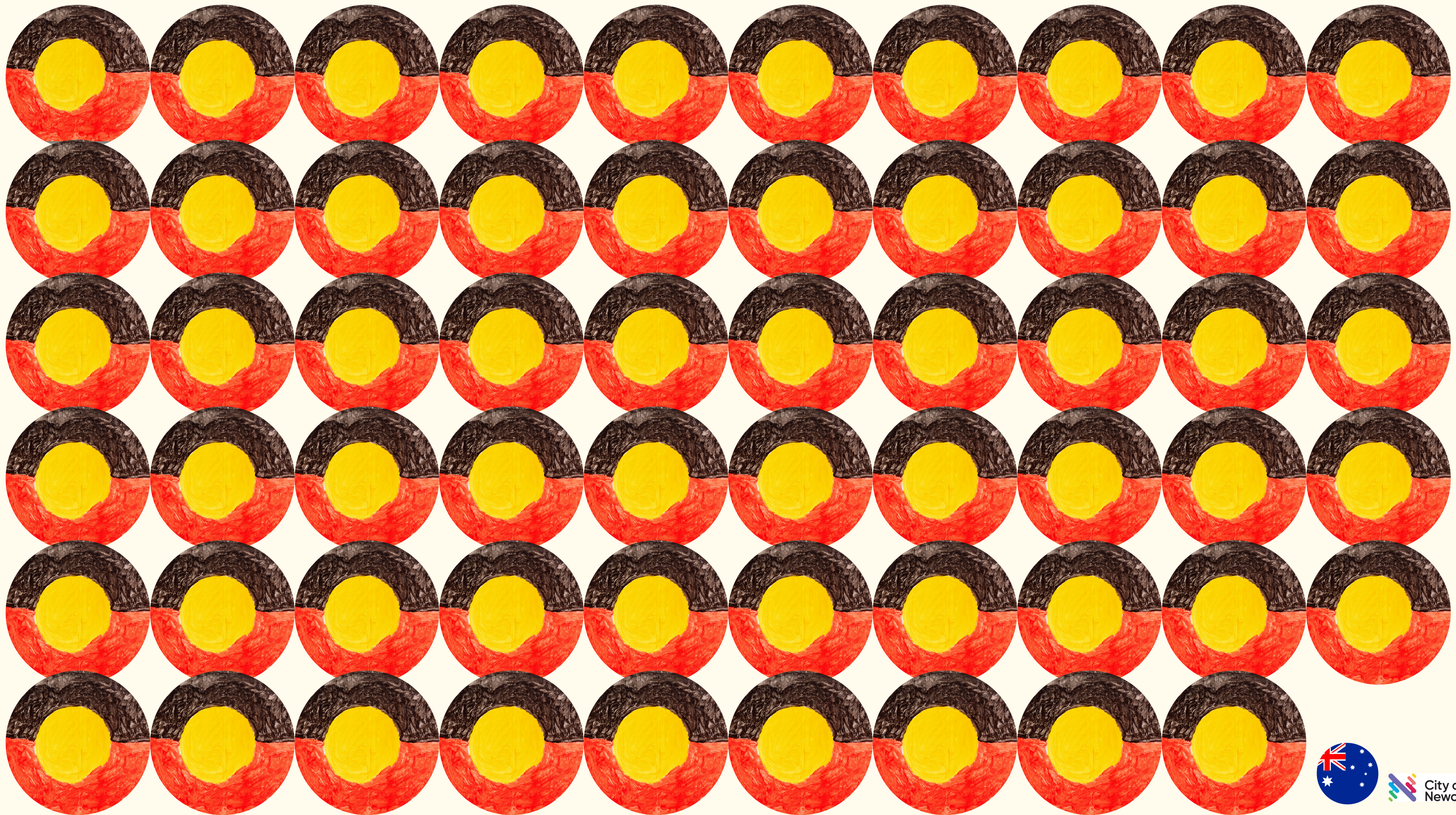




# Active Inclusion & Upstander Training







# Introductions

## **Ross Borland**

Player Wellbeing Coordinator &  
Assistant Coach Fitzroy FC W  
PhD: “Participation in sport and  
physical activity for people with  
intellectual disabilities”



## **Türkan Aksoy**

NSW Welcoming Cities Coordinator  
NSW Public Sector Support Network  
Convener. NSW Anti-Racism Working  
Group Secretary.



## **Maia Tua-Davidson**

Welcoming Clubs Manager  
Pathways Rugby League Coach  
Play Well Strategy Leadership Group  
HPE Teacher

## **Kate Thomas**

Welcoming Clubs Manager  
Centre for Healing and Justice through  
Sport - Australian Lead Consultant  
Jnr Basketball Couch

## **Jess Scannell**

NBL1 Player & Irish. Specialist  
inclusion coach and U18s girls  
coach. Speech & language.

## **Aya Helmy**

Tae Kwon Do/ Scuba Diver  
Community Champion &  
advocate for access &  
inclusion

## **Stephen O’Grady**

Coach of Tumbulgum Rangers  
women.  
PhD on the role of sport for the  
integration process of women  
from refugee backgrounds.





We work with councils, workplaces, sports organisations, facilities, and clubs to promote diversity and inclusion, ensuring that all Australian workplaces, sports, recreation, and leisure environments reflect the communities they aim to serve and support.

## Councils



## Workplaces



## Sporting Spaces





# PLAYWELL

Everyone has a place in sport

Sport must be focussed on creating great sporting environments and experiences, where individuals of all ages, backgrounds, genders and abilities can come together to access the benefits of sport.

Everyone has a right to participate in sport. Sport is a powerful vehicle for personal growth, community building and positive social change.

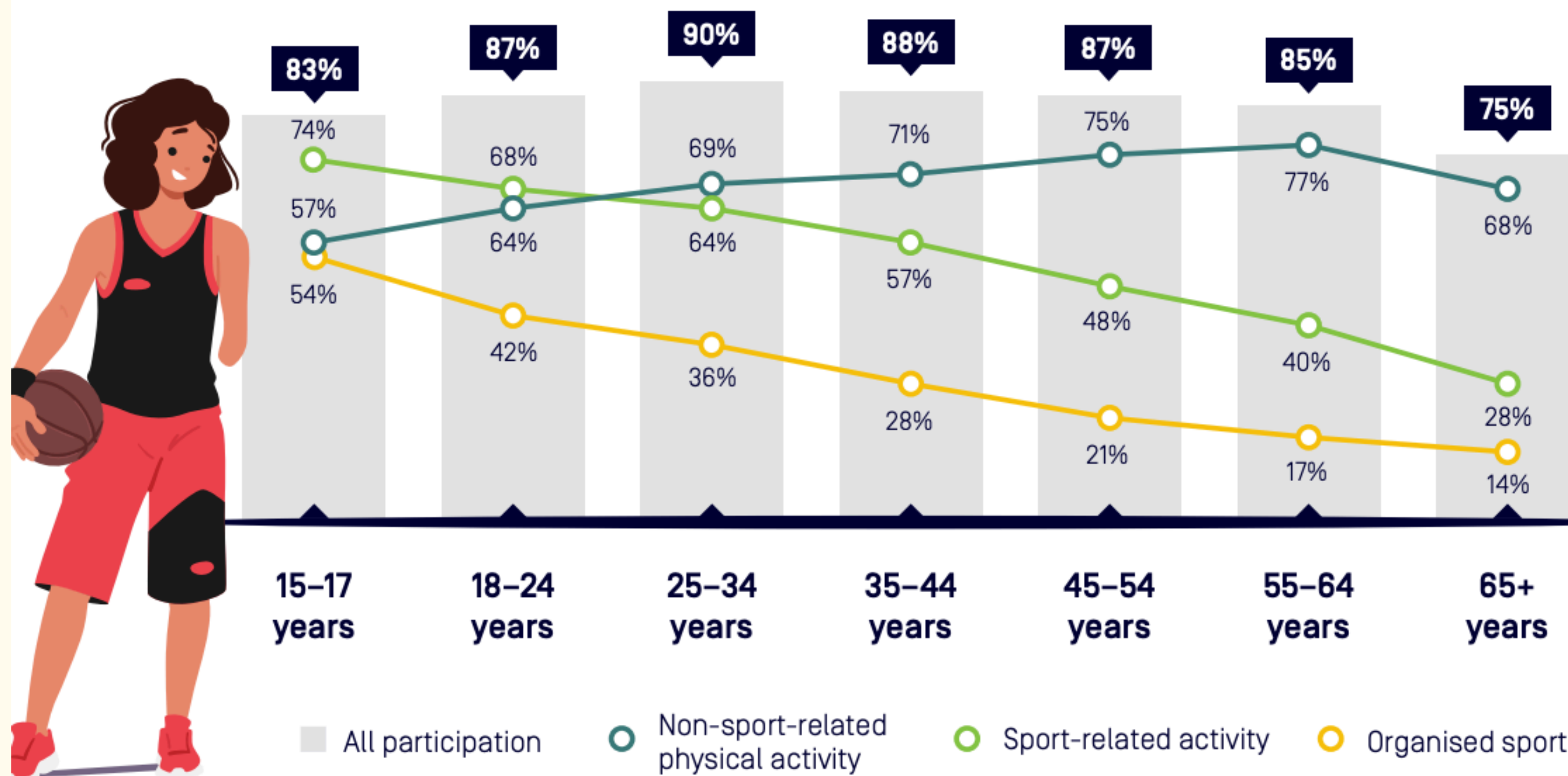
**To remain relevant, sport needs to change.**

