



**beyond your
degree**

equality & diversity officer support booklet

clubs and societies

opportunities

introduction

why we produced this booklet

Before reading this booklet you should have attended equality and diversity training provided by uea(su).

The reason we produced this booklet is to support equality and diversity officers with actions they can take to make their club or society accessible to ALL students. If people feel welcome and able to be themselves, they will have the energy and confidence to commit and keep coming back. We have tried to provide you with some practical and achievable steps to take that will make a real difference to your current and potential members. The information provided in this booklet is additional to the equality and diversity training to build on your knowledge and help you if you are not sure how to get started.

The role of equality and diversity officer will differ between student groups as there will be different challenges you are looking to address and areas you would like to improve on. Within your role, you have the opportunity to make a big difference to your members' experience and change parts of the culture of your student group.

Some of the benefits of investing time in equality and diversity are:

- Create an environment that students feel safe
- Improve students satisfaction with being a member
- Retain members for longer and open doors to students who may not have thought student groups were accessible for them
- Continue to make your student group welcoming and inclusive for all
- Tackle isolation and loneliness by supporting members to attend more regularly
- Enables people to learn and understand barriers other students have and help people see things from a different perspective
- Challenges stereotypes and helps to remove misconceptions about particular groups of people

Not sure where to start?

In a new role, sometimes the most difficult part is knowing where to start. You might not know what issues you want to address or there are too many areas you want to focus on and need to narrow this down. Have a look at our [inclusivity development](#) tool and choose some key areas to focus on. The tool is designed to get you to think about your student group, where it performs well and where there are opportunities for improvement.

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Content will cover themes of racism, sexual violence, homophobia, transphobia, ableism

role description

what you will be doing in your role as equality and diversity officer

The equality and diversity officer is a key committee role within all student group. What you will do will differ in each student group as there will be different challenges you are looking to address and areas you would like to improve on. Within your role, you have the opportunity to make a big difference to your members' experience and change parts of the culture of your student group. Your role is to consider the different needs of your student group members and ensure your student group is accessible to all students. Reflecting the diverse nature of the student body will increase your student group participation and everyone will feel able to get involved.

Purpose of the volunteer position:

To actively break down participation barriers that may be stopping students from joining your student group or actively attending. This could be done through developing a campaign, being the voice representing members, adapting your activities or developing new initiatives.

Key responsibilities:

- Actively learn about the different people you are representing
- Consider the different needs of your student group members
- Use your knowledge that you learn from listening to support your committee when making decisions or handling sensitive problems
- Use your knowledge to help make socials and events inclusive, diverse and accessible. For example, you may wish to support the Events and Socials Officer to have non-alcohol focused events to enable students from a variety of backgrounds to attend.
- Work to eliminate barriers that may prevent students from joining your student group or from participating in it
- Report incidences
- Be respectful and mindful of everyone's experiences and needs
- Tell members that they can come and talk to you about accessibility concerns
- Keep in contact with the SU via email and by reading the committee newsletter

Commitment required: Flexible around your university commitments.

Expectations of you and competencies:

- Must attend Equality and Diversity training
- Ability to challenge issues within your student group and give constructive feedback.
- Willing to actively learn about the different people you are representing or have an understanding of equality and diversity
- Passion for wanting to break down barriers stopping students from participating
- Good planning, organisational and communication skills
- Ability to work in a team and also work autonomously.

uea award

the key skills you will develop

Citizen & Stewardship

- Awareness of one's own cultural beliefs, norms and attitudes, and those of others
- An ability to improve the lives of others and lobby for positive change
- Mixing with peers from different cultures
- Understanding equality and diversity

Teamwork and leadership

- Co-operating and collaborating with others
- Working to shared aims
- Empathising with other people's position
- Giving constructive feedback to a team
- Taking the lead when required
- Showing initiative

Innovation & enterprise

- Introducing or establishing something new
- Looking for innovative solutions to problems
- Taking risks with a new idea or direction

Self-management and professionalism

- Flexibility and adaptability
- Showing resilience
- Setting priorities and juggling competing demands
- Setting goals and meeting deadlines

Communication

- Effective speaking and presentations, appropriate for specific audiences and contexts
- Writing coherently and persuasively, appropriate for specific audiences and contexts
- Assertiveness and negotiation
- Tactfulness and diplomacy

Problem Solving

- Identifying problems and their causes
- Analysing facts and circumstances
- Breaking down an issue into component parts
- Considering new angles
- Overcoming setbacks
- Creativity in generating solutions

getting to know members

supporting your members

Many students may not want to disclose personal information until they feel comfortable as a member of your club or society, and you should not pressure anyone into revealing any information they do not freely offer. This may provide difficulty if someone needs adjustments made and you might not be sure how to broach the topic with them. It is also key to not make assumptions about an individual, the student is the number one expert on what works well for them. Everyone's individual needs can often be complex and it can take some time for you to understand how it is best to support them.

