

Mind in Bradford's EDI Action Plan

Public profile

- 1.1 Ensure paper copies of the client newsletter are available and clients can request a paper copy (Mind Mail)
- 1.2 Increase sign ups to the client mailing list (Mind Mail)
- 1.3 Staff to ask for an email address and permission to contact via email (Mind Mail)
- 1.4 Send all new clients a copy of the most recent client newsletter as part of registration (Mind Mail)
- 1.5 Give a copy of the most up to date client newsletter to all potential clients who request a referral form (Mind Mail)
- 1.6 Gain a better understanding of where we are and are not visible by asking how a client heard about us at first contact
- 1.7 Develop process by which responses can be extracted from our electronic reporting system.
- 1.8 Produce videos of people speaking about services these in different languages, use subtitles and/or BSL (All-Services-Video)
- 1.9 Produce physical communications plans based on targeted localities & special interest groups
- 1.10 Use stakeholder feedback to identify appropriate localities, communities, and formats
- 1.11 Use stakeholders to help with physical distribution
- 2.1 Create an EDI page on the website
- 2.2 Produce more communications that feature real people telling their stories and addressing topical issues
- 2.3 Reach out to communities through our social media channels, newsletters and media opportunities
- 3.1 Increase the number of in-person events we attend/talks we deliver in local communities
- 3.2 Feed our ambitions about the above into the wider organisational stakeholder engagement plan and operational plan
- 4.1 Build on our relationship with MIND via the Diverse Network Group

4.2 Feed learning and communications from this into the MIB and local system EDI workstreams

Accessibility

5.1 Complete a "user experience" premises visit in a wheelchair to better understand the barriers and implement change as practicable

5.2 Audit the process of accessing our services in for individuals who are sight impaired and have other physical disabilities

5.3 Use the user experience visit and audits to agree adaptations that can be made

5.4 Following implementation of adaptations, complete user experience video-tour of our premises/services for people with physical accessibility needs

5.5 Undertake an Autism Assessment of the building and respond to recommendations where practicable

6.1 Produce video walk-through and step by step picture guides to accessing our building/office/services

6.2 Send out link to videos to new clients prior to first visit

6.3 Review internal and external signage to improve visibility of the premises to improve ease with which our office can be found

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6.5 Review all service referral/registration processes and ensure all include option to self-declare accessibility needs

6.6 Review client satisfaction surveys to include question about whether they felt their accessibility needs were met

6.7 Consider seeking out a supportive trust/foundation that can help support us financially to increase accessibility (e.g. covering cost of child care or transport)

6.8 Consider a fund to pay for these accessibility needs, a process by which it is advertised to clients and applied to those who need it in a dignified way

7.1 Review the layout, furnishing and décor of the office to reflect warmth and personality

7.2 Separate different office functions clearly - staff area, client area, waiting area

8.1 Produce guidance re our standard approach to communications and options

8.2 Agree standard/additional formats and languages and explore the adoption of the accessible information standards

9.1 Use data insight to ascertain which demographic monitoring information we should be collecting to better understand accessibility of our services

9.2 Update all service Project Plans to capture and operationalise all relevant actions from this plan

9.3 Identify and roll out an appropriate Equality Impact Assessment tool to be used across all services and departments

9.4 Develop and display posters around the office and host on the website, highlighting the importance of accessibility and EDI, how to report issues/incidents/worries/good practice.

Workforce diversity

10.1 Expand the scope of our Wellness Action Plans (WAP) to include all forms of health and ability; mental health, physical wellbeing, sensory needs and neurodiversity, including specific learning difficulties

10.2 Develop and deliver accessible learning for all staff who line manage others in the importance and implementation of this expanded approach to WAP

10.3 Create a communications campaign to raise the profile of this new approach across all staff and volunteers

10.4 Embed information about it in staff & volunteer induction programmes and ensure there is explicit reference to Simply Health and the WY Wellbeing Hub.