**[www.playwell.gov.au](http://www.playwell.gov.au)**





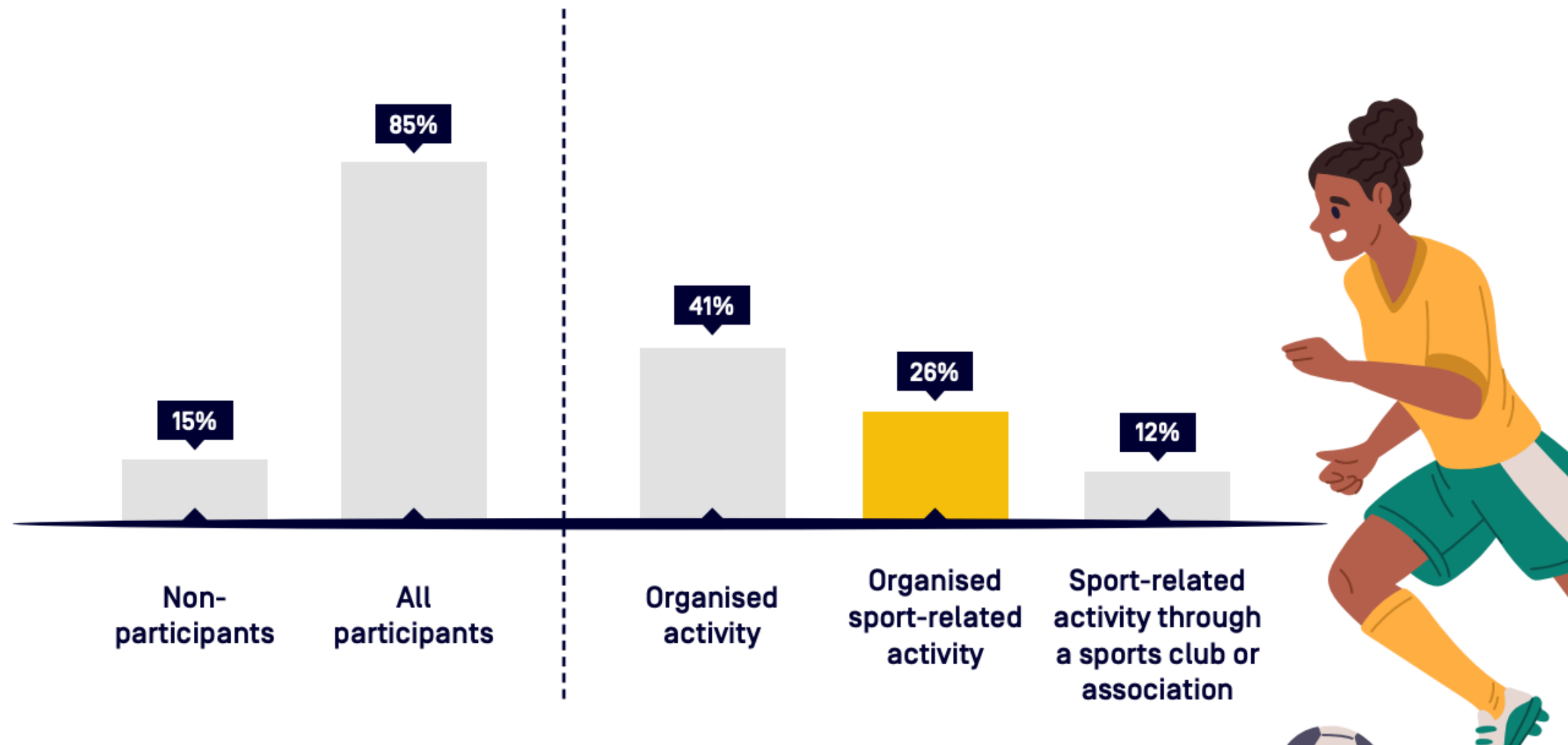
## PARTICIPATION IN SPORT- AND NON-SPORT-RELATED PHYSICAL ACTIVITY BY AGE: AUSTRALIANS 15+



## Where does organised sport fit into the participation picture?

In the new participation picture, 26% of Australians aged 15+ play organised sport, making up the majority of organised activity overall. Less than half of these participants (12% of Australians) play their organised sport through a sports club or association.

### ORGANISED SPORT'S PLACE IN THE PARTICIPATION PICTURE: AUSTRALIANS 15+



# Learning outcomes

Consider our own experiences and understand how they impact our engagement with others.

Build understanding of inclusive practice to ensure community spaces are safe, welcoming, and inclusive.

Understand how our responses to discrimination can effect the perpetrator, the victim, and ourselves

Frame the experience of others and understand our role in providing positive experiences

Know what to do when faced with an incident of discrimination or racism.





