

Equity, Diversity and Inclusion Strategy – Our Journey to Become Inclusive by Instinct

Introduction

The passion that our Staff, Trustees, Agencies and Funders have for the grants we create with children and young people across the UK is incredible. Chances for Children grants are created and delivered by a wide range of individual and organisational experts. There is much to be proud of, but it is not enough. The argument for increased diversity in organisations has been well made¹. Our 2020-25 organisational strategy highlights the importance of Equity, Diversity and Inclusion to Staff and Trustees. But in 2020 we've also seen that a general warmth to EDI has not created the change in our society perhaps we all aspired to before the weight of our everyday workload takes hold. Our personal values and EDI focus are challenged by tight deadlines and a reversion to doing what we have always done to complete the job, often repeating systems that restrict opportunities. This will continue to be the case unless we actively change our approach.

We are an organisation that is restless in our pursuit of improvement, we need to apply this restless approach towards EDI now. Whilst our EDI strategy will focus on all protected characteristics and more, a particular lens will be placed initially on race and developing an anti-racist culture at Buttle UK. We know that individually and collectively, we are not immune from the various forms of racism that pervade our society. The dust of racism sprinkles everywhere and an anti-racism lens needs to be placed on our daily interactions for us to play our part and use the power we have in society for change. This in no way means we will ignore other characteristics in our EDI journey but will provide an initial focus to explore what EDI change should look like in our organisation across other areas and how they intersect. We are also conscious of the role socio-economic inequality plays in systemic discrimination and in holding people back due to circumstances beyond their control. Efforts to acknowledge and address social disadvantage are also critical to this strategy as we strive for greater inclusion across our team and to widen opportunities for access and engagement across our grants.

This will be a journey, one where we will see improvements made every week but we cannot yet set a final destination. The most important element for Buttle UK will be to empower Staff and the Trustee Board to increase our knowledge in EDI, to help us learn and challenge ourselves and others about changes needed to our systems, how we work and who we work with. Buttle UK must be more intentional in our actions concerning EDI, we should actively celebrate diversity in the communities we serve. As the Association of Charitable Foundations states in its Stronger Foundations work on EDI, ***'Stronger foundations continually strive to learn and constantly challenge themselves (and enable others to challenge them) to do more.'***²

¹ <https://www.weforum.org/agenda/2019/04/business-case-for-diversity-in-the-workplace/>

<https://www.bitc.org.uk/fact-sheet/the-business-case-for-diversity/>

<https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>

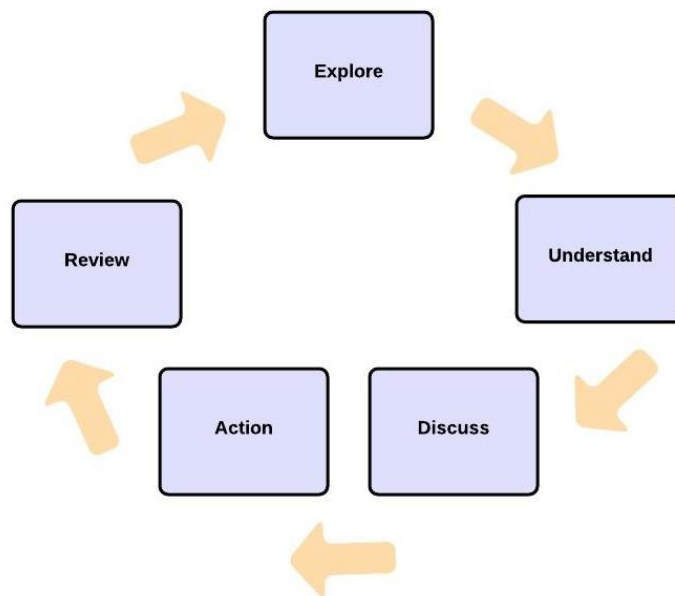
² https://www.acf.org.uk/downloads/ACF_DEI_pillars_summary.pdf

Our vision for this strategy

This strategy is flexible so that we are not limited by the outcomes we consider important at the beginning of our journey. By developing our understanding, we will challenge each other towards delivering more than we can set ourselves as targets right now. Our vision for this strategy is that *our Trustees and Staff will have a deep understanding of EDI, the self-awareness of how it relates to the organisation's work and systems we work in. We will have a continued process of engagement, reflection and action taken for progression. We will become inclusive by instinct.* Our annual Business Plan will set specific goals for the year to ensure constant reflection on improvements and identify areas that need further support. We acknowledge as an organisation that we do not all start from the same place of knowledge and understanding, but are here to achieve this same vision.

Understanding and reviewing the changes we need to make

The cycle below shows the stages we may go through as a team when we reflect on changes we can make to our work, systems, training etc. It is not suggested that we work through each stage every time but the cycle highlights the importance of research, learning and discussion before any change is made. It may mean that no change is made at all after initial research is carried out.



Our EDI areas of focus – laying out our intentions

This strategy sets out our plans for Equity, Diversity, and Inclusion over the next four years, providing an overarching framework and three headline areas of focus that will help us achieve the change we want to see.

