uncomfortable with changing in public. Ensure that baby changing facilities are not only in the female changing rooms.

Accessibility

Provide an accessible toilet and changing area for people with disabilities which includes a baby changing facility.

Transgender people

Transgender members should have access to toilets and the changing room that corresponds to their gender identity. You could provide unisex toilets as well as single changing cubicles in both the men's and women's changing areas.

Filming and photography

All film and camera equipment and use of mobile phones in the changing areas should be strictly prohibited. This should be clearly stated in the changing areas. Anyone observed taking photos or videos in the changing area should be reported to the police immediately.

MY STORY (venue member):

“As a trans woman, my biggest fear on joining the club was using the changing rooms. I was delighted to find they talked to me about what I needed and we were able to come up with a solution we were all happy with”.

For more information:

- Child Protection in Sport Unit:

<https://thecpsu.org.uk/resource-library/2013/safe-use-of-changing-facilities/>

- English Federation of Disability Sport (on accessibility – pages 33 to 38):

www.efds.co.uk/assets/0000/8214/Access_for_all_FINAL3_Dec_2013.pdf

- Transgender people and tennis:

www.lta.org.uk/globalassets/about-lta/equality--diversity/2014-transgender-people-in-tennis

CRIMINAL RECORD CHECKS

Criminal record checks are part of a safe and inclusive recruitment process for those who will be working with children and/or adults at risk. They should be used alongside interviewing, references, induction and support.

A criminal record check means any of the following:

- *Enhanced Disclosure and Barring Service (DBS) check*
- *Enhanced and Barred List DBS check*
- *Protecting Vulnerable Groups (PVG) scheme*
- *Access NI checks*
- *Overseas Criminal Record (OCR) checks.*

Who processes criminal record checks?

The LTA is able to process DBS checks for anyone wanting to work in tennis within England and Wales. The LTA is not directly able to apply for OCR checks but works with the applicant and tennis venue to support the process.

Tennis Scotland is able to process PVG schemes for anyone wanting to work in tennis within Scotland. Venues who want to do a Disclosure Scotland or Access NI check should contact Disclosure Scotland or Access NI directly.

When is a criminal record check needed?

Type of criminal record check	Criteria
Enhanced DBS check	The applicant is, or will be, working with children or adults at risk in England and Wales but not in Regulated Activity
Enhanced and Barred List DBS check	The applicant is, or will be, working with children or adults at risk in Regulated Activity in England and Wales
PVG scheme	The applicant is, or will be, working with children or adults at risk in Scotland in Regulated Work
Access NI check	The applicant is, or will be, working with children or adults at risk in Northern Ireland
OCR check	The applicant is coming from overseas to work with children or adults at risk in the UK; or The applicant is living in the UK but has spent over two years living in a different country.

What is Regulated Activity?

Children

	Activity	Frequency
1	Unsupervised work of a specified nature: coaching, training, supervising, giving advice or transportation	Frequently (once a week for an on-going period), intensively (four or more occasions in any 30 day period) or overnight
2	Any type of work undertaken in schools, academies, nurseries or children's centres (but not work by supervised volunteers)	
3	Any form of personal care or health care	One occasion or more

Adults at risk

	Activity	Frequency
1	Work of a specified nature: any training, instruction, advice or guidance in relation to personal care, or healthcare professions, social care professions or personal care	One occasion or more
2	Assistance with personal matters or finances such as paying bills	
3	Transporting an adult due to their age, illness or disability between their place of residence and a place where they have or will receive health care, personal care or social care	

What type of information is disclosed on a criminal record check?

1. Any warnings, reprimands, cautions and convictions obtained from local and national police records that have not been subject to filtering (see below for more information)
2. Soft information disclosed at the discretion of Chief Police Officers if they reasonably consider the information might be relevant to the role being applied for
3. If the applicant is working or seeking to work in Regulated Activity, the criminal record check will confirm whether the applicant is barred from working with children or adults at risk.

The DBS and PVG scheme work collaboratively, which means any information revealed on a PVG scheme will also be revealed on a DBS check (and vice-versa).

What happens when information is disclosed on a criminal record check?

Having previous convictions does not necessarily mean that the individual will not be able to take on the role applied for. However, if information is disclosed on a criminal record check the LTA Safe and Inclusive Tennis team liaises directly with the applicant and conducts a thorough risk assessment of the information disclosed. Once a decision is made, this is communicated directly to the applicant in writing.

MY STORY (Susan, Head of Tennis):

“We ran a camp during the summer holiday and club members volunteered to supervise the children. We made sure that everyone had criminal records checks in plenty of time. It was a really simple online process and the local ID checker was very helpful.”

For more information:

- Filtering guidance:

www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide

- DBS:

www.gov.uk/disclosure-barring-service-check/overview

- PVG:

www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm

- Access NI:

www.nidirect.gov.uk/accessni-criminal-record-checks

DISABILITY

Tennis is an inclusive sport with everyone able to participate. Disabilities can include physical, sensory and/or learning impairments, mental health and chronic illness. Many impairments are invisible and each person experiences their disability differently. Some people may choose to play against non-disabled people; others may choose to play an adapted format of the game.

Physical impairments: may limit a person's physical functioning, mobility, dexterity or stamina. This includes (but not limited to) amputation, spinal cord injuries, brittle bones, Cerebral Palsy, Muscular Dystrophy, Dwarfism and respiratory disorders.

Sensory impairments: these include hearing and visual impairments, which can vary in severity. Deafness is a hidden disability and it is sometimes hard to know whether someone has a hearing impairment and whether they may have additional communication needs. Some people choose to participate in the Tennis Foundation's training camps designed to help people learn the basics of the game in an impairment-specific setting.

Learning impairments: is defined as a reduced intellectual ability and difficulty with everyday activities, which affect an individual; for example, in carrying out household tasks, socialising or managing money. Learning disability is often confused with specific learning difficulties such as dyslexia and attention deficit hyperactivity disorder (ADHD). Learning disabilities include, but are not limited to Autism spectrum disorders, including Asperger's syndrome, Attention Deficit Hyperactivity Disorder (ADHD) and Down's syndrome.

MY STORY *(tennis player):*

"I had a bad experience of a previous club and I decided I didn't want to go back there to play, or even keep playing tennis at all. However I spoke to the Tennis Foundation who linked me to a new club that has been fantastic. They make me and my lovely guide dog Bella very welcome".

- **Dyspraxia Foundation:**

www.dyspraxiafoundation.org.uk

- **AFASIC England (support for children talking and understanding language):**

www.afasic.org.uk

- **British Dyslexia Foundation:**

www.bdadyslexia.org.uk

- **ADDISS (National Attention Deficit Disorder Information and Support Service):**

www.addiss.co.uk

- **Scottish Disability Sport:**

www.scottishdisabilitysport.com

- **Disability Sport Wales:**

www.disabilitysportwales.com

- **Tennis Foundation:**

www.tennisfoundation.org.uk

- **English Federation of Disability Sports (EFDS):**

www.efds.co.uk

- **Sport and Recreational Alliance:**

www.sportandrecreation.org.uk/mental-health-charter

- **British Blind Sports:**

www.britishblindsport.org.uk

- **UK Deaf Sports:**

www.ukdeafsport.org.uk

- **National Deaf Children's Society:**

www.ndcs.org.uk

- **ADHD (and other hidden disabilities):**

www.adhd.org.uk

- **National Autistic Society:**

www.autism.org.uk

- **English Federation of Disability sport (EFDS):**

www.efds.co.uk

There is useful information and guidance on the internet and via national charities about including people with specific health conditions, such as asthma, diabetes and epilepsy.

ENGAGING NEW COMMUNITIES

Recent research on volunteering at tennis venues showed that the majority of venues want to recruit more members and volunteers. More people playing tennis and volunteering is good for your venue and good for the sport. If you are looking to grow, now might be a good time to consider attracting and engaging with groups who may not have previously thought tennis was for them.

Some of the points below will help you as you reach out.