PRIVILEGE

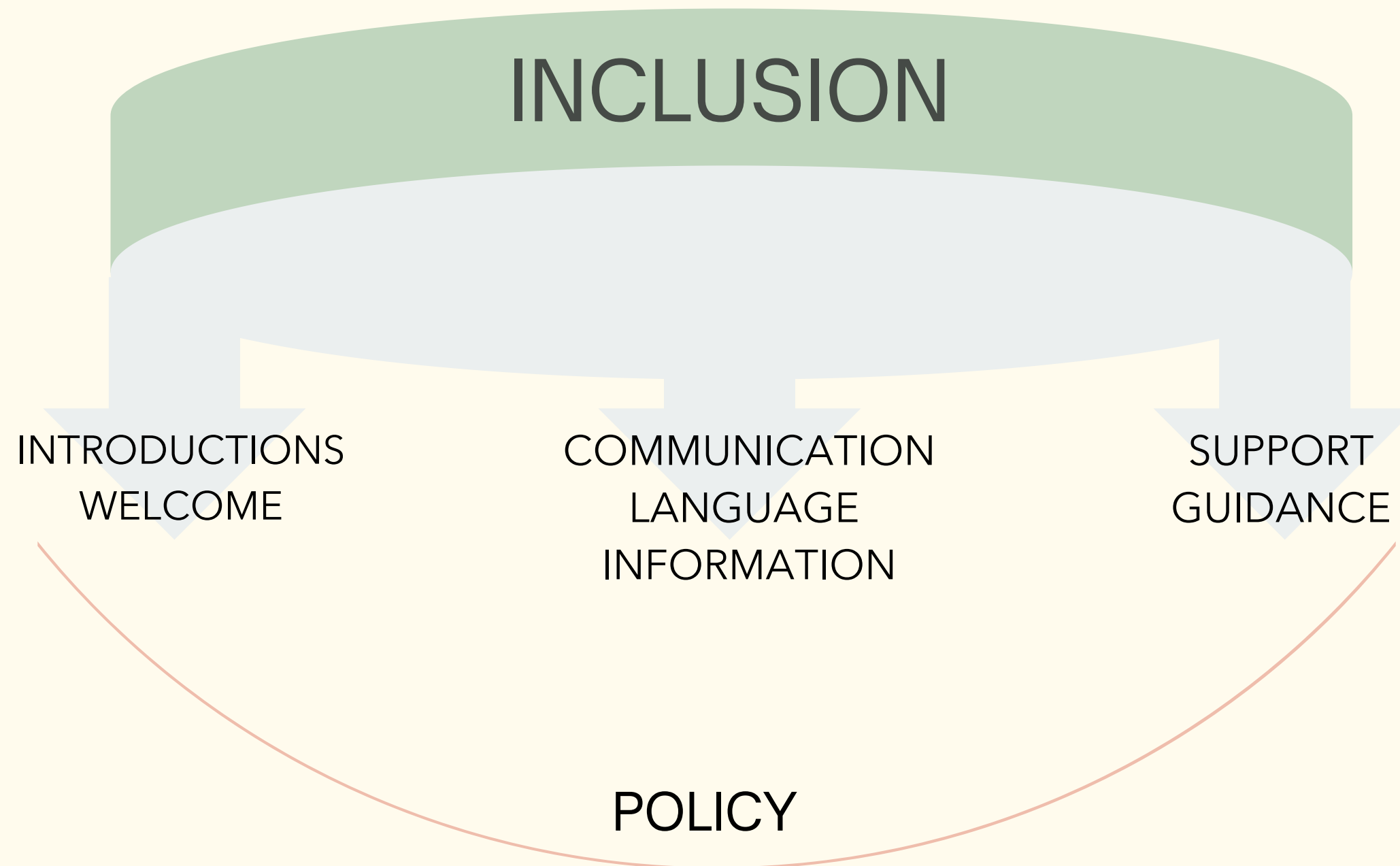
EXPERIENCE

BIAS

CULTURE

PRACTICE

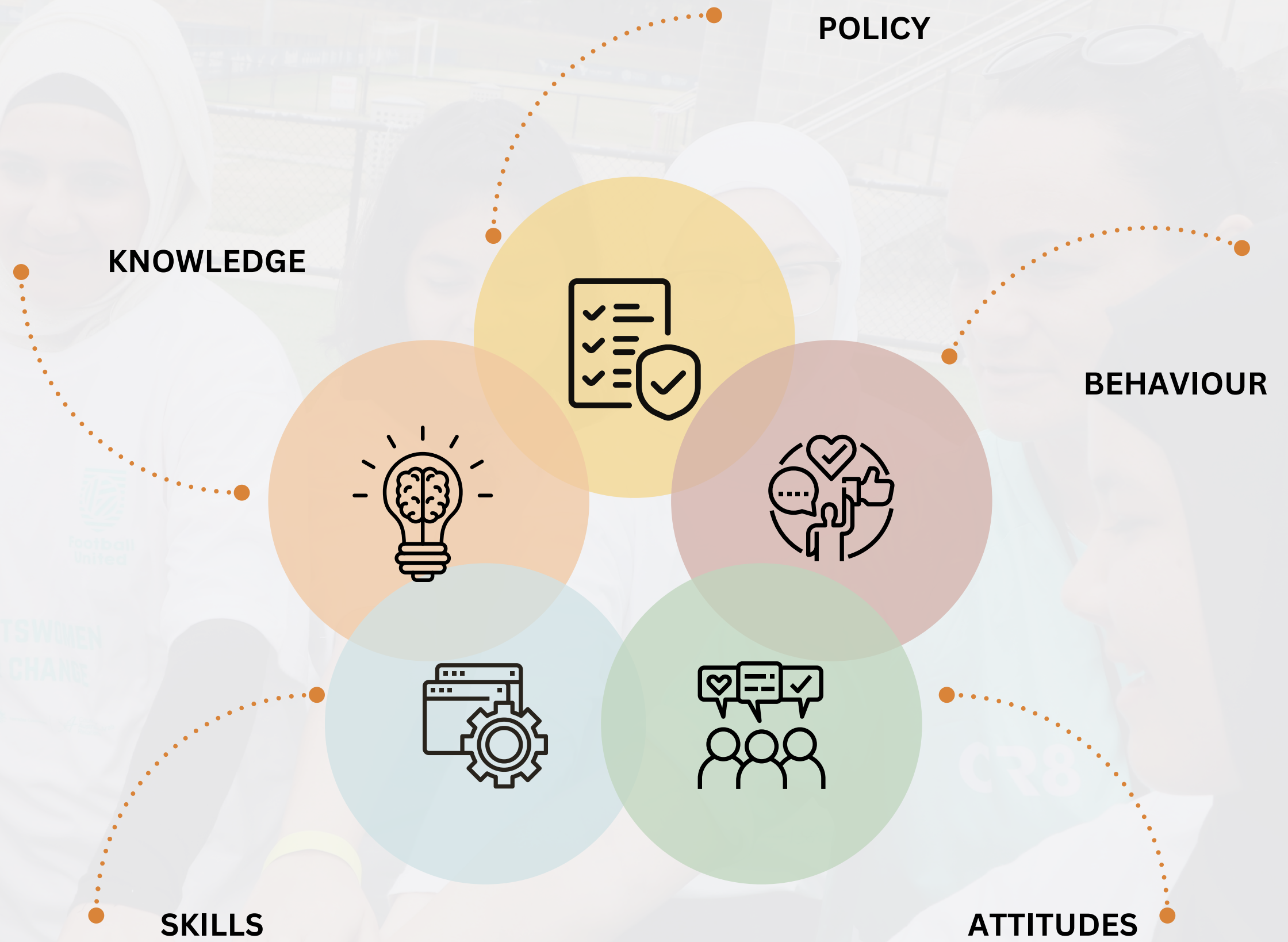
What does inclusion look like in action at our clubs?



## ACTIVE INCLUSION

Active Inclusion is a set of agreed behaviours, attitudes and policies that come together in a system to support and enable that system and its people.

Support is not just effective but positive in cross-cultural situations and provides the best service possible to all members of the community regardless of their background.





# Moments of influence

## HELLO

You turn up and are greeted in a friendly way

## LANGUAGE

The information is easy to access & understand

## SAFETY

Knowing that your safety is a priority for those responsible for the space you are in

## MODIFICATION

There is a version of the activity that makes it easy for you to start & learn

## SUPPORT

Someone that you feel you can ask questions of

### Recently arrived/ new member:

- need support
- reliant on others
- learning required

1

YEARS

10

### Established in the community:


- Independent
- Sustainable participation
- Can support others



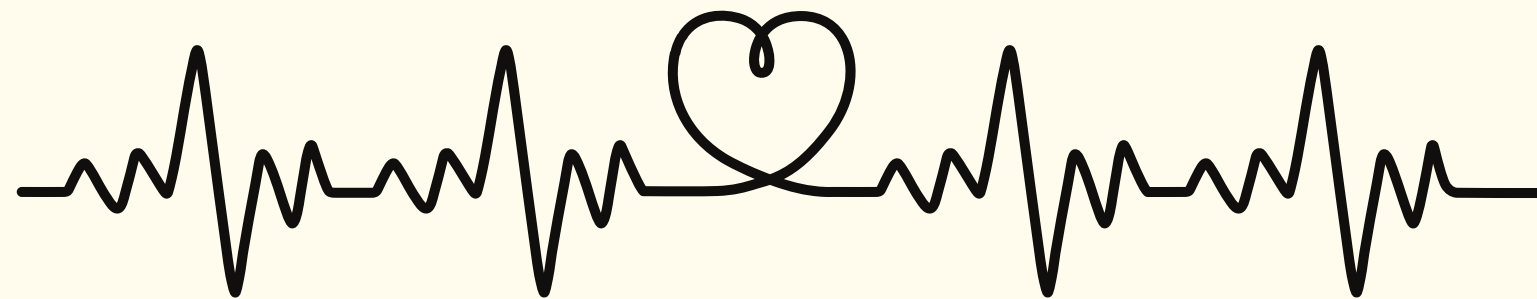
**Welcome      Join**

**Include      Stay**

**Belong      Contribute**



# Pulse Check







PRIVILEGE



# What does this person need to join your club?

*I have just moved to Newcastle with my family. I am not from Australia and don't speak English well.*

*I don't know anyone connected to the mainstream sport system, but I have good connections with my local cultural community.*

*I have internet access. We have one family car, but others need it to get to work.*

*My kids attend a local school, where they love playing sport at lunchtime with their friends, and keep asking me to help them join a local team.*

*What does this person need to join a club/space, you have 2 minutes to talk to the person beside you about things this family would **need** to join?*

- *focus on their needs, rather than what you could provide.*
- *think about how you find out about the club/association, how you get connected to one of the clubs, what is needed to play different sports etc.*

Necessary gear,  
equipment that are  
appropriate &  
comfortable

Being part of the  
dominant group

Language and/ or  
access to  
information

Transport

Knowing how to  
1) find  
2) join and  
3) access all parts

\$\$\$\$

Body confidence

Time

Permission

Family or parent  
support

Capacity

Social capital- knowing  
people, having connections  
to support you





Being part of the  
dominant group

The space/ environment/ structures  
were most likely set up for you & for  
people like you.



You are more likely to  
be comfortable  
without thinking  
about it

You are the 'normal'  
not an 'other'.



PRIVILEGE

EXPERIENCE



# What is the experience?

**Think about an experience of inclusion.**

**On a post it note,** write the feeling you felt from that experience, and a specific action or actions of others that helped you get that feeling

**Think about an experience of exclusion or being unable to participate.**

**On a post it note,** write the feeling you felt from that experience, and a specific action or action of others that helped you get that feeling





## Inclusion- being on the inside

**Feeling**

**Action**

**Valued**

Coach asked me to share my  
opinion on the game

**Happy**

Everyone at the club says  
hello and is friendly

**Important**

Someone checked in when I was off  
sick

# Exclusion- being on the outside

**Feeling**

**Action**

**Left out**

Players in the team only say hello to their friends

**Insignificant**

The coach keeps getting my name wrong- its been 2 months

**Frustrated**

I don't drink, all the social events revolve around drinking so I can never be involved. Some families don't want to be surrounded by it.