EDI Area of Focus 1. Become inclusive by instinct and represent the communities we

EDI Vision

Our trustees and staff will have a deep understanding of EDI, the self-awareness of how it relates to the organisation's work and systems we work in. We will have a continued process of engagement, reflection and action taken for progression. We will become inclusive by instinct.

EDI Area of Focus 1 Become inclusive by instinct and represent the communities we aim to support	EDI Area of Focus 2 Improve the access and experience of children and young people that could benefit from our grants.	EDI Area of Focus 3 Measuring Our EDI Success and Sharing our Challenges and Achievements with Others.
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In particular consideration of:

Power/Privilege	Trustee Board	Staff Team	Third Parties
Grant Giving	Investments	Policy/Process	External Comm

aim to support. We will:

- Clarify and promote Buttle UK's stance and values on EDI and anti-racism
- Include an EDI lens when making strategic decisions
- All decisions regarding organisational policies, practices and resource allocation are taken with a lens on EDI
- Have policies and practices in place that engender a culture of inclusivity, particularly in relation to protected characteristics
- Provide training for the Trustee Board and Staff to become EDI and anti-racism informed and competent (e.g. orientations, training, inductions)
- Work with (and pay) EDI specialists to improve our practice
- Proactively enhance access to employment opportunities for under-represented groups
- Trustee recruitment to follow learnings and clear process taken by recent Staff recruitment. We will take actions to improve the diversity of our Trustee Board
- Regularly analyse Buttle UK's workforce data in order to identify areas of improvement around equality and diversity

- Have policies in place that engender a culture of inclusivity, particularly in relation to protected characteristics
- Our whole team will consistently demonstrate inclusive leadership behaviours
- Create inclusive conditions and support the mental health and wellbeing of Staff.
- Recruitment of consultants/third party providers to be considered with an EDI lens e.g. designers, website, etc.
- Develop an intern/apprenticeship programme for beneficiaries to increase opportunities and build diversity in our team - particularly in consideration of our low staff turnover
- We will ensure our investment policies and ethical investment policies reflect our EDI values.

EDI Area of Focus 2. Improve the access and experience of children and young people that could benefit from our grants. We will:

- Create a data plan to understand the diversity of our grant-making and improve how we collect data around gender, ethnicity and other protected characteristics
- Disaggregate, and publish data on diversity in our grant-making
- The above will include analysis of the individuals we support and also the agencies we work with an overall EDI lens
- Undertake pro-active engagement of organisations that work with groups our analysis tells us are under-represented in our grants. Are there certain groups or organisations who never apply for funding, or who regularly fail to complete aspects of the application form?
- Enhance the role for the voice of children and young people in the grants we create (see Beneficiary Involvement section of our organisational strategy)
- Offer real opportunities for feedback and challenge from beneficiaries.

EDI Area of Focus 3. Holding ourselves to account and sharing our EDI challenges and achievements with others. We will:

- Delivery of EDI strategy held by SMT through the annual Business Plan with oversight of Trustee Board
- Analysis of EDI data and create plan to close gaps where disparities are clear. Explore, understand, discuss, action
- We will act as a model of good practice across the sector around EDI and anti-racism
- Undertake organisational advocacy to advance equitable mission-relevant outcomes
- Outwardly share our stance on EDI
- Transparency and promotion of our grant-giving data concerning diversity (e.g. through our Impact Reports, website, blogs, conference presentations, etc).
- Engagement and sharing/challenging other grant givers in the sector, particularly individual grant givers
- Support other organisations on their work they are leading on EDI
- Active celebration of diversity. Social media and digital focus on EDI events and points in the year showing our support
- Consider diversity of participants/speakers at any of our events.

Roles and Responsibilities

Having an EDI strategy that is a crosscutter with our organisational strategy means a clear commitment from trustees and staff. In order for the implementation to be successful, the roles and responsibilities of our strategy need to be clear to those involved.

We all have a responsibility to: Pay due regard to the principles and actions outlined within this scheme, ensuring that any work we carry out at Buttle UK is in line with our approach to Equity, Diversity and Inclusion. We will be careful to refer to this strategy when embarking on new work or reviewing any business as usual processes and procedures, emphasising that we are compliant with any regulations, demonstrating this in our behaviours. We will undertake any of the mandatory training relevant to our roles.

Board of Trustees: Trustees are accountable for ensuring that the organisation has appropriate structures, processes and resources in place to ensure that EDI are embedded into Buttle UK, and monitor progress through Buttle UK's business plan. Strong focus on Diversity by the Trustee Board is a key focus of good practice recommended by the Charity Governance Code³. The Governance Advisory Committee will maintain oversight of our EDI plans on behalf of the Board of Trustees and will receive annual reports.

Senior Management Team (SMT): Model best practice in EDI and ensure their teams are in a position to carry out their EDI responsibilities, holding them accountable for the actions required within the objectives of the appropriate annual business plan.

