



BRITISH
JUDO

EQUALITY, DIVERSITY AND INCLUSIVE LANGUAGE GUIDE

INCLUSION

WHY DO WE HAVE A LANGUAGE GUIDE?

AS A SPORT WE ARE STRIVING TO INCLUDE EVERYONE REGARDLESS OF THEIR IDENTITY. WE ARE WORKING PROACTIVELY TO ENSURE SAFE, INCLUSIVE, AND ACCESSIBLE JUDO EXPERIENCES.

BRITISH JUDO ASSOCIATION'S EDI STATEMENT:

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"The sport of judo is open to everyone and British Judo prides itself on being a welcoming, inclusive community both on and off the mat.

Celebrating differences, respecting and being sensitive to others without causing harm, is central to our values. The only thing that defines us in judo is the colour of our belts."

”



This is embedded in our EDI Strategic Plan 

In 2023 we began a programme of learning on equality, diversity and inclusion with our staff, Board and Advisory Group (BJA members).

We discussed inclusive language, which involves choosing words that respect and affirm people's identities and experiences.

TIPS FOR USING INCLUSIVE LANGUAGE

Language reflects our own identity and experiences be careful of others experiences and identity.

Don't use generic and broad terms.

Be careful of using acronyms or technical terms.

Don't be worried about making mistakes, its best trying to use language you feel is including others

Words have different meanings for different nations and cultures.

Judo is about safe, inclusive and accessible experiences, the language we use promotes our care and respect of all in our community

Language isn't static, it develops over time and shaped by those with lived experiences- we need to listen to and embrace this change to include everyone

An identified action from recent Equality, Diversity & Inclusion training with HTVB Consultancy was to produce an Inclusive Equality, Diversity and Inclusion Language Guide for British Judo.

PURPOSE OF THE GUIDE

This guide is designed to support consistency and ensure inclusion in the language we are using internally in our day-to-day work with colleagues, clubs, members and athletes, and externally with stakeholders in our communications, policies and operational and strategic practice.

It will be referred to in all we do from coach development and education, to events and competitions.



KEY QUESTIONS TO ASK YOURSELF:

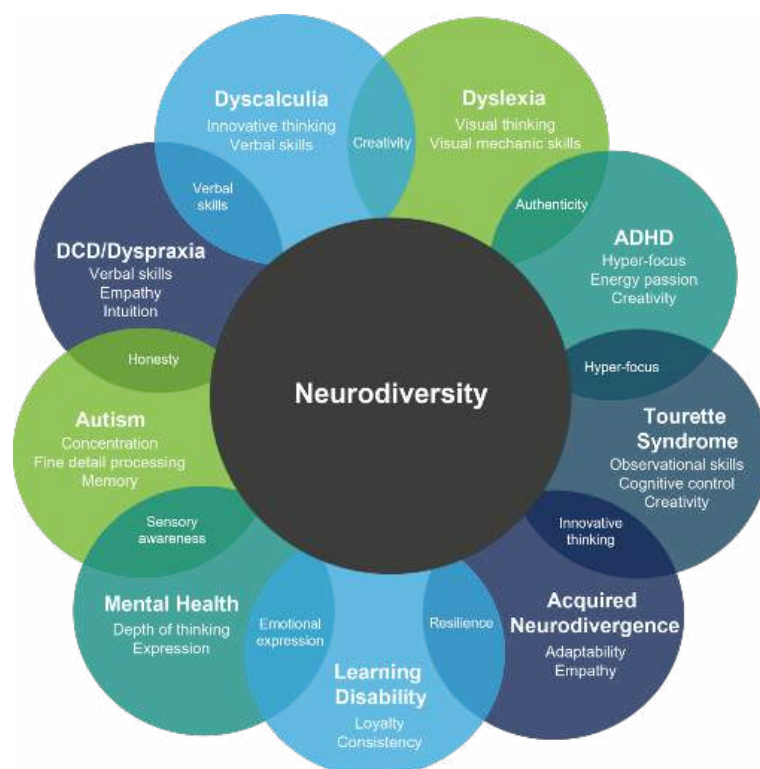
Promoting our learning from our recent training with HTVB Consultancy:
Asking the question;

WHAT COULD YOU DO MORE OF GOING FORWARD?