- *Where are you now? – you could compare the demographics of your venue (monitoring) to local population demographics across age, disability, gender reassignment, race, religion or faith, sex or sexual orientation. (See section 5 on Equality Monitoring)*
- *Partnerships – identify local partner organisations and community groups and create mutually beneficial partnerships. Organisations such as your local communities and voluntary service can help put you in touch with groups*
- *Prioritise – decide what location or group you want to target initially – you can't work with every group or in every location. You can contact other local sporting organisations, or community groups to get a better understanding of the groups and areas that might be interested in trying out tennis*
- *Information – find out more about the communities you want to engage with and consult with local groups around their perceptions and experiences of tennis; their barriers to playing and what could be done to make tennis more accessible*
- *Planning – work with local partners to plan how and when to engage local communities and groups. For example, you may be able to link a Great British Tennis Weekend into a local event*
- *Build support – you could link local people into tennis activator, coach, official or volunteer training*
- *Easier access to tennis – don't expect people to come to a venue. Instead, consider working with local partners to take a range of tennis offers into the local community. Be prepared to be flexible and creative – it might take time to build trust and increase participation. Refer to the planning events guidance (page 37)*
- *Monitor progress – has the initiative been successful? If yes, how can you develop and share your experiences; if not what lessons can be learnt? (see monitoring progress, page x)*

MY STORY (Steve, volunteer):

“As a club in a culturally diverse area, we realised we needed to do more to attract the local Asian community, so we held a Great British Tennis Weekend event in our local park and worked with the local mosque to publicise it.”

For more information:

- LTA and Tennis Foundation:

www.lta.org.uk

www.tennisfoundation.org.uk

- Sporting Equals (Black and Minority Ethnic & faith):

www.sportingequals.org.uk

- Women in Sport:

www.womeninsport.org

- Youth Sport Trust:

www.youthsporttrust.org

- Street Games:

www.streetgames.org

- Pride Sports (lesbian, gay, bisexual and transgender):

www.pridesports.org.uk

- GIRES (transgender):

www.gires.org.uk

- Equality Network (promoting lesbian, gay, bisexual and transgender equality & rights across Scotland):

www.equality-network.org

- BEMIS (ethnic minorities-led organisation in Scotland):

www.bemis.org.uk

- LEAP Sports Scotland (work for greater inclusion for LGBTI people in sport and against homophobia in sport):

www.leapsports.org

- Gendered Intelligence (work with the trans community, particularly young trans people):

www.genderedintelligence.co.uk

- LGB&T Sport Cymru (Wales):

www.facebook.com/LGBTsportcymru

EVENT AND ACTIVITY PLANNING – CONSIDERING RELIGIOUS DAYS AND NATIONAL AWARENESS DAYS

Tennis venues are used to considering schools holidays when planning activities and tournaments as well as working with the tennis calendar. You can maximise promoting your venue by linking into initiatives such as Great British Tennis Weekend (GBTW) or Tennis Tuesdays.

It is important that you are also aware of key cultural and religious dates when planning events and activities. It is not just a case of avoiding a clash in dates but also an opportunity to promote and market your venue's activities by linking in with national awareness days, weeks or months. See the LTA calendar of important dates to give you an idea of what you might want to consider (note when planning please be aware that many of the religious holidays will not be on the same day as the previous year).

There is an increasing interest and need for venues and other tennis venues to engage with non-traditional tennis communities. It might be a venue trying to engage with their local LGBTQ groups or parks working to attract more local people from black and minority ethnic and faith communities.

MY STORY *(Priya, club committee member):*

“To coincide with International Women’s Day on 8th March, we launched Tennis Tuesdays for women. Our event was promoted on the International Women’s Day website and local websites and we now have more than 10 regulars each week”.

For more information:

- BBC iWonder (calendar of key dates):

www.bbc.co.uk/timelines/z8qk87h

- Sporting Equals:

www.sportingequals.org.uk/events/event-list.html

- National Awareness days:

www.national-awareness-days.com

- International Women's Day (8th March):

www.internationalwomensday.com

- Women's History Month (March):

womenshistorymonth.gov

- Black History Month (October):

www.blackhistorymonth.org.uk

- LGBT History Month (February):

<http://lgbthistorymonth.org.uk>

HELPING CHILDREN TO KEEP THEMSELVES AND OTHERS SAFE AND INCLUDED

Children are often best placed to keep themselves and others safe and included.

You can help empower them to do so by:

- *Having a club Welfare Officer who is visible and approachable and encouraging children to speak to them about any concerns they have*
- *Clearly displaying the details of your Welfare Officer*
- *Having a child-friendly safeguarding statement, reporting procedure and Safe and Inclusive Code of Conduct*
- *Displaying useful information and support services for children on a venue noticeboard and on your venue website*
- *Providing a 'worry box' for children to share their concerns*
- *Setting up an informal child-to-child support system*
- *Holding Let's Talk workshops to inform children and get their views (see section 3, page 64)*
- *Asking both the parent/carer and child to sign relevant forms (such as a consent form)*
- *Asking the LTA for advice and guidance on empowering children to keep themselves and others safe and included and reporting any concerns or disclosures.*

Remember: children may choose to talk about abuse that is taking place outside of the tennis environment. However, all concerns and disclosures must be treated seriously and responded to following your concern reporting procedure.

(see the Safeguarding Policy template section 2 – page 15).

MY STORY (club member, aged 9):

“At my club we have a worry box and sometimes I put things in. It helps me explain how I feel, like how I got scared in the car park because it was dark. I’m not scared anymore because they fixed the light.”

For child-friendly information on a range of issues including bullying, self-harm and handling emotions; and to talk to someone:

- ChildLine:

www.childline.org.uk

- To report on-line abuse or concerning on-line information or behaviour:

<http://ceop.police.uk/safety-centre/>

- For information on drugs and alcohol:

www.talktofrank.com

INCLUSIVE LANGUAGE

Language is our main form of communication, but it can sometimes be confusing to know what is and isn't okay to say. As much as using the 'right' term or word is something we all work towards, it is equally important to have open, effective communication and a willingness to learn.

Inclusive language contributes to developing equality, understanding and respect. However, don't let the fear of saying something wrong be a barrier to engaging with people from diverse backgrounds. If in doubt ask how an individual describes or defines themselves.

The glossary of terms below will help you to use inclusive language; however it should not be considered an exhaustive or definitive list.

PREFERRED TERMS	AVOID
person with disabilities/disabled person*	(the) handicapped, invalid
has [name of condition or impairment]	afflicted by, suffers from, victim of
wheelchair user	confined to a wheelchair, wheelchair-bound
with a learning disability (singular); with learning disabilities (plural)	mentally handicapped, mentally defective, retarded
non-disabled	able-bodied
person with a mental health condition	mental, mad
deaf, user of British Sign Language (BSL), person with a hearing impairment	the deaf
people with visual impairments; blind people; blind and partially sighted people	the blind
someone with restricted growth or short stature (note, dwarf is still preferred by some)	midget
mature; older; elderly person; people; elder	old; pensioner; senior citizen; OAP; geriatric
black; Asian	coloured
multi-ethnic communities	the ethnics
mixed race; mixed heritage	half caste
first name; forename	Christian name
partner (avoids marginalising same-sex, and unmarried heterosexual, couples)	wife; husband (unless you are sure of the individuals marital status and the term they use)
lesbian; gay woman; gay; gay man; bisexual	the gays; poof; dyke; queer
trans; transgendered person (always use the correct pronoun)	she-he; he-she; tranny

*Sports bodies use the term 'disabled person' when referring to someone with disabilities in a sporting context.

MY STORY (Klaus, member):

“I was really upset last week because when I missed a backhand, my opponent said it was a really gay shot. The coach immediately told them it was not acceptable language. I was impressed that the coach was so proactive and took it seriously.”