Before you ask about what adjustments can be made, it is important to consider whether the information is relevant. Does this impact them taking part in your club or society activity? If the answer is no, then you do not need to ask, and you can let the individual open up to you about it when they feel the time is right.

Here are some non-intrusive steps you can take to support ALL students to take part:

Before a student comes to your session

On your webpage, social media and comms such as leaflets at the club/society fayre include a part about how you can adapt activities to support individuals and name the main contact for students to get in touch with. If someone does contact you, remember to keep confidentiality as they may not want everyone in the student group to know.

During your session or at the clubs/societies fayre

If a student arrives at your session or shows interest in taking part at the club or societies fayre and you are not sure how to support them to take part, the worst thing you can do is panic or completely ignore this student. Say hello and start off with a broad conversation to make this student feel welcomed. This is key as you do not want to make someone feel like they are different from other students and it is important to build up a rapport with new or potential members.

You could ask a broad question such as "Have you taken part in this activity before?", if the answer is NO the student might share some of their worries about taking part. If this is the case, you should reinforce ways they can take part or ask them some ways you can support them to take part.

Alternatively, they may say "Yes I have taken part in this activity before" and they might open about some ways that helped them. If they do, it is important to actively listen to this individual, suggest ways that you could replicate the support they had before and tell them you will do all you can to make them feel comfortable taking part. If you really are not sure about how they could take part as perhaps they suggest they need specialised equipment that you aren't sure about, speak with uea+sport or uea(su). End with a sentence such as "We want all members to enjoy our activity, so if there anything our committee can do to support you, just let us know".

After your session

Send an message round to all members to thank them for coming along and ask them if there is anything you can do to support them to participate.

a night to remember

alcohol awareness

check out our **A Night to Remember Booklet** to find out more about why we launched the campaign, why some students do not drink and some event ideas.

Here are our top tips for making all students feel welcome at your events, no matter their drinking status

- 1 Make sure you have interesting drinks available to nondrinkers at your events
- 2 Be clear in your communication so your non-drinking students know what is available for them
- 3 Be a demanding customer with caterers and venues - if you don't ask they will never know that they need to change
- 4 Make sure alcohol-free drinks that look like alcohol are clearly labelled - "alcohol-free wine", "alcohol-free beer" ...or people will assume they are alcoholic.

Club Soda guidance



how to set up a peer support scheme

What is buddy(su)?

buddy(su) is a peer support project that matches students primarily in their first year of study with a buddy according to their needs, circumstances and interests - such as area of study and hobbies. Buddies are trained to help support students to make the most of your time at university and will be a great source of knowledge for everyday life as a student. Clubs and societies can use buddy(su) to create their own buddy schemes and gain more members ahead of the Welcome period. buddy(su) is a great resource that enables you to run your scheme, without all the admin!

running your own club or society scheme

Gather interest from your current members on who would like to a buddy to new students.

Make sure you are trained - training on how to be a buddy and develop peer support from your SU is available via the Students' Union

Create a spreadsheet of trained volunteers (buddies) and start promoting your scheme Set up a simple form or expression of interest that new students can complete registering for a buddy

Match your new students to an appropriately trained volunteer, providing them with information about your society, any events and general advice about life at UEA

Host a welcome event during the first semester between your new students and buddy volunteers.

Create regular events or checkpoints for volunteers to check in with their matches away from group activities, allowing them to raise any issues they are experiencing.

running your scheme through buddy(su)

- Contact the buddy(su) team, via the coordinator Amy Rust - buddy.su@uea.ac.uk

- Share the volunteer application form with your members - include your club or society under 'your hobbies and interests'

- Your volunteers will be matched with new students that share the same criteria. Your volunteer should contact their matches with an introduction, information about the society and how they can get involved before the start of term.

- Host a welcome event during the first semester between your new students and buddy volunteers. This could be a virtual pre-meet to your first social or ensuring your volunteers are meeting in small groups to meet with buddies.

- Create regular events or checkpoints for volunteers to check in with their matches away from group activities, allowing them to raise any issues they are experiencing.

Integrating members and reducing cliques

A clique is a small close-knit group which tends to exclude outsiders from joining. We all fall into the trap of being comfortable and sticking to our small little groups - it happens to all of us. This can be seen as cliquey by new members of society and make it seem like you don't want to include them. Of course, this is not the intention of the behaviour, but it can still prevent new members from coming back.

