

APT Diversity and Inclusion Action Plan (DIAP)

*Signed off May 2024*

# Foreword

I am pleased to bring you our Equity, Diversity and Inclusion (EDI) Action Plan - a comprehensive plan that illustrates our commitment to creating a diverse organisation, built around our inclusive culture.

This plan reflects our ongoing journey of embracing different perspectives, promoting fairness and equity and ensuring that every voice is heard. These principles are embedded across our organisation – they underpin who we are and how we work and align to our culture, values and behaviours.

Set out in this plan are our ambitions and actions that we believe will help us create an environment where individuals from all backgrounds are welcome and can thrive – that’s internally within APT; within our systemic work with partners and in our efforts to empower people in communities to be active. From the work we have done to date, one of our key take aways is that “diversity is an outcome of inclusion”. Hence we strongly believe that an inclusive environment that embraces different perspectives, backgrounds and experiences and where everyone has a sense of belonging, will lead to greater diversity within our organisation.

I encourage you to review the plan, and welcome any feedback or suggestions. We intend to take action and become strong advocates for diversity, ensure equity and promote an inclusive culture and environment that reflects our values and ways of working. All with a view to contributing, in the best we can, to the delivery of Making Our Move: *Uniting the Movement in Notts and Derbyshire.*

Kind regards



Derek Higton (Chair)

# Introduction

Our DIAP sets out how we will

**continue to develop a team and Board that places equity, diversity, and inclusion at the forefront of our organisation and our work.**

We are proud of our internal culture, values and behaviours and believe these are fundamental to the success of our DIAP. Our team leads and champions our culture, lives our values and is empowered and engaged through working in a developmental, collaborative, inclusive and supportive working environment. Our culture, values and behaviours have been developed by our team and Board and are set out clearly in our Business Plan. As a team, we value our diverse perspectives and support each other to be leaders within our respective roles and places. For our purposes, leadership is therefore distributed throughout the organisation rather than determined by hierarchy.

We know where we are at and what we need to work on: from supporting our people, our Board and our Panels to be confident and recognise their responsibilities; embedding practices and policies; understanding the barriers and opportunities from within the diverse communities we serve; using this understanding of lived experience in performing our systemic role; building a diverse workforce that is reflective of the communities we serve, committed and competent to lead by example; to ensuring all our work and investment drives the realisation of our EDI ambitions.

This Plan complements our People Plan and the actions within both are embedded within our annual organisational action plan.

# How ED&I is embedded within Making Our Move: Uniting the Movement in Notts and Derbyshire

At APT, we are passionate about addressing and reducing inequalities in physical activity. It’s why we’re here.

In January 2021, Sport England launched ‘Uniting the Movement’. It is a 10-year vision to transform lives and communities through sport and physical activity, and its mission is clear - to tackle deep-rooted inequalities and unlock the advantages of sport and physical activity for everyone.

In response to this, and together with a wide range of partners, we developed a shared plan for Uniting the Movement in Nottinghamshire and Derbyshire. This is ‘[Making Our Move: Uniting the Movement in Notts and Derbyshire’](https://makingourmove.org.uk/about/making-our-move/). Addressing inequality is at the heart of this as set out in our shared vision ‘Together, we will address inequality and empower everyone to be active in a way that works for them’.

Making Our Move sets out the future priorities and actions needed at a local level from us, our partners, and for people and organisations in our counties. In developing the plan, all our insight and evaluation, gained over the previous strategy cycle, was gathered together and sense-checked by many different people and organisations, with over 700 people joining discussions about the findings, opportunities and next steps needed. That’s why we can say it’s a shared vision and plan – it’s built on the needs and contributions of hundreds of people across Notts and Derbyshire.

By talking and listening, we gained a greater understanding of our collective strengths, opportunities and challenges, all of which provided the foundations for what’s needed. It’s from this work that our shared vision, aims and approach have emerged.

Multiple sources of data – Active Lives, national census, health data tools, evaluation and learning from previous work has been collated, shared and discussed to inform Making Our Move and this insight around inequalities and physical activity can be accessed [here](https://makingourmove.org.uk/wp-content/uploads/2023/12/People-that-are-less-active-Adults-FINAL-Feb-22.pdf) (adults) and [here](https://makingourmove.org.uk/wp-content/uploads/2023/12/People-that-are-less-active-CYP-FINAL-June-21.pdf) (young people).

Together with our partners, we unite around Making Our Move – listening, understanding and working together to maximise the impact of our combined resources and to build on the strengths and assets that already exist. We seek to address barriers and create meaningful opportunities in physical activity for groups experiencing the greatest inequalities.

And our collective work is focused on the neighbourhoods and communities experiencing the greatest inequalities, recognising that: inequalities across health, education, income, employment and physical activity are intersecting.

Factors such as belonging to ethnically diverse communities, not working, having a disability or long-term condition, living in poverty, gender and religion often intersect and impact inequalities, including physical activity levels.

The need is greatest in our more deprived neighbourhoods due to these intersecting inequalities.

Ethnically diverse communities, people with a disability or long-term condition and those living in the more deprived areas in Nottinghamshire and Derbyshire are more likely to be inactive.

Whether inequality exists within part of society, a particular neighbourhood or a specific group – we must empower our people and communities to be involved, owning and shaping the change that’s needed

This is why Making Our Moves call for our collective efforts to focus on our neighbourhoods and communities experiencing the greatest levels of deprivation and inequalities. Critical to this is developing capacity, capability, and leadership within the communities we serve. The diagram below summarises the shared vision, aims and approaches (ways of working) and captures the essence of Making Our Move.



# About APT

APT is a charitable organisation with a vision that aligns to Making Our Move ‘to address inequality and empower everyone to be active in a way that works for them’.

All our work is focused on supporting the implementation of Making Our Move. Our purpose, priorities and functions are illustrated in the diagram below:



Aligned to Making Our Move and in order to have the greatest impact, we focus our efforts and resources on where we can make the biggest difference: empower our communities: and shape action.

We base our approach on insight, gained through working closely with people and communities experiencing the greatest inequality, and we work with a wide range of stakeholders across many different sectors, who share our vision.

We have a small, friendly staff team of 33 people, all of whom are dedicated and passionate about what we do. The 9 members of our Board are equally dedicated and passionate about what we do and aspire to the highest standards of governance and outstanding leadership. The same can be said for both our Notts and Derbyshire county panels who support us in advocating for and implementing Making our Move.5. Our data – what we know about our organisation and our communities.

We intend to use all data and insight at our disposal, outlined below, to understand the impact of our DIAP on creating change inside our organisation, as well as within work with system and community partners who support Making Our Move.

5.1 **Understanding APT**

Whilst we have made progress over the last couple of years, as an organisation, we are not as diverse as we would like and the plan below (section 8) sets out our ambitions and actions to change this.

In relation to ED&I, we collect a range of data from our team including:

5.1.1 **Demographic data through an annual EDI monitoring survey**

This is collected for the team, Board and county panels and can be compared with population data across Nottingham, Nottinghamshire, Derby and Derbyshire. The comparison will help us to identify any gaps and seek to address them. We are using our 2022 annual EDI monitoring data as a starting point to understand our organisational demographics. This is our baseline data for this DIAP.

