



**BATTERSEA IRONSIDES RUGBY RFC**

**INCLUSIVITY POLICY**

**NEURO DIVERSE MEMBERS**

## OVERVIEW

Ironsides is an Inclusive Rugby Club. This guidance is to support Coaches and Managers with maximizing all players' potential whilst ensuring safety of the teams.

This guidance is primarily focused on children who have been diagnosed with ADHD or struggle with Impulse Control. However, our aim as a club, is to ensure that all neurodivergent children can be part of the club and actively engage with rugby.

This is not a list of exhaustive rules, and we acknowledge all children are different. Coaches and Managers should also consider what they think is best for each child given the situation. The Club Safeguarding officer – is also able to be contacted for further guidance.

**Parents/Guardians** – please let the lead coach/manager know if your child is Neurodivergent and update their information on Spond. We are not seeking to label your child – we want to make sure we can work together and make sure your child has the best experience they can at Ironsides. This information will be dealt with confidentially between the coaching team.

**Coaches and Managers** should seek input from a child's parent/guardian if additional guidance is needed – **WE ARE A TEAM.**

**A Parent/Guardian must always be present at training and support the Coaches and Managers when required – WE ARE A TEAM.** Parents, please remember most of our coaches are volunteers.

## **GUIDANCE**

Children who have been diagnosed with ADHD or ASD can struggle with Impulse Control to varying degrees. This means that when a thought comes into their head, the action happens in the same moment. These children may also have limited working memory (so anything you want them to remember - make it snappy and memorable). To maximise their potential:

**DO** give tiny targets that the child is able to achieve

**DO** speak to the child 1:1 to go through rules and expectations in a friendly way, not as a pre-emptive punishment

**DO** be clear about what's expected and what's unacceptable in practices and run through those situations multiple times. That way, in a game, they have a situation they can run through which will hopefully become their go-to response rather than an inappropriate one

**DO** try to avoid inappropriate behaviour before it happens. If certain kids are struggling, watch them closely (or ask their parent to and shout their name before something happens if you think something is about to.)

**DO** praise ALL the good behaviour / achievements and explain why certain behaviours aren't okay. Children might not realise how rough they are being etc. This way, if it happens in a game, you can keep coming back to all the discussions you've had and the practice they've done so they know exactly what's expected of them

**DO** give praise often e.g. if they achieve tiny targets, then praise the child. Children with impulse control often do not get enough praise

**DO** acknowledge that it can be frustrating if things don't go your way in sport but even the top professionals let goals in and make mistakes - otherwise rugby would be extremely boring to watch!

**DO** explain that you are sanctioning a child's behaviour and not them if they do hurt someone/do something unacceptable

**DO** give children time out to help them calm down and explain to them that it looked like their emotions were out of control. If time, do deep breathing exercises *(or ask parents / guardians to do deep pressure to help dysregulated kids become regulated again)*

**DO** be calm and consistent