For more information:

- Diversity in Diction:

[www.srtrc.org/uploaded/language%20guide\(1\).pdf](http://www.srtrc.org/uploaded/language%20guide(1).pdf)

MENTAL HEALTH

Despite increased public awareness of mental health, some people continue to feel stigmatised or embarrassed by it. Research has shown that physical exercise has a positive impact on mental well-being and with 1 in 4 people in the UK experiencing a mental health condition each year it is important that your tennis venue provides opportunities for people to play in a safe and inclusive environment where mental health is not seen as a stigma. Below are some of the symptoms of more common mental health conditions (note - this is for your information and not a tool for diagnosis and some of these symptoms may also be present in other illnesses).

Recognising depression

Everyone experiences periods of sadness when something negative has happened. Depression is prolonged sadness, often without apparent reason. It can be caused by a chemical imbalance in the brain or triggered by specific experiences or situations.

Some signs of depression may be if someone:

- *Becomes quieter or more withdrawn over a prolonged period of time*
- *Persistently eats more or less than usual*
- *Stops caring about their appearance*
- *Says they are unable to sleep or has nightmares*
- *Becomes less able to perform daily tasks*
- *Frequently becomes tearful without any apparent cause*
- *Says they feel worthless, hopeless, overwhelmed or unable to cope*
- *Regularly misses meetings, appointments or lessons.*

Recognising anxiety

Everybody worries about things – it is part of being human. Worrying can be a positive tool to help guide our decisions. However, anxiety is when someone worries more than ‘normal’, often about events or actions they cannot influence and this impacts on how they think and act. Anxiety and depression can be closely linked and people may experience both.

Some signs that someone may need help with their anxiety are if they:

- *Are nervous or restless for no apparent reason, such as fidgeting*
- *Repeat behaviours, such as switching a light on and off several times*
- *Breathe shallowly or have a panic attack*
- *Say they feel their heart beating faster, feel sick, dizzy and/or hot*
- *Are unable to try something new because they are worried, or fear the worst*
- *Are easily irritable*
- *Become withdrawn.*

Recognising self-harm

Self-harm includes cutting or burning; substance use as a way to cope with, or escape from, feelings; and/or deliberate exposure to unsafe situations, including on social media. Self-harm can be a way for people to try and maintain some control in a situation that feels chaotic or controlled by others. It may also be a way to manage difficult feelings rather than express them to others, especially if they feel unable to talk to anyone.

Self-harm (when there are no suicidal intentions) is often a form of ‘self-preservation’ so professionals often won’t support someone to stop before they have an alternative healthy strategy in place. It is unlikely someone will stop over-night; in some cases self-harming can continue for years.

Responding to mental health conditions

If someone talks to you or you are concerned about their mental health condition:

- *Find a confidential space to talk. If they are a child or adult at risk, make sure two responsible adults are present (see Section 4: Let's Talk; Let's Play)*
- *Listen and do not judge; reassure them that it is ok to raise this with you*
- *Ask them what support they would like from you*
- *Inform them what you will do next (if you think someone is in immediate danger, call the police (999). If someone is under 18 years old, talk to them about including their parent/carer in a follow-up discussion. If you're unsure what to do next, talk to the LTA Safe and Inclusive Tennis team)*
- *Find out if there is anything your venue can do to support them and let them know. For example, if they are anxious in busy spaces, let them know what times the venue is quieter*
- *Do not offer a diagnosis. Instead, encourage them to see their GP and signpost them to information, guidance and professional support*
- *Maintain professional boundaries. Your role is to signpost to appropriate support services. We recommend not giving out your personal mobile or offering support outside of venue hours – instead link people into mental health services such as the Samaritans.*

Involving parents/carers

If you are concerned that a child is experiencing mental ill-health, and you do not believe that talking to the parent/carer will cause harm to the child, ask to speak to the parent/carer in a confidential space. A parent/carer might find the conversation challenging, so it is important to handle the situation sensitively and come to the discussion with relevant information about support.

MY STORY (*Oli Jones, coach and British Tennis mental health ambassador*):

“I’m really excited to be involved in a sport that’s starting to really understand mental health. I’m lucky that my own experiences have influenced the way that I work and I’m committed to making sure that having a mental health problem shouldn’t be a barrier to picking up a racket”.

For more information:

- Mental Health Foundation:

www.mentalhealth.org.uk

- Mind:

www.mind.org.uk

- Samaritans:

www.samaritans.org

- Young Minds:

www.youngminds.org.uk

PHOTOGRAPHY, FILM AND SOCIAL MEDIA

Photography, film and social media are effective ways to celebrate and remember tennis experiences as well as promote your club. They can also help assist with player development by analysing their performance and monitoring progress over time.

However, photos, film and social media can be used to harm children and adults. The NSPCC estimates that one in three children are bullied via social media and according to the National Crime Agency, 25,000 people in the UK are known to take or look at child abuse images online.

We encourage venues to use photography, film and social media in a safe and appropriate manner to ensure the safety of children.

Understanding social media risks

Social media is a dynamic, constantly-evolving form of communication including online communities, content generation, information sharing and gaming.

The most common online risks are:

- *Inappropriate content, language or behaviour (when images or videos such as pornography, violence, crime are sent to, or accessed by, a child). This can be a form of emotional and/or sexual abuse and have the same impact on children, including damaging their confidence*
- *Sexting (when a child sends or receives a sexual message or image of themselves or others to someone). This can be a form of sexual abuse. Anyone under the age of 18 may be prosecuted for 'sexting' under the offence of creating, distributing or having possession of an indecent image of a child. If found guilty they may also be placed on the Sex Offenders Register*
- *Online grooming (where someone over the age of 18 uses social media to befriend a child for the purposes of future sexual abuse, image production or exposure. Adults can also pretend to be children online for the purposes of grooming). This is a form of sexual abuse. Some indicators of grooming include:*
 - *Receiving gifts or money*
 - *Having a secret mobile phone or tablet*
 - *Being picked up by different people who the family do not know*
 - *Saying they are dating someone they met online and it is apparent the person is older*
 - *Being on dating sites if under 18 years old*
- *Cyberbullying (the use of electronic and digital media to scare, harass or intimidate another person. More information can be found in the Anti-bullying guidance, page 17).*

GOOD PRACTICE IN TENNIS VENUES

Before taking photographs or videos

- *Children and their parents/carers must be asked to provide their written consent and informed how, where and for how long the image/video will be used. For an example consent form click here www.lta.org.uk/safeguarding*

When taking photographs or videos children should be:

- *Fully and appropriately dressed for example, wearing a t-shirt and shorts or skirt*
- *Shown engaging in tennis and positively reflecting their involvement in the activity for example, showing smiling participants*
- *With a group of other children or adults where possible*
- *Representative of the diversity across tennis, with regard to age, gender, ethnicity and disability.*

Publishing photographs and videos

- *Where possible do not include the name of a child whose image or video is being used. If naming a child or group of children, only use their first names, as this will reduce the risk of inappropriate or unsolicited attention*
- *Avoid including other detailed information about children (such as their school, friends and other hobbies and interests as this information can be used by adults to befriend and groom children)*
- *Be clear about how and for how long images will be securely stored (including who and how images are stored and accessed)*
- *Report any inappropriate images or videos to the LTA Safe and Inclusive Tennis team as soon as possible.*

GOOD PRACTICE AT COMPETITIONS

- *Your venue should develop a policy for the use of photographic and video recording equipment at internal competitions and tournaments which you run and have terms and conditions of entry prohibiting any photos being taken without the consent of all involved and any practices that put children at risk of harm*
- *Children, parents/carers and others should be informed about how to report concerns (such as to the Welfare Officer or competition organiser)*
- *Concerns regarding inappropriate or intrusive photography should be reported to the event organiser or official and recorded in the same manner as any other any other concern about a child or adult.*

PHOTOGRAPHY AND FILMING IN PUBLIC PLACES

There is no law specifically prohibiting the photography of individuals (including children) in public places. Provided the behaviour does not amount to harassment or a breach of privacy, individuals are permitted to do the below (whether the behaviour amounts to harassment or a breach of privacy will depend on the facts in each case).

In public places individuals can:

- Take photos of children without the consent of the parents/carers, using a normal lens; and
- Keep photos taken. However, if the person wishes to publish a recognisable image of the child, they are required to gain consent from the parent/carer.

