

Home-Start Cymru Equality, Diversity & Inclusion (EDI) Strategy

Staff, Trustees & Volunteers 2023 - 2027



A photograph of three people in a garden. In the background, a woman with dark hair in a bun, wearing a red jacket over a pink floral top, smiles. In the middle, a woman with brown hair, wearing a purple top, smiles while holding a white daffodil. In the foreground, a young girl with dark hair in a bun, wearing a pink top, looks down at the flower. The garden has green foliage and yellow daffodils.

Vision: Every parent in Wales has the support they need to give children the best start in life.

Mission: To be the number one family support agency in Wales, trusted by families and funders to provide volunteer support, empowering parents to develop the knowledge, skills and resilience to enable their children to thrive.

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Foreword

We are passionate about promoting equality, diversity and inclusion, eliminating barriers, and celebrating our individual differences to ensure equal opportunities for all.

Our commitment to EDI is rooted in our core values and is a fundamental part of our mission and strategy. We are continuing to develop our work to embed EDI deep into our Culture and this strategy facilitates the integration of EDI into our DNA.

We live in and support a very diverse society and it is important that we have an organisation that reflects our people, partnerships and our local communities so that we can be innovative and make a truly lasting difference.

We hope this strategy acts as a representation of our dedication to actively addressing inequality and furthering an inclusive and equitable culture for all as a priority, not just in words, but in actions.



**Jayne Drummond, Chief
Executive**

Executive Summary



Increase our Diversity

- Pursue progressive inclusive recruitment and selection processes that eliminate bias
- Ensure retention of a diverse staff and volunteer workforce and trustee board



Increase our understanding and delivery of equitable practice

- Develop the ability to respond quickly and accurately to adversity families face both inside and outside the organisation
- Meet the information, communication and support needs for all, including those with varying disabilities/impairments, languages and/or religions/beliefs



Actively address inequality faced by our service users, staff and volunteers

- Develop an actively anti-discriminatory culture that places family voices at the centre of operations and uses stories of lived experience to drive development
- Develop voice as an advocate for those experiencing inequality

Why do we need an EDI Strategy?

Our Equality, Diversity and Inclusion (EDI) strategy will act as an organisational statement of our commitment to prioritising EDI by detailing the ways in which we intend to develop in this area and highlighting the work we are currently doing, and plan to do, to be socially aware of the barriers that face individuals, and explore the part we can play to combat these barriers.

For staff, volunteers and trustees, the strategy will aim to:

- Detail how we can further understand the communities we work with to provide the best support possible
- Act as a framework to create an ideal workplace and culture fit for all
- Set a standard within our sector to prioritise equality, diversity and inclusion
- Ensure we are aligning with our core values of equality, empathy and non-judgement in all aspects of our work
- Ensure we align with our legal duties highlighted within key legislation, such as The Equality Act 2010 and The Human Rights Act 1998
- Crosscut with the goals of our organisational strategy; Hope at Home, to strengthen our core, be connected and activate our future
- Crosscut with the aims and objectives of our Volunteer Strategy to diversify our reach

The strategy will allow us to analyse our current position as an organisation when it comes to EDI and the progress we need to make in order to maximise our potential to create a robust culture of inclusion and be a strong voice against inequality.

The strategy is to be used as a guide for staff to create dedicated action plans that will address our gaps and work towards achieving the objectives set out in the strategy.

Allowing time for review of progress of action plans against objectives set will ensure we remain accountable to our commitments.

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"I think an EDI Strategy is really essential. It's a message to others that this work is important to us." - Elfed, Volunteer

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Strategy Development process

Informed

Extensive internal and external research underpins the strategy to ensure our outlook on Equality, Diversity and Inclusion is informed, accurate, and takes account of Wales's social and political environment.

Inspired

This strategy is both unique to Home-Start Cymru, taking account of our individual culture, organisational structure and the unique mission that underpins our work, while also being inspired by innovative and outstanding practice demonstrated across the country.

People-led

Home-Start Cymru's people across departments and levels of seniority have played an integral role in the development of the strategy. All, including staff, volunteers and the families we work with have inputted their insight via creative and diverse means, including:

- Surveys telling us what they'd like to see in the strategy
- Small focus group discussions to explore themes around EDI and discuss ideas for priority areas of interest
- EDI Strategy Working Group where staff input directly into the making of the strategy and discuss topics surrounding EDI. This has included conversations around gender identity, disability, language accessibility and more.
- Phone calls with staff and volunteers to discuss what EDI means to them.

Defining Equality, Diversity and Inclusion (EDI)

Equality

Individuals, regardless of identity, being treated as equal to one another, enabled by active work to challenge bias and inequality that prevents individuals from accessing equal opportunities.