The experience we want people to have at our club & in our community

Actions that we know will achieve that experience

Valued

All team members say hello at the start of training- all the coaches are friendly

Important

We have a **designated welcome person** for new members

Cared for

All participants across all programs train and play on **the main field** at least once per season

Connected

Cultures and nations are all **visually represented** in club facilities- all year round

Happy

Everyone makes an effort to **correctly pronounce names**



The experience we don't want people to have

Our non-negotiables

Isolated

We have various uniform options so that **everyone can feel comfortable** playing.

Excluded

**We do not** refer to players or groups with reference to their culture or heritage- the Islanders

Insignificant

**Zero tolerance** for discrimination and racism- policy in place

Sad

**Everyone says** hello at the beginning of training & thank you to volunteers at the end

Frustrated

All coaches, managers and support staff demonstrate non-negotiables and **lead by example**

# Commitment Statement

We, the players, parents and supporters of Newcastle Sports Club agree that this is the experience we want all members and supporters of our club community to have.

We agree that we will all be an UpStander Club and take action if we see incidents of racism or discrimination.

We agree that everyone is welcome here, regardless of their background.

This is the experience we want people to have in our club.....

These are our non-negotiables, we do not accept them under any circumstance.

We have these things in place to support this commitment:

- Reporting procedure
- Contact person
- Celebration of diversity in all its forms



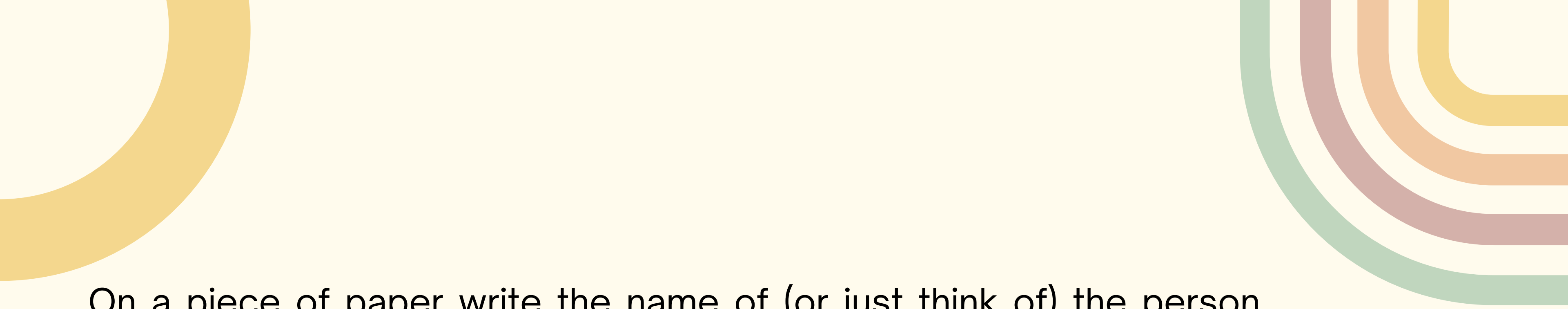


PRIVILEGE

EXPERIENCE

BIAS





On a piece of paper write the name of (or just think of) the person that you are closest to, who you spend most of your time with - that isn't in your immediate family or household.



# Bias

We want to move the unconscious to conscious

It is an evolutionary survival skill to align ourselves with people like us. We are heavily influenced by who we were exposed to in childhood and it's natural to have positive bias towards people like us.

Acknowledging that means we can **TAKE A STEP BACK FROM** our assumptions and challenge our own perceptions

THIS IS NOT EASY! It takes a lot of self awareness.





PRIVILEGE

EXPERIENCE

BIAS

CULTURE









# Culture

Learned and accepted norms such as informal rules and expectations that guide the behaviour of a group.

We all form culture every day and contribute to the rules that guide the behaviour of those around us.

**Don't see the world by what is right or wrong. See the world by what we know (or have to been taught) and what we don't know.**



# Be curious, be courteous

- **What we know vs what we haven't learned yet**
- Consider our own assumptions and what we bring to discussions
- Listen to learn
- Be ok with being uncomfortable and being challenged
- Take everything at facevalue
  - That is we are all here to make our sporting communities safer





PRIVILEGE

Our PRIVILEGE  
impacts how we  
experience the world

EXPERIENCE

How we EXPERIENCE  
the world impacts the  
bias we naturally have

BIAS

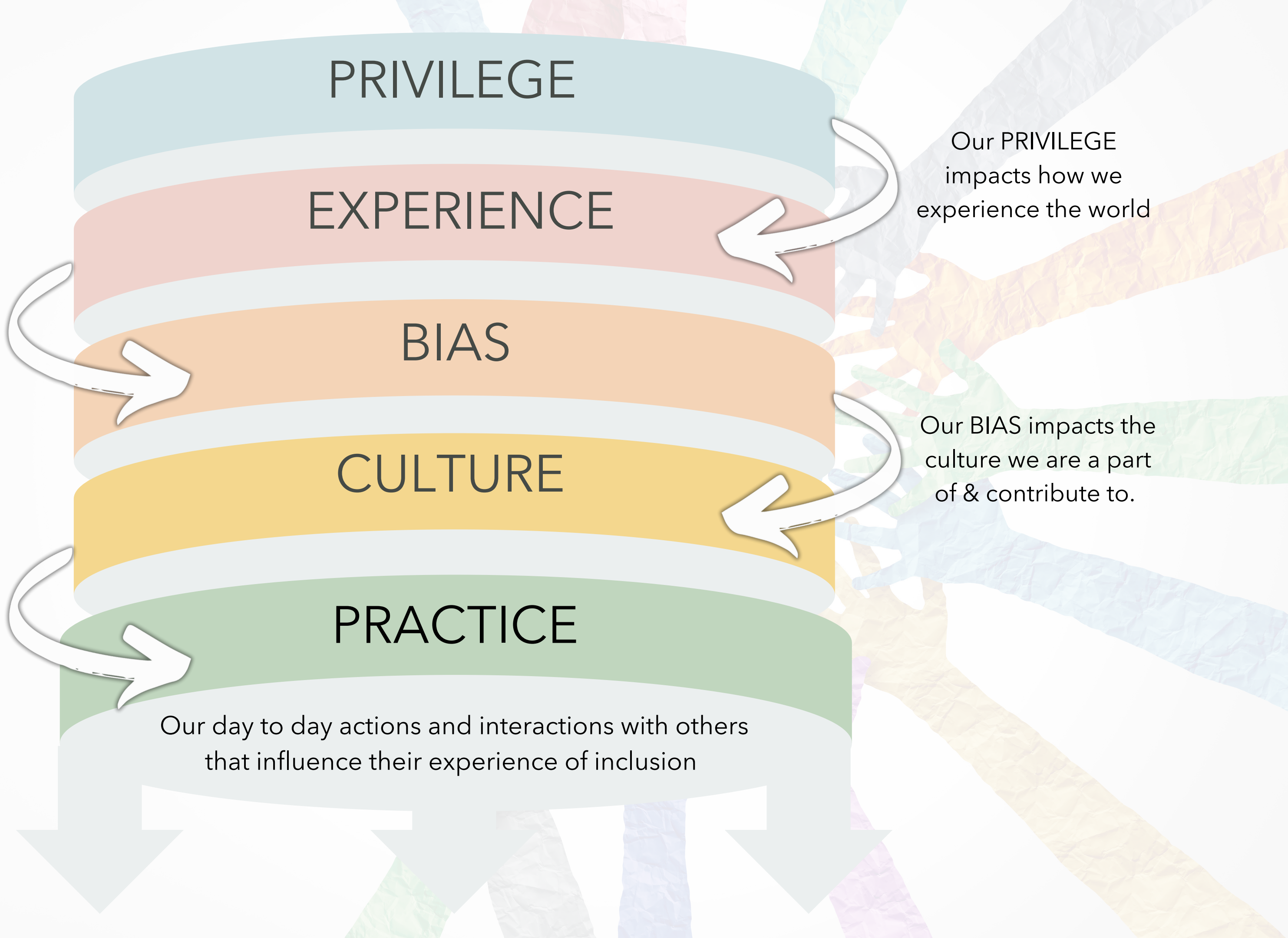
Our BIAS impacts the  
culture we are a part  
of & contribute to.