Top tips for integrating members



before your first session

Discuss with your committee how you would like to welcome new members. Promote information about your club or society. Ask people to let you know if any special education needs, support or questions. If so, Inform the people involved in welcoming new members. Don't just use social media to promote activities. For those that are not on social media, they may miss important information and potentially feel like an outsider. Plan a welcome event to integrate members.

during your first session

Get the new member involved in an activity as quickly as possible. This will assist the transition and help break the ice. This also shows the new member what your club is all about. Introduce the new members to other people in the club or society. Including all the committee members and what each one does. Create a welcoming environment. Don't let anyone be isolated or no one speaking to them. Ensure someone from the committee is there to greet new and existing members. This also works online as you could have someone welcoming everyone that joins the call.

after your first session

Follow up. This could be a mixture of a general statement after the first session or sending some individual messages. It is important to ask the member how their first session went and find out if they need any additional help to settle in. This shows that you care and increases the likelihood of the individual becoming a member. Involve your members in some of the decision making. E.g. Polls for the best time for a social event.

anti-racism

tackling racism in your student group

White privilege

White privilege doesn't mean being born into money or living without hardship. It means white people are born into the racial majority and therefore race will not be an obstacle to them. All white people, whether they like it or not, benefit from this power structure.

Through what we have watched, what we have read and what we have heard, often without realising it we have absorbed some of these prejudices, which later develop into implicit or unconscious bias.

This impacts on how we view the world and interact with others. The biases can be reflected in many ways, with one of them being our language. Certain phrases and questions are repeated that has become too familiar for people of colour.

These type of phrases, are microaggressions and are one of the ways that people of colour can be made to feel alienated or out of place.

But, where are you really from?

How is your english so good?

But you don't look black

Microaggressions

A microaggression is a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (often a racial minority). Some examples of microaggressions:

- Touching someone's hair e.g. touching afro-textured hair
- Crossing over to the other side of the street to avoid someone from a different ethnicity
- Being treated less favourably or with more suspicion in a shop than a white person
- 'Where are you really from?'
- Offering more support or help to white students
- Talking over people with lived experiences of the issue

How could you tackle racism in your student group

- Listen to people with lived experience. Don't talk over someone sharing their lived experience
- Challenge subtle forms of racism (such as microaggressions) that you witness taking place
- If someone has experienced racism and want to report it, let them know how they can report this. Such as using the [report and support website](#). If they want to report the case in person you could offer to go with them.
- Celebrate and run events that are culturally diverse. For example, run an event as part of Black History Month.

mature students

how to support students to feel welcomed

Mature students are undergraduates aged over 21 years or postgraduate over 25 years. There may also be students who identify as mature because of experiencing significant life experiences at a younger age. As a committee, these are some actions you can take to ensure students of all ages feel welcome at your club or society

Be welcoming

For some undergraduate mature students, coming to university can be an isolating experience. They may be the only mature student on their course and commuting to university which reduces the time they have to meet other students. It is important you break the ice and make the first move to introduce yourself to make everyone feel welcomed.

Do not ignore

Some mature students sometimes feel they are too old to join a club or society. Their first encounter may be through the clubs and Soc fayres during welcome week. There are multiple examples of where a mature student has gone to a stall or an event and been asked to prove they are a student or even worse, they have been completely ignored as people have assumed they are a member of staff. If someone shows an interest in your club or society, please be as welcoming as you would normally.

Variety of events

Not all students want to go to events where the focus is drinking or clubbing (this isn't to say that some mature students don't want to do this). Make sure you put on a variety of events, including non-alcohol focused socials and utilise the A Night to Remember campaign to support you with planning this. It is important to do a mixture of online and in-person events as online events allow for more flexibility for parents/carers as they do not need to find childcare/care for the event. Please follow the SU events guidelines for in-person events this academic year. You could offer some opportunities for parent/carers to bring the person they look after to an event. Lastly, it is important to give details for events in good time to allow mature students to plan for getting to and from the activity etc.

Promotion

Mature students are not that different to the wider student population. All students come to UEA for the same reasons and experience similar issues such as high and lows on courses and in general life. Being able to feel included within the whole university is important for everyone, not just the majority.

Avoid assumptions

The messages you have on your webpage and social media are important at reducing any fears mature students may be feeling about joining or going along to a taster. If you are taking steps towards making all students feel welcomed, then include this as part of your promotion. A simple note such as 'We do our best to make students of all ages feel welcomed at our student group and we are happy to talk to you more about this', can have a massive impact for students who are worried about their age preventing them from joining.

reducing members anxieties

break down barriers stopping participation



Provide the opportunity for students to meet in small groups before going to your main session or social event. This will help new students to get to know each other and encourage them to come to the event together.



Add photos of your committee members to your club or society webpage and for events link to this page to let members know who is leading the event. This allows new students to be able to put a face to a name.



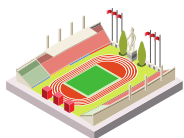
Let people know as much information about the event as possible e.g. where are you going to meet, what they should expect from your session, what they need to bring etc. E.g. will they need to bring their own sports equipment, or will it be provided?



It is important that your club or society part of the website is up to date and has adequate content on there about what happens at sessions.



Let people know what ability they need to come along e.g. all abilities welcome, those that have never played before are welcome



If your event is in the Sportspark consider meeting people outside and let new students know how to get their card registered for the turnstiles.



Consider linking with buddy(su) to match your existing members with new members.



Give the opportunity for new members to chat with someone online before attending. You could look at spitting this responsibility across all committee members and some members.