APT Demographics May 2022, including paid staff and volunteers:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **APT** | **Team** | **Board and Panels** |
| Number | 46 | 24 | 22 |
| Gender | Female | 63% | 79% | 45% |
| Male | 37% | 21% | 55% |
| Ethnicity | White British | 89% | 88% | 90% |
| White British and Black African | 2% | 4% | 0% |
| Asian | 2% | 4% | 0% |
| Mixed Other |  2% | 0% | 5% |
| Not disclosed | 5% | 4% | 5% |
| Sexuality | Heterosexual | 82% | 75% | 91% |
| Lesbian or gay | 7% | 13% | 0% |
| Not disclosed | 11% | 12% | 9% |
| Disability\* | Yes | 11% | 17% | 5% |
| No | 85% | 75% | 95% |
| Not disclosed | 4% | 8% | 0% |
| Religion | Christian | 39% | 25% | 54% |
| Buddhist | 2% | 4% | 0% |
| No religion | 48% | 58% | 41% |
| Not disclosed | 9% | 13% | 5% |
| Age | 16-34 years | 17% | 29% | 5% |
| 35-54 years | 50% | 50% | 49% |
| 55-74 years | 31% | 21% | 41% |
| 75 + years | 2% | 0% | 5% |

\* Considers themselves to have a disability

**2023 Data:** Since our last staff ED&I data collection, we have reviewed the questions we ask on demographics. We have provided free text options to questions on ethnicity, sexual orientation. This is to allow team members to self-identify, giving us specific data (as opposed to broad i.e. Asian or ‘other’). There are challenges in comparing this with national data, but we feel strongly that inclusive questions and experiences in completing diversity forms outweigh the value in comparing with national data. Where possible, we will draw comparisons between APT data and the census data. In line with the Census 2021 and government guidelines, we have added a question on national identity. We have also added a question on social mobility to understand the breadth of our lived experience of inequalities. We will continue to collect this data annually and measure progress against the relevant actions.

5.1.1 **Data on how inclusive our culture is - collected through our staff survey.**

The following questions, taken from our annual staff survey, are relevant to ED&I. The questions have been developed by our team and Board and are informed by what’s important to them in working for or being part of APT.

* On a scale of 1-10, how embedded do you feel our culture is?
* On a scale of 1-10, does our culture and do our policies enable you to take care of your own physical and mental health?
* Do you feel part of the APT team?
* Do you feel able to express any concerns or raise any queries?
* On a scale of 1-10, do you feel our communication is inclusive to you?

In 2024, we will also be asking

* Do you feel our culture is inclusive?
* Have you been treated unfairly or experienced discrimination at work?

5.1.2 **Inclusive behaviours self-assessment tool (taken from Leading for Renewal Programme with Inclusive Employers).**

This tool helps raise awareness and identify strengths and development areas through a self-assessment of our own behaviours. A version of it has also been used with Board members and the data captured has been used to inform the actions within this plan and will be used in future to inform team and personal development objectives around EDI.

The tool describes a range of behaviours under each of the following headings, against which the team has assessed themselves:

* Authenticity and humanness
* Courage
* Transparency and clarity
* Respect and value difference
* Leveraging diversity to drive productivity, creativity and innovation

It is intended for personal use and we have found it helpful to discuss more widely where the team are willing to share.

5.2 **Understanding our systems and communities**

At APT, we use a range of data sources and insight (including lived experience and resident voice) to inform our work and priorities. All our work is insight-led.

Our data and insight are used to identify communities experiencing the greatest inequalities and our capacity and resources are then focused in these places. We overlay multiple different data sources to enable us to understand the protected characteristics alongside other factors such as health inequalities, employment, family affluence and where people live. We also seek to understand the lived experience of these communities through various methods of authentic engagement. All of this is then used to drive our work within community and influence the wider system.

Alongside this, monitoring, evaluation and learning is integral to our day-to-day work across communities, programmes and systems. This informs our work and that of our partners in the wider system too – through our stakeholder relationships and influence and through using stories, networks and meetings to share progress.

To help us understand our organisational impact and what is changing within the system, we have an annual action plan, against which we capture our progress and learning. This includes measuring our networks, how and where we are investing and the diversity of the communities who will benefit from this investment. We also use this process to capture lived experience and ‘what we are seeing and hearing’ from residents and communities.

The data we collect is independently analysed by our data and insight partner, Press Red. It can be cut in different ways, enabling us to focus on specific groups (e.g. culturally diverse communities or people living with a disability) and understand if we are seeing change in these groups in specific areas of work.

Our organisational annual action plan is under continual review to develop a robust capture and analysis process that is a valuable tool to understand changes within complex systemic conditions.

We have also commissioned Leeds Becket University to work with us over a 5 year period to evaluate Making Our Move. As part of this, we will have 3 PhD students embedded within our work who will further help us to understand the impact of our work and what’s changing within systems and communities.

Monitoring, evaluation and learning is also conducted for specific programmes such as Together Fund and Opening Schools Facilities and used to monitor the communities being targeted and engaged. Below is an example from the Together Fund.



[**Click here to visit our dedicated Together Fund Webpage, which features all these stats and more**](https://makingourmove.org.uk/support-others/insight-learning/together-fund-learning/)

**5.3 Understanding inequalities in physical activity behaviour.**

Press Red, helps us to use local data sets (e.g. from Active Lives and 2021 Census) to measure changes in physical activity behaviour, with a specific focus on the people and communities experiencing the greatest inequalities, and to understand the demographics of our communities. We then share and discuss our data and the key messages emerging from it with our team, Board, Panels and partners locally to inform our work and the focus of our investment and capacity. Our latest data packs for adults and children and young people can be found [here](https://makingourmove.org.uk/support-others/insight-learning/local-data-insights/).