If the photographer has a long lens, they should be informed they are not allowed to use this when taking photos of people in public spaces.

In practice, if an individual is taking photographs in a public space and this is making a child, coach or parent/carer uncomfortable, it may be best to approach the photographer (if you feel safe doing so), request they stop taking photographs and remind them they are required to gain consent from parents/carers if they wish to publish any photos.

If someone is taking pictures which you have reason to believe are inappropriate or puts someone at risk of harm, it may be appropriate to call the police.

GOOD PRACTICE FOR SOCIAL MEDIA

Tennis venues should:

- *Develop a social media policy or guidance*
- *Ensure coaches, staff and venues have business social media accounts and do not use their personal accounts for professional purposes nor befriend anyone under 18 years old via their personal social media accounts*
- *Use an official work email address to register the business account (but not a personal one)*
- *Keep your venue social media login details secure – ensure more than one person has access to the account and at least two people check it regularly*
- *Set appropriate privacy levels – remember that others may be able to view children who have 'liked' your page or follow you*
- *Ensure all posts are professional and avoid posting when angry, emotional or under the influence of alcohol or drugs*
- *Update your settings so any posts can be moderated before they are visible on your wall or feed*
- *Ensure your work email address, website, tennis venue address and phone number are on the account so you can be contacted*
- *Give details of the Welfare Officer and information on how to contact them*
- *Challenge inappropriate and offensive language, behaviour and/or use of social media and take action where appropriate*
- *Obtain parental consent when uploading pictures, videos or identifiable information about children*
- *Provide links to the LTA Safe and Inclusive Tennis team for further support.*

Encourage children to:

- *Check their privacy settings are set as high as possible and to have private profiles on social networking sites*
- *Never send naked pictures of themselves to other people, even if they are their friends (also known as 'sexting'). Ensure children are aware that apps like Snap Chat do not always destroy the image as other users can 'capture' images*
- *Report any inappropriate images, bullying, harassment, or content that causes offence or anything else that concerns them to the Welfare Officer or confidentially to ChildLine*
- *Behave in a safe and appropriate way online and not put themselves or others at risk*
- *Ask questions and be informed about keeping themselves and others safe.*

Any concerns about the inappropriate use of social media, images or film should be reported to the LTA Safe and Inclusive Tennis team as soon as possible.

MY STORY (carer):

“I foster a 15 year old who loves tennis, so I took him to our local club. I was really impressed that when we joined, they asked us to complete a photo and video consent form. I was able to tell them that for child protection purposes, he can’t be in any social media. It was good to see the club being so proactive about safeguarding”.

For more information:

- Child Protection in Sport Unit:

<https://thecpsu.org.uk/resource-library/2013/guidance-on-photographing-and-videoing-children-in-sport/>

- ChildLine:

0800 1111

PROTECTING CONFIDENTIAL INFORMATION

All venues are responsible for recording, storing, accessing and sharing concerns and disclosures safely. **In particular:**

- *Ensure you collect all relevant information about members when they join the venue, including allergies, relevant health conditions and next of kin. For under 18s, ask the parent/carer and child to complete a consent form if you wish to take or use any images or videos of them*
- *Remind members to keep information up-to-date (such as changes in address and emergency contact numbers). Make information that may be needed in an emergency (for example, next of kin or allergy details) readily available whilst ensuring it is stored securely*
- *Only keep a record of relevant information about members (name, address, date of birth, relevant health and support requirements, consent). Only share sensitive information on a 'need-to-know' basis. Where there is a concern/disclosure regarding a child, share the information with the parent/carer UNLESS doing so puts someone at risk of harm. The LTA Safe and Inclusive Tennis team can offer advice and support on this*
- *Inform members about what information you keep, where it is stored and for how long. Contact the Safe and Inclusive Tennis team for guidance on how long a concern/disclosure should be stored*
- *Record all concerns/disclosures immediately, using the Reporting a Concern form. Share them with the LTA Safe and Inclusive Tennis team as soon as possible*
- *Store sensitive information and images (photos, videos) securely. Keep hard copies in a locked cupboard with the key(s) only accessible to named individuals (such as the Welfare Officer, Head Coach and Committee Chair) and password protect electronic copies*
- *Keep information only as long as is appropriate.*

Coaches who are not affiliated to a venue should keep records of next of kin, relevant medical issues, allergies and consent forms. They should not keep a record of any concern/disclosure. Instead, they should pass this onto the LTA Safe and Inclusive Tennis team.

Remember: data protection is never a barrier to sharing safeguarding concerns. The Safe and Inclusive Tennis team can offer advice and support on this.

MY STORY (Jaydee, club manager):

“A couple of years ago we realised the importance of making sure information was regularly updated. One of the children at the club was poorly and had a stomach upset. We got the emergency contact details out of the office and tried to call his mum. The number we had was no longer in use so we had to look after him all morning until his mum picked him up. We learned from this and now at the the start of each year we ask parents to confirm their contact details and information about their child’s medical needs is updated”.

For more information:

www.gov.uk/data-protection/the-data-protection-act

REASONABLE ADJUSTMENTS

Venues need to make reasonable adjustments to meet the needs of people with disabilities. Making a reasonable adjustment depends on the needs of the person and the resources available to the venue. You may need to plan for any additional costs; by law you are not allowed to ask a person with disabilities to pay for reasonable adjustments.

In addition to asking all new members (and parents/carers where relevant) during the enrolment process whether they require additional support, you can:

- Talk to individuals about what reasonable adjustments might help them to participate more easily
- Ask for medical evidence of the need for an adjustment if it requires additional cost or cannot easily be put in place
- Contact the Safe and Inclusive Tennis team if you still need help supporting someone with their needs.

Some tips for making reasonable adjustments

Many are simple, cost effective and easy to put in place, such as:

- Ensuring that non-disabled people do not use accessible parking spaces
- Using clear and easy to read fonts such as Arial or Verdana on all materials
- Disability awareness training for your venue staff, volunteers and coaches.

They may involve people from the venue such as:

- A parent volunteering to help score games for an autistic player
- A member offering to help someone with a visual impairment to fill in a form
- A buddy system where current members welcome new people and show them round.

Some may take a bit more planning and there may be a cost involved such as:

- Providing a signer for a deaf person
- Arranging accessible transport
- Ensuring the facility is fully accessible to people with disabilities, such as parking, toilets and changing facilities.

The rules of tennis allow for reasonable adjustments on court as well. For example, wheelchair users are able to have up to two bounces of the ball before returning it. However, many people with disabilities play against and alongside non-disabled players, friends and family with no changes needed to the rules of the game.

For guidance on making on-court sessions more inclusive, see section 4.

MY STORY (parent):

“My daughter has autism and found playing in club competitions quite stressful because she couldn’t keep track of the scores. The club was great – they got members to volunteer to score for her so now she loves it”.

For more information:

www.citizensadvice.org.uk/discrimination/what-are-the-different-types-of-discrimination/duty-to-make-reasonable-adjustments-for-disabled-people/

RECRUITMENT, INDUCTION AND SUPPORT

Developing a thorough, fair and safe recruitment process will help your venue to appoint the best person for the job and widen the pool of potential staff, coaches and volunteers. We recommend you follow the steps below.

Planning for recruitment

Identify the minimum qualifications and skills required, including those skills that are not gained through qualifications and are transferable from other sports, sectors and life experiences. As well as recruiting the right individuals, attention should be paid to the overall team dynamic and the mix of skills that everyone brings.

Advertising

It is important to advertise for the role, even if it is only done locally. Your advert should outline the qualifications and skills required and stipulate that references will be sought and where applicable, a criminal records check will be required. Try to avoid using personal contact details in the advert – instead, use or set up an email account specific to your venue or coaching. There are many web based email options that provide email addresses free of charge.

