Equity, Diversity and Inclusion Strategy
**2022-2025**

The
**Children's Trust**
For children with brain injury

# Contents

# Where are we now?
# Why can't we stay here?

George Floyd's murder in 2020 was a call to action, for us, and for many others across the globe.

We reflected that as an organisation we could do more. As a result, we put more time, energy and resource into tackling all forms of discrimination, and enhancing diversity, equity and inclusion for all.

The results from our race and ethnicity survey in 2021 were saddening, and showed us that to remain where we are is not an option, as a significant number of our people reported they have experienced discrimination. This is unacceptable, and we are truly sorry this has happened.

We also recognise that there are many other types of discrimination we need to address. Due to our culture, people may not have felt able to report cases of discrimination when they occurred, because of a fear of the repercussions, and a lack of belief as to whether action would be taken.

We hope that this strategy will begin to build trust that this is not just words, and we will tackle all forms of discrimination in our organisation.

## Why is this action vital?

**It is unacceptable for anyone to experience discrimination at The Children's Trust.**

If we, as an organisation, cannot tackle this discrimination our people and culture will suffer.

Our ambition at The Children's Trust is for all children and young people with brain injury and neurodisability to live the best life possible. Part of living the best life possible means having an environment where differences are embraced, and you can be yourself without fear.

We recognise that the discrimination embedded in society and structures will disproportionately affect the young people and families we support. We also acknowledge that we have some of these challenges at The Children's Trust.

Our first Equity, Diversity and Inclusion (EDI) Strategy sets out our ambition to create an equitable, diverse and inclusive organisation where our people can thrive, and outlines how we will achieve our vision. We will ensure that this strategy is successful, by ensuring dedication and focus from everyone at The Children's Trust.

> Inclusion is important to ensure no one is left out. Life with a brain injury can be unfair in many ways as people are often left out. Inclusion is a way of including everybody.
>
> **Charlotte Pickering**
> The Children's Trust Alumni

> I am fully committed to our EDI strategy, and to creating an environment in which everyone who works for, volunteers, or is supported by The Children's Trust, feels included and can thrive.
>
> I recognise that, in my position, I have a personal responsibility to be an ally and advocate for equity, and I aim to ensure that the voices of those with lived experience are heard whenever possible.
>
> **Dalton Leong**
> Chief Executive

> I am passionate about making sure that the care, therapy and education we provide for the children and young people is truly inclusive.
>
> We have a long road ahead, but the small changes we make along the way contribute to making the world of difference to our children and young people.
>
> **Rebecca Francis**
> Speech and Language Therapist, and Spark (EDI working group) member

# Our progress so far

## 2020

### June 2020

**Commitment to ACEVO's leadership principles, and new role**
The Children's Trust committed to ACEVO's 'Eight principles to address the diversity deficit in charity leadership' and appointed a full time Equity, Diversity & Inclusion Officer to help progress our EDI journey.

### October 2020

**'Spark' our EDI working group and EDI Steering Group**
We established two dedicated groups to progress our journey. 'Spark' our EDI working group, for members of staff from across the organisation to engage in our EDI work. And our EDI Steering group, which includes members of the Senior Leadership Team and Board of Trustees.

## 2021

### January 2021

**Race and ethnicity survey**
We surveyed our employees on race and ethnicity related issues and sought their input on the forms of discrimination that they have experienced.

### March 2021

**EDI data collection initiative**
We asked all staff to provide information on their diversity in order to gain a deeper understanding of our staff demographics, inform our planning, and strengthen our ability to benchmark and measure our progress.

### July 2021

**Updating our Equity, Diversity, and Inclusion policy, and 'Embracing Difference' module.**
The revised policy is reflective of our proactive stance against discrimination, and our ambitions to build a more equitable, diverse, and inclusive environment. The leadership development programme launched, which included a module on EDI topics called 'Embracing Difference'. Spark members also received and reviewed this training.

### October 2021

**EDI video, Black History Month, and our new 'Be open' promise.**
We shared an EDI video with all staff summarising our plans for the future, and highlighting some of the comments from our Race and Ethnicity survey. The Spark group planned its first awareness event to recognise Black History Month. The new promises launched, including 'Be open' which, reflects our ambitions for our EDI work.

### November 2021

**EDI focus groups completed.**
We ran series of focus groups asking our staff, children, families and volunteers for their opinions on how we could improve our approach to equity, diversity and inclusion.

## 2022

### January 2022

**EDI training**
We met with five expert EDI training providers, and made our decision on who would deliver our EDI training.

# Language is powerful

This is what we mean when we talk about Equity, Diversity and Inclusion.

**Equity** recognises that we are all different, and that's what makes each one of us remarkable. Rather than treating everyone the same, it means considering individual needs, while also rebalancing structures to account for disadvantages faced by minority groups.