Plan integration and icebreaker activity to support existing members and new member to have discussions.



Split committee and existing members up to speak with new members. Actively speak to new members and check-in with individuals afterwards.



On your club or society webpage and social media, include what your student group stands for e.g. Inclusive of all students, friendly and welcome environment.

reducing members anxieties - existing members

break down barriers stopping participation

Think back to your first session as part of the club or society you are currently a committee member. How did you feel? Was there anything a member could have done to make you feel welcome and at ease?

Here are 4 top tips to discuss with your existing members to help new members feel welcomed and continue attending

- 1** **Talk and engage with new members. Introduce yourself and ask them questions about themselves.**
- 2** **Try to not just talk with your usual friendship groups within the club or society.**
- 3** **Follow up and ask them how they found the session.**
- 4** **Invite new members to chat or meet up before the next event.**



A template you may wish to use for an inclusive session and reducing anxieties

This event is organised by.....You can contact..... by emailing..... If you would like to put a face to a name, you can see the committee member here..... (link to your club or society webpage) During the session this will happen.... You will need to bring.... Don't worry if you haven't done the activity before everyone is..... (friendly/welcome/beginners/all abilities). Most people that come along to these events do not know anyone else to begin with, but if you are feeling nervous about attending alone, please let us know by contacting the main lead for the event. We can arrange for some to talk or meet with you prior to give more details about the event and do our best to reduce any anxieties you may have about coming along. This event is (fully/partly) physically accessible for wheelchair users (please communicate if a part of it is not accessible e.g. the pit in the LCR). If you have any accessibility needs or would like further support to attend, please let us know and we will try our best to accommodate you. The committee looks forward to welcoming new and existing members to this event.

students with physical and invisible disabilities

break down barriers stopping participation

The nature of clubs and societies means that everyone is different, and the worries and barriers are therefore different too. This means that there is no one size fits all but doing something that encourages your club or society to examine the issues people may encounter specifically to your club or society is a good starting point.

Potential barriers for students with a disability joining a student group

Their own perceptions

The perceptions of others

Physical barriers

Not wanting to "Put other out"

Lack of provision

Confidence



GOOD PRACTICE EXAMPLE: SUB AQUA



Sub Aqua started a campaign called "I want to scuba dive, but..." This series of social media posts will pick common accessibility issues, groups that may be more apprehensive than others, common worries, and explain how the club makes sure that those things aren't a problem for members. We're starting with things like - I have a physical disability, I have an invisible disability, I have a mental health condition, I'm transgender, I'm worried about wearing swimwear, I can't swim very well.

students with physical and invisible disabilities

break down barriers stopping participation

DISPEL MYTHS

Explain how people can participate if from the outside they may have assumed they wouldn't be able to.

Have a specific person a potential member can contact to discuss solutions for more specific accessibility enquires. With personal matters, people are often more receptive to a designated committee member rather than a general email. This could be a good role for your equality and diversity officer. Keep their disability confidential, as a student may trust you with the issue or need you to know to help them participate but they might not want all members knowing.

CONTACT

SHOWCASE DIVERSITY

Make all students feel welcome to join by creating a promotion that showcases the diversity in your club or society.

There is a whole range of activities or events you could host that would help to make your student group more accessible and inclusive. There is funding available to help you do this [here](#).

ACCESSIBILITY AND INCLUSIVITY GRANT

COMMUNICATION

This is key. If you put on an event and there are barriers (e.g. part of the building is not wheelchair accessible) then clearly communicate this. Commute on your webpage and your social media that you can support all students to take part in your club or society activity, students just need to let you know how you can best do this. It is important to note that not everyone will feel comfortable revealing a disability, so if someone does it is important to reassure them and try to be accommodating with the activities you organise.

It is important to remember some conditions are a spectrum, with symptoms that vary from person to person. Therefore, do not presume you know exactly what one person's needs are because you know someone with the same condition.

DISABILITY IS ON A SPECTRUM

LANGUAGE

Some disabled people may use controversial language when talking about themselves. That's their choice, but it doesn't mean they'd be happy for you to use it. There are some words that many disabled people find hurtful or harsh because they suggest disabled people are helpless, are pitying and are often used abusively. Some tips on language that most people prefer [here](#).

students with hearing loss

How to support students with hearing loss in your club or society



Virtually

- Group calls and meetings can be tricky to see everyone and follow who is speaking and where to look. You could put people into smaller breakout rooms, don't have too many participants or check that they understood and could lip-read okay.
- Microsoft teams CC option is very distracting and often not accurate. Often students would rather see the speaker so they know who is speaking.
- Live sessions are high pressure to lip read accurately and in time, record them if you can.
- Closed caption all videos.
- Write it down, this could be via the chatbox on a zoom call.