Interviewing – top tips

- *Prepare: get a robust process in place that you follow for every role*
- *Interviewers: consider who is on the interview panel, including gender balance and experience*
- *Interview: ask relevant questions that will help your venue recruit the best person for the role*
- *Assessment: where appropriate, ask the interviewee to carry out a short task that is related to their job (make reasonable adjustments for candidates with additional needs)*
- *Safety: have two adults interviewing where possible and always if you are interviewing someone under 18 years old*
- *Fairness: ask applicants the same questions and capture in writing each panel member's comments against each question so that the final decision about the best candidate is based on objective criteria not 'gut instinct'*
- *Feedback: let the candidates know if they were successful or not as soon as you can. If you want to give feedback to candidates make sure it is factual and taken from the interview notes.*

References and criminal records checks

It is vital to get references for prospective staff, coaches and volunteers. If you want to get more information on the applicant, don't be afraid to follow up a written reference with a phone call. References should be from trusted sources who have known the applicant for at least two years in a personal and professional capacity (one reference for each). The referees should give detailed feedback on the applicant, answering questions about their skills, quality of work, attendance and timekeeping.

Conduct criminal records checks where relevant – you can do so via the LTA Safe and Inclusive Tennis team. Clarify that the role offer is dependent on a completed criminal records check that is signed off by the LTA Tennis team. Note – if there is concerning information on a criminal records check, the Safe and Inclusive Tennis team will conduct a risk assessment.

Remember to check that a coach is LTA accredited. You can do so by calling the British Tennis Services Team:

020 8487 7000

Probation

It can be a good idea to have a probation period for staff, coaches and volunteers, to enable both parties to see if they are right for the role. Once the probation period is up, it is important to inform the individual in writing (this can be via email).

Induction and support

Once recruited, an induction is important to familiarise new staff, coaches and volunteers with your venue including policies, processes and venue layout. It also helps people feel welcome.

Training and development opportunities are important for all staff and volunteers. Regular opportunities for people to give feedback and share ideas are as important as formal training.

MY STORY (Terry, club Chair):

“As club Chair it is vital to ensure all staff, coaches and volunteers go through a fair and thorough recruitment. One of the things that new starters find most useful is our induction to the club. Because of this we are confident we are recruiting people who can provide the best quality service to our members.”

For more information:

www.acas.org.uk

TRIPS

Taking children on trips away for competitions and training camps is a normal part of playing tennis competitively. The type of trip can vary from a short journey to a neighbouring club to further afield or abroad, involving an overnight stay. All types of trip require planning to ensure risks are properly assessed and mitigated. A good place to start is asking parents/carers to share information with you about their child's health and well-being (www.lta.org.uk/safeguarding).

You can use the CPSU's Safe Sports Events Management Tool to effectively plan for all types of trip, including overnight stays and international travel:

<https://thecpsu.org.uk/event-management/?level=2935>

Below is some useful information to help you prepare for trips.

Adult-to-child supervision ratios

- 2 adults for every 8 children aged 10 and under; and
- 2 adults for every 10 for children aged 11 and over.

You may decide to have a greater adult-to-child ratio dependent on the needs of the children or identified risks. The gender of the supervising adults ('supervisors') should match the gender of the children.

Insurance

Check your venue's insurance covers the trip, including baggage, medical cover and emergency expenses.

Transportation

The driver must have a valid UK driving licence, road tax and insurance. If transporting children in a mini-bus or bus, the driver must also have the correct type of licence. For more information:

www.perkins-slade.com/insurance-blog/2015/03/10/minibuses-are-you-driving-legally/

Ensure that you comply with laws on the use of seatbelts and restraints.

Procedures and ground rules

Establish and communicate procedures and ground rules to children and their parents/carers before the trip. This should include what to do if they feel unwell, worried or concerned and what is expected in terms of their behaviour. Give them a chance to ask questions.

At the start of the trip, inform all children about the venue meeting points and remind them of procedures and ground rules. **These should include:**

- *Expectations about behaviour*
- *What to do if there is an incident or concern*
- *Always being in pairs/groups.*

Overnight stays

For overnight trips, children must be clearly informed about how to contact the supervisors in an emergency or out of hours. We recommend venues set the following rules for overnight stays:

1. Children must not go into the rooms occupied by the opposite gender
2. Children must not engage in inappropriate behaviour or relationships
3. Children must not have any illegal items
4. Children must not go into the rooms of anyone over the age of 18
5. Supervisors, or any other adults present on the trip, must not sleep in the same room as any child (the exception to this is if a parent/carer has accompanied their child and opted to share a family room)
6. Supervisors, or any other adults present on the trip, must not go into the room of any child unless in an emergency or to conduct a room check (see below).

Room checks should always be completed by both supervisors in line with the following:

- *Conduct room checks during the day*
- *Knock before entering and ask if it okay to enter*
- *Always wait until all children are fully dressed*
- *Explain the purpose of the room check*
- *Keep the door open when completing a room check*
- *Ask the children how they are and if everything is okay*
- *Confiscate any illegal items immediately and explain possible consequences. (Contact the LTA Safe and Inclusive Tennis team for advice on what to do if you find any illegal items.)*

Trips involving host families

The success of a trip involving host families is heavily reliant on having a good relationship and communication with the other venue involved. The host venue (the one organising the accommodation) is in a much better position to set up host families, risk assess and answer any questions.

You must make parents aware that children staying with host families will not always be under direct staff supervision.

We recommend that you keep up-to-date with your Local Authority guidance on hosting with families.

Being a host venue

When you select families to host children, you should outline the requirements that they must meet.

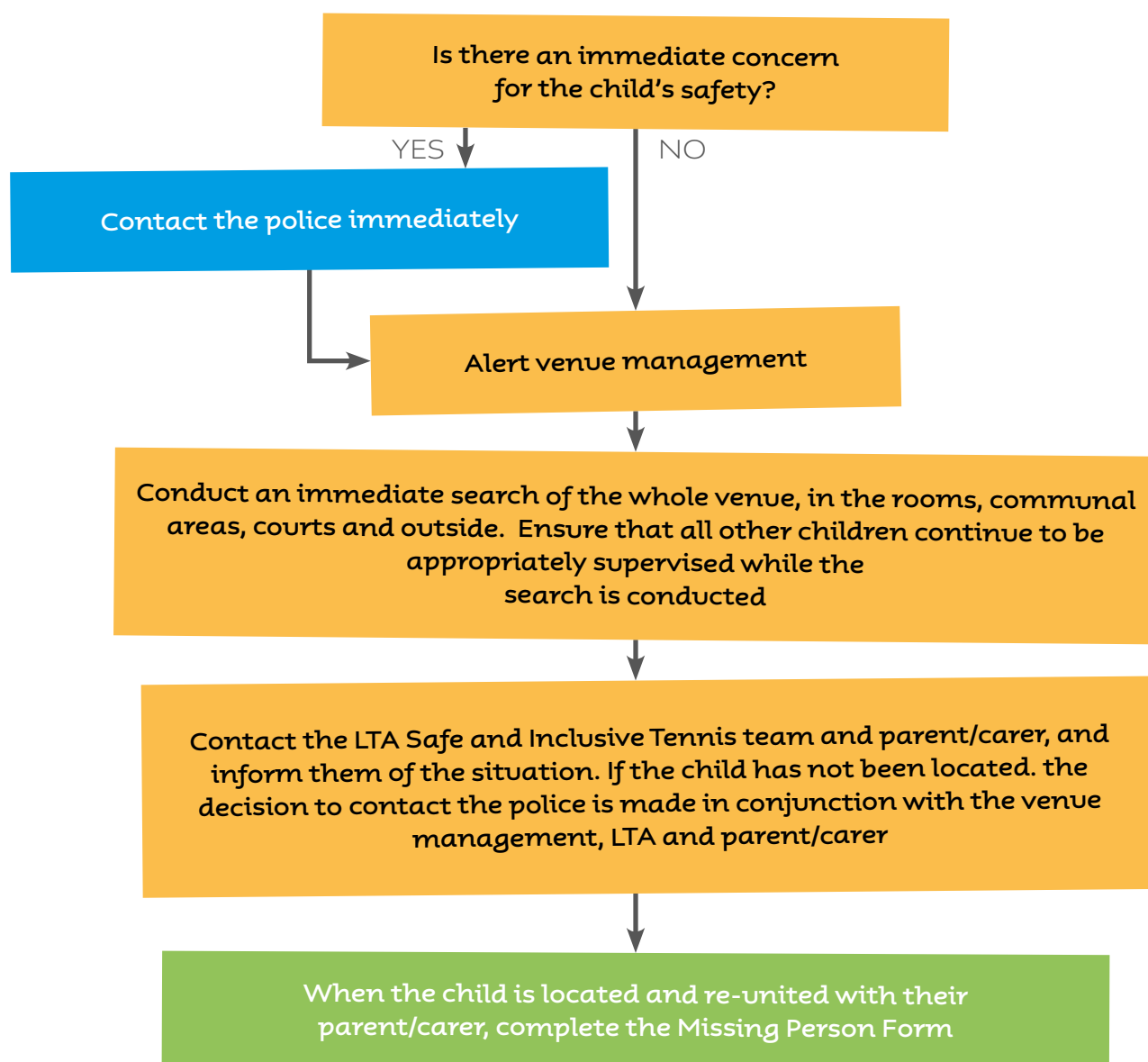
It is good practice for the organising venue to put together a small group of two or three people to visit host families at their home to check suitability.