**Diversity** refers to the mix of individuals within our organisation. It includes different characteristics such as race, culture, gender, age, neurodivergence, sexuality, and experience. Being a diverse organisation means our people have a varied range of these characteristics.

**Inclusion** is when everyone feels like they belong. It is the core of this work, and refers to the actions we take; this means everyone has the opportunity to voice their opinions, sees themselves reflected when they look around, and does not feel excluded on the basis of their identity.

Throughout the document we will often refer to protected characteristics. As outlined in the 2010 Equality Act these are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.



Equality

Equity

# Hope and Ambition, and being a Responsible Organisation

## Our five-year strategy:

**Hope and Ambition**
We set out our vital mission to ensure the best future for children with brain injury and neurodisability. In order to do this, we want to ensure that we build excellence within our organisation. This includes focusing on our people and culture, being a responsible organisation, adding value to the communities in which we operate and developing our systems and processes.

**We published a Responsible Organisation Strategy in 2021**
We believe we have a responsibility to increase the positive social and environmental impact of our organisation, and to help tackle local and global challenges. Society is still facing huge challenges of injustice – because of race, gender, religion, disability, class and more. As an organisation that supports those living with brain injury and neurodisability, we understand how important it is to actively advocate for the rights of those who are disadvantaged by systemic inequity.

Equity, Diversity and Inclusion has been a recent area of focus for us, and is a priority area within both strategies. Therefore we're pleased to publish this detailed EDI Strategy to set out our ambition and action in this area.
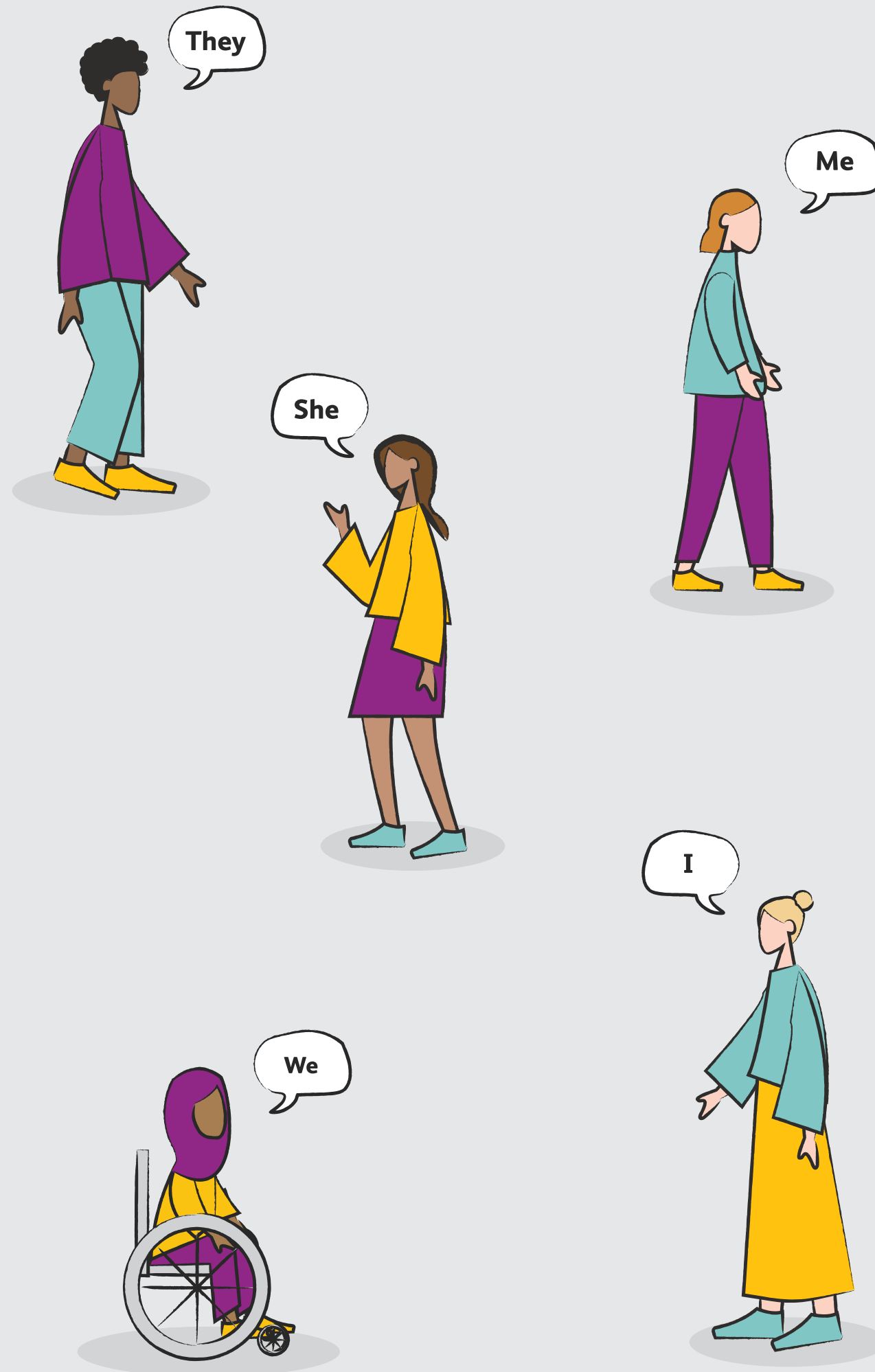