- Be open to learning about inclusion and diversity
- Promote of knowledge with others and be curious in our own learning
 - Support others to feel safe in reflecting on inclusion & diversity
 - Don't be a bystander and challenge non-inclusive behaviours
 - Continue and grow in our individual learning journey regarding diversity and inclusion initiatives in Judo
- Look at all we do through a inclusion and diversity lens in our work in Judo
- Put inclusion and diversity on the agenda planning and developing Judo initiatives with all our stakeholders
- Refer to the Diversity and Inclusion Action Plan (DIAP) and consider what it means for my work
- Be an ally in promoting inclusion and diversity in our Judo community
- Reflect on the fact that being comfortable is sometimes uncomfortable (it means we are developing)
- Am I comfortable being uncomfortable?

Neurodiversity refers to the natural variation in how all human brains function. It includes people with autism, ADHD, dyslexia, dyspraxia, OCD, and other cognitive differences—individuals whose thinking styles differ from what's typically expected.

But in a world designed around neurotypical norms, neurodivergent people often face systemic barriers to participation, recognition, and success. That's why deliberate inclusion, tailored support, and equitable opportunities are not optional—they're essential.



IAN'S STORY

[illegible]

DOWNLOADABLE RESOURCE:

BEST PRACTICES FOR COACHING VISUALLY IMPAIRED JUDOKA

CLICK HERE TO DOWNLOAD



BEST PRACTICES FOR COACHING VISUALLY IMPAIRED JUDOKA

We have an established pathway for visually impaired athletes and our recent top tips provides good practice in coaching and include Judo with visual impairments.

[Click here to download the guide](#)



[Click here to visit our Adaptive Judo website](#)



EXAMPLES OF GOOD PRACTICE GUIDES



Institute of Race Relations (IRR)'s definitions of race language:

[CLICK HERE](#)



Inventim Group's (EDI Consultancy) Glossary

[CLICK HERE](#)



The Women's Institute (WI) EDI Glossary

[CLICK HERE](#)



UK Government language advice on Disability

[CLICK HERE](#)



Hive Learning, Training and Development Organisation's EDI Glossary:

[CLICK HERE](#)



St George's University EDI glossary

[CLICK HERE](#)



United Nations (UN)'s Gender-Inclusive Language Guide

[CLICK HERE](#)



Genderbread tool to help explain the big concept of gender

[CLICK HERE](#)

Having reviewed a number of good examples of A-Z terminology. The following guidance was identified a positive resource to refer to. Please refer to this guidance which we support as the language we should be using in our practice, communication and correspondence

[CLICK HERE TO ACCESS](#)

**IF YOU ARE EVER UNSURE ABOUT WHAT LANGUAGE TO USE, PLEASE FEEL FREE TO
ASK AT SAFEGUARDING@BRITISHJUDO.ORG.UK**



TERMS TO AVOID:

Within The Institution of Engineering and Technology's Equality, Diversity and Inclusion Glossary it states;

Terms and definitions continue to evolve over time and often mean different things to different groups and individuals. We have included some pointers here for terms to avoid, these are not exhaustive. Many of us recognise and understand overt derogatory language but there are many types of offensive language that we may not recognise as easily.

It is important to remember that some language is not intended to be offensive but may be interpreted as such.

The interpretation is based on the recipient's personal circumstances and experiences, that we may not share or understand. So, it's important to think about the words we use, ask people how they want to be referred to and listen when people say that they find a term inappropriate or offensive.

We would echo and support this statement, so let's include everyone together in all we do in Judo and think about the words we use, ask people how they want to be referred to and listen when people say that they find a term inappropriate or offensive.

Please refer to pages 25-26 for some good examples to reflect on.

[CLICK HERE TO ACCESS](#)