- *Parental consent has been given for the child to travel overnight and stay with a host family*
- *All adult members of a host family obtain a satisfactory Enhanced and Barred List DBS check through the LTA before the hosting commences*
- *Guest children are placed with families where there is a child of a similar age and, where possible, of the same sex*
- *Guest children have their own bedroom, although it is acceptable for them to share a bedroom with another person of similar age and of the same sex*
- *Host families are informed of any medical, dietary and or cultural needs of guest children*
- *If the group includes children with disabilities, host families must be made aware of any special requirements and arrangements, such as size of room and access to bathroom facilities*
- *Host families are aware of the arrangements for collecting and transporting guest children throughout the trip*
- *Guest children have easy access to staff on the trip. They should be able to contact staff if they have any concerns or are not happy with the arrangements.*
- *Information about all practical aspects of the hosting arrangements are agreed by both venues, and shared in advance with the parent/carers of all children involved.*

All staff should have a list of guest children with the names, addresses and telephone numbers of the families with whom they are staying.

Missing children

Should a child go missing, it is important to remain calm. Many children have mobiles so try calling them first. If you cannot get hold of them, we recommend you follow the below process:



MY STORY (Sarah, club Welfare Officer): “Our club coach asked me for advice on a day trip for an inter-club competition. Seven boys and one girl, all aged 10, were going and one child had ADHD. We decided to have three supervisors – two male and one female – to ensure the child with ADHD had access to one-to-one support. The parent really appreciated the effort we made to make sure her child enjoyed the trip.”

For more information:

- Child Protection in Sport Unit (CPSU):

<https://thecpsu.org.uk/resource-library/2013/missing-children-and-young-people-at-sports-events-procedure-and-flow-chart/>

UNSUPERVISED CHILDREN

We recommend that children under the age of 13 are supervised by their parent/carer whilst at a tennis venue and outside of any venue sessions, such as coaching lessons or tennis camps.

Tennis venues can, at their discretion, opt for a different age but should conduct a thorough risk assessment of the venue, including access to its facilities, the location and security measures to help inform the decision. Once venues decide on an appropriate age, this should be communicated to all members especially ensuring that parents/carers of all junior members are fully aware.

Children under the agreed age of supervision should never be left unsupervised by a parent/carer, even if there are other adult venue members or staff present. If the parent/carer is unable to supervise their child, arrangements need to be made by the parent/carer to designate an alternative adult to supervise. The venue and child must be aware of any such arrangement.

Arriving and leaving a venue alone

Children under the agreed age of supervision should not be allowed to arrive at or leave the venue alone unless you have written consent from the parent/carer.

Emergencies

Ensure everyone, including children, are given an induction on what to do in the event of an emergency or fire alarm. A personal evacuation plan is recommended for disabled members and visitors so staff know if anyone requires assistance to evacuate safely.

MY STORY *(Molly, club volunteer):*

“As a club we require children under the age of 11 years old to be supervised by their parents. Jane is usually not able to collect her son since she is at work, so arranged for a family friend to collect him at the end of lessons. Another child who is 14 has autism and ADHD so the parents decided to supervise her whenever she is at the club as they felt she does not have the adequate skills to respond to a challenging or emergency situation on her own.”

For more information:

- Child Protection in Sport Unit (CPSU):

<https://thecpsu.org.uk/resource-library/2013/guidelines-on-staffingsupervision-ratios-for-childrenyoung-peoples-activities/>

VENUES AND COACHES: GUIDANCE FOR PARENTS/CARERS

Choosing a safe and inclusive venue, coach and/or programme is an important decision. The following information can help you to decide what is best for you or your child.

Venues

Tennis can be played at a variety of places, the most common being tennis clubs, leisure centres and park sites. Visit the venue yourself and talk to others using the venue to get a feel for the ethos of it.

The LTA operates a new accreditation scheme called Tennismark which recognises venues that achieve good standards and practices. Tennismark venues have met a number of minimum operating standards in the key areas of an organisation, including developing a safe and inclusive tennis environment, venue management, workforce, members and players, coaching and competition programme, promotion and forward planning.

We recommend that when choosing a venue, you try to opt for a Tennismark venue where possible.

As the scheme was launched in 2015, it is not always possible to use a Tennismark venue.

This does not mean that a venue is unsafe or providing a poor quality of service; however you should speak with the venue to check that they have some key criteria in place:

- *Public liability insurance*
- *Safe and secure facilities*
- *Annual risk assessment*
- *First aid-trained personnel*
- *Up-to-date policies and procedures (including a safeguarding policy and equality policy)*
- *Qualified, LTA accredited coaches.*

Tennis coaches

You should always check that a coach is LTA accredited and appropriately qualified before engaging them. All LTA accredited coaches have a criminal records check, public liability and professional indemnity insurance and are bound by the LTA's Code of Conduct and Ethics.

You can find out if a coach is LTA accredited by asking them to show you their certificate of accreditation or by calling the British Tennis Services Team. The certificate will show the dates of the accreditation period, as well as when the certificate was printed.

MY STORY *(Peter, Club Chair):*

"We had a bad experience of using a non-LTA accredited coach so now we always check they are accredited. It gives us and all our members more confidence and helps us to promote our venue as being safe and inclusive."

For more information:

- LTA:

www.lta.org.uk



LET'S TALK; LET'S PLAY: ENGAGING CHILDREN AND ADULTS

PROVIDES SIMPLE GUIDANCE ON HOW TO
ENGAGE CHILDREN AND ADULTS

SAFE AND INCLUSIVE TENNIS ON COURT

Creating a safe on-court environment means ensuring that everyone has read and understood your Code of Conduct, as well as relevant policies. You also need to make sure that everyone knows who the Welfare Officer is and how they can raise a concern.

Adopting an inclusive approach means focusing on how you support each individual to improve their skills.

This section will take you through some key steps you can put in place to create a safe and inclusive on-court experience for everyone, get their feedback on how things are going and what more you can do as a coach or venue.

Before you go on court

- **Gather information** – ask disabled person what support they need and speak to the parent/carer where appropriate. You might also want to talk to the Welfare Officer or Safe and Inclusive Tennis team for advice
- **Plan the sessions** – you should take into account any reasonable adjustments required such as; equipment, court sizes, communication adaptations
- **Welcome everyone** – if all players feel welcome and valued they are much more likely to have a positive experience. You can introduce someone new to the group and appoint a buddy to help them settle in and 'learn the ropes'
- **Support everyone to gel as a group** – you could ask the individual (or their parent/carer where appropriate) if it's appropriate to share information that will help people to create an inclusive environment for the individual. For example, if a child has Tourettes, the parent and child may find it helpful if you brief the group at the start of the session so the other children know what to expect.