Equality is a value that underpins the mission of Home-Start Cymru, with it's importance echoed by staff (see below). Building upon practice that enables and promotes equality is vital.

Equity

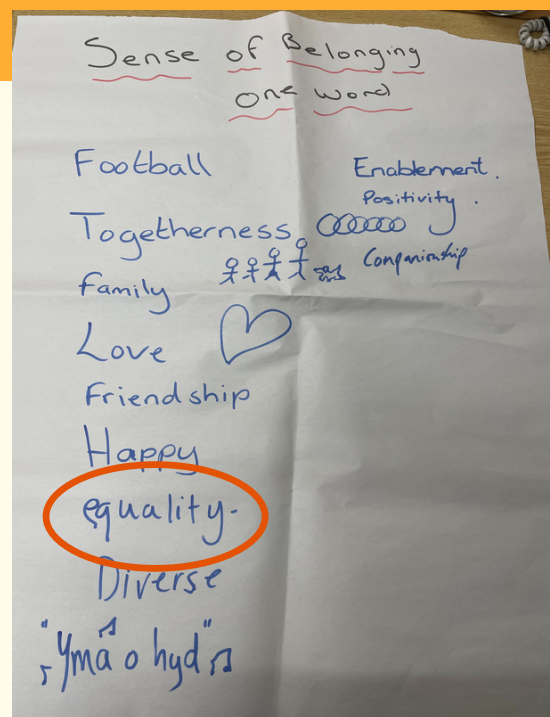
Note

Fair and proportionate treatment for all

Equity relates to but differs from equality as it refers to the type of approach needed to reach equality. Equity means taking into account the unique circumstances and needs of individuals to find an approach best suited to them.



South West Staff Engagement Session, Jul 21



All Staff Away Day, Cardiff, December 22

Diversity

The state of having a plethora of difference within an organisation that means individuals from a variety of identities, backgrounds and experiences are represented across multiple organisational levels.

Home-Start Cymru supports a variety of families with varying ethnic, socioeconomic, gender and cultural backgrounds, as well as those with more complex needs and circumstances, such as parents of children with neurodevelopmental disorders and refugee and asylum seeker families. Having diversity amongst staff, volunteers and trustees ensures insight from lived experience shapes the ways in which support is delivered to families and encourages:

- Innovation
- Learning from one another
- Awareness of others

Inclusion

Proactively working to create an environment where a diverse range of people feel embraced, respected, and supported within an organisation where they are able to flourish and feel comfortable and enabled to express themselves.

Having an inclusive culture is vital to maintaining the wellbeing and flourishing of a diverse workforce. Inclusion links directly to Home-Start Cymru's ethos and our prioritisation of non-judgement, empowerment and understanding.

