

Britain Yearly Meeting Children and Young People's Work



Equal Opportunities Policy Checklist

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This checklist has been designed to help people offering events and programmes and supports Minute 5/09/10 below.

All staff, volunteers and participants will need to be aware of the equal opportunities policy that applies – in this case the statement of equal opportunities for centrally managed work of Britain Yearly Meeting which is:

"Britain Yearly Meeting is firmly committed to the principle of equality and to creating a working and service environment in which all employees, committee members, volunteers, Friends and other users of our buildings and services are treated with dignity and are free from unlawful discrimination, victimisation or harassment on the grounds of: gender, marital status, race, ethnic origin, nationality, national origin, class, disability, sexual orientation, religion, appearance or age. We oppose all forms of discrimination and prejudice that disrespect the individual." **Britain Yearly Meeting Trustees September 2009 (Minute 5/09/10)**

These useful starting points are adapted from Church Action on Disability's statement of Beliefs and Mission and Equal Opportunities policy:

- A person who has learned to live with an impairment is usually much better informed about it, and the way to live with it, than anyone else.
- The consequences of having an impairment can sometimes restrict participation in certain activities.
- A person's impairment and the consequences of it should be distinguished from the disabilities which that person may experience in society.
- It is important to recognise one's own "starting point" in relation to people with impairments, how one's own actions and attitudes may disable others, and to be free to discuss it.

(Statement of Beliefs & Mission and Equal Opportunities policy)

Children and Young People's staff team is committed to encouraging and enabling full participation at events, in training, and enabling others to give service as volunteers in children and young people's work.

1) Programme

1. Does the programme or event reflect the needs and interests of your target group? Is it available to a wide range of young people within the defined group? (Defined groups may be age related (e.g. BYM Children and Young People's Programme programme), defined in *Quaker faith and practice* (JYM), geographically related (e.g. Northern Young Friends) etc.)

2. Are new materials (fliers, event literature, correspondence etc.) developed using language that reflects this statement? Do they reflect the fact that Britain Yearly Meeting is a multi-cultural society by providing positive images of young men and women, different ethnic minority groups and differently abled people? Do our publications use inclusive language, and do photographs and illustrations reflect the cultural diversity of our society and changing gender roles? Does our printed literature promote a variety of positive images and role models?
3. Is there a staff or volunteer development/training programme to encourage the creation and use of resources that meet our Equal Opportunities policy?
4. Have the staff considered how they will bring the policy to life and challenge attitudes and assumptions based on prejudice, when the need arises and how they will enable volunteers to do the same?
5. Will there be a constant review of events, programmes and materials, to ensure equal opportunity for all social groups?
6. Is the style and method of programme management and delivery appropriate for participants? Does it allow them to share their existing experience and skills in the process?
7. Does the programme content allow participants to recognise the validity of their own experience?
8. Do planning arrangements give staff time to the discussion of special requirements with individual Friends who are interested in participating in the work, to ensure that their participation is possible and appropriate?
9. Do we give appropriate information and support to members of staff working with disabled people, either as colleagues, volunteers or participants?
10. Is there a checklist to go through with local organisers when invited to do training workshops so that any difficulties have been assessed and work done in advance to reduce their impact?
11. Do we follow policy/best practice in assessing applications for employment, volunteering and participation in events or applications for admission to Quaker youth work courses on the basis of the applicant's qualifications, abilities and aptitudes?

2)Recruitment

1. How have you reached your decision about the potential target group? (E.g. have you involved the Quaker community, Trustees if any, consulted *Quaker faith and practice* and sought advice appropriately?)
2. How will the event be promoted so that it reaches the target group?

3. Will publicity materials make clear who the target group are?
4. Does all your publicity promote positive images of under-represented groups?
5. Have we planned events so that individuals from minority or disadvantaged groups have been supported by others, so avoiding isolation?
6. Has the programme or content of any events excluded anyone from taking part? Do we ensure that there is provision for wheelchair users, and for others with impaired abilities when needed?
7. Have we included a positive invitation in all its promotional material to those with impairments, encouraging them to discuss their individual requirements with members of Children and Young People's Work staff team to ensure equality of opportunity?
8. In choosing the organising team for events, have we provided a range of role models from the different groups:
 - in individual events (where practicable)?
 - overall (when not practicable for individual events)?

3)The event/programme environment

1. Is the environment supportive to the target group? E.g. Welcoming and with facilities etc. reflecting the culture of target groups?
2. Are all facilities within the environment accessible for students with physical and sensory impairments? E.g. Hearing loops, wheelchair ramps, toilet facilities etc.
3. Do refreshment facilities offer an ability to respond to dietary needs?
4. Have we sought to provide specific activities to raise awareness of "equal opportunities" issues, (for example) by redressing stereotyped images, or by affirming disadvantaged groups?
5. Have we checked so far as is reasonably practicable, and within the constraints of existing buildings, that the Religious Society of Friends' premises and those used for children and young people's events are accessible and safe for disabled and able-bodied people alike?
6. Have we carried out careful assessments about the accessibility and risks of any buildings that might be used as venues for residential and day events?
7. Do we ensure that meetings are held in accessible venues which incorporate a loop system and that all written materials are advertised as available in large print, or Braille where appropriate?
8. Are we being as inclusive as possible in the planning of children's and young people's events, by consulting those with known impairments as to the suitability of proposed activities?

4)Participant Support

1. Will personal support be made available to participants prior to the event, during and on completion of the programme?
2. Do staff and volunteers reflect the target community?
3. Are there procedures for dealing with problems of racial/sexual harassment for participants, staff, volunteers and committee members ?
4. Are there formal procedures available and advertised: complaints, appeals etc., for participants and volunteers?
5. Are we taking into account the views of the individual member of staff, volunteer, participant or student at all times when their requirements are being assessed?
6. Do we give staff time to discuss with prospective participants what extra support is appropriate and possible within the limitations of the training programmes on offer as well as the variety of formats in which the materials might be offered?