

# Equality, Diversity and Inclusion

## Reflection Questions: Deep Dive



This worksheet sits alongside YTAS' **Equality, Diversity and Inclusion Toolkit** and offers a starting point to help you reflect on and consider the measures you currently have in place in your organisation and what areas could be developed further. So grab a cuppa, corral your team, and work through the sheet together.

If you don't know all the answers just yet, that's OK. This list of reflective questions is here to get the conversation started and to provoke thoughts. You might want to work through one section at a time, and come back to it as your plans and practices develop. If you don't feel confident yet, you may prefer to look at **Reflection Questions: Dip Your Toe In** first.

You can find more detailed support and information on our website, or we're always here to answer your questions via phone or email.

	Tick once discussed	Who is responsible? And who can help us?	What do we need to do next?	Useful resources or starting points
<b>WHY EDI?</b>				
<b>Why</b> is this area of work important to you? And to your organisation?				
<b>Why</b> should marginalised groups/young people/artists work with you?				
Are you aware of the <b>protected characteristics</b> outlined in the Equality Act 2010?				If not, you can find them linked <a href="#">here</a>
Do you have <b>measures in place</b> to support the protected characteristics outlined in the Equality Act?				
What areas of your EDI practice are you <b>proud of</b> ?				
What areas of EDI make you <b>most uncomfortable</b> ?				
What do you need to <b>achieve for others</b> ?				
What do you want to <b>achieve for yourselves</b> ?				

## POLICIES AND PROCEDURES

Does your organisation have an <b>Equality, Diversity and Inclusion policy</b> or action plan?				<a href="#">Here is a good place to start</a>
<b>Who</b> has been involved/consulted in the development of this policy?				
Do you have <b>suitable methods in place</b> to ethically collect equalities data from participants?  <ul style="list-style-type: none"> <li>• Why are you asking the questions?</li> <li>• How are you collecting the information?</li> <li>• How would practitioners want (or need) that information presented?</li> </ul>				
Are your staff and participants/families aware of the policy and <b>their responsibilities</b> within it?				
What changes are needed to your <b>admin or safeguarding processes</b> and procedures?				
Are you using <b>inclusive and fair language</b> with your staff, participants and families?				
<b>What</b> are you doing with the data you collect? <b>How</b> is it informing your ongoing practice?				Want to see what other groups are doing? Check out the <a href="#">Current use of EDI Data in the Youth Theatre Sector</a> report
Do you have <b>processes in place</b> to identify and share access needs with relevant staff?				
Do staff and participants <b>know how to respond</b> if they experience or witness discrimination or bullying?				
Do you have a <b>clear policy or procedure</b> for dealing with any issues reported?				
Who are your <b>local allies</b> who may be able to help you promote equality, diversity and inclusion in your group?				
How will you <b>measure your success</b> ?				

## PARTICIPATION AND YOUNG PEOPLE

If necessary, are you <b>actively promoting</b> steps and resources to connect with marginalised or underrepresented groups in your community?				Read this <a href="#">interesting provocation</a> from Stella Duffy
Do you have <b>suitable resources and methods in place</b> to assist students who may have difficulty engaging (in person or online)?				It may help to look at these great <a href="#">Access Statement</a> templates
Do you offer <b>financial subsidy</b> or contribution to travel costs for participants who need it?				
Have you <b>spoken to your participants/staff and community</b> about how they would like you to approach equality, diversity and inclusion?				
Are you <b>familiar</b> with the cultural makeup of your participants and local community and do your activities <b>reflect this community</b> ?				
How much support can you <b>realistically provide</b> ?				
Do you offer a <b>safe space or process</b> for staff or participants to discuss any issues relating to EDI?				
<b>What methods</b> are you currently using to let people know about the work you are doing?				
Have you considered what you are going to do to <b>support participants' ongoing wellbeing</b> ?				

## SUPPORTING STAFF AND PRACTITIONERS

How can you support diversity at an organisational/board level?				Here is an <a href="#">interesting blog post</a> from Hilary Carty on this topic.
How can you ensure your employment opportunities and practices are equitable and fair?				
Have you considered any <b>training</b> that staff may need? Who can help deliver this?				
Could you consider <b>alternative application formats</b> for opportunities (young people or practitioners?)				
Who are your <b>allies for support</b> or signposting in relation to any training or youth work needs that arise?				
What support do you currently have in place to <b>support staff and freelancers' ongoing wellbeing</b> ?				Have you looked at <a href="#">YTAS's Employee Assistance Programme</a> ?
Do you offer a <b>safe space or process</b> for staff or participants to discuss any issues relating to EDI?				
Do you have <b>processes in place</b> to identify and share access needs of staff/freelancers?				Here are some great <a href="#">Access Statement</a> templates

## REIMAGINING THE FUTURE

<p>What <b>commitments</b> do you want to make as an organisation?  <b>How</b> will your work reflect these commitments?</p>				
<p>Do you have enough <b>funding in place</b> to ensure any adaptations can be made?</p>				
<p>Are there opportunities to apply for different funding, adopt new fee structures, or <b>reimagine</b> the way you currently work?</p>				
<p>With the UNCRC being incorporated into Scots' Law – how are you ensuring you are <b>upholding Children's Rights</b> in your setting?</p>				<p>Don't know much about Children's Rights? This <a href="#">10-minute training tool</a> might help.</p>
<p>Who is currently on your <b>Board</b> (if you have one) and does this need to be revisited?</p>				
<p>What actions feel <b>appropriate and achievable</b> for your setting/context?</p>				
<p>What can happen within the <b>scope of your project</b>?          What can happen <b>beyond</b> your project?</p>				