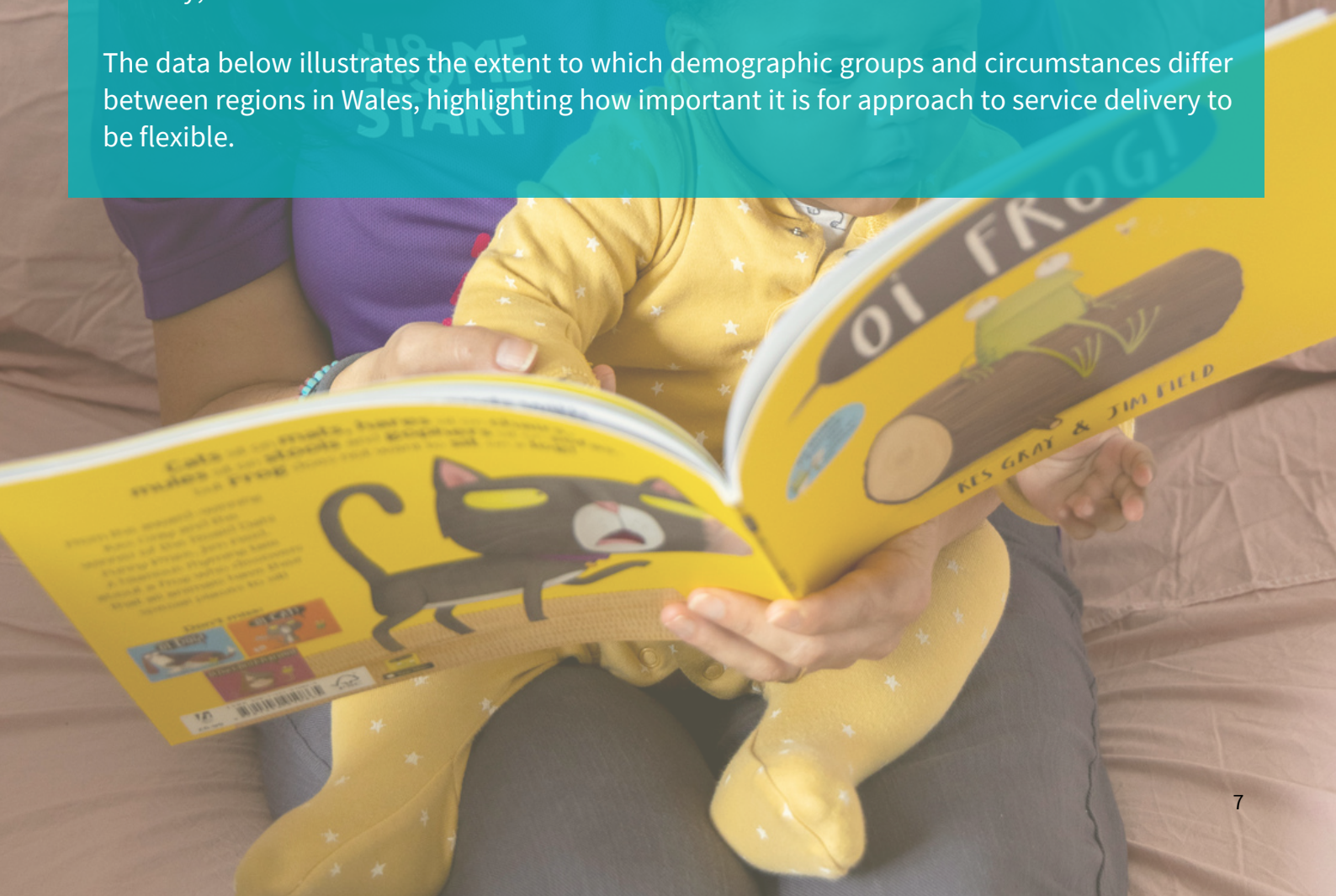
Who we serve

Home-Start Cymru's support services stretch across eighteen local authority areas, including:

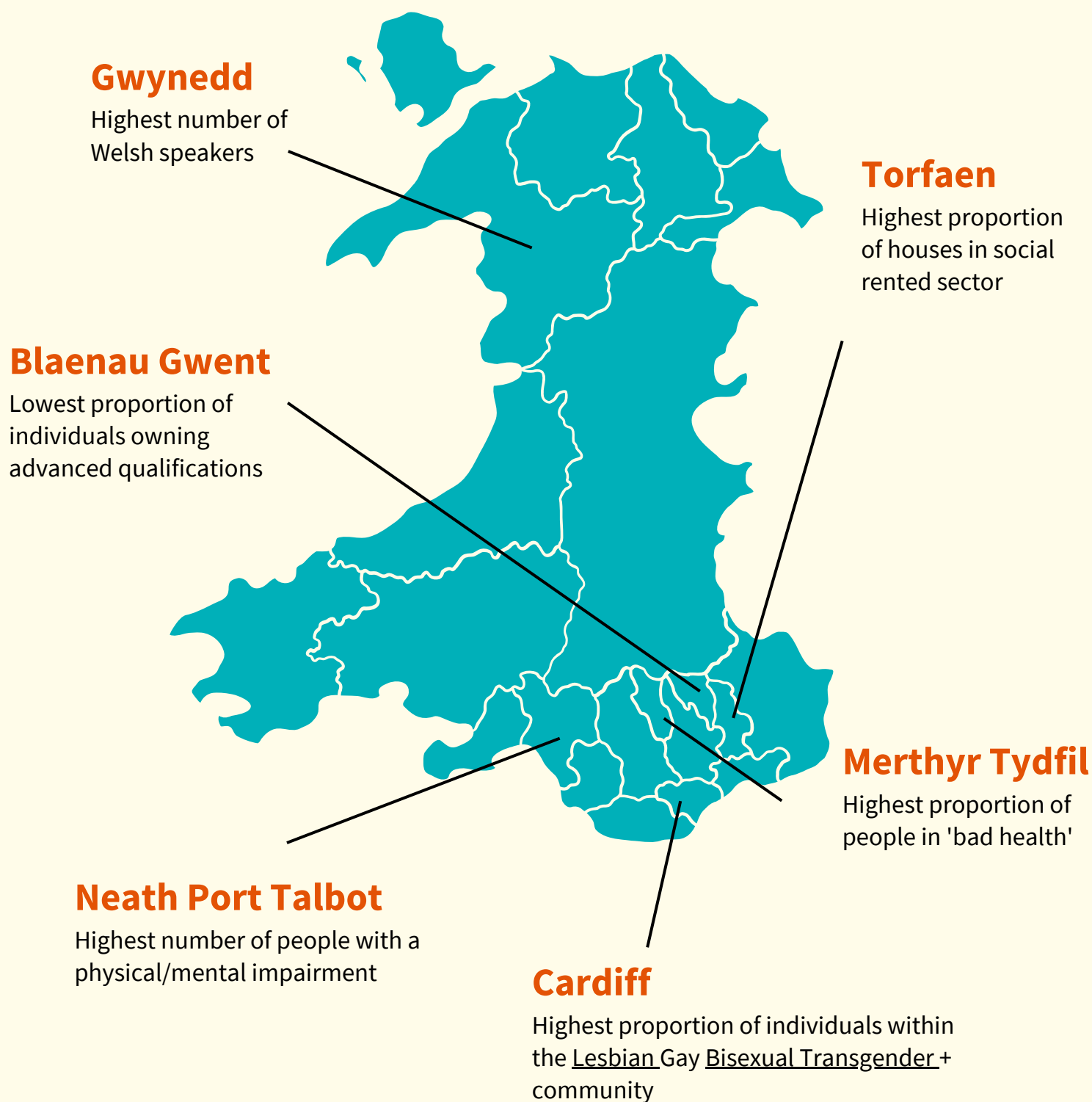
- Anglesey
- Carmarthenshire
- Rhondda Cynon Taff
- Torfaen
- Gwynedd
- Swansea
- Cardiff
- Blaenau Gwent
- Denbighshire
- Neath Port Talbot
- Merthyr Tydfil
- Monmouthshire
- Powys
- Bridgend
- Caerphilly
- Newport
- Pembrokeshire
- Vale of Glamorgan