In-person

** Please adhere to uea(su) and government guidelines for any in-person activity **

- Face the person when you speak to them, don't have your hands or objects like pens near your mouth or chewing gum/eating.
- If they have unilateral deafness, stand on their 'better' ear hearing side.
- With meetings, check that they are sat close enough to see your face and mouth. Try to be at eye level and sit down too.
- Don't walk and talk, try and sit down opposite each other.
- Don't talk to and write on the 'board/wall' at the same time. Write then talk. It's hard enough to follow without not being able to see your mouth.
- Don't shout or over-exaggerate the lip patterns. Screaming and yawning look the same. In group chats, make it clear who is speaking so they can follow it. Don't speak all at once and don't whisper to each other because they will still be able to read/get it.
- Maintain eye contact.
- Loud bangs, claps, fireworks can be really startling especially for hearing aid users.
- Be clear: especially with directions and point/gesture.
- If you don't understand- ask them to write it down or speak again.
- Write it down- have a pen and paper or the notes app on your phone.
- Don't say 'it doesn't matter' 'I'll tell you later' 'you're not missing anything' 'it's not important'.



being a trans ally

supporting students

Awareness months - get involved with awareness months such as LGBT History month that takes place in February every year and also trans awareness week that usually is the second week of November.

Listen to trans people - The best way to be an ally is to listen with an open mind to trans people speaking for themselves.

Don't make assumptions about someone's gender - If you're unsure which pronoun a person uses, listen first to the pronoun other people use when referring to them. Someone who knows the person well will probably use the correct pronoun. If you must ask which pronoun the person uses, start with your own. In a group setting where you don't know everyone, identify people by articles of clothing instead of using gendered language. For example, the "person in the blue shirt," instead of the "woman in the front."

Misgendering - Mistakenly misgendering someone doesn't make you an awful person. If you accidentally use the wrong pronoun, apologise quickly and sincerely, then move on. The bigger deal you make out of the situation, the more uncomfortable it is for everyone.

Don't ask about a trans person's genitals, surgical status, or sex life - It would be inappropriate to ask a cisgender person about the appearance or status of their genitals. It is equally inappropriate to ask a transgender person those questions.

Avoid backhanded compliments and "helpful" tips. - While you may intend to be supportive, comments like the following can be hurtful or even insulting:

"You look just like a real woman."

"He's so hot. I'd date him even though he's transgender."

Be careful about confidentiality, disclosure, and "outing." - Some trans people feel comfortable disclosing their gender history, and some do not. A transgender person's gender history is personal information and it is up to them to share it with others.

Respect the terminology a trans person uses to describe their identity - Trans people use many different terms to describe their experiences. Respect the term (transgender, transsexual, non-binary, genderqueer etc.) a person uses to describe themselves.

Know your own limits as an ally - don't be afraid to admit when you don't know something. It is better to admit you don't know something than to make assumptions or say something that may be incorrect or hurtful.

sexuality

break down barriers stopping participation

It is important to be aware of the challenges facing LGBTQ+ students and how this may impact their participation in your club or society. Understanding this will help you to put actions in place to try combat these. The impact of negative behaviours in your club or society could lead to a student not coming along to any more of your sessions or not engaging in other student groups. It could also make students feel they can't be themselves and reluctant to be open with others. In Clubs, some challenges might be fear of discrimination from negative previous experiences from secondary school PE lessons or a lack of visual LGBTQ+ coaches and role models in sport.

Some steps you can take as a club or society:

Always challenge homophobic or biphobic language, behaviour or 'banter' that is offensive to the LGBTQ+ community. Even if people say language is 'banter' or not meant offensively, words and phrases that use sexuality as a joke need to be challenged consistently within your student group. This language isn't always targeted at LGBTQ+ students, it may be targeted at Cisgender and heterosexual students. It is everyone's responsibility to call this type of behaviour out. When incidents occur it's best to challenge these as soon as they happen. Use questions and explain why someone's words and actions have an impact.

What do you mean by that?

Talk about the personal impact and make it real. 'When you use that word it can make someone who is gay or has gay family members or friends feel uncomfortable and unwelcome at our student group.'

Can a rugby club really be gay?

Make LGBTQ+ challenges more visible by running an event during LGBT History month or at another point during the academic year. You may also want to start your own campaign or if you are a club you could get involved with Stonewall's rainbow laces. This campaign was created to give sportspeople to show their support for LGBTQ+ people in sport by wearing rainbow coloured shoelaces. Laces might not work for all sports, instead, you might want to wear rainbow coloured socks, hats etc.

If someone comes out to you this is an indication that they trust you and this might be the first time someone has talked about their sexuality. It is important that you are a good listener and reassure them that their confidentiality will be respected. Reinforce that they can be themselves and encourage them to feel positive about who they are.

Celebrate LGBTQ+ people's achievements throughout the year and not just limited to during awareness months. This could be as simple as sharing a positive news article on your Instagram story.

commuter students

break down barriers stopping participation

Who are commuter students?

Commuter students could be 1) anyone that doesn't live on campus 2) anyone who lives at home during university or 3) anyone who lives outside of a student area in Norwich.