**Demographic data for Derby, Derbyshire, Nottingham and Nottinghamshire and APT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Headline Data\*** | **Derby** | **Derbyshire** | **Nottingham** | **Nottinghamshire** | **APT (Geography)** | **APT (Organisation)** |
| **Population** | 261,364 | 794,643 | 323,632 | 824,817 | 2,204,440 | 46 |
| **Gender** | **Male** | 50% | 51% | 51% | 51% | 51% | 37% |
| **Female** | 50% | 49% | 49% | 49% | 49% | 63% |
| **Age (years)** | **0-15** | 20% | 17% | 18% | 18% | 18% | 0% |
| **16-34** | 26% | 21% | 37% | 21% | 24% | 17% |
| **35-54** | 26% | 26% | 23% | 26% | 26% | 50% |
| **55-74** | 20% | 27% | 16% | 25% | 24% | 31% |
| **75+** | 8% | 10% | 5% | 10% | 9% | 2% |
| **Ethnicity** | **Asian** | 16% | 1% | 15% | 3% | 6% | 2% |
| **Black** | 4% | 1% | 10% | 1% | 3% | 0% |
| **Mixed** | 4% | 1% | 6% | 2% | 3% | 4% |
| **White British** | 66% | 94% | 57% | 88% | 83% | 89% |
| **White other** | 8%  | 3% | 9% | 5% | 5% | 0% |
| **Other** | 3% | 0% | 3% | 1% | 1% | 0% |
| **Not reported** |  |  |  |  |  | 5% |
| **Religion** | **No religion** | 37% | 45% | 41% | 45% | 43% | 48% |
| **Christian** | 40% | 48% | 35% | 46% | 44% | 40% |
| **Buddhist** | 0% | 0% | 1% | 0% | 0% | 2% |
| **Hindu** | 1% | 0% | 2% | 1% | 1% | 0% |
| **Jewish** | 0% | 0% | 0% | 0% | 0% | 0% |
| **Muslim** | 11% | 0% | 12% | 1% | 4% | 0% |
| **Sikh** | 4% | 0% | 1% | 0% | 1% | 0% |
| **Other religion** | 0% | 0% | 1% | 0% | 1% | 0% |
| **Not answered** | 6% | 6% | 7% | 6% | 6% | 9% |
| **Sexuality** | **Heterosexual** | 88% | 91% | 85% | 91% | 90% | 82% |
| **Gay/Lesbian** | 1% | 1% | 2% | 1% | 1% | 7% |
| **Bisexual** | 1% | 1% | 3% | 1% | 1% | 0% |
| **Other orientations** | 0% | 0% | 1% | 0% | 0% | 0% |
| **Not answered** | 9% | 6% | 10% | 6% | 7% | 11% |
| **Health** | **Good/V Good** | 80% | 80% | 81% | 80% | 80% | N/A |
| **Bad/Very bad** | 6% | 6% | 6% | 6% | 6% | N/A |
| **Deprivation** | **NS SeC 6-8** | 38% | 35% | 36% | 35% | 35% | N/A |
| **Disability** | **Disabled** | 19% | 20% | 19% | 20% | 20% | 11% |
| **Not disabled** | 81% | 80% | 81% | 80% | 80% | 89% |
| **Physical activity behaviour\*\*** | **Inactive** | 29% | 25% | 26% | 26% | 26% | N/A |
| **Active** | 58% | 65% | 64% | 62% | 63% | N/A |

**\* Census 2021**

|  |  |
| --- | --- |
|   | **Description** |
| Sex | This is the sex recorded by the person completing the census. The options were "Female" and "Male". |
| Age | A person's age on Census Day, 21 March 2021 in England and Wales. |
| Ethnicity | The ethnic group that the person completing the census feels they belong to. This could be based on their culture, family background, identity or physical appearance.Respondents could choose one out of 19 tick-box response categories, including write-in response options. |
| Religion | The religion people connect or identify with (their religious affiliation), whether or not they practise or have belief in it. This question was voluntary and includes people who identified with one of eight tick-box response options, including "No religion", alongside those who chose not to answer this question. |
| Sexuality | Classifies people according to the responses to the sexual orientation question. This question was voluntary and was only asked of people aged 16 years and over. |
| Health | A person's assessment of the general state of their health from very good to very bad. This assessment is not based on a person's health over any specified period of time. |
| Disability | People who assessed their day-to-day activities as limited by long-term physical or mental health conditions or illnesses are considered disabled. This definition of a disabled person meets the harmonised standard for measuring disability and is in line with the Equality Act (2010). |
|   |   |
| NS SeC | The National Statistics Socio-economic Classification (NS-SEC) indicates a person's socio-economic position based on their occupation and other job characteristics.It is an Office for National Statistics standard classification. NS-SEC categories are assigned based on a person's occupation, whether employed, self-employed, or supervising other employees.L1, L2 and L3 Higher managerial, administrative and professional occupationsL4, L5 and L6 Lower managerial, administrative and professional occupationsL7 Intermediate occupationsL8 and L9 Small employers and own account workersL10 and L11 Lower supervisory and technical occupationsNSSEC 6: L12 Semi-routine occupationsNSSEC 7: L13 Routine occupationsNSSEC 8: L14.1 and L14.2 Never worked and long-term unemployedL15 Full-time students |
|   |   |
|   | <https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/ONS_SOC_occupation_coding_tool.html> |

**\*\* Active Lives 2021-22** [Active Lives | Sport England](https://www.sportengland.org/research-and-data/data/active-lives)

Inactive Doing less than 30 minutes a week

Active Active – Doing at least 150 minutes a week

NB. Limitations of external data sources: Some of the population categories used in externally sourced data differ from what we would prefer to use at APT in terms of the tone of voice and how people are grouped. For example, we avoid using terms such as ‘low socio-economic group’ and appreciate that ethnic categories such as ‘Asian’ are very broad and have limitations in building our understanding of lived experience of inequalities. We will continue to use this data as it provides us with some insight into our populations but will continually explore and influence for more specific data where possible.

5.3 **Understanding inequalities in physical activity behaviour.**

In addition to the above, we consider Active Lives data on a yearly basis as the data becomes available. With support from Press Red, we develop and use local data sets (e.g. from Active Lives) to understand changes in physical activity behaviour, with a specific focus on the people and communities experiencing the greatest inequalities. We then share and discuss our data and the key messages emerging from it with our team, Board, Panels and partners locally to inform our work and the focus of our investment and capacity. Our latest data packs for adults and children and young people can be found [here](https://makingourmove.org.uk/support-others/insight-learning/local-data-insights/).

# Our Commitment to the Equalities Act 2010

As an employer, APT recognises its legal obligations under the Equality Act 2010, as follows:

It is against the law to discriminate against anyone because of the following ‘protected characteristics’:

* age
* gender reassignment
* being married or in a civil partnership
* being pregnant or on maternity leave
* disability
* race including colour, nationality, ethnic or national origin
* religion, belief or lack of religion/belief
* sex
* sexual orientation.

We know that some groups that experience discrimination are not protected by the protected characteristics listed in the 2010 Equalities Act, such as transgender people that have not undergone gender reassignment surgery, or people with lived experience of poverty. We actively monitor relevant socio-economic data and use this to inform our work (as described in section 5).

At APT, we commit to protecting all people from discrimination on grounds above and beyond the legally recognised protected characteristics.

# Equity, Diversity and Inclusion at APT

APT is committed to Equity, Diversity and Inclusion (EDI) and we have agreed what this means to us as an organisation.

**Equity:** We are equitable in our approach. We appreciate people require different support and recognise that some may need more support than others.

**Diversity:** We seek a range of perspectives both within our organisation and our work.

**Inclusion:** We aim to create a welcoming and safe environment within our organisation and through our work, valuing all people, perspectives and experiences.

The videos on our [YouTube channel](https://www.youtube.com/user/Derbyshiresport) give a sense of how these translate into our work.

# Our ED&I Ambitions and Actions

Through our ED&I agenda and this action plan, our overall vision is to:

**develop a team and Board that places equity, diversity and inclusion at the forefront of our organisation and our work.**

Our ambitions and actions, detailed below, set out the steps to achieving this. The ambitions are informed by our insight and have been co-produced with our team, our Board and our county panels.

**8.1. Internal Ambitions.**

Our internal ambitions focus on APT as an organisation, from our employees to our Panel and Board Members. They centre around the culture we want to create and sustain within our working environment, to ensure all team members and volunteers feel a sense of belonging and are comfortable and empowered to perform their role. We believe that through celebrating diversity and welcoming people with diverse lived experiences into our organisation, we will be in a stronger position to achieve our external EDI ambitions and Making Our Move.