CULTURE

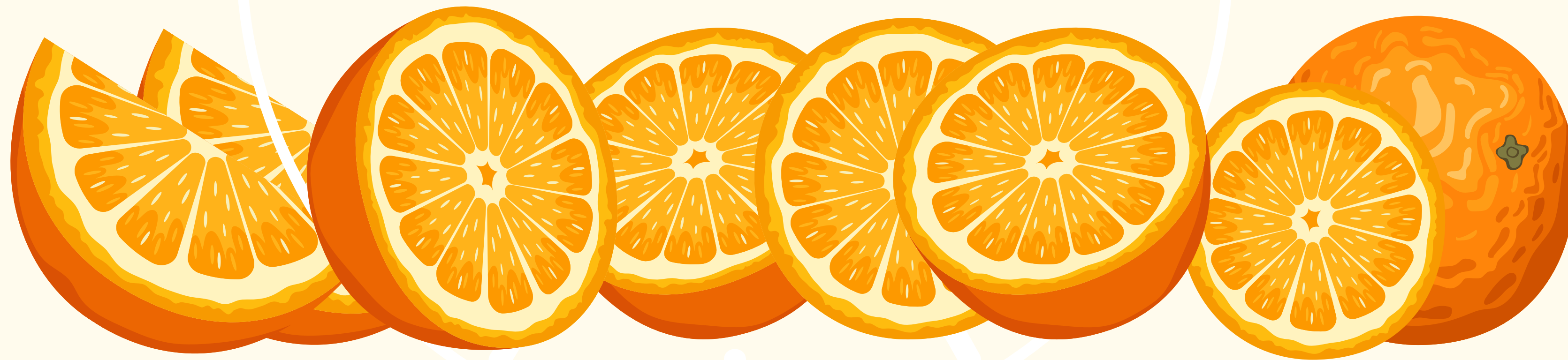
The CULTUREs that  
we form & are a part  
of impact our practice

PRACTICE

Our day to day actions and interactions with others  
that influence their experience of inclusion



***HALF TIME***





# Intersectionality

When different parts of someone's identity expose them to more experiences of discrimination.

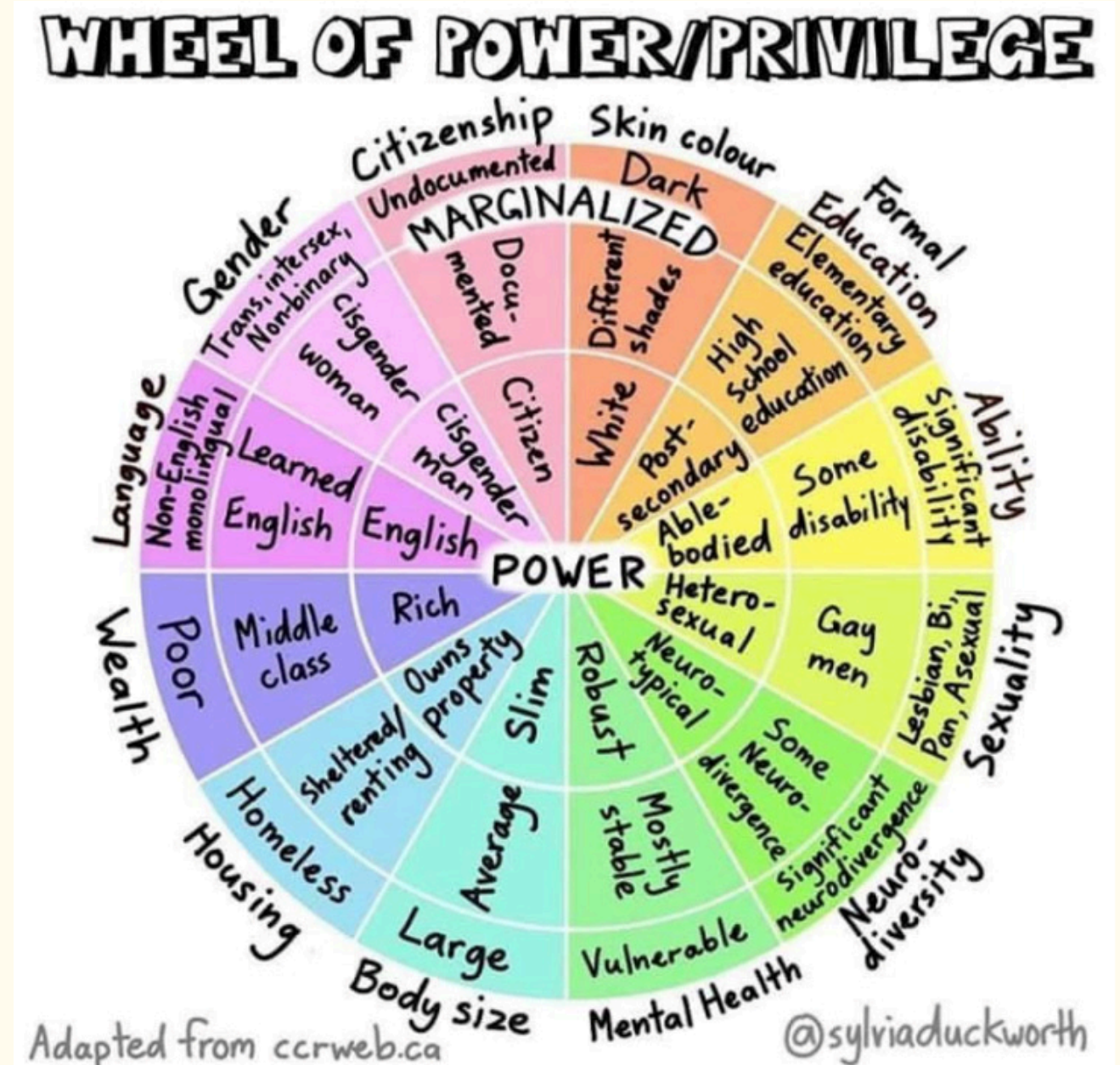
Barriers are imposed ON individuals or groups not held by them.

*"Without an intersectional lens, our work will have gaps, it will perpetuate inequities, and it will leave people behind. Without an intersectional approach, your efforts to advance gender equality, will only reach for 'some women', often those who are the most privileged, and leave others behind."*

- Somali Cerise, Equality Institute

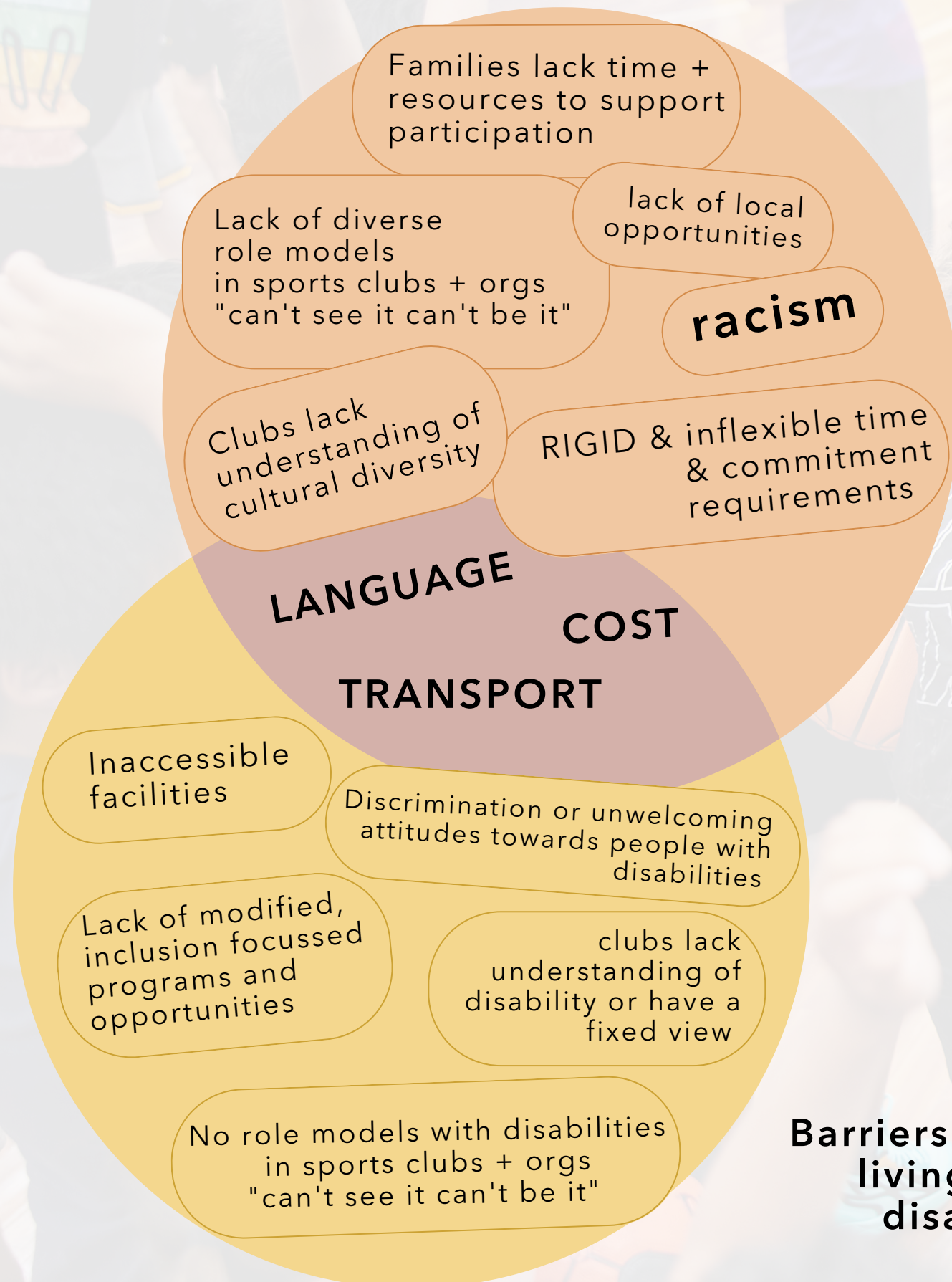
**The antidote for intersectional barriers is representation.**

**By having diversity at all levels but in particular at decision making levels we have intersectional thinking.**





# INTERSECTING BARRIERS LIMITING PARTICIPATION IN SPORT



Young people experiencing the intersecting barriers of being from a culturally and linguistically diverse background and living with a disability

Barriers for people from CALD Backgrounds (or new to Aus sport)



Barriers for People living with a disability



Disability related cultural barriers





# Partnerships

Essential for working with people from diverse backgrounds.

