

Safeguarding and EDI Report for Club Meeting – 14th April

Named Safeguarding and EDI Officers

The following clubs have sent their EDI/Safeguarding information in:

Astley Bridge
Brinscall
Ossy
Burnley Belvedere
Lostock
Salesbury
Atherton
Earby
Feniscowles
Baxenden
Kearsley
Little Lever
Tonge
Barnoldswick
Cherry Tree
Read
Eagley

Please can you ensure that you email your Safeguarding and EDI officer contacts ASAP to me if your club is not listed above. Please also ensure that your play cricket has been updated to show your current Safeguarding and EDI officers.

Link for reporting a safeguarding concern to Adele

<https://webform.clue.co.uk/CRSafeguardingConcern>

Link for reporting an EDI incident to the Cricket regulator

<https://webform.clue.co.uk/CRAntiDiscriminationReport>

Please also ensure that a report is sent through to safeguarding@nwcl.co.uk as well as completing any of the forms above as otherwise I don't receive a notification.

Neurodiversity

Session structure & communication

- Use a **visual schedule** (whiteboard or cards) showing: warm-up → skill → game → cool down
- Give **short, simple instructions** (1–2 steps at a time)
- Demonstrate first, then let children copy rather than relying only on verbal explanation
- Use consistent language each week (e.g. same keywords for skills)

Adapting activities

- Break skills into chunks (e.g. *grip* → *stance* → *swing* instead of full batting technique)
- Use **larger or softer balls** to build confidence and reduce fear
- Reduce pitch size or distance to increase success
- Allow extra time or repeated turns without pressure

Choice & flexibility

- Offer roles: batter, fielder, scorer, helper—so children can engage in a way that suits them
- Provide a **quiet space or short break option** if things feel overwhelming
- Let children opt in gradually rather than forcing full participation

Sensory-friendly adjustments

- Be mindful of noise—avoid whistles or loud shouting where possible
- Use clear boundaries (cones, markers) to define space
- Allow movement breaks (e.g. quick run, stretch, or “energy lap”)

Behaviour & engagement

- Use **positive reinforcement immediately** (“Great watching the ball!”)
- Celebrate effort, not just outcomes
- Use simple reward systems (stickers, points, team goals)
- Keep activities **fast-paced and varied** to maintain attention

Social support

- Pair children thoughtfully (supportive peer buddies)
- Model turn-taking and teamwork explicitly
- Use small-group activities rather than large, chaotic games

Consistency & relationships

- Start and end sessions the same way each week
- Check in individually (“How are you feeling today?”)
- Build trust—children engage more when they feel safe and understood

These approaches align closely with inclusive coaching guidance from organisations like the England and Wales Cricket Board and can make a big difference in helping every child feel successful and included.

If any clubs would like any more support with supporting neurodiversity in their clubs, please let me know and if any clubs need some visual support cards making, please also let me know.