At APT we aim to:

* 1. **Be a diverse organisation that values lived experience and is reflective of the communities we work with​.**
	2. **Develop people who are confident, competent and committed to equity, diversity and inclusion, recognising our individual responsibilities.**
	3. **Embed organisational practices and policies that support an inclusive culture – one that recognises, respects and responds to people's needs.**

**8.2 External Ambitions.**

Our external ambitions guide our work, who we work with and how we engage partners and communities across the system. They are aligned to Making Our Move, ensuring our organisational role and capacity is always focused on how we understand, enable and invest in those experiencing the greatest inequalities to be more active.

At APT we aim to:

* 1. **Understand the barriers and opportunities to being active, ensuring our work is informed by lived experience and resident voice from within the communities we work with**
	2. **Build a diverse workforce that understands and is reflective of the communities we work with and develop the skills of this workforce to be confident, competent and committed to inclusive and equitable practice.**
	3. **Enable inclusive opportunities for people to be active, involving people with lived experience in the process​.**
	4. **Lead by example, sharing our learning and stories, influencing to achieve systematic and structural change.**
	5. **Ensure all investment aligns and supports the realisation of our equity, diversity and inclusion ambitions.**

# 8.3 Our EDI Actions

**Ambition 1 Be a diverse organisation that values lived experience and is reflective of the communities we serve**

In valuing the lived experience of the people and communities we are working with, we recognise the need to increase our diversity and be more reflective of the communities we serve. In 2021, EA Inclusion completed an audit and an independent review of our recruitment process, making recommendations on changes we could make to be more diverse and inclusive as an organisation, relevant to both our team and Board. We have already made significant progress in implementing these, with some success in increasing our diversity within the staff team. The actions below, relating to recruitment and retention, are relevant to the team, Board and County panels.

|  |  |  |
| --- | --- | --- |
| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Active Partners Trust is an organisation that is diverse and is reflective of the communities we serve.       | People from diverse backgrounds and with a breadth of lived experiences apply for opportunities to join our organisation and are successful in doing so.   A recruitment process that is equitable and enables the conditions for people to do their best.   No more than 70% of each relevant protected characteristic represented on our Board, team or Panels.    | Use data to understand of the diversity of the organisation compared with local demographics.   Identify gaps in our representation and engagement with our vacancies.   Working with partners, explore approaches to make our recruitment more inclusive and accessible for people with specific protected characteristics and other groups experiencing inequality.   Accountability and action is taken to respond to any perceived or real areas of inequality within our recruitment process.    |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Collate and maintain up to date data to understand diversity within APT** |
| Ensure alignment between our data and that of the 2021 census and use this to gain greater understanding of our diversity in relation to the communities we serve.  | EDI Lead | Mar 24 | Understand our diversity in relation to the communities we serve.Understand the diversity of people seeking employment with us.**Measure** – EDI Monitoring Forms |
| Audit all APT staff, paid and voluntary (Board and County panels) on an annual basis to maintain an up-to-date diversity profile of our organisation.  | MB | Annually |
| Review Diversity Monitoring Form to map who is engaging with vacancies and identify gaps in our reach applying the principles of the Homogeneity Rule.  | EDI Lead | Post recruitment |
| **Develop our recruitment practices and processes** |  |  |  |
| Explore various approaches, including seeking further external support, to help us recruit people with diverse experience and backgrounds onto our Board and Panels. | IF/MB | Mar 25 | Recruitment materials, informed by the people and communities we work with.Increased diversity of applicants for roles across various characteristics.Team, Board and Panels more reflective of the communities we work with. No more than 70% of each identified characteristic represented on our Board, team or Panels.More flexible and accessible recruitment processes, tailored to the needs of candidates.Accessibility EDI adjustments made for candidates at the earliest stageConsistency in our approach to inclusive recruitment across all rolesMore people with disabilities applying for roles.**Measure** – Feedback from Applicants - Diversity Monitoring Form |
| Engage local community partners in drafting job descriptions and actively share vacancies for both the team and Board through their networks. | Place-team | As roles arise |
| Review content of job advertisements, job descriptions, person specifications and application forms to ensure accessibility and adherence to our Tone of Voice.  | EDI Lead | As roles arise |
| Review the required skills against roles, identify potential barriers for applicants and address them. | Line manager | As roles arise |
| Explore new methods of presenting and sharing information about roles to engage a diverse range of applicants - giving a sense of our culture, values and the nature of individual roles. E.g. videos of a day in the life of a place lead, convening spaces such as online webinars or using story-telling to illustrate who we are as an organisation and our values. | EDI Lead | Mar 25 |
| Review how we test skills throughout the recruitment process, ensuring we are flexible to respond to the individual needs of candidates. Identify and implement improvements. | EDI Lead/ working group | Mar 25 |
| Explicitly ask for EDI forms and state they will be used for the application process and submitting information is optional. | EDI Lead | As vacancies arise |
| Become a Disability Confident employer.  | EDI Lead | Mar 25 |

**Ambition 2**  **Develop people who are confident, competent, and committed to equity and inclusion, recognising our**

 **individual responsibilities.**

This ambition relates to board, panel and team development. Team discussions, performance appraisals, our staff survey and an EDI survey have all informed our priorities for action in relation to this ambition. Since 2020, following the UK uprising of the Black Lives Matter Movement, APT has focused on creating safe spaces to discuss principles of equity and inclusion and what this means for us as individuals, as an organisation and in our work. Through these sessions, opportunities for team development have been identified and delivered including a behaviour champion training programme, giving and receiving feedback, and racial literacy training. Team discussions have covered topics such as microaggressions, becoming anti-racist, developing listening circles. An external facilitator has supported this work which has engaged the whole team. In April 2021, a new staff role was added to the team, a Diversity and Inclusion Lead, appointed to further support the wider team and the organisation in our development around this agenda. This role has been invaluable in checking and challenging and further developing and embedding inclusive practice/culture. In May 2021, we started the Inclusive Employer’s ‘Leading for Renewal’ programme to further develop our inclusive practice. Other training needs have been identified within the team and will be pursued, demonstrated below.

In addition to the above, organisationally we focus our efforts and place value on understanding the lived experience of the people and communities we are working with. We see an important role for the Board to hold us to account for ensuring our work and the decisions we make are informed by the lived experience of the people and communities we are working with and those impacted on by our decisions. The actions below are designed to equip the Board and Panels to play this role and to ensure EDI is fully embedded within their governing role. They have been worked up with the Board and Panels through discussions and a survey.