It is important to note that commuter students are such a diverse group of people and it is impossible to generalise across it. You may have some commuter students that choose to live at home because of family, caring and employment responsibilities.

Here are some tips to reduce some of the challenges of students who commute:

- Promote the benefits of being a member of your student group. If a commuter student has a lecture at 9am and your session is at 6pm, think about what is going to make them come onto campus again later in the day or potentially wait on campus until the session.
- Highlight some existing commuter students in your student group and share their experience of being a member. Raising the profile of commuter students will help engage more within your student group.
- When you run an event you could share information about travel e.g. is there parking at the venue or nearby.
- A mixture of times for social events, including some daytime events.
- A variety of event locations, such as having events in Norwich and events on campus. Sometimes students will have to travel to Norwich before they travel to UEA. If you can make some events in the city that cuts out that additional travel time.
- Think about how you can make your activities and social events as flexible as possible. Can there be some flexibility with dropping into the session, arriving late or leaving early?
- Do a mixture of in-person and online events to help all students to be able to access them.
- Commuter students won't have moved into a flat on campus and potentially haven't got to know many students when they are considering going to a taster session. Therefore, it is key to make all students feel welcome and develop activities that allow students coming on their own to make friends and develop support networks.

women's+ participation

supporting your members

What is women's+ history month?

Women's History Month was first adopted in the UK in 2011. Womens+ History Month is celebrated to recognise the importance of efforts by women+ in society. The History Month is representative of all women, including those who identify as female or non-binary.

What can you do in your club or society:

Awareness months - get involved with women's+ history month or awareness events throughout the year. Celebrate, empower and raise awareness of women achievements. Throughout the centuries, there have been countless women that have fought for equality and that benefits society now.

I'm in a men's sports club, how can I help?

It is key that everyone gets involved in awareness months and shows allyship even if you do not identify with the demographic that the month is trying to raise awareness for. You could look to share on your social media women that inspire you or have been role models for you. You could look to highlight women's achievements and what the current challenges are for gender equality.

Challenge stereotypes and fight bias language:

You hit like a girl

Girls aren't good with numbers

Sexual harassment - In 2017 20% of women and 4% of men have experienced some type of sexual assault since the age of 16, equivalent to 3.4 million female and 631,000 male victims.

Challenge subtle forms of sexual harassment within your society and If someone confides in you as the E&D officer about a sexual harassment experience let them know they are believed and supported, don't tell them what to do, let them know about who they can report a sexual harassment case to. If they want to report the case in person you could offer to go with them and ask what they would like.

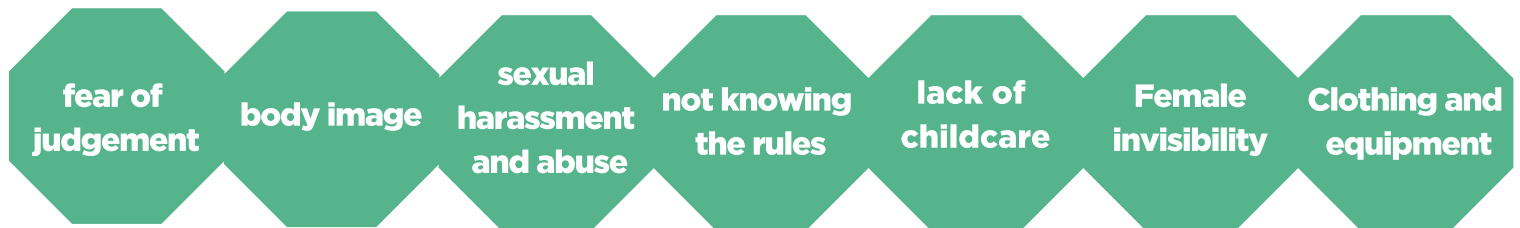
Sexual harassment is any unwanted behaviour of a sexual nature that makes a person feel uncomfortable. Sexual harassment can include: Unwanted physical contact (groping, touching, kissing), Inappropriate sexual comments or taunts (sexually-based insults, jokes, songs), Leering or staring, Wolf whistling and catcalling, Some incidents of sexual harassment also meet the legal definition of sexual assault. Sexual harassment can be subtle - Picking someone up, constantly touching someone without asking, Nicknames.

women's+ in sport

barriers to participation

For sports clubs, women may have additional barriers to taking part that might not be seen as an issue for being a member of a society at UEA. 39% of women aged 16 and over are not active enough to get the full health benefits of sport and physical activity, compared to 35% of men. (Sport England, 2020)

What are the barriers women face to participation in sport?



What can you do in your club to help participation?