As much as families we support share common experiences and challenges throughout their parenting journey, such as barriers faced during the cost of living crisis and the Covid-19 pandemic, families' needs differ greatly depending on many factors, including region, identity, and social circumstance.

The data below illustrates the extent to which demographic groups and circumstances differ between regions in Wales, highlighting how important it is for approach to service delivery to be flexible.



Latest Welsh census data (2021) highlights the extent of difference across Welsh regions:



Our active areas as of April 2023

Area	Percentage of population....				
	with a physical /mental impairment	with no qualifications	identifying as gay/ <u>lesbian</u>	people identifying as trans	who are an <u>ethnic minority</u>
Anglesey- A	8.5%	18%	1.08%	0.11%	2%
Blaenau Gwent- A	13.1%	27.9%	1.31%	0.14%	2.5%
Bridgend- A, B, E	11%	21.8%	1.35%	0.11%	3.3%
Caerphilly - A, D	12%	24.1%	1.35%	0.13%	2.4%
Cardiff- A, B, F	9.5%	16.3%	2.42%	0.25%	21.2%
Carmarth enshire- A, E	10.5%	20%	1.19%	0.12%	3.1%
Denbighsh ire- A	10.3%	19.9%	1.27%	0.10%	3.6%
Merthyr Tydfil- A, B, E	13.1%	26.9%	1.43%	0.14%	5.5%
Monmout hshire - G	7.3%	15.7%	1.11%	0.11%	2.7%

Area	with a physical /mental impairment	with no qualifications	identitfying as gay/ <u>lesbian</u>	people identifying as <u>trans</u>	who are an <u>ethnic minority</u>
Newport - A, C	10%	21.7%	1.5%	0.20%	14.8%
Pembroke shire- A	9.2%	18.8%	1.07%	0.12%	2.9%
Powys- A	7.6%	18.9%	1.07%	0.11%	2.4%
Rhondda Cynon Taf- A, B, E F	12%	24.2%	1.52%	0.14%	3.4%
Swansea- A	11.1%	18.9%	1.59%	0.15%	18.6%

 -- Highest percentage in category

 -- Lowest percentage in category

Type of support currently offered

- A** - Core volunteer/staff support in the home
- B** - Support for families with a child on the neurodevelopmental pathway
- C** - Support for refugee/asylum seeker families
- D** - Support related to housing and financial maximisation
- E** - Support for Dads/partners
- F** - Support for managing children's behaviour
- G** - Peer support groups

It is vital the data above be robust, accurate and comparable. As such, it is not possible to report on Welsh language statistics across our active areas due to reporting of census data in this area being too complex to disseminate.

Where we are now

What we do well

Home-Start Cymru maintains an organisational culture of **tolerance and understanding** that is preserved by staff, volunteers and trustees and protected throughout our work. HSC has an open environment where staff can share their thoughts and ideas to their line managers and to colleagues on ways in which we can improve our delivery for families with diverse needs.

Volunteers entering the organisation receive in depth **training** to support their delivery of support to families where the importance of trust building and flexibility to adapt to a families ranging needs is emphasised. Families are asked directly about their needs and how they would like to interact at the first point of contact or initial visit.

HSC's **policies also help to embed EDI** into the organisation by adding structural protection against discrimination and inequality in general, helping to safeguard individuals. Key policies include our Equality and Diversity Policy, Whistleblowing Policy and Welsh Language Policy.