|  |  |  |
| --- | --- | --- |
| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Active Partners Trust is an organisation made up of people who are confident, competent and committed to equity and inclusion that recognises our individual responsibilities in our internal organisation and external work.    |  Equity, Diversity and Inclusion is central to the ways of working for all members of the organisation.    Evidence of increased engagement and distributed leadership in our EDI work.  Understanding and confidence amongst Board and Panel members to bring an inclusion lens into their governing role.  New starters aware of the opportunities and responsibilities around EDI and are committed to our values and behaviours.   | Facilitate spaces to explore EDI themes, sharing learning, good practice, and challenges.   Regular review and monitoring on confidence, commitment, and competence on our EDI agenda for all team members with survey and PDR.   EDI principles and priorities embedded in Board and Panel discussions and decisions.   Training and support available for team and Board members on specific EDI areas, based on need.   EDI embedded into induction process for new people joining the organisation.    |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Team development** |
| Create a safe space and facilitate team discussions to explore themes identified by the team e.g. unconscious bias, effectively challenging, and privilege | EDI Lead | Monthly | Whole team undertaken personal development on EDI.Up to date guidance on inclusive practice available and accessible for the whole team.Team report increased confidence and an understanding of their personal responsibilities.Evidence of increased engagement and distributed leadership in our EDI work.**Measure: -** Attendance and feedback on training - Staff survey - Inclusive behaviours self-  Assessment |
| All team meetings to have an EDI agenda item at every meeting to develop understanding and engagement with the agenda. All agenda items (e.g. Spotlight on discussions) to consider and incorporate EDI where relevant. | MB | All meetings |
| Deliver whole team training on inclusive communications, inclusive recruitment and bystander training | EDI Lead to organise | Mar 25 |
| Every team member to have a development objective related to EDI within their performance objectives  | Whole team | Ongoing |
| Develop key messages, clear comms and resources to support APT staff, providing clarity and building confidence on inclusive language, communications, approaches to discussing sensitive subjects and introducing inclusion into conversations with partners. | EDI Lead | Dec 24 |
| **Board development** |
| All Board and Panel meetings to have EDI embedded within the agenda at every meeting to develop understanding and engagement with the agenda.  | IF/SB/KRC | All meetings  | EDI embedded in Board and Panel discussions and decisions Increased understanding and confidence amongst board and panel members to embed EDI within their governing role. **Measure:** - Board/Panel EDI survey - Evidence from meetings (minutes) **-** Feedback on Board training |
| Bring in external expertise to deliver bespoke sessions for our Board and Panels on:* Inclusive leadership and governance
* Governing in complexity
 | IF/EDI Lead | Sept 25  |
| Develop the confidence of our Board and Panels to challenge, question and seek assurance that we are bringing lived experience (of the people and communities experiencing the greatest inequalities) into decision-making and strategy development.  | IF/KRC/SB | Ongoing |
| Deliver specific sessions for the Board and Panels to develop their understanding our equitable approach, the impact of inequalities on physical activity and the steps being taken to address this within Making Our Move. | EDI Lead | 1 per year |
| **Induction and onboarding** |
| Embed the importance of and priorities relating to EDI into our onboarding process  | EDI Lead and line manager | As per induction process | New starters understand their responsibilities around EDI.Support needs identified for new startersKnowledge remains current for all team, Board and Panel members.**Measure** – Board/Panel EDI survey - Feedback on induction process |
| Review the induction process for Board, Panel and team members. | Behaviour champions,People & Resources committee  | As vacancies arise |

**Ambition 3 Embed organisational practices and policies that support an inclusive culture – one that recognises, respects and**

 **responds to people's needs.**

This ambition relates to our practices and policy development - APT has a variety of policies and adopts a range of practices to support an inclusive culture. Our working practices and our health and wellbeing policies encourage flexible working and a healthy work-life balance, promoting movement and being active within the working day. As an organisation we have done a lot of work to embed our culture, values and behaviours - internally when working as a team and supporting each other, and externally in our work and relationships. We believe this is key to embedding inclusion in all that we do. Personal responsibility is at the heart of this and the whole team take responsibility for creating the culture and environment in which we want to work and be part of. Our culture encourages the team to have regular conversations with each other to understand needs and to be proactive in seeking support. It also enables the team to hold each other to account for our values and behaviours and be proactive in giving and receiving feedback on a regular basis. These are some of our organisational practices along with others such as reflective practice whereby we ensure our facilitation and discussions encourage listening and enable every team member to have voice and share their perspective.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Active Partners Trust is an organisation with practices and policies that drive an inclusive culture. One that recognises, respects and responds to people’s needs.   | Active Partners Trust is an organisation that celebrates diversity, placing equity and inclusion at the centre of internal decision making.   Employees and volunteers feel Active Partners Trust is an inclusive organisation and that their diversity is recognised and celebrated.  Employees and volunteers within the organisation are encouraged and empowered to use their lived experience to drive decision making.   No one is disadvantaged in decisions made by the organisation.    | Existing policies are reviewed with an EDI lens.   New policies are established to embed an inclusive and belonging culture.   Collect and use insight to identify areas of our culture than need improvement to build inclusion and belonging.   Mechanisms established to review and recognise progress against the Diversity and Inclusion Action Plan.   Equity impact assessments are used to understand the impact and provide an evidence base to our decision making.   |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Policy development** |
| Review all our policies from an inclusion perspective, taking into consideration the impact policies will have on people with differing needs. | EDI Lead | Mar 25 | Robust policies in place that:* Are understood by the team and Board
* Are accessible, fair and inclusive
* Are aligned to our culture
* Ensure no one is disadvantaged.

EIAs identify areas for improvement**Measure** – staff survey - Equity impact assessment (where  relevant) |
| Identify the need for any additional policies, including developing an allyship policy, on how to raise issues and be supportive of colleagues, partners and organisation. | EDI Lead MB | Mar 24 |
| Use equity impact assessments, where relevant, to apply an evidence-based approach to understanding the impact of our policies, practices and decision making, ensuring fairness and inclusion for everyone. | EDI Lead/all | ongoing |
| **Organisational practice and improvement** |
| Understand how the organisational culture feels for APT staff formally through a staff survey and informally through conversations. Incorporate relevant improvements into our annual action plan.  | IF/SB/KRC | Annually/All meetings  | Progress and impact of our EDI work understood, articulated and shared.Processes in place to ensure continuous learning and improvement in relation to our EDI work.Our work and the decisions we make are insight-led and informed by lived experience. Resource and capacity are prioritised to where it is most needed.The organisation feels inclusive in the way it operates.**Measure**: - staff survey  - stakeholder survey  - analysis of capacity and resource  allocation |
| Identify other system partners and local organisations that we can learn from and facilitate conversations to understand different approaches, actions and priorities around EDI. | EDI Lead/IF/MB  | Ongoing |
| Explore mechanisms internally to review, learn, adapt and demonstrate change as a result of our EDI work. | MS/IF/EDI Lead | Ongoing |
| Encourage the team to bring our own and observed lived experience into conversations and explore different ways to use and share that lived experience in performing our systemic role.  | MS/EDI Lead | Ongoing |
| Ensure all our meetings and discussions are facilitated in a way that brings in diversity of thought and values diverse perspectives - provide support in developing facilitation and reflective practice skills where needed. | EDI Lead/ All | Ongoing |
| **Comms** |
| Review all our comms materials, resources and content regularly to ensure EDI commitment is paramount. | KC/EDI Lead | 2 per year | Commitment to EDI is highly visible and understood by the team, Board, Panels and partners |

# Ambition 4 Understand the barriers and opportunities to being active, ensuring our work is informed by lived experience and resident voice from within the communities we work with.

Being open to and valuing different perspectives and the lived experience of people and communities experiencing the greatest inequalities is central to our work. Our work starts with people – listening to understand behaviour, experiences of being active or inactive, motivation, and whether the environments and opportunities we have to be active, are the right ones. We also encourage our partners, organisations and those responsible for providing services to listen, understand and to work together in responding.

We have been working with partners to explore different ways of gathering lived experience and listening to resident voice, in particular, the voices that are often not heard.