Who is already working with or supporting this group?

Do they have existing programs that can be supported rather than reinventing the wheel?

Can your opportunity be an add-on to existing activities.

Co-design and Co-delivery should be non-negotiables

**Partnerships take trust, trust requires commitment, commitment requires time. It can't happen over night.**





# Co-design

Why co-design:

Sharing power increases the likelihood that programs or activities are true to the needs of the target group.

Co-design shares power and by doing so gives agency or control.

Acknowledging agency in the process can lead to experiences of respect and being valued, as well as an enhanced capacity to be part of and contribute to society.







# Cultural Safety

food  
coaches & role models  
space & privacy  
timing & event date  
visibility  
communication & language  
sport offerings  
prayer time  
healing centred coaching



# Your Community

How Multicultural is your area?

## A snapshot of people in Newcastle

 **168,873**

people in this place

↑ 8.7% since 2016 (155,412 people)

 **241**

different ancestries

↑ 20 since 2016 (221)

 **152**

languages spoken

↑ 16 since 2016 (136)

 **4.4%**

identify as Aboriginal and/or Torres Strait Islander

Compared to 3.2% for Australia overall

English

Mandarin

Macedonian

Arabic

Greek

Italian



## Direct

- Immediate response to the perpetrator to stop and address the issue when it is happening.
- Direct support for the victim.
- May cause a confrontation.

## Indirect

- Not in the moment of the incident.
- Can be to the perpetrator or the victim.
- Not confrontational.
- Feels safer for many.
- Can be more effective.

## Rules

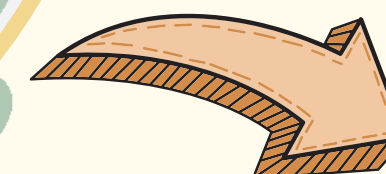
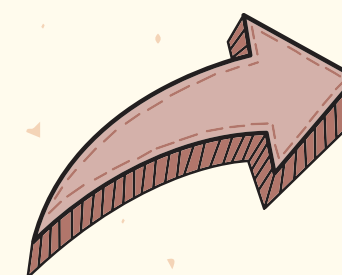
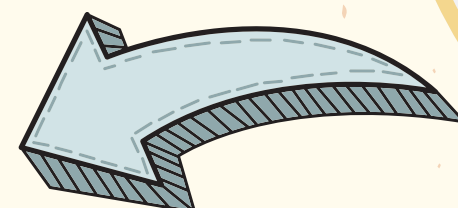
- Using the rules (informal or formal) as an authority on acceptable & unacceptable behaviour.
- Deflects responsibility from the individual & utilises the environment to communicate expectations.

# Upstander Framework

*For responding to and preventing  
incidents of discrimination and racism.*

## Reporting

- Having appropriate and responsive systems in place so that incidents of concern can be reported and addressed.
- Ensure the clubs values and stance is communicated to the wider community.



# The foundations of discrimination

- Lack of understanding
- Lack of exposure to different types of people
- Fear and insecurity
  - resistance to change
  - losing control
  - perceived threat
- Ignorance- *and the decision to stay ignorant*

***POWER*** is the key element of discrimination.





# Limitations

This model has limitations but still provides a clear structure for people to know they can do something if they are see, hear or hear of any incident of discrimination or racism.

- Spectators
- Micro-aggressions
- Requires commitment and resources
  - reporting needs a process and people
- Humans are complicated





## Direct

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## Upstander Framework

*For responding to and preventing incidents of discrimination and racism.*

*Call it out  
Confront  
Embarrass*

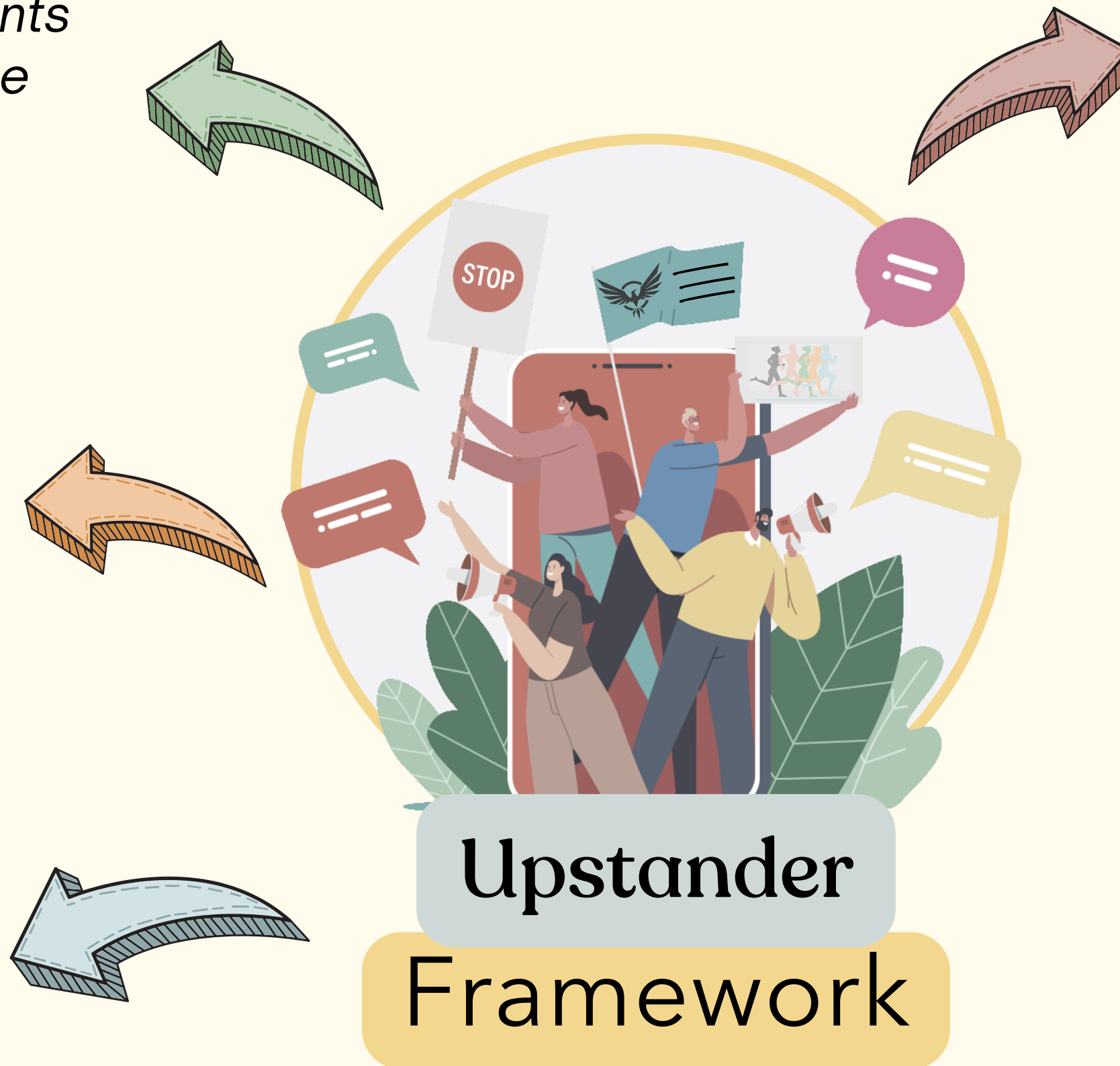
*That's an odd thing  
to say out loud*

*\*Ask\* What do you  
mean by that? Can  
you explain it for  
me, I don't  
understand*

*that those comments  
are hurtful people*

*to a victim- I want  
you to know that I  
don't support that  
persons views & ill  
be letting other  
people know*