On court

- **Flexible delivery** – use the STEPS framework (page 74) to help you adapt and modify sessions to meet the needs of all players
- **Develop a range of simple skills and drills activities** – these can help you to assess the skills and needs of a new player
- **Make your sessions fun and challenging for everyone** – disabled people need to be challenged in the same way as anyone else. Try not to assume that disabled people need to have activities made easier; many disabled people will be as skilled as their non-disabled teammates.

Note: a physically disabled person may be ambulant (able to walk) and may choose to play tennis without a sports wheelchair; others will choose to use a wheelchair to enable them to move around the court more effectively. Some people may prefer to play against another wheelchair player whereas others may choose to play against a non-disabled opponent.

Blind and visually impaired tennis has a number of adaptations in place: smaller courts (Red to Orange courts), smaller rackets, lower nets, raised lines and using an audible sponge tennis ball. Depending on their level of sight, players are allowed between one and three bounces of the ball. Communication is vital, as well as an understanding of the player's support requirements prior to the session.

Some practical considerations

- **Equipment** – it can help to get the whole group to try out new and different equipment. For example, trying wheelchair or visually impaired tennis
- **Individual preferences** – you may need to balance allowing individuals to have personal choice and the need for them to conform to what the group is doing. Keep clear communication and always try to reach a compromise, whilst prioritising safety
- **Safety** – you may need to check medical considerations for new players with them (and their parent/carer where appropriate). Try not to make assumptions about someone's needs and abilities; instead communicate with them and the rest of the group as appropriate
- **Observe closely** – watch which activities players enjoy doing and encourage players to participate in activities that they enjoy or skills they want to develop
- **Venue** – there may be additional considerations when using outdoor spaces if the weather is wet or icy; or alternative access if building work is taking place.

Guidance to parents and carers of children with additional needs

You have an important role to play to share your knowledge of how your child learns and what they can and cannot do.

- As a parent or carer it can be helpful to share information about your child's additional needs with the venue and coach. Especially helpful are techniques and relevant information in a care plan that will enable the coach to work more effectively with your child
- A venue or coach may not have much experience working with someone who has an additional need; we recommend trying different things out to see what works best, open communication about what's working well and less well; and an openness to being present, at least for the first few sessions
- Some coaches prefer parents not to watch a session as it can be distracting to children. If you think that watching the session may help your child to adjust and/or you might be able to support the coach in making reasonable adjustments, speak to the venue and coach beforehand and agree how to proceed before the session starts
- If your child has medically diagnosed additional needs and requires support in order to be able to participate in LTA competitions, contact:

LTA Competition Support Team:

competitionsupport@lta.org.uk

STEPS framework

The STEPS framework helps coaches to make adjustments to their coaching so that sessions are inclusive for all. It covers Space, Task, Equipment, People and Speed and changes can be made for the whole group, some of the group or an individual.

Not all players with physical, sensory or learning impairments need the same adaptations or interventions, but there are some general pointers. Every player is different. If you take a group of people and ask them to sit on the floor and reach forward to touch their toes, all will get to different distances. This will be for many different reasons and could impact on what they can do within your coaching session, and what you decide to work on with them to help them improve.

Many learning impairments impact differently on people and the Tennis Foundation has produced Fact Sheets for coaches on specific conditions with more detailed information and adaptations you can make in your coaching.

STEPS translates as follows:

Framework	How can i change...	What adaptations can I make?
Task	What is happening	<ul style="list-style-type: none"> • Make it easier by simplifying the tasks • Make it harder by having more complex tasks • Have different rules for different players or teams • Identify different ways of achieving the same outcomes • Set different targets for different players • Time or distance-band players so they compete with players of a similar ability (PI) • Modify rules to increase aspects of participation e.g. for example allow three bounces (PI) • Increase scoring options (PI) • Give clear oral explanations and/or provide copies of complex drills in large print or Braille, or electronically so that a screen reader can be used (VI) • Provide printed copies of complex drills and/or the coaching plans (HI) • Give small amounts of information at a time and repeat demonstrations (LI) • Visual signs and pictures can assist some people with Autistic Spectrum Condition (ASC) to access mainstream environments (ASC) • Use clear, concrete and concise language with minimal words to convey tasks (ASC)

KEY: **PI** *Physical impairment* **VI** *Visual impairment* **HI** *Hearing impairment* **LI** *Learning impairment* **ASC** *Autism Spectrum Condition*

<p>Equipment</p>	<p>What is being used</p>	<ul style="list-style-type: none"> • Change the size of the balls or rackets; use bigger and lighter balls and shorter and lighter rackets and strapping to assist the grip (PI) • Use red, green or orange balls • Play and practise on different surfaces • Change the environment – use different courts, use in door and outdoor courts • Use auditory balls (VI) • Use visual cues to manage the activity rather than a whistle or shouting – for example raise a flag (HI) • Large colourful markers can assist comprehension of floor patterns in skills and drills (LI)
<p>People</p>	<p>Who is involved</p>	<ul style="list-style-type: none"> • Use a variety of options: <ul style="list-style-type: none"> • On their own • In teams • In groups • With friends • In pairs • With a helper or buddy • With a mentor • Match player's abilities • Match player's maturity • Use creative competition where winners are sometimes random and not always based on skill levels (PI) • In partner drills, rotate partners frequently, providing the blind or partially sighted player with specialist equipment if necessary (VI) • Give people time to observe others performing a task before they attempt it (LI) • Consider the negative effect of physical contact, 'hustle bustle' and partner changes (ASC)

KEY: **PI** **VI** **HI** **LI** **ASC**
Physical Visual Hearing Learning Autism Spectrum
impairment impairment impairment impairment Condition

<p>Speed</p>	<p>How fast or slow it is happening</p>	<p>Slow down to:</p> <ul style="list-style-type: none"> • Allow less mobile players to be successful for example. allow two or three bounces or three serves (PI and VI) • Practice skills effectively • Repeat session drills • Make it comfortable while learning <p>Speed up to:</p> <ul style="list-style-type: none"> • Provide more challenge • Enable people to see their improvements under pressure • Be aware of delays on response times if the player has not seen the signal to stop play or finish the drill (HI) • Ensure the speed of the play or activity going on around players is comfortable for them (ASC)
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KEY: **PI** **VI** **HI** **LI** **ASC**
Physical Visual Hearing Learning Autism Spectrum
impairment impairment impairment impairment Condition

For more information:

- Tennis Foundation:

www.tennisfoundation.org.uk

- sports coach UK:

www.sportscoachuk.org/resource/inclusive-coaching-quick-guide-0

ENGAGING CHILDREN

Children are best placed to say what matters to them. When engaging children, it can be useful to divide them into similar age groups. You can also encourage older children to mentor and support younger children.

Some top tips for engaging children are:

- **Agree** ground rules regarding behaviour and confidentiality
- **Listen** and not interrupt
- **Learn** from children: they are best placed to outline their challenges and solutions
- **Communicate clearly**, check children understand what you are asking or telling them
- **Encourage** everyone, not just those who respond immediately or the loudest
- **Be positive** and challenge poor behaviours calmly and professionally
- **Be flexible** with activities and abilities so that everyone remains engaged
- **Be aware** of and **responsive** to children's emotions and make sure they feel supported
- **Be age appropriate**. Use language and activities suitable to the group you are working with. Be aware of children with additional needs
- **Manage children's expectations**
- **Be non-judgemental** at all times and **don't criticise others' points of view**
- **Remain professional at all times.**

WORKSHOPS WITH CHILDREN (FOR VENUES AND TRAINING CAMPS ONLY)

Engaging children can help a venue develop its programmes and proactively support children to keep themselves safe, such as understanding coaches' professional boundaries, or respond to an incident that has arisen such as bullying. If the workshop is in response to an issue that has arisen at your venue, ensure it focuses on the general topic, not the specific incident.