Making Our Move calls for people with lived experience to be involved shaping and developing opportunities that are right for them. It also identifies where we know we have gaps in our understanding, hence we are prioritising seeking lived experience from ethnically diverse communities and people living with a disability in the first instance. We are also very aware of the impact of cost of living and the potential for this to exacerbate inequalities further. Understanding how this affects being active is something we are actively seeking to understand.

Applying our understanding of lived experience to our work and wider work across the system is key to ensure the system and services provided are responsive to the real needs of communities. In our experience to date, this has been difficult at times, especially when the lived experience of communities challenges some of the perceptions and assumptions made by system partners. We are trying different ways to connect lived experience into policy and practice and decision making at all levels of the system. We see an important role for the Board to hold us to account for ensuring our work and the decisions we make are informed by the lived experience of the people and communities we are working with and those impacted on by our decisions.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Active Partners Trust is data driven and insight led. We understand the barriers and opportunities to being active, ensuring our work is informed by lived experience and resident voice from within the communities we work with.   | Active Partners Trust understands the inequalities experienced by our communities and the impact this has on physical activity.   Active Partners Trust makes decisions based on insight of our communities experiencing the greatest inequalities.    System partners understand and are aware of the insight (including lived experience, data etc.) and are using it to inform their work, strategy development and decision-making.    | Adopt different approaches to gather lived experience.   Use our capture process to reflect on our understanding of communities. We provide positive challenge to each other to ensure we are hearing diverse lived experiences.   Grow our networks and build relationships with organisations that support ethnically and culturally diverse communities, and disabled people, experiencing the greatest inequalities.    Inclusion is embedded within our monitoring, evaluation and learning framework, allowing us, and partners, to understand progress and impact in relation to communities experiencing the greatest inequality.   Produce data packs, learning spaces and conversations to build the understanding of lived experience of our partners.   |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Gaining insight** |
| Identify gaps in our insight and data and explore ways to address these internally and with partners. | Press Red to identify, team to explore | Annually | We understand authentic engagement and are able to adopt different methods to gather lived experience.A growth in our networks and engagement with organisations that support ethnically diverse communities experiencing the greatest inequalities and people living with a disability.Deeper understanding of the communities we are working with, shared in an accessible format and used to inform what we do.**Measure**: - Network analysis (strength  and growth) - Systemic evaluation (Leeds Becket) |
| Continue working with partners on authentic engagement, exploring different ways to gather lived experience and resident voice and to use this in our work. Capture and share learning in relation to this.  | Place team | Ongoing |
| Within our place-based work, proactively develop relationships with networks and stakeholders that support ethnically and culturally diverse communities and people living with disabilities to further build our understanding of these communities. | Place team | Ongoing |
| Use our internal capture and reporting process to understand and collate the lived experience and resident voice we have gathered from across our work.  | EDI Lead | Quarterly |
| **Sharing insight** |
| Produce and share data packs (Active Lives data plus other relevant data sources) on an annual basis in a format that is accessible, understandable and contains up to date data on activity levels of people and communities experiencing greatest inequalities.  | Press Red to produce, Place-team and Comms to share | Annually (Sept) | System partners understand and using insight (including lived experience, data etc.) to inform their work, strategy development and decision-making.Inclusion is embedded within our monitoring, evaluation and learning framework, allowing us, and partners, to understand progress and impact in relation to communities experiencing the greatest inequality.**Measure**: - Evaluation and feedback of Talking  Space sessions* Feedback on data packs
* LBU evaluate extent to which insight

 is influencing policy/practice and  system change |
| Convene insight and Talking Space sessions and attend appropriate networks to share and discuss learning around lived experience relating to people and communities experiencing the greatest inequalities. | Comms | Monthly |
| Analyse data from networks that we have convened and comms/social media that we have shared to observe who we are reaching, which parts of the system and how this engagement changing over time. | Comms | Bi-annually |
| Create learning spaces and conversations with partners to share learning and develop understanding of how to meaningfully engage lived experience and use resident voice in our work.  | Comms/Place-team | Ongoing |

# Ambition 5 Build a diverse workforce that understands and is reflective of the communities we work with and develop the skills of this workforce to be confident, competent and committed to inclusive and equitable practice.

There are lots of people and organisations which have the opportunity and ability to influence or support others to be more active – this is our workforce. It ranges from community activists – whether leaders, stewards, or simply people empowering others - to residents creating change in their own communities, to service providers and professionals working at all levels within the system. This ambition is about us recognising our role in supporting the development of a diverse workforce to create more opportunities for people experiencing inequalities to enter the workforce. A lack of representation in the ‘workforce’ has been identified as a key barrier, preventing people, particularly ethnically and culturally diverse communities and people living with disabilities, from being active. To address this, we will embed EDI within all our workforce development, and that of our partners where we can, to ensure our workforce, at all levels, is equipped to support and deliver inclusive and equitable practice.

In doing so, we need to be proactive in reducing some of the barriers to accessing development opportunities through supporting apprenticeship programmes, coach development opportunities as well as providing informal opportunities and identifying, empowering and supporting people within communities to support others to be active.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Build a diverse workforce that understands and is reflective of the communities we work with and develop the skills of this workforce to be confident, competent and committed to inclusive and equitable practice.  |  A shared desire and commitment across the sector to diversify our workforce.     A shared understanding of the workforce development required to support people and communities experiencing the greatest inequalities to be active.   Workforce development opportunities provided meet the needs of communities experiencing the greatest inequalities and system partners with a remit to support these communities.   Greater diversity in our workforce through increased representation from under-represented groups.    Organisations working both in the system and in communities believe in, understand how and commit to embedding the principles of equity, diversity and inclusion within their practice.   Existing local networks fully embrace and commit to the EDI agenda   | Work with communities to understand the barriers, motivations, opportunities and needs of the workforce.   Promote, target and enable access to workforce development opportunities for communities experiencing inequalities.   Influence the offer and approach of training bodies based on what we understand of community need.   Create learning spaces for partners to share their experiences and develop connections that will support their EDI work.    |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Understanding need** |
| In the communities we work with, deepen our understanding of the barriers, motivations and opportunities to access the workforce, recognising these may be different for different roles (e.g. a voluntary coach versus a paid leisure provider). | Place team | Ongoing (captured quarterly) | Workforce development plan developed and delivered that meets the needs of communities experiencing the greatest inequalities and system partners with a remit to support these communities.**Measure**: - progress against workforce  development plan captured. - LBU systemic evaluation to  understand impact |
| Through our place work and our systemic role, continue to develop our understanding of the needs of the professional workforce (e.g. health care providers) in carrying out their systemic role. | JC/Place team/Theme leads | Ongoing (captured quarterly) |
| **Supporting need** |
| Identify and explore ways to promote and target workforce development opportunities within our communities experiencing the greatest inequalities | Place team | As workforce development opportunities arise | A shared desire and commitment across the sector to diversify our workforce. A shared understanding of the workforce development required.Greater diversity in our workforce through increased representation from under-represented groups.Organisations working both in the system and in communities commit to embedding the principles of equity, diversity and inclusion within their practice.**Measure**: - Local Skills Plan addresses the needs of  communities experiencing greatest inequalities - LBU Systemic evaluation - Stakeholder feedback |
| Based on our understanding of need, work with the team to clarify where to prioritise our capacity and resource in relation to the communities we are working with.  | IF/SB/KRC | As roles arise |
| Use our networks and connect organisations working with people experiencing inequalities who want employment with physical activity partners/providers looking to expand and diversify their workforce.  | Place team | Ongoing |
| Identify where we have seen positive and successful approaches to increasing representation from underrepresented groups and proactively share these with partners and training providers.  | EDI Lead | Ongoing |
| Encourage and support training bodies such as CIMSPA to engage with communities experiencing the greatest inequalities to influence the design of training opportunities. | JC | Sept 24 |
| Influence the local skills plan in Derbyshire and Nottinghamshire to ensure:* the need to diversify the workforce is understood and addressed, supporting people from under-represented groups to access the workforce and
* the plan sets out to develop a workforce that will support people from under-represented groups experiencing the greatest inequalities to be active
 | JC | Mar 25 |
| Explore mentoring opportunities for people, from under-represented groups, who have been through training courses (e.g. college students) to gain experience working in communities as well as gaining qualifications. | JC/HD | Mar 25 |
| Identify role models in communities that are exemplars of inclusive practice and tell their story in a compelling way. | Place team/Comms | ongoing |
| Develop a database/guidebook for partners to use to know where to go to develop skills around inclusive practice, for example: [Tackling Hate Crime and Inequalities - Communities Inc,](https://communitiesinc.org.uk/) [Understanding Unconscious Bias - UK Coaching,](https://www.ukcoaching.org/resources/topics/diagram-infographic/understanding-unconscious-bias) [WORKSHOP - UK Coaching](https://www.ukcoaching.org/courses/workshops/unconscious-bias-online-classroom) | EDI Lead | Mar 25 |
| Use our meetings, messaging and communication channels to develop knowledge amongst partners of appropriate use of accessible and inclusive language and imagery. | Comms | Ongoing |
| **Inclusion networks** |
| Establish a diversity and inclusion network providing an opportunity for partners to collaborate, share learning and practice and develop connections that will support them in their EDI work. | EDI Lead | Mar 25 | Partners have the opportunity to learn from others and develop their own skills and practice.Existing local networks fully embrace and commit to the EDI agenda**Measure**: - Network analysis - Stakeholder feedback/survey - LBU systems evaluation |
| Explore approaches to embed EDI principles into existing networks, including sharing training and development opportunities. | Place team | Ongoing |
| Support place-based partnerships and local networks to increase the diversity of the organisations involved to bring in lived experience to inform the work. | Place team | Ongoing |

