

Collective Encounters: Embedding Equality, Diversity & Inclusion Action Plan

Not met = 0 Partially met = 1 Fully met = 2

1.1 Equality, Diversity and Inclusion is a strategic priority

DECEMBER UPDATE

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| EDI is central to our vision, mission and values | 1 | Review Manifesto to ensure greater representation from Black people, people of colour and ethnic communities once programme participants and audiences are more diverse. | We are in a process of revising our Quality and Evaluation Framework (including quality indicators) and will ensure that EDI is central to the revised document and indicators |
| Targets for EDI are in place | 1 | See Creative Case for Diversity Review 2021-2022 | Actioned |
| Budget is available to achieve EDI objectives | 2 | No action required this year | Actioned |
| EDI is routinely discussed at board level | 2 | Agenda item at board meeting | Actioned |

1.2 The organisation has adequate expertise to set and achieve its EDI objectives

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| The board and workforce understand and buy into our EDI objectives | 1 | In process | |
| EDI expertise is considered in skills audits and role descriptions, and actively recruited to | 2 | Included in job descriptions/briefs and covered during assessment/interview process | Included in job descriptions/briefs and covered during assessment/interview process |
| Mandatory EDI training or professional development activity is given to board, staff and volunteers | 2 | Staff and board have engage regularly in EDI training. Plans developing for anti-racist workshop practice training for participants and volunteers. | Training undertaken in quarter: Gendered Intelligence: Trans Awareness Training. Discussions in place with COoL on Inc. Arts providing board training - to be discussed in EDI break out room |
| Strategic decision-making is influenced by beneficiaries and volunteers | 2 | See Creative Case for Diversity Review 2021-2022 and Evaluation Policy | PAG meeting scheduled for December. |

1.3 A culture of Equality, Diversity and Inclusion is promoted within and beyond the organisation

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| Equality and diversity characteristics of participants, volunteers, workforce and board are regularly monitored and analysed to inform recruitment and planning | 2 | See Creative Case for Diversity Review 2021-2022 | See Creative Case for Diversity Review 2021-2022 |
| Staff have the opportunity to influence our EDI plans | 2 | Mechanism for this is staff meetings and artist development meetings | Yes, at staff meetings and artist development meetings. |
| The organisation undertakes accreditations/kitemarks to visibly signal its commitment to EDI practices such as Accredited Living Wage Employer | 2 | Living Wage accredited employer | Living Wage Foundation accreditation renewed |
| We provide platforms for diverse voices to be heard | 2 | See Business Plan and Manifesto | See Business Plan/Manifesto and also Gulbenkian Film |
| We encourage others to develop their EDI practices | 2 | See Business Plan and 2021-2022 sector development programme | |

2.1 Recruitment practices are inclusive and promote diversity

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| Best practice in recruitment is carried out | 2 | Met | Ongoing |
| Reasonable adjustments are available and widely advertised | 2 | Met | Ongoing |
| Adverts have an explicit diversity and inclusion statement and EDI and Anti-Racism pledge is published | 2 | Met | Ongoing |

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| Recruitment is targeted to reach new and diverse demographics and from underrepresented areas, in particular we are keen to increase opportunities for people of colour within the organisation. | 2 | Met | Ongoing |
| The essential requirements of job roles are linked to potential and competencies | 2 | Met | Ongoing |
| The ability of applicants to work inclusively is considered in recruitment | 2 | Met | Ongoing |
| To track our progress on increasing the diversity of employees throughout 2021/22 we will chart days of employment of Black people, people of colour and those from ethnic communities in relation to white employees. | 1 | In process | In process |

2.2 Employment practices are inclusive and nurture progression

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| The creative case for diversity informs our staffing | 2 | Met | Ongoing |
| New staff, volunteers and learners receive a full induction, with an individual induction plan designed to enable them to play a full role | 2 | Met | Ongoing |
| Paid internships, apprenticeships, volunteering or work placements are created to support new entrants to the workforce | 2 | Met | Ongoing |
| Our employment policies enable us to support individual needs (e.g. flexible working) | 2 | Met | Ongoing |
| Staff receive regular support and supervision, which includes support for wellbeing | 2 | Met | Ongoing |
| Appraisals help us to develop individual plans with our staff, who can access external opportunities to support their professional development | 2 | Met | Ongoing |
| In-work mentoring, coaching and networking is available and widely offered | 2 | Met | Ongoing |
| All staff are paid the real living wage | 2 | Living Wage accredited employer | Ongoing |
| We know if we have a gender or other pay gap | 2 | Met | Ongoing |
| Staff are pro-actively informed about reasonable adjustments available to them | 2 | Met | Ongoing |
| We will explore the specific management needs of Black employees and employees of colour in relation to representation, and commission mentors of colour if appropriate until there is increased diversity at SMT level. | 1 | In process | In process |