It is essential that the person facilitating the discussions has:

- *Some experience of working with children*
- *Written consent to participate from all participants and their parents/carers*
- *A safe, quiet space where discussions can take place*
- *A second adult present at all times if under 18s are taking part in discussions*
- *A current criminal records check and references.*

Handling emotion

Some topics may trigger emotional responses from participants. The adults who lead the workshop should react sensitively if someone becomes visibly upset, trying not to draw attention to the child whilst acknowledging they are upset. Speak to the child with another adult present after the session to check they are ok and if they need any support or a listening ear. If there is a concern or disclosure, follow the guidance in the Safeguarding Policy.

Confidentiality

It is important that all participants understand that whatever is said during the workshop is kept confidential unless there is a concern about their own or someone else's safety or well-being.

CHILDREN'S WORKSHOP CHECKLIST

Our venue has:

- Informed parents/carers and children about the workshop
- Obtained written consent for children to participate
- A safe venue where the session can run with minimal interruptions
- At least two adults with experience of working with children leading the workshop (see page 64 for guidance on adult:child ratios)
- Checked the adults running the workshop have up-to-date criminal records checks
- A process for feeding back to participants and the committee on any outcomes from the workshop, whilst maintaining confidentiality.

ICE-BREAKERS

Ice-breakers are a great way to start a workshop - they help participants relax and get to know each other better. They can be as simple as each person saying their name and favourite food, animal or tennis player, to more activity-based games. There are lots available on the internet – just search for 'ice breakers' and the age and size of your group.

WORKSHOP ACTIVITIES

Whatever the workshop topic, children are much more likely to enjoy the session and give more in-depth feedback if you use a range of activities such as:

- *Drawing or collage – individually or in small groups*
- *Active games (such as saying a word or sentence when you catch a ball)*
- *Making a short video or play about the topic*
- *Role plays.*

There are good workshop activities for children available on the internet but check they are suitable for your group and prioritise the well-being of children at all times.

For more information:

- **UK Youth:**

www.ukyouth.org/resources

- **British Youth Council:**

www.byc.org.uk/resources/training-materials.asp

A young boy with short hair, wearing a light-colored polo shirt with a school crest on the left chest, stands in front of a black net. He is holding a large, light-colored rectangular sign with the number '5' written on it in a bold, dark font. The background is a solid light color with a faint grid pattern.

5

CHECKING THE SCORE: MONITORING OUR PROGRESS

PROVIDES SOME SIMPLE IDEAS FOR
CHECKING HOW YOU'RE DOING

5

CHECKING THE SCORE: MONITORING OUR PROGRESS

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HOW YOU'RE DOING.

Monitoring helps venues and coaches to:

- *Learn what people think about your coaching (for coaches) and your staff, volunteers, venue, coaches and programmes (for venues)*
- *Capture changes that tennis is making to peoples' lives*
- *Become more accountable by developing more effective services based on people's feedback*
- *Understand the demographics of your venue's staff and members to determine whether they are representative of your local population (equality monitoring).*

It is useful to collect both qualitative (anecdotal) and quantitative (statistical) data. For example, the percentage of people who think you provide a safe and inclusive tennis environment (quantitative) and their reasons (qualitative).

Remember that monitoring can be simple and easy to use – the most important thing is to ensure a regular, simple monitoring process, otherwise people may end up not using it.

HOW DO I SET UP AND RUN A MONITORING PROCESS?

1. Decide what you monitor, how, and how often. You can involve staff, volunteers, coaches, players, parents and spectators in this. It's also important to include people under 18; make sure you follow the guidance in section 4: Let's Play; Let's Talk. You might choose to have an anonymous feedback form; annual survey; and/or discussion forum. You can set up a free survey on-line using tools such as SurveyMonkey or Google groups
2. Let people know about your monitoring (for example, your monitoring survey) and how they can participate
3. Analyse results
4. Decide how you will respond to the results (for example, setting up a women's-only tennis group)
5. Decide how to communicate your results and any actions to everyone.

IS MONITORING REALLY NECESSARY?

Yes. It enables people to feel included and listened to; and concerns to be picked up on and responded to before they escalate.

WHAT IS EQUALITY MONITORING? (FOR VENUES ONLY)

An anonymous survey of staff, coaches, volunteers and venue participants so that your venue can gather data relating to age, disability, faith, gender reassignment status, race, sex and sexual orientation. The information will enable your venue to determine whether you are representative of your local population, help identify under-represented groups who could be new potential members of your venue and improve the venue experience.

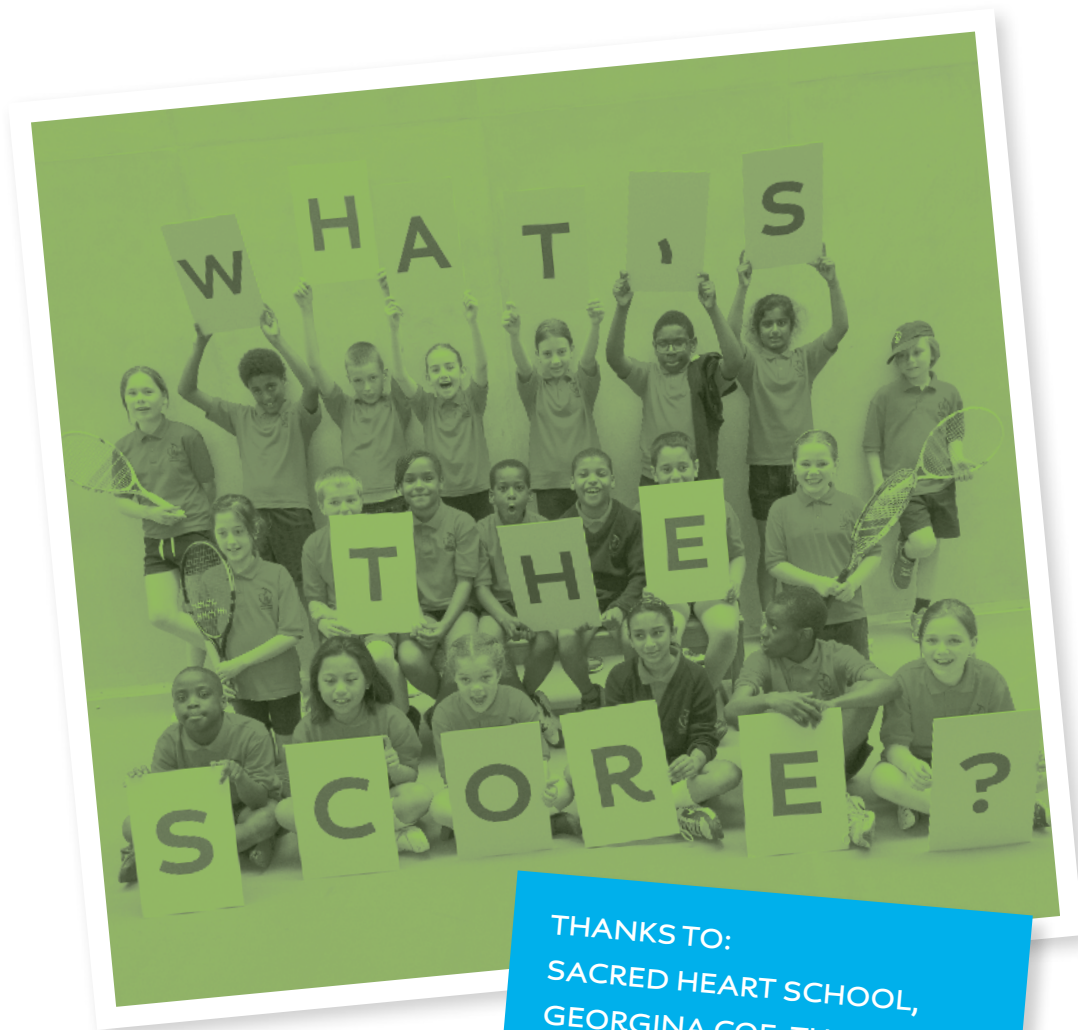
For more information:

- Survey Monkey:

www.surveymonkey.com

- Google Groups:

www.groups.google.com



THANKS TO:
SACRED HEART SCHOOL,
GEORGINA COE, THE BRITISH
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JUDY MURRAY