# Ambition 6 Promote existing and establish new inclusive opportunities for people to be active, involving people with lived experience in the process.

As an organisation, we recognise the need to understand environments and people’s lives and explore the things that prevent us from being active or moving more – wider influences may be at play, like feeling unsafe in their community, or unemployment. These can have a greater impact on whether someone is active, than the number of opportunities they may have.

This ambition is about ensuring that people and communities experiencing the greatest inequalities are at the heart of creating and developing environments and opportunities to be active that are right for them. We will work with them, encouraging them to ‘own’ the change they’re trying to create by being involved and feeling empowered. And in doing so, we aim to ensure that any opportunity or environment to be active is safe, accessible and inclusive.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Promote existing and establish new inclusive opportunities for people to be active, involving people with lived experience in the process.  | Where we are involved in supporting the creation of opportunities to be active: people with lived experience are involved in developing opportunities that are right for them.   Opportunities and environments are safe, accessible and inclusive.   People are aware of inclusive and accessible opportunities to be active in their community.    | Use lived experience and good practice to influence the design and development of opportunities to be active so they are inclusive and accessible for our communities.   Build our online presence, promoting opportunities to be active that are accessible and inclusive.   Develop and promote the Inclusive Spaces section of our website, regularly adding groups.     |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **Co-production** |
| Use lived experience (ambition 2.1) to identify barriers to accessing opportunities to be active and work with partners and local communities to co-design approaches to address these barriers.  | Place team | Ongoing | People with lived experience are involved in developing opportunities that are right for them.Stronger relationships with organisations working directly with people experiencing inequality.An increase in opportunities, environments, services and physical activity programmes that are safe, accessible and inclusive. **Measure**: - Case studies/stories - Network analysis - Action Plan reporting - programme evaluation |
| Where asset-based community development and co-production is taking place, support communities to own and shape local opportunities and environments that are right for them, ensuring these are safe, accessible and inclusive.  | Place team | ongoing |
| Ensure our programme delivery (Opening School Facilities and Walk Derbyshire work) supports the development of inclusive and accessible opportunities – projects to be considered from an inclusion perspective before funding is awarded.  | WR/HC | Ongoing |
| Strengthen our networks and connections with organisations working directly with people experiencing inequality (e.g. Activity Alliance) to learn new approaches to developing inclusive opportunities to be active. | EDI LEAD/Place team | Mar 24 |
| **Comms** |
| Continue to grow our online presence, reaching more people and communities that are inactive and signpost to a variety of opportunities for people to be active (at home, virtually, using public open space etc.). | Comms | Ongoing | Guidance developed on how to embed EDI into activity sessions.Inclusive spaces website up and running and a useful tool to find and promote inclusive opportunities.**Measure**: - website traffic/analysis - feedback from groups |
| Identify ways to ensure virtual opportunities to be active are inclusive, using our understanding of lived experience and diversity.  | EDI LEAD | Ongoing |
| Support community groups and providers to develop and promote inclusive offers by sharing guidance on how to embed equity, diversity and inclusion into activity sessions. Identify if there are existing resources out there | EDI Lead/Place team/Comms | Ongoing |
| Think of more creative ways to present our online directory (inclusive spaces) on our website. Start by contacting the groups in the directory and identify what they offer, who their audiences are, ask for quotes etc. | EDI LEAD/KC | Dec 24 |
| Develop and regularly review our online activity directory, ‘Inclusive Spaces’ to ensure it is up-to-date and the information in accurate.  | EDI LEAD | Twice a year |
| Identify gaps in the directory and seek groups that can be added, or explore opportunities to establish groups that cater for specific inclusion needs  | EDI LEAD | Ongoing |
| Explore ways to evaluate the impact of the ‘Inclusive Spaces’ website and how to improve it.  | Comms | Mar 25 |

# Ambition 7 Lead by example, sharing our learning and stories, influencing to achieve systematic and structural change.

We commit to leading by example – modelling the behaviours and ways of working required to influence systemic change and support inclusive practices across the system.

In doing so, we acknowledge the importance of distributed leadership and the need to support others to lead in their roles.

Learning is the process of making sense of our insights, understanding and experiences and acting on our findings. We need to develop the resources, skills, capabilities and patience to learn together – reviewing our progress and impact and taking action as we go.

We want to have the courage to learn from what isn’t working as well as what is, be open to trying new things, and to create environments and spaces where we can honestly share perspectives and experiences. Being open to and able to flex, adapt and respond accordingly will be important.