Areas for development

Although our training content sets strong expectations for inclusion, we know there are areas in which **EDI can be more explicitly referenced, where clear methods to maximise EDI can be highlighted during the onboarding process** and where processes can be standardised to ensure consistency across the board for best practice. Our induction process and learning and development practices are key stages we can be utilising to set high standards for all, while also providing opportunity for people to **ask questions and share lived experience**. Within this, staff should be provided with guidance on how best to respond to incidents of discrimination families may face inside or outside the organisation, and how to signpost to the appropriate support.

Additionally, as an organisation dominated by white women, we must ask ourselves; do we have sufficient insight into our biases/ blind spots? Do we or can we cast a lens over everything we do to identify where we are at risk of excluding people? Creating the capacity to self-reflect on our current practice and actively **address biases** present, as well as implementing methods that work to **prevent bias**, will help us to ensure we maximise inclusion.

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"I would value extra guidance on how to approach providing support to a person who has a disability, for example with dedicated training"
 - Elfed , Volunteer
 ”

Our lack of cultural and ethnic diversity organisationally means we don't currently benefit from insight into diverse experiences and perspectives internally. As such, we should be looking for ways to get this perspective; particularly insight from those with lived experience, externally, such as the establishment of an external reference group that would **gather diverse minds together to share lived experience and guidance that can inform our practice.**

Moreover, our diversity statistics tell us we lack representation for multiple groups. This puts us at a steep disadvantage as we are unable to benefit from the advantages diversity brings and also means many groups in Wales are not represented by us as an organisation, minimising our connection to communities across Wales. This also highlights a potential problem area where individuals of diverse groups may not see where they can fit in our organisation.

Analysing our current recruitment and selection processes will be vital in thinking about how we recruit diverse people, addressing any biases and searching out ways to be more openly inclusive for all. **Retention of a diverse workforce** is then important for long term vision to ensure we are set up to support ranging needs and do not systemically exclude an individual's culture, religion or identity. When looking at maximising inclusion, one method may involve looking at **development in our practice and governance**, for example; implementing a Menopause Policy and looking at provision of space for prayer.

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"When I used to work with people from different cultures, people would often be more trusting and less fearful of me when I came to their home if I was from the same Indian culture as them. They felt they could relate to me and were more willing to open up."
 - Aman, Supported Family, Cardiff
 ”

Our statistics

(Based on data extracted from EDI monitoring form respondents)

	Staff	Volunteers	Trustees
Gender	Female: 93% Male: 7%	Female: 92% Male: 7% <u>Transgender</u> : 1%	Female: 75% Male: 25%
Age	Under 35 yrs: 6% 35- 49 yrs: 48.5% Over 49 yrs: 45.5%	Under 35 yrs: 12% 35-49yrs: 33% 50-64 yrs: 28% Over 65 yrs: 27%	55-59 yrs: 25% Over 65 yrs: 75%
<u>Ethnicity</u>	White Welsh: 55% White British: 29% White English: 6% White Other: 3% Mixed ethnicity: 3% Arab: 3%	White Welsh: 38% White British: 46% White Other: 11% Mixed ethnicity: 2% Asian: 3%	White Welsh: 50% White British: 50%
<u>Disability</u>, impairment or health condition	No: 94% Yes: 6%	No: 92% Yes: 6% Prefer no to say: 2%	No: 75% Yes: 25%
Sexual Orinetation	<u>Heterosexual</u> : 100%	<i>Minimal data</i>	Heterosexual: 100%
Religion/belief	None: 52% Christian: 35% Muslim: 3%	<i>Minimal data</i>	None: 75% Christian: 25%
Working pattern	Part time: 61% Full time: 39%	<i>Minimal data</i>	Full time: 25% Part time: 25% Retired: 50%
Caring Responsibilities	None: 35% Child under 18 yrs: 42% Disables adult: 3% Older person: 3%	<i>Minimal data</i>	None: 100%

Examples of good practice:

“

"As someone with ADHD and who supports families where they or their child live with a neurodevelopmental condition, I know it can be difficult to absorb information.

I've worked with multiple people who have Dyslexia. A common condition that people with Dyslexia also have is Mearles-Irlen Syndrome, which is a difficulty in visual perceptual processing, meaning a white page background can dazzle and make it extremely hard to read text on the page. That's why I always print resources on coloured paper to avoid these problems.

I think it as an easy but important intervention and why I make it a part of my everyday."



**Pascale Collins,
Neurodevelopment
Key Worker**

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After obtaining funding to expand Home-Start Cymru's support for refugee and asylum seeker families to the Newport area in late 2022, staff have been working on rolling out this work:

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"One of our priorities during the start of this project has been making sure we reach as many families as possible to make sure they know about the support they can access. To promote the project and get word out we've produced flyers, which have been translated into nine different languages including; Arabic , Urdu, Kurdish Sorani, Albanian, Ukrainian, Tigrinya, French, English and Welsh."