*I didn't want to have  
a go in front of  
everyone but that's  
inappropriate*



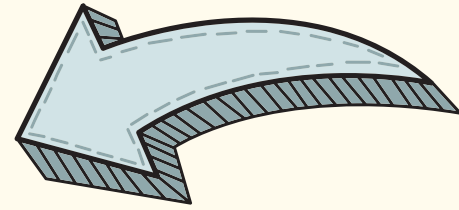
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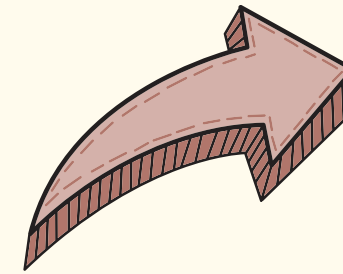
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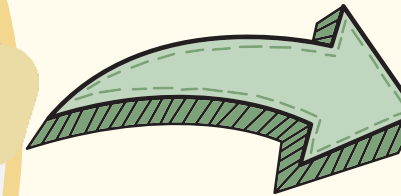


## Upstander Framework

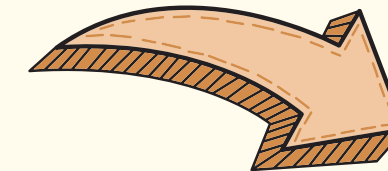
*For responding to and preventing incidents of discrimination and racism.*



*These are our values,  
your comment go  
against them and  
isn't welcome here*



*You signed the code  
of conduct when you  
registered*



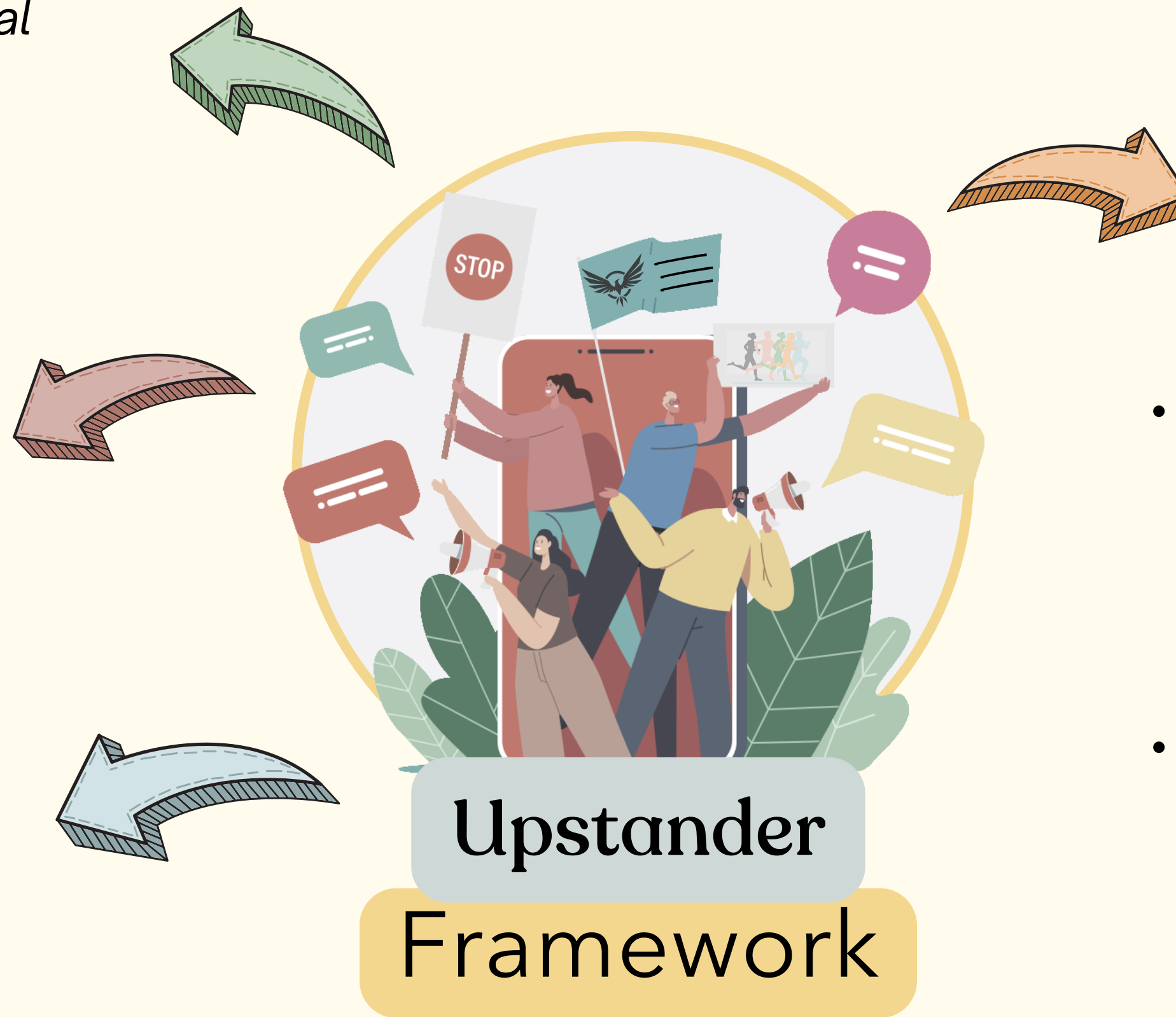
*Pull your head in, that  
comment was bullshit,  
its 2025*



*Don't rely on external processes. Have your own as well.*

*Every issue must be acknowledged and considered serious even if a resolution isn't found.*

*Ensure diversity on the receiving end of concerns.*



*For responding to and preventing incidents of discrimination and racism.*



## **Reporting**

- Having appropriate and responsive systems in place so that incidents of concern can be reported and addressed.
- Ensure the clubs values and stance is communicated to the wider community.





# Reporting

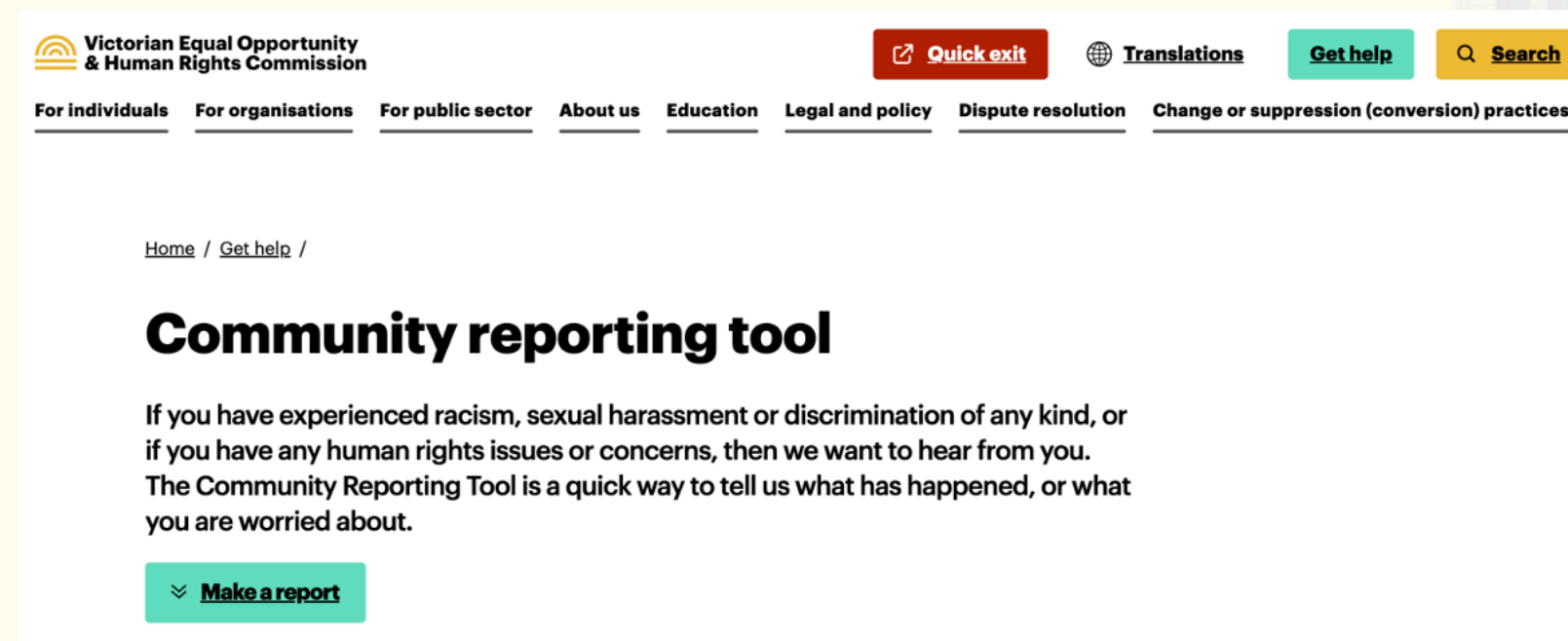
Where policy has power

Don't rely on external processes- such as codes

Your response is a demonstration of your clubs values

Promote reporting processes

Values based messaging



The screenshot shows the top section of the Victorian Equal Opportunity & Human Rights Commission website. At the top is the commission's logo and name. Below this is a navigation bar with links: 'For individuals', 'For organisations', 'For public sector', 'About us', 'Education', 'Legal and policy', 'Dispute resolution', and 'Change or suppression (conversion) practices'. To the right of the navigation bar are buttons for 'Quick exit', 'Translations', 'Get help', and a 'Search' button. Below the navigation bar is a breadcrumb trail: 'Home / Get help /'. The main heading is 'Community reporting tool'. Below this is a paragraph: 'If you have experienced racism, sexual harassment or discrimination of any kind, or if you have any human rights issues or concerns, then we want to hear from you. The Community Reporting Tool is a quick way to tell us what has happened, or what you are worried about.' At the bottom of this section is a green button with a chevron icon and the text 'Make a report'.