# What we want to achieve with our strategy: Our vision and goals

**Vision**

Our vision is to create a culture that enables us to tackle discrimination effectively, and where children and families, colleagues and volunteers feel that they belong and can be their best, and most authentic selves.

**Strategic goals**

**1**
**We will be an organisation that is equipped to recognise and fight discrimination, and champion equity, diversity and inclusion.**
This is about education and changing perspectives and behaviours. We want to increase awareness of EDI within the organisation so that everyone understands the challenges diverse groups face, and how to act in a way that helps achieve our vision.

**2**
**The support we provide for children, young people and families is inclusive and equitable.**
The children, families and young people we support are unique. We want to celebrate that uniqueness through providing care that is inclusive and equitable. Our organisation should be welcoming to all, and we will provide each child with support and care that aims to deliver an equally great experience for all.

**3**
**We will be an organisation that has a diverse mix of people and perspectives, and we will celebrate diverse lived experience.**
Diversity is powerful. We want to both increase the diversity within our workforce at all levels, and showcase the current diversity we have. We know this will both enhance the culture of the organisation and improve the services we provide. To do this we need to strengthen our data set and adapt how we recruit.

**4**
**We will be an organisation that fosters psychological safety, and has structures in place for people to share their experiences and report discrimination.**
This is about making sure we have both the appropriate structures and culture at our organisation to enable our people to report and talk about discrimination. We want to provide informal spaces and opportunities for our people to use their voices in addition to formal channels. We will be open to listening and learn from our mistakes.

# Developing our goals

**An inclusive approach**
One of the first things we acknowledged when planning this strategy was that we wanted the goals, and this work, to be directed by the voices of our people.

We also wanted to ensure we prioritised the actions that will make the biggest impact for our young people, staff and volunteers. We designed an inclusive approach to make sure we could gather the unique experiences of those who are supported by, and work with or for, the charity. We consulted with children, young people and families, members of the public, funders, our suppliers, volunteers, trustees and staff.

**How these important insights were used**
The responses from people inside and outside our organisation, were analysed and brought together into themes. The top five themes identified have directly impacted and shaped our four strategic goals. We also pulled out the suggested actions and some of these are featured under the 'how we will do this' for each goal.

# Findings from across the organisation

We listened carefully to what was said in the focus groups, here are some examples of what was said

**Theme two**
Growing the diversity of our workforce

*"I think having a long-term goal around The Children's Trust staff reflecting the beneficiaries."*

*"More diversity in the workforce as a whole."*

*"Recruit a more diverse workforce, particularly leadership roles."*

**Theme four**
Improving our process for reporting discrimination and creating safe spaces

*"I had to support someone to raise issues."*

*"Giving people a safe platform to raise concerns anonymously."*

*"Be open to the fact that there may be incidents of unconscious institutional bias and discrimination. When we expressed concerns about this during our stay at Tadworth the response seemed to be that it was not possible and excuses were made."*

**Theme one**
Developing knowledge and awareness

*"We need to help people to understand what they can't see, workshops are useful, how do we address unconscious bias?"*

*"Doing EDI training when they (clinical staff) first come in, as they do with safeguarding."*