**Rhian Smith - Locality
Manager for Cardiff
Region**

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Examples of good practice:



**Gaida Missouri -
Refugee and Asylum
Project Coordinator**

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"I am glad we have taken this step to be inclusive of many different languages that are most commonly spoken by the families seeking our support, as I've seen how difficult it can be for families to understand what support they can access when English isn't their first language."

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**Meira Wyn Owen- Learning
and Development Manager**

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“Throughout my time at HSC I have managed people with varying needs, including those with physical disabilities and those with neurodivergence. In the past I have made sure to create a safe and open space where staff can be honest about what it is they think they need from me and the organisation to perform their role in the best way, for example physical aids, or adapted working hours. It is so important to take an individual approach to this and to be open to changing your current practice to mould to the needs of the person you are guiding. In doing this, we are creating an environment where staff feel seen and understood and don't feel limited by their abilities.”

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Where we want to be and how we will get there

1

Increase our Diversity

2

Increase our understanding and delivery of equitable practice

3

Actively address inequality faced by our service users, staff and volunteers

Increase our diversity

We know we are not proportionately representative of the communities and families we serve across our staff, trustee and volunteer workforce. A diverse workforce carries diverse minds and outlooks, shaped by lived experience, identity and insight, that helps facilitate innovation, growth and development and learning across the organisation.

Aside from organisational benefits diversity brings, it is important we can provide space for various groups to be represented within the third sector. Representation within Home-Start Cymru and within the wider third sector will be powerful for:

- Ensuring lived experience informs the way we design and deliver our services and provides a sense of relatability for families with similar identities/experiences to ourselves.
- Sharing impactful stories across the sector to inform thinking and influence change.
- Providing figures for inspiration for the younger generation and underrepresented groups through the ability to see themselves in key roles.

We aim to achieve a more diverse colleague mix at all levels. Using data we've captured on our current staff, trustees and volunteers, and subsequent benchmarking exercises we've performed to gauge best practice across the sector, we'll identify priority areas to target to address gaps in our diversity.

We will review and develop our current recruitment and selection procedure to add new processes that are inclusive to underrepresented groups and ensure elimination of all sources of bias at every stage.

It is important to note our efforts must not stop at the recruitment stage. We must ensure we retain individuals from diverse backgrounds by implementing inclusive and equitable practice across the organisation to allow malleability to every need, identity, and character. For example, language is often a profound element of someone's identity and/or culture. Ensuring we do not fail to include the Welsh language and the other diverse languages of Wales in our work and communications, will be an important action to maintain in order to value and celebrate diverse individuals involved in HSC's mission.

Increase our understanding and delivery of equitable practice

Although our service model and ethos centre a non-discriminative approach and values of compassion and non-judgement that welcomes all families from all walks of life, we are starkly aware of the social and physical barriers that families can face. Home-Start Cymru provides support that hinges on the development of quality trusting relationships between families and the staff/volunteers supporting them. It is therefore vital to ensure families feel fully understood, including their individual needs, preferences and triggers.

Delivering equitable practice means avoiding a one size fits all approach to support and wider processes; instead, taking an individual approach to deciding how to deliver support in the best possible way that is uniquely designed and thought out for the individual.

To ensure we maximise equity in what we do, we will invest in our learning and development and general awareness on the experiences of diverse people and the ways in which barriers can be addressed differently by seeking out resources and guidance, connecting with diverse communities and most importantly, speaking to people on an individual basis to ask directly what it is they need. We will take learning from partners across the sector to feed development and ensure we share our good practice with others.

Additionally, our Human Resources team will lead on the review our current practices and services to not only ensure our approach does not inadvertently allow or bypass discrimination against people, but to also identify areas for implementation of additional guidance on equitable practice, including maximising accessibility. We will use a critical and intersectional lens to identify where we can be ensuring inclusion and equity in our everyday and long term practice.

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"Seeing an organisation who clearly cares about EDI and shows this with things like a strategy would tell me they're likely to be understanding of my culture and circumstances, and will be flexible to my needs."

- Aman, Supported Family, Cardiff

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Actively address inequality experienced by our service users, staff and volunteers

We currently, and will continue to, support families from a range of backgrounds, identities and circumstances. Our specific projects see staff and volunteers working directly with families in particularly adverse circumstances or with complex needs, including our refugee and asylum seeker project and neurodevelopment project. Aside, from our targeted projects, we encounter a range of individuals with varying needs and abilities in our everyday provision of core support. Parents with limited literacy skills, same sex couples or parents living with a disability to name a few.