Victorian Equal Opportunity & Human Rights Commission

[Quick exit](#) [Translations](#) [Get help](#) [Search](#)

[For individuals](#) [For organisations](#) [For public sector](#) [About us](#) [Education](#) [Legal and policy](#) [Dispute resolution](#) [Change or suppression \(conversion\) practices](#)

[Home](#) / [Get help](#) /

## Community reporting tool

If you have experienced racism, sexual harassment or discrimination of any kind, or if you have any human rights issues or concerns, then we want to hear from you. The Community Reporting Tool is a quick way to tell us what has happened, or what you are worried about.


[Make a report](#)

## Reporting incidents of concern

Thank you for taking the time to complete this form.

We are sorry to hear that you experienced or witnessed an incident of concern.

This form will provide us with information so we can consider what steps to take moving forward.

 Takes X minutes

Start



# Scenario 1

*It's Saturday morning and you are watching your daughter's team play.*

*It is a competitive game & spectators are enthusiastic. You have a very athletic, tall GK whose heritage is South Sudanese, she is having a ripper of a game.*

*She attempts an intercept and is done for contact, a spectator parent from the other team comments 'they're so physical, they should stick to their own sports'*

*The sister of the player heard the comment.*





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# Micro-aggressions

Indirect, repeated,

The unintentional jokes, comments, etc

Subtle displays of bias against 'others' (those that are often discriminated against or stereotyped)

**Harder to determine and therefore more powerful.**

*Death by a thousand cuts or mozzie bites*





# Micro-aggressions

You are at a basketball stadium for a tournament and someone spills a water bottle court-side.

A community member from a culturally diverse background goes to the reception desk to ask for something to clean the water- they are told they can't give them a mop because they don't have permission.

A different community member, from an Anglo- background then goes and asks and is given a mop.





# Scenario 2

*You are a committee member at your local community sports club.*

*Numbers aren't declining significantly but they're also not growing, even though the community surrounding the clubs has grown enormously in recent years.*

*Another committee members suggests engaging with newer community groups in the region from different cultural backgrounds.*

*In response, another committee member says 'na, they wont fit in here'.*





*You are a committee member at your local community sports club.*

*Numbers aren't declining significantly but they're also not growing, even though the community surrounding the clubs has grown enormously in recent years.*

*Another committee members suggests engaging with newer community groups in the region from different cultural backgrounds.*

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# Pushing back on push back

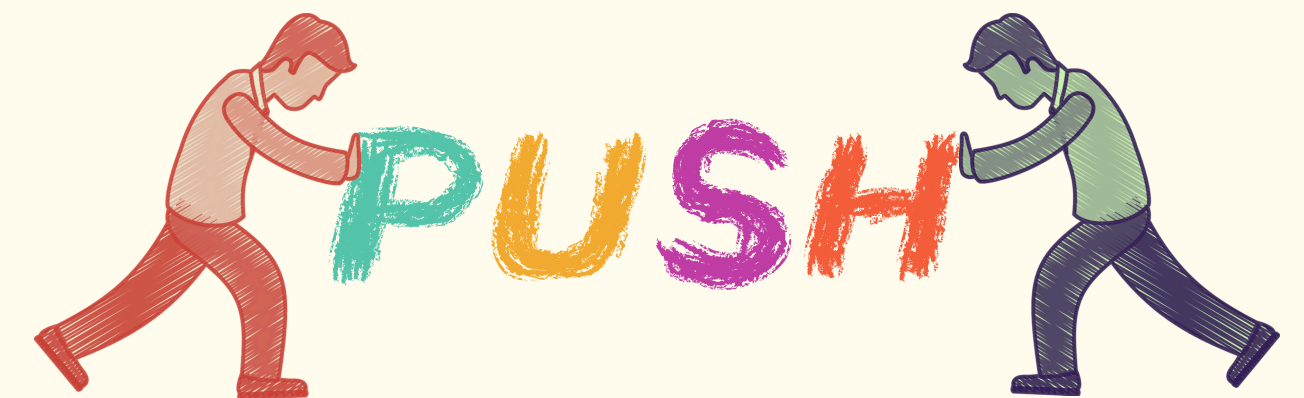
**Values based messaging-** we want to be a place where everyone can feel part of the community

**People want to be heard-** listen to their perspective

**Find common ground-** we love our club, we love our sport, why wouldn't we share it with others?

**Stay firm-** lead with values, dont get distracted by ego or being right

**Take control of the narrative-** identify resistors & get them in early





# Scenario 3

*You are a parent of a U16s player at the local club.*

*There has been recent incidents of racism against some of the athletes in your child's team from other teams and their supporters.*

*Nothing has been done to address these incidents by the coach or club and you can see that it is impacting the young persons well-being.*

*After another incident, the player leaves the club and you find out that the clubs is now blocking them from joining a new club.*





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## Reporting

- Having appropriate and responsive systems in place so that incidents of concern can be reported and addressed.
- Ensure the club's values and stance is communicated to the wider community.

# Upstanding with Kids

*"Racism is like smog in the air, and we absorb it from birth"*

## DOs

- Ask if they understand what they have said
- Ask if they know that it is hurtful
- Normalise & celebrate diversity
- Follow up with parents/carers

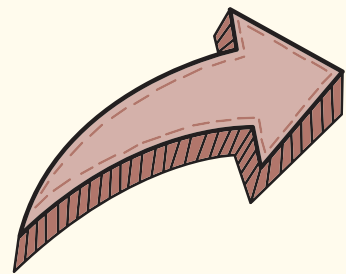
## DONTs

- embarrass or humiliate
- make it a topic of conversation that can't be discussed
- waste a learning moment

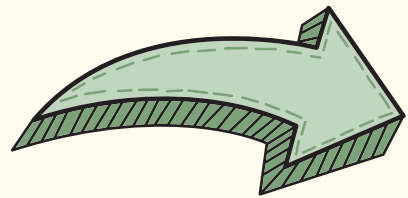




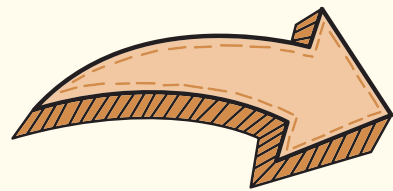
# Upstanding with Kids



*Stand up for your friends and team mate*



*Support your friends and team mate*



*Get help and support*





# The real snow-flakes

This has previously been the moment when someone pipes up and says *‘that happened to me when I was young- kids these days need thicker skin’*.

What we are experiencing is a positive social shift towards embracing diversity as a key feature of our identity as a nation. That means we celebrate it in all its forms.

The real snowflakes are the ones threatened by that, especially when they perceive someone else gaining better access or equality as a threat to them. That identifies their privilege.





# Now what!

**Become an Upstander Club-** make a public statement, embed it in your code of conduct, publish, promote, provide opportunities to learn.

Query your reporting processes and those of your governing body. Are they visible and accessible? Has anyone ever used them? Do they work?

Commit to learning and asking questions- ***be prepared to make mistakes.***





# Become an Upstanding Club

We, the players, parents and supporters of Newcastle Sports Club agree that this is the experience we want all members and supporters of our club community to have.

We agree that we will all be an UpStander Club and take action if we see incidents of racism or discrimination.

We agree that everyone is welcome here, regardless of their background.

This is the experience we want people to have in our club.....

These are our non-negotiables, we do not accept them under any circumstance.

We have these things in place to support this commitment:

Reporting procedure

Contact person

Celebration of diversity in all its forms





# FEEDBACK SURVEY

We are always striving to be better so we can support the community to do better.  
Please take 5 mins to complete this feedback survey.

When asked what workshop you have attended, please select Upstander Training

<https://www.surveymonkey.com/r/clubsworkshops>