2.3 Workplaces, meeting and learning spaces are accessible

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| Access audits are undertaken for activities and used to inform when and where we hold activities | 2 | Met | Access Rider for participants and workforce drafted by Marianne and presented to artist development team. This will be tabled at the next board meeting. |
| Transport is provided as appropriate | 2 | Met | Met |
| Participation may include remote attendance | 2 | Met | Met |
| Timings are scheduled to promote attendance by all | 2 | Met | Met |
| Expenses are paid to volunteers/participants and widely promoted | 2 | Met | Met |
| Working and learning spaces are safe and free from micro-aggressions | 1 | In process | In process |

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| Barriers to participation (physical, logistical, psychological and hidden) are continually considered in programme planning | 2 | Met | Hybrid experiments continue to take place |
| 2.4 Communications, marketing and learning materials are accessible and promote diversity | | | |
| Opportunities are openly and widely advertised and promoted | 2 | Met | |
| Websites conform to accessibility standards | 1 | Access audit necessary | In process |
| Our communications materials and channels (e.g. website, photographs, brochures) feature diverse people and voices | 1 | In process | Ongoing |
| Material is promoted as being available in other formats | 1 | This to be embedded more consistently | Ongoing |
| Plain English is used | 2 | Met | Ongoing |
| Printed resources use a minimum 11pt font | 2 | Met | Ongoing |
| Learning resources are available digitally where possible | 2 | Met | Ongoing |
| 3.1 Physical barriers to participation are removed and policies widely publicised | | | |
| Location and scheduling of activity aims for the fullest participation | 2 | Met | Hybrid experiments continue to take place |
| Assistive technology/support for access is available | 2 | Met | Hybrid experiments continue to take place |
| 3.2 Programming is informed by EDI objectives | | | |
| Participants' pre-existing abilities are the basis for their initial engagement | 1 | Developing process for Individual Development Plans for participants in line with recommendations in Above & beyond interim evaluation | In process |
| A diverse range of activities are available | 2 | See Business Plan | |
| Diverse voices and experiences are showcased and celebrated | 1 | Increase the breadth of diversity (e.g. ethnic diversity) represented by the artistic programme | In process |
| Where education programmes engage people over a sustained period, individual learning plans are developed between participants and leaders | 1 | Developing process for Individual Development Plans for participants in line with recommendations in Above & beyond interim evaluation | In process |
| Participants inform programming | 1 | Continue to review this process for engaging directly with participants | In process |
| Programming encourages progression into the workforce or the organisation's decision-making structure | 2 | Progression opportunities and board positions available throughout the year | No update |
| CE's TFSC practice embeds an anti-racist approach and facilitators have a suite of resources and support to explore this with participants. | 1 | In process | |
| 3.3 Positive action is taken to reach under-represented groups | | | |
| The organisation partners with others to reach new groups, identify underserved and underrepresented communities and/or improve its understanding of inclusive practices | 2 | Met | Potential new partners: Neurodiverse City, M Power People, South Liverpool Homes |
| Targeted work is established to reach underrepresented groups | 2 | Met | No update |
| Adequate budget is available to reach underrepresented groups and ensure their participation | 2 | Met | No update |

3.4 Inclusion drives quality assurance processes

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| Observation templates/activity monitoring forms feature explicit inclusion indicators | 2 | Artists to be more closely managed to complete this information | Review of quality indicators in process |
| The organisation's definition of quality goes beyond performance and the workforce has a common understanding of this | 2 | See Quality Indicators - also under review this year. | Review of quality indicators in process |
| Evaluation processes feed into quality improvement plans and strategic documents | 2 | See Evaluation Policy - for the year Above & Beyond and Radical Makers Interim Report recommendations will inform strategic business plan | No update |