As such, we know the hurdles families can face when it comes to navigating parenting as an individual with complex needs, or within a minority group. Many families will inevitably face barriers to access for support, education, employment, health etc due to their identity, circumstance or background.

We will continue to educate ourselves on the specific barriers our families will face across society by listening to feedback from families and other stakeholders, searching for opportunities for learning, (for example, through training) and opening space up for wider conversation and critical thinking. We will also embed stories from lived experience into our way of thinking in order to develop tools/methods to directly combat inequality faced by families and the develop the most effective plan of support. We want to ensure we are utilising every resource and expertise within our capacity to address adverse experiences where families suffer the effects of inequality to ensure individuals are supported holistically and effectively throughout the first instance of any challenge they may face and empower families to take the appropriate routes to defend their rights.

We will engage with partners to further our own understanding of inequality that goes outside of our own current remit and knowledge, and engage directly in anti-discrimination work as an advocate for families. We will make efforts to enhance our community connections and our overall awareness on anti-discrimination services to ensure we can provide responsive and varied signposting for families and ensure the right support for staff, trustees and volunteers.

Moving words into Action

Aims	Objectives	How we will achieve our <u>objectives</u>	Responsible areas
Increase our Diversity	Pursue progressive inclusive recruitment and selection processes that eliminate <u>bias</u> . Set and track diversity targets.	Become data driven by improving our data capacity and methods of recording and monitoring to track our diversity and set benchmarks for success.	-ADMIN -HR
		Implore innovative recruitment practices and campaign methods to attract individuals from diverse backgrounds	-HR -COMMS -VOLUNTEER TEAM
	Build a diverse and inclusive culture across all our internal and external work, projects, campaigns and strategic priorities.	Connect with community spots/organisations such as places of worship, advocacy charities to engage with a diverse range of people Embed co-production into our practices and ways of thinking	-OPERATIONAL ROLES -POLICY -POLICY -OPERATIONAL ROLES
	Ensure <u>retention</u> of a diverse staff, volunteer workforce and trustee board	Develop organisational methods, procedures and practices that prioritise inclusion and equity	-HR -SLT -TRUSTEES
Increase our understanding and delivery of <u>equitable practice</u>	Develop the ability to respond quickly and accurately to circumstances of adversity families face both inside and outside the organisation	Implement training for staff and volunteers to increase <u>awareness</u> on key EDI issues and learn methods for response Connect with individuals/organisations in the <u>social justice</u> sector to gauge external support available for <u>families</u>	-HR -SLT -OPERATIONAL ROLES -POLICY

		Opt into advocate schemes such as <u>disability</u> and autism aware, LGBTQ+ champions	-COMMS
	Meet the information, communication and support needs for all, including those with varying disabilities/impairments, languages and/or religions/beliefs	Develop robust policies and procedures outlining conduct for maximising accessibility Engage with the local community and organisations representing underrepresented groups to gauge best practice Set realistic targets for engaging with families with diverse identities and needs by first tracking identity data of families and setting clear benchmarks.	-HR -SLT -TRUSTEES -OPERATIONAL ROLES -POLICY -SLT -ADMIN
Actively address inequality faced by our service users, staff and volunteers	Develop an actively anti-discriminatory culture that places family voices at the centre of operations and uses stories of lived experience to drive development	Introduce '<u>safe spaces</u>' into workplace <u>culture</u> to share lived experiences, educate and produce productive conversations surrounding EDI Engage with local <u>social justice</u> work to act as a representative for <u>families</u>	-HR -SLT -OPERATIONAL ROLES -POLICY
	Develop voice as an <u>advocate</u> for those experiencing inequality	Present a public stance in opposition to <u>inequality</u> and as an <u>advocate/ally</u>. Explore involvement in third sector forums that address inequality by involving those with lived experience	-COMMS -POLICY

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Glossary

A

Access

Access refers to the mechanisms by which people with a range of needs (such as people with a disability, those with a caring responsibility, people whose first language is not English) find out about and use services and information.

ADHD

Attention Deficit Hyperactivity Disorder is a neurodevelopmental condition that affects a person's behaviour. People with ADHD can have range of symptoms that affect them day-to-day, including difficulty in concentrating, impulsiveness or over-activity.

Adverse

Harmful or unfavourable

Advocate

Someone who can help represent and/or amplify the voice of a person, people or cause

Ally

A voice and support for those in need of representation/advocacy e.g LGBTQ+ community

Asylum Seeker

An Asylum Seeker is a person who is seeking protection from persecution and/or human rights violation in another country but has not yet been legally recognised as a refugee.

Autism

Autism is a neurodevelopmental condition that affects how people communicate and interact with the world. People with Autism can struggle with social interactions and anxiety, have sensory sensitivities and/or be fixed to routine behaviours.