Ensure that the objectives of this scheme are communicated and understood by those within their teams, monitoring against progress where necessary. This would include making sure that appropriate EDI training is attended and written into annual appraisals.

EDI Staff Working Group: To support SMT with the creation of the EDI section of the annual business plan set for each year and to review progress on this in bi-monthly meetings (every two months). All staff however are responsible for striving towards our overarching goal to mainstream EDI within all aspects of our work and helping to bring about the inclusive organisational culture we aspire to.

Annex 1 – Glossary of Terms

This glossary is by no means a full list of terms concerning EDI and the definitions provided can also be considered from a particular viewpoint. It is provided to ensure that we are clear about what is included when we consider this strategy. It also provides a starting point and framework for further dialogue.

Equity: The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist in the provision of adequate opportunities to all groups.

Diversity: Socially, it refers to the wide range of identities. A broad term that includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives, and values.

Inclusion: The act of creating environments in which any individual or group can be and feel welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.

³ <https://www.charitygovernancecode.org/en/pdf>

Discrimination: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favour one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion, and other categories.

Racism: Policies, behaviours, rules, etc. that result in a continued unfair advantage to some people and unfair or harmful treatment of other based on race.

Anti-Racism: An active process of identifying and challenging and eliminating racism by advocating, and making changes to systems, structures, policies and attitudes so that power is redistributed and shared equitably.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly colour), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time

Racial Equity: Racial equity is the condition that would be achieved if one's racial identity no longer predicted life chances and experience of life and work.

Bias: A form of prejudice that results from our tendency and needs to classify individuals into categories.

Stereotype: A form of generalization rooted in blanket beliefs and false assumptions, a product of processes of categorization that can result in a prejudiced attitude, uncritical judgment, and intentional or unintentional discrimination. Stereotypes are typically negative, based on little information that does not recognize individualism and personal agency.

Everyday Racism: Racism that exists in everyday societal behaviour, rituals and language. Everyday stereotypes with racist assumptions about a particular racial group

Structural or Institutional Racism: The racism that is embedded in our institutions and societal structures that can be hard to see because it is hidden and taken for granted. It lives in our systems that are designed on the basis of the needs of the white group. This creates advantages for whites and oppression for non-whites interacting with those structures and systems.

BAME: A British acronym to refer to Black, Asian, Minority Ethnic. It is increasingly seen as a problematic way of talking about non-white people.

White Privilege: The unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

Colour Blind: The belief that everyone should be treated “equally” without respect to societal, economic, historical, racial or other difference. No differences are seen or acknowledged; everyone is the same.

White Supremacy: The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Colour and their ideas, thoughts, beliefs, and actions.

White Saviour: A white person who provides help to non-white people in a self-serving manner.

Micro-Aggression: The everyday verbal and nonverbal snubs or insults, which communicate a hostile, derogatory, or excluding message to others based solely upon their race.

Ally/Allyship: Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.) Allies acknowledge disadvantage and oppression of other groups than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

Othering: Is when we view or treat (a person or group of people) as intrinsically different from and alien to oneself.

Unconscious Bias: Unconscious biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.

Intersectionality: A social construct that recognized the fluid diversity of identities that a person can hold such as gender, race, class, religion, professional status, marital status, socioeconomic status, etc.

Disability: Physical or mental impairment that affects a person's ability to carry out normal day-to-day activities.

LGBTQIA: An inclusive term for those who identify as lesbian, gay, bisexual, transgender, queer, intersex and asexual.

Patriarchy: Actions and beliefs that prioritizes masculinity. Patriarchy is practiced systemically in the ways and methods through which power is distributed in society (jobs and positions of power given to men in government, policy, criminal justice, etc.) while also influencing how we interact with one another interpersonally (gender expectations, sexual dynamics, space taking, etc.).

Queer: An umbrella term that can refer to anyone who transgresses society's view of gender or sexuality. The definitional indeterminacy of the word Queer, its elasticity, is one of its constituent characteristics: "A zone of possibilities."

Ethnicity: a social construct which divides people into smaller social groups based on characteristics such as values, behavioural patterns, language, political and economic interests, history, and ancestral geographical base.

Gender: the socially constructed ideas about behaviour, actions, and roles a particular sex performs.

Gender Identity: a personal conception of one's own gender; often in relation to a gender opposition between masculinity and femininity. Gender expression is how people externally communicate or perform their gender identity to others.

Sex: system of classification based on biological and physical differences, such as primary and secondary sexual characteristics. Differentiated from gender, which is based on the social construction and expectations of the categories "men" and "women."

Transgender: an individual whose gender identity differs from the societal expectations of their physical sex. Transgender or “trans” does not imply any form of sexual orientation.

Safe Space: Refers to an environment in which everyone feels comfortable in expressing themselves and participating fully, without fear of attack, ridicule or denial of experience.

Tokenism: Presence without meaningful participation. For example, a superficial invitation for the participation of members of a certain socially oppressed group, who are expected to speak for the whole group without giving this person a real opportunity to speak for her/himself.