- Seek feedback from your current members. If it is noticeable that you don't have many women taking part, ask your members why they think this is. What is stopping women from joining in? Is this the same across this sport whether you are? Talk to your friends not participating in a club, why are they not participating?
- Can student parents bring their children to any of your activities? There are a number of student parents at UEA. Can there be flexibility with coming late or not committing to a team part of your club?
- Dispel fears and myths about sports club - "They are only for people sporty", "everyone will judge me as I don't have any sporty clothes".
- Promote the benefits of being a member of a sports club. Making lifelong friends, good for mental wellbeing, university experience, time away from studies for a rest.
- Create a warm and supportive welcome as soon as people walk through the door whether they are a familiar face or someone new.
- If you are a mixed sports club, is there diversity on the committee? Are there relatable leaders and people helping your club to succeed?
- Share photos and videos of women of all ages and sizes. If you students can see someone 'like me' that can help get over the first hurdle of going along to your first session.
- Make it easy for people to come along to the first session - address practical and emotional barriers in your marketing e.g. this is what you wear to the session, don't worry we have lots of spare equipment. Make the equipment appealing, don't make it like secondary school where when you were last to go get your badminton racket you ended up with the one with a grip that was falling off.

international students

barriers to participation

For international students, they are a long way from home and many have come to the UK without friends or their family. It is important to contribute to an international student home away from home and help them feel settled.

Top tips for supporting international students.

- Think about what activities you can do during your welcome week events to help students feel settled, find their way around and provide a warm welcome. If your activity is in the sports park, could you arrange to do a quick 15-minute tour of the sports park to help students to get their bearings on campus?
- Create a peer support network with your student group. You could look to do this through the buddy(su) scheme allowing students to have someone to help them feel settled during their first couple of weeks as a member of your student group.
- Explain what a club or society does, what are the benefits etc. For some international students, there may not have been clubs or societies at their previous university and this might be a completely new concept.
- As coronavirus has spread around the world, there have been many reports on increase harassment and hate crimes directed towards international students. There is no place for harassment and hate crimes at UEA and you should report anything that you see. You may want to refer back to the anti-racism page to understand what a microaggression is.
- During the winter and Easter break, check-in with international students in your club or society. Many will not of had the opportunity to go home during this period and may be feeling isolated or experiencing homesickness.
- Adapting to a completely new culture and social structure is difficult. Cultural differences and language problems add another barrier for international students. Consider this when you are planning events and activities.

postgraduate students

barriers to participation

Clubs and societies are open to everyone, but for some postgraduate students, they don't feel as though they cater to them. There is significantly lower participation of postgraduate students in clubs and societies than the number at UEA. Postgraduate students are a diverse range of ages, so you may want to look at some of the guidance on mature students part of this booklet. Mature postgraduate students are anyone aged 25 and over when they start their PGT or PGR degree.

Top tips for supporting postgraduate students in clubs or societies

- It is important to promote that your club or society is open for everyone on your webpage and through your social media. Specifically, talk about postgraduate students and their experience of your student group. You could do this by highlighting current postgraduate students through case studies or sharing quotes. This also applies to the imagery that you share on your social media and webpage, are you showcasing postgraduate students as part of this?
- The move to fewer contact hours and greater independent study can be an isolating experience for many postgraduate students. Consider icebreaker tasks to integrate members. Everyone that has come along to your student group event or session is there because they have a shared interest.
- Postgraduate term dates do not follow undergrad ones, consider if you could do some activities outside of undergraduate terms dates to welcome postgraduates and reduce isolation.
- Do a poll on times and dates for events. This lets students know that you are considering their commitments when planning events.
- Consider if you could add a postgraduate Students' Welfare Rep or a similar position on your committee. Alternatively, you could look to share an email address that postgraduate students can get in touch with if they have any questions.
- Promote the benefits of a work-life balance and the importance of doing extracurricular activities at University.
- Plan and run campaigns, awareness-raising events and activities for the benefit of postgraduate students.

event inclusivity checklist

Go through this list when planning an event

Have you consulted with members about times and dates that are convenient for them? (you won't be able to suit everyone's timetable, but asking the question or doing a poll shows members that you care about meeting their needs.

YES OR NO

Will there be activities to integrate and build relationships with new members?

YES OR NO

Is there a plan of how you might be able to reduce participants worries about coming to the event?

YES OR NO

Will there be communication that drinking is optional and/or there are exciting alternatives to alcohol available?

YES OR NO

Is there pre-event communication if there is any of the following?
Flash photography, any sort of strobe lights or flashing images, distinctly amplified sound/music, the use of fog machine/any other chemical smells.

YES OR NO

Have you considered dietary requirements? Such as lactose intolerance, gluten free, vegetarian, vegan, peanut allergies, diabetic, celiac disease (gluten free), Kosher, Halal, non-beef, non-pork options.

YES OR NO

Is the location fully accessible for students with disabilities? If parts of the venue are not fully accessible, it is important that you communicate this to your members.

YES OR NO

Will there be a quiet space for students who would like a break from the activity?

YES OR NO

Will there be an opportunity for students to express their gender identity? Such as introductions at the start of the event or including pronouns on name badges.

YES OR NO

Will there be resources printed in large print?

