

## Hub Reporting 2022/2023- Diversity and Inclusion Data

### Transgender/Non-Binary Data

This academic year will see the first data collection on transgender and non-binary participants. This will help the WRU understand the number of children and young people playing rugby who identify with a gender that is different to their sex assigned at birth.

It is important that Hub Officers do not ask children or young people directly about their gender identity, as teaching and support staff will be able to provide information regarding the gender identity of participants. Some children and young people may not know or be questioning their gender identity and in some cases this may make them feel uncomfortable or singled out. When collecting this information it is useful to have this as a number (e.g. 3 children out of a class of 30, written as 3/30) or as a percentage (e.g. 10%). **This information should be collected half termly/termly/annually.**

Trans and non-binary people are estimated to be approximately 1% of the population, however this may be more amongst young people, particularly at Secondary or Further Education.

To make transgender and non-binary participants more comfortable, use correct pronouns and introduce yours at the start of the session if you feel comfortable in doing so. For example, a Hub Officer may identify as male and their pronouns would be he/him/his. Try and remember if a young person has asked you to use specific pronouns, such as the

### **Trans or Transgender definition**

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, gender-queer (GQ), gender-fluid, non-binary, gender-variant, amongst other terms.

### **Transgender man/boy definition**

A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

### **Transgender woman/girl definition**

A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

### **Transitioning definition**

The steps a trans person may take to live in the gender with which they identify. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

### **Non-Binary definition**



An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

### **Useful Reading**

More information about transgender and non-binary communities and sport participation can be found:

[Gendered Intelligence](#)

[Mermaids](#)

[Stonewall](#)

### Ethnically Diverse Community Data

WRU is keen to understand the participation of ethnically diverse communities in rugby. In 2022/23 we will be recording participation from these communities, grouped together as Ethnically Diverse Communities or Diverse Ethnic Communities. This replaces the previous term BAME (Black, Asian and Minority Ethnic Communities).

It is important that Hub Officers do not ask children or young people directly about their race or ethnicity, as teaching and support staff will be able to provide information regarding the community background of participants. When collecting this information it is useful to have this as a number (e.g. 10 children out of a class of 30, written as 10/30) or as a percentage (e.g. 30%). A breakdown by each ethnicity is not required. **This information should be collected half termly/termly/annually.**

In 2019, [approximately 5%](#) of the population of Wales identified with ethnically diverse communities, which has been slowly increasing over a number of decades. The next accurate information to be published will be the 2021 Census information.

### **Common Categories of Ethnically Diverse Communities**

There are many different communities that make up the broader group of ethnically diverse communities in Wales. Below is a list of common communities that you may encounter, although this is not an exhaustive list.

- White European (e.g. Ukranian, Polish)
- White Gypsy or Irish Traveller
- Roma
- Black British
- Black African
- Black Caribbean
- Other Black Background
- Asian Chinese
- Asian Indian
- Asian Pakistani
- Asian Bangladeshi



- Asian British
- Other Asian Background
- Arabic
- Mixed Community Background- White and Black Caribbean
- Mixed Community Background- White and Black African
- Mixed Community Background- White and Asian
- Other Mixed Community Background

### **Useful Reading**

More information about ethnically diverse communities and sport participation can be found:

[Sporting Equals](#)

[Sport Wales](#)

[Show Racism the Red Card](#)

### Free School Meals

WRU is collecting data on the number of participants who are eligible for Free School Meals for the first time in 2022/23. Free School Meals are provided to children from households with the lowest incomes. This includes families in receipt of Universal Credit, Income Support, Jobseekers Allowance and Employment Support Allowance.

It is important that Hub Officers do not ask children or young people directly about their Free School Meal status, as teaching and support staff will be able to provide information regarding the Free School Meal status of participants. Children may be uncomfortable with other people knowing their Free School Meal status and may feel singled out, and in some cases children may not know they are in receipt or eligible for Free School Meals. When collecting this information it is useful to have this as a number (e.g. 10 children out of a class of 30, written as 10/30) or as a percentage (e.g. 30%). **This information should be collected half termly/termly/annually.**

More than 100,000 children are eligible for Free School Meals in Wales, from around 468,000 children and young people of school age (22.4% at the end of 2021), which has been significantly impacted by the COVID-19 pandemic and cost of living.

Free School Meals are sometimes linked to educational attainment outcomes, as much has been written in academic research about lower educational attainment amongst children and young people in receipt of Free School Meals, however this can create a stigma or stereotype amongst those in receipt and there are many exceptions to these theories.

### **Useful Reading**

More information about low socio-economic communities and sport participation can be found:

[Sport Wales](#)

[Welsh Government](#)



#### ALN Data

WRU is collecting data on the number of participants who have additional learning needs (ALN- previously referred to as SEN or Special Educational Needs) for the first time in 2022/23. ALN is a term used to identify children and young people who benefit from additional support in their education. This could mean they find aspects of learning more difficult than children of the same age and may have a disability which requires an adjustment to be made to the way their education is delivered.

It is important that Hub Officers do not ask children or young people directly about their ALN status, as teaching and support staff will be able to provide information regarding the ALN status of participants. Children may be uncomfortable with other people knowing their ALN status and may feel singled out, and in some cases children may not be aware of their ALN. When collecting this information it is useful to have this as a number (e.g. 10 children out of a class of 30, written as 10/30) or as a percentage (e.g. 30%). **This information should be collected half termly/termly/annually.**

You will be able to find the number of ALN students in your establishment via the school website and it is important to consider how your practical and classroom sessions are delivered, to ensure ALN students are included. If you are unsure about a child or young person's ALN status, or what adjustments you may need to make to your delivery, speak to the lead or office at your establishment.

#### Useful Reading

More information about ALN can be found:

[Welsh Government](#)

[Snap Cymru](#)