Awareness

Having knowledge and understanding of an issue or thing . Raising awareness of issues, such as the impact of a certain disability on people or the experiences of families in poverty, is considered important as creating public awareness helps create understanding, which encourages action to be taken in helping a cause.

B

Bias

A bias is a tendency, inclination, or prejudice toward or against something or someone. Although some biases can be positive, they are often based on stereotypes, and can result in prejudgments that lead to rash decisions or discriminatory practices.

Bisexual

Bi or Bisexual is an umbrella term to describe a romantic and/or sexual orientation towards more than one gender.

Benchmarking

Benchmarking is a process of finding good practice and learning from others. It involves measuring the quality of something by comparing it with something else of an accepted standard.

C

Census

An official count of the population across the UK that measures a variety of data on people to reflect the composition of the nation.

Co-production

A way of working that sees those leading on the development and delivery of a service collaborating in an equal relationship with those receiving it or with lived experience in this area.

Culture

Culture consists of shared values, beliefs, systems of communication, and practices amongst people that can be used to define them as a collective.

D

Disability

According to the Equality Act 2010, disability is a physical or mental impairment that has a substantial and long-term negative effect on someone's normal daily activities.

Discrimination

The unjust and unfair treatment of an individual due to who they are or the characteristics they possess

Dyslexia

Dyslexia is a learning difficulty that affects people's ability to process information, often impacting on reading, writing and organisational skills.

E

Empathy

The ability to emotionally understand what someone/something feels by placing yourself in their shoes.

Equitable practice

Practice that can flex to account for individuals' specific needs and circumstances to ensure fair and proportionate treatment

Ethnicity

A social group with a shared distinctive culture, language or religion.

Ethnic minority

According to UK Government definition, an ethnic minority is defined as any person with an ethnic identity other than White British. The category includes Gypsy, Roma and Traveller people.

Exclude

To shut out or not involve someone or something physically, socially or systematically.

F

Families

Individuals accessing support from Home-Start Cymru, AKA 'service users'

G

Gender identity

A person's sense of their own gender, which may differ to their biological sex.

Governance

Systems or methods of management and overseeing rules in an organisation

H

Heterosexual

Attraction to the opposite sex.

Homosexual

Attraction to the same sex.

I

Inequality

A difference in opportunity, status and/or circumstance experienced by individuals. Types of inequality include:

- Systemic - Systems/institutions that continue ingrained inequality due to longstanding practices and attitudes.
- Systematic - The conscious production or re-production of systems, practices or thinking that create inequality.

Innovation

Introduction of new ideas.

Intersectionality

A term to describe the way in which characteristics and identities, such as race, gender, class etc, intersect to determine a person's experiences and circumstance when a person falls under multiple groups. Using an intersectional lens means looking at the various factors that influence a person's identity and circumstance, rather than looking at one in isolation.

L

Lesbian

A woman who is attracted sexually and romantically to other women.

Literacy

The ability to read and write.

M

Malleability

The state of being flexible; the ability to be shaped and influenced.

Menopause

A natural stage in the ageing process of a woman where periods cease, causing a host of symptoms such as hot flashes, poor sleep, weight gain and fatigue. Menopause commonly occurs between the age of 45-65, however, some women experience early menopause.

Mission

An organisation's purpose; what it delivers, who it serves and what it aims to achieve.

N

Neurodevelopmental Disorder

A type of disorder that affects how the brain functions, causing difficulties in social, cognitive and emotional functioning.

O

Objectives

Medium and short term aims set in order to achieve a long term goal/vision.

Onboarding

Integrating a new employee into the organisation.

P

Plethora

A large amount of something.

Prejudice

A negative or unfavourable assumption or prejudgement of someone or something.

Protected Characteristic

Personal characteristics that are protected against discrimination under the Equality Act 2010. These include; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

S

Safeguarding

The protection of individuals from emotional and/or physical harm as both a response and a preventative approach.

Safe space

A place that provides a physically and emotionally safe environment for an individual/s to express and voice themselves freely without risk of judgement, prejudice or harm.

Social Justice

Working towards achieving social justice means working to achieve a fair and equal society where resources are distributed equitably and the rights of all are respected.

Strategy

A document that sets out a plan for the achievement of a long term vision/goal.

T

Transgender

Transgender or 'Trans' describes people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

W

Workforce retention

The extent to which an organisation is able to keep its workers in the organisation without staff seeking to work elsewhere. The ability to retain a workforce can be helped by the use of favourable and inclusive processes that consider the needs and wants of every individual.



Thank you for reading Home-Start Cymru's Equality, Diversity & Inclusion (EDI) Strategy

We will continue to work tirelessly over the next four years and beyond to ensure that, with our support, parents can give their children the best start in life #becausechildhoodcantwait



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