10.5 Attend more careers fairs and college/university open days to promote working for MIB

10.6 Explore open days hosted by other providers, such as Equality Together

10.7 Create a physical space for staff and volunteers in which rest and wellbeing are promoted

10.8 Explore corporate sponsorship for this and feed staff voice into what it should look and feel like

10.9 Establish a digital staff and volunteer "Wellbeing Hub" which hosts information about staff wellbeing and support

10.10 Produce a communications campaign to launch and generate interest in this to ensure robust uptake

11.1 Identify which WRES and WDES indicators we will adopt and implement them into routine HR monitoring processes

12.1 Implement routine use of alternative selection methods that enable people to demonstrate job-related skills and knowledge; role play, written exercises, problem-solving

- 12.2 Review our recruitment and retention policies considering the EDI policy and ambitions
- 12.3 Review our employee benefits and sick pay arrangements considering what is valuable to staff, accounting for poverty, disability, faith, childcare so on
- 12.4 Produce an accessible, step-by-step guide to applying to work and volunteer for MIB
- 12.5 Review job descriptions and person specifications to ensure language about requirements is inclusive.
- 12.6 Implement inclusive recruitment practices
- 12.7 Formalise staff buddying system for probation periods for individuals who would benefit from additional support and guidance; set clear criteria for access to Buddying.

Confidence and competence

- 13.1 Build robust approach to EDI into all staff and volunteer inductions
- 13.2 Explore creative ways to foster cultural humility and openness
- 13.3 Improve relationship building among staff/volunteers by facilitating opportunities to get to know each other
- 13.4 Develop a programme of learning relating to EDI (beyond induction); bitesize sessions in which current events are discussed and conversations about topical matters are facilitated.
- 14.1 Establish and promote feedback mechanisms through which all individuals are encouraged to feedback about EDI
- 14.2 Increase confidence and raise profile of EDI by establishing EDI Champions and recognising/rewarding via monthly awards in staff newsletter
- 14.3 Produce written guidance for all new processes implemented under this action plan
- 14.4 Ensure demographics and accessibility needs of clients are routinely collected and recorded across all relevant services
- 14.5 Produce communications to help staff understand why we ask about demographics and accessibility needs and how to ask questions about identity
- 14.6 Review the "management of violence & aggression policy" considering EDI policy; broaden scope to "unacceptable behaviour", strongly encourage staff and volunteers to report breaches and set out clearer consequences for breaches

Leadership and governance

15.1 Review the Trustee Recruitment and Retention policy and processes with the Board and agree how we can align it with our EDI vision

15.2 Produce accessible, simple communications about what it means to be a Trustee and the support we can provide to aspiring Trustees

15.3 Address the recruitment and ongoing support processes we should implement to aid this broadening of representation of people from key groups

15.4 Explore practical ways through which client, staff and volunteer voice can meaningfully engage with the board and vice versa

15.5 Monitor a more diverse applicant pool to broaden board representation from key groups relevant to the local population

16.1 Develop an engagement strategy as a partnership between the Board and teams

16.2 Work with Board diversity organisations/experts to explore how best to achieve board diversity

17.1 Implement a process where diversity of thought and experience are meaningfully considered as part of leadership decision-making

17.2 Understand the power of our diverse workforce and clients and use this expertise and live experience to shape and steer decisions

17.3 Ensure there are explicit, inclusive and robust processes for eliciting and making use of these views

17.4 Produce guidance regarding how and when the leadership team should do this

17.5 Add EDI as a standing agenda item to the Board of Trustees, Executive Leadership Team (ELT), Senior Leadership Team (SLT) and Operational Delivery Team (ODT) and formalise how best to use the items; open space for development, discussion, challenge, exploring news stories or incidents relevant to MIB and our EDI ambitions

17.6 Consider how Equality Impact Assessments will be completed for all policies as they are reviewed

17.7 Identify and implement appropriate virtual "inclusive leadership" training to Board of Trustees, ELT, SLT and ODT

17.8 Add the package to the mandatory induction of all new members of the leadership teams.

17.9 Training to be delivered virtually, where possible, for accessibility

17.10 Identify appropriate equality impact assessment tool to use for relevant decision-making at leadership level

17.11 Ensure all members of our leadership teams are supported to understand the importance of the tool and how to apply it to appropriate decisions

17.12 Produce guidance regarding which decisions do/do not require a formal equality impact assessment approach, how decisions will be made, who will be involved, how client, staff and volunteer voice will feed in and how decisions will be communicated