Capturing and sharing case studies and stories is not new to our work but we recognise we need to be more purposeful going forward in identifying and seeking out stories and opportunities that highlight inclusive practice. Stories need to be meaningful and responsive to what we are hearing and seeing, and we need to be more proactive in how we use them, across the system.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| Lead by example, sharing our learning and stories, influencing to achieve systemic and structural change  | Inclusive practice is shared widely and reaches the audiences we want to influence.   We have a suite of case studies on inclusive practice from varying perspectives for external use to demonstrate how this can be done.   | Develop and share case studies of inclusive practice.   Understand the effectiveness of our stories in turning insight into action for our partners.   Proactive approach to planning and engaging in learning around EDI   Develop the skills and capabilities, within our team and partners, to reflect and learn |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| **External Comms** |
| Review all our external comms to give a stronger profile and identity to EDI work across the system.  | EDI Lead/Comms | Mar 25 | Greater focus on inclusion demonstrated within external comms. Suite of case studies developed on inclusive practice from varying perspectives.Partners across the system adopting inclusive practice.**Measure**: - Stakeholder feedback/survey (external  comms) - analysis of external comms data (website  traffic etc.) |
| Improve content and design of the opening page of our website and other pages within to give a much stronger feel for our commitment to EDI  | Comms  | Sept 24 |
| Develop stories and case studies that showcase specific examples of equity, diversity and inclusion within our work | EDI Lead/ Comms/ Place team | Ongoing |
| Commit to including an EDI article in every newsletter  | EDI Lead | Monthly |
| Seek feedback from partners to establish the effectiveness of our stories and learning opportunities and identify what would offer greater value.  | EDI Lead | After the event/story has been published |
| **Learning Practices** |  |  |  |
| Explore ways to share learning effectively through our networks across the system and in communities, catering for different learning styles and the needs of different audiences. | EDI Lead/ Comms/Place team | Ongoing | Learning is widely shared and acted on, reaching the audiences we want to influence.Partners across the system have the skills and capabilities to reflect and learn.**Measure**: - Feedback and evaluation of systems  leadership training - LBU systemic evaluation (learning  opportunities) |
| Use systems leadership training to develop the skills and capabilities to reflect and learn and to play their part in leading this agenda. | JC/MS | Sept 25  |

# Ambition 8 Ensure all investment aligns and supports the realisation of our equity, diversity and inclusion ambitions.

Insight tells us that a key barrier for community groups working with communities experiencing the greatest inequalities is awareness of available funding and accessing this funding e.g. writing bid applications and sourcing supporting governance documents. We provide support in accessing funding across all our places, with a focus on the people and communities who need it most.

Internally, whilst we have processes to check and challenge how we use our resources, capacity and investment to ensure this aligns with our EDI ambitions, this is ongoing and there’s more we could be doing and encouraging partners across the system to do the same.

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| **Intent**  | **Aim – What Difference We Want to Make**  | **How Will We Make the Difference**  |
| All investment aligns and supports the realisation of our equity, diversity and inclusion ambitions.   | Established monitoring and evaluation processes to ensure our resources are aligned with our EDI ambitions.  More funding is accessed by groups and organisations working with those experiencing the greatest inequalities, building the capacity and engagement of these communities.   | Capture and reflect on where investment is going to each place.  Support community organisations working with people and communities experiencing the greatest inequalities to access funding streams.  Promote funding opportunities to organisations working with people experiencing the greatest inequalities.  Communicate barriers experienced by community organisations working with people experiencing inequalities to funders, to influence their processes.   |

| **Action** | **Lead** | **Timescale** | **Success** |
| --- | --- | --- | --- |
| Capture where investment (monetary and human) is going and develop monitoring systems to enable us to understand whether we are proportionately investing in areas experiencing the greatest inequalities.  | EDI LEAD | Quarterly | Established monitoring and evaluation processes to ensure our resources are aligned with our EDI ambitions.More funding accessed by groups and organisations working with people and communities experiencing the greatest inequalities (principle of universal proportionalism)**Measure**: - analysis of resource allocation - funding and programme data (our funding and  other funding into the system aligned to Making  Our Move) |
| Identify what support community groups require to access funding and ensure this is reflected within our funding support offer. | EA/Place team | On-going |
| Build capacity and capabilities of organisations to be able to access funding. | EA | Ongoing |

1. **How will we know if we’re making a difference – what does success look like and how we will measure it.**

This plan will be reviewed by the People and Resources Committee and by Board every six months**.**

The actions within this plan all sit within our overall organisational annual action plan and team members will review and feedback on their own actions on a quarterly basis via our action plan reporting, which captures change and learning as well as progress.

We will fully report on progress, impact and learning on an annual basis and in the form of a published report.

This will inform our future actions and an updated action plan will be published each ear.

What success looks like and how it will be measured is set out in detail against each ambition in Section 8. A summary, at headline level, is set out in the table below:

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| **Success will be…** | **Measure (baseline for all measures to be determined March 2024)** | **Timescale** |
| Up to date understanding of our diversity in relation to the communities we serve | Team & Board EDI survey/ monitoring | Annually |
| Increased diversity, across various characteristics, of applicants for roles. | EDI monitoring as part of recruitment | Analyse per role and consider trend data |
| Team, Board and Panels are reflective of the communities we serve | Team and Board EDI survey | Annually |
| Whole team committed to and actively undertaking EDI development. | PDRs | Annually |
| Whole team and Board engaged and leading on EDI within their work | PDRs, stories | Annually |
| Increased confidence and understanding of EDI amongst the team, Panels and Board (EDI survey) | Team and Board EDI survey | Annually |
| All policies are reviewed annually and aligned to our culture - open, fair and accessible to all. | Team SurveyAction plan capture | Annually |
| The organisation feels safe and inclusive in the way it operates. | Team and Board survey | Annually |
| We understand the progress and impact of our EDI work and use established practices for continuous learning and improvement. | Surveys, stories and narrative | Ongoing |
| Our commitment to EDI is highly visible and understood by the team, Board, Panels and partners | Team and partners surveys, Comms data | Annually |
| Deeper understanding (amongst us and our partners) of the communities we are working with, used to inform our work | LBU evaluation, stories and narrative | Ongoing |
| Growth in our networks and new relationships in place that support communities experiencing the greatest inequalities (inc. ethnically diverse and people living with a disability). | Internal capture and reporting/LBU evaluation | Bi-annually |
| Policies, practices and services are designed in response to community need.  | System Partner Survey | Baseline then annually |
| A shared understanding, desire and commitment across the system to diversify our workforce. | Surveys, conversations, feedback from events | ongoing |
| Greater diversity in our workforce | LBU evaluation | Ongoing |
| Organisations across the system and in communities commit to embedding the principles of equity, diversity and inclusion within their practice and are open to learning from others. | LBU evaluation, System Partner survey, stories | Annually |
| People with lived experience are involved in developing opportunities that are right for them. | LBU evaluation | Ongoing |
| An increase in opportunities, environments, services and physical activity programmes that are safe, accessible and inclusive.  | LBU evaluation, stories, case studies | Ongoing |
| Inclusive spaces website up and running and a useful tool to find and promote inclusive opportunities. | User feedback survey | Annual |
| Greater focus on inclusion demonstrated within our external Comms. | Comms analytics | Bi-annually |
| Influence partners across the system to adopt inclusive practices. | Stories and narrative |  |
| Learning is widely shared and acted on, reaching the audiences we want to influence. | Feedback and engagement in meetings/events etc | Ongoing |
| Established monitoring and evaluation processes to ensure our resources are aligned with our EDI ambitions. | Analysis of resource allocation | Annually |
| We are working to the principle of universal proportionalism whereby more funding accessed by groups and organisations working with people and communities experiencing the greatest inequalities. | Funding and programme data | Bi-annually |