YES OR NO

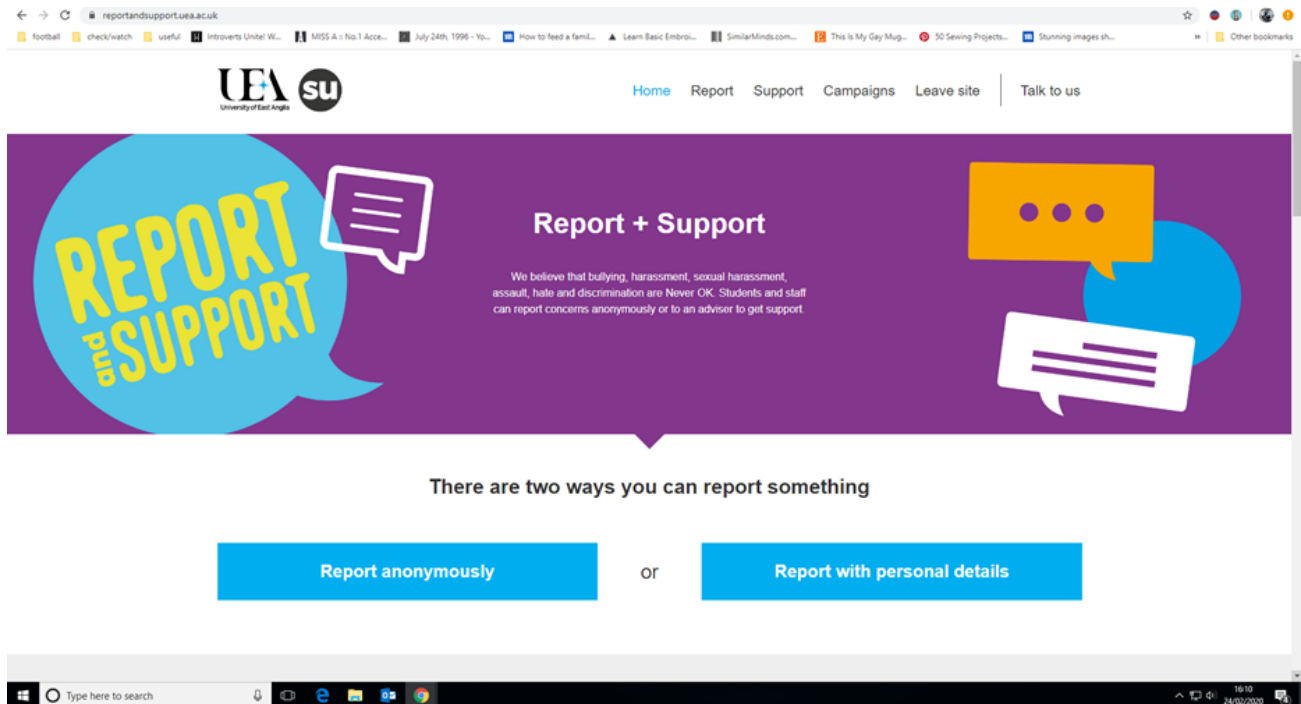
Is there seating reserved at the event for people who are vision impaired, short stature, sign interpreters, wheelchair users, and motorised scooters users, people complained by guide dogs

YES OR NO

reporting and schemes

supporting your members

Report and support - online



A place for students and staff to report incidents of harassment, assault, abuse or bullying of any kind. Can get support from Student Support or Advice SU from this.

Good night out scheme



The Good Night Out scheme was created to help you enjoy a night out free from harassment and has seen us train all bar and security staff to deal with incidents.

You can report any incident to staff at our venues (LCR & Waterfront), including sexually aggressive behaviour, racist behaviour, stalking, homophobia or transphobia.

You can notify staff about incidents happening to anyone including yourself, committee members, society members and strangers. Identify members of staff at our venues by their purple t-shirts, security uniforms, or individuals wearing an ear-piece and radio.

reporting and schemes

supporting your members

Safer taxi scheme

The SU have a Safer Taxi scheme to help students get home safely. All you have to do is call the taxi company and give them your student number and name. We will pay the invoice and bill you for it later.

ABC Taxi, 5 Star Taxi and Courtesy Taxi are our partners in this.

ABC Taxi: 01603 666333

5 Star Taxi: 01603 455555

Courtesy Taxi: 01603 446644

Edradicate hate



ERADICATE
HATE

Eradicate Hate is an SU anti-racism campaign devised by students to address racism on campus and ensure that students of colour are properly supported. The campaign is designed to educate the community at UEA on what constitutes racist behaviour, to create an anti-racism culture on campus, and to inform students on how to report racist incidents and get support.

Never okay scheme



Never OK aims to foster a culture of zero tolerance for harassment, bullying, abuse and hate crime of any kind. If you experience anything at all that makes you uncomfortable, you can speak to any member of uea(su) career staff that work upstairs in the office. We will then make sure it is reported to the correct person.

You can make your own report or a report on behalf of another person in person or on the UEA website:

<https://portal.uea.ac.uk/neverok/report-it/reporting-form>.