*"People might not realise they are being inappropriate."*

**Theme three**
Inclusive care for children and young people

*"A medium to long term goal would be translating some of our resources."*

*"I was just thinking about diversifying the kind of reading resources that we have on houses to reflect the young people that we have."*
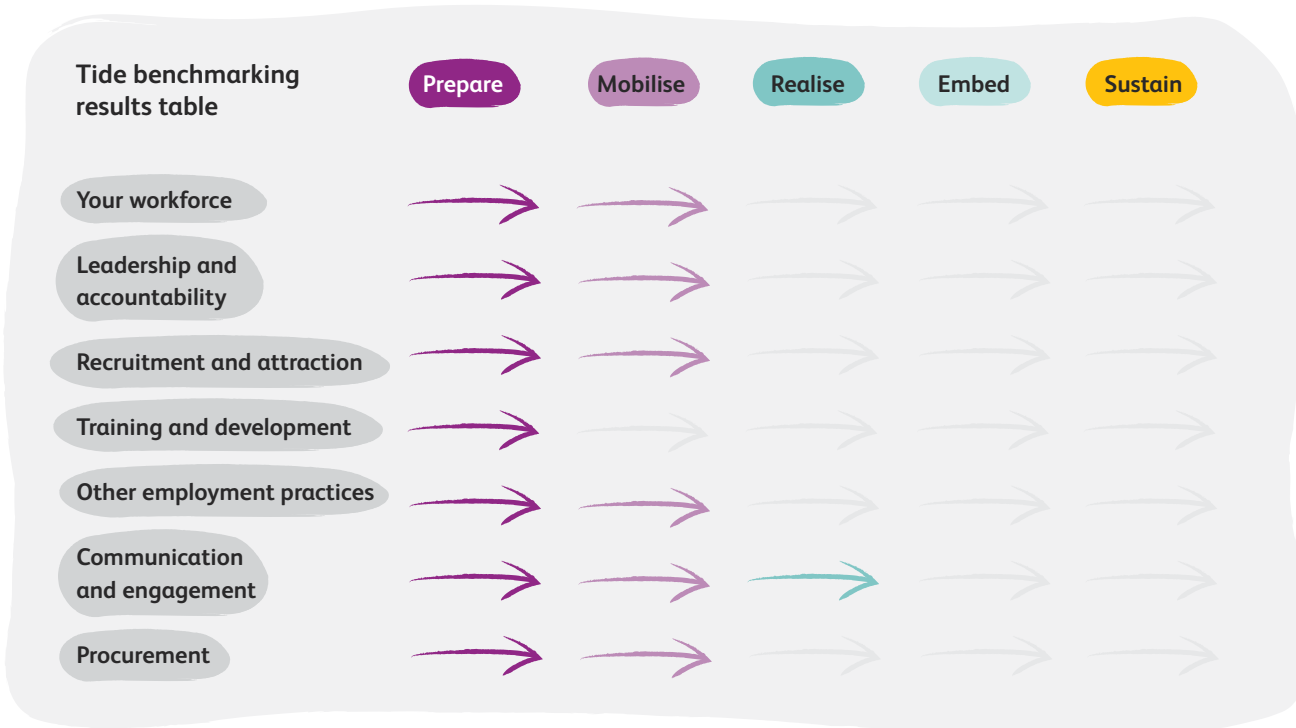
*"Other professionals at hospital use a translation service for their resources, and it's a shame we don't do the same."*

**Tide benchmarking results table**

| | Prepare | Mobilise | Realise | Embed | Sustain |
|---|---|---|---|---|---|
| Your workforce | → | → | | | |
| Leadership and accountability | → | → | | | |
| Recruitment and attraction | → | → | | | |
| Training and development | → | | | | |
| Other employment practices | → | → | | | |
| Communication and engagement | → | → | → | | |
| Procurement | → | → | | | |

# Benchmarking

We used one of the UK's leading EDI benchmarking tools to gain a baseline. The ENEI Tide tool asks over 100 questions relating to equity, diversity and inclusion across eight areas such as recruitment, communications, and procurement.

Our overall TIDE score for 2021 is 29%, this compares with an average score of 40% for other third sector organisations.

Our **weakest** areas are training and development, and procurement.

Our **strongest** area is communication and engagement. The benchmarking has informed our decision to make improving awareness and knowledge a goal for this work, as well as informing the actions under each goal. We will complete this assessment annually, and it will form part of our measurement of success.

**Strategy research and advice from peers**

We conducted an analysis of 15 EDI strategies/plans from other UK charities. This included: Samaritans, GOSH, Cancer Research, Active Prospects, Sense, and Place2Be. The top five goals within these strategies related to culture, diversity, data, accessibility, and recruitment. While our final goals are unique to us, these external strategies provided useful ideas and approaches that have informed our work.

We also asked our peers to review our process and learned what had helped them to develop their EDI strategy. We have been lucky enough to receive advice from a range of exceptional organisations in the EDI space including Macmillan, Young Lives vs Cancer, Surrey Police, Active Prospects, Surrey County Council and others. Their advice has impacted the detail and content we have chosen to include within this document.

# Intersectionality

We acknowledge that people have multiple layers to their identity and may either define themselves or be defined by a range of protected characteristics. We are taking an intersectional approach to this work, by recognising that these characteristics can overlap, and that the discrimination an individual faces is often compounded as a result. Recognising the full identity of a person and making sure every voice is heard is the only way to achieve true inclusion.

Age   Race/Ethnicity   Class   Culture   Religon   Sexuality   Gender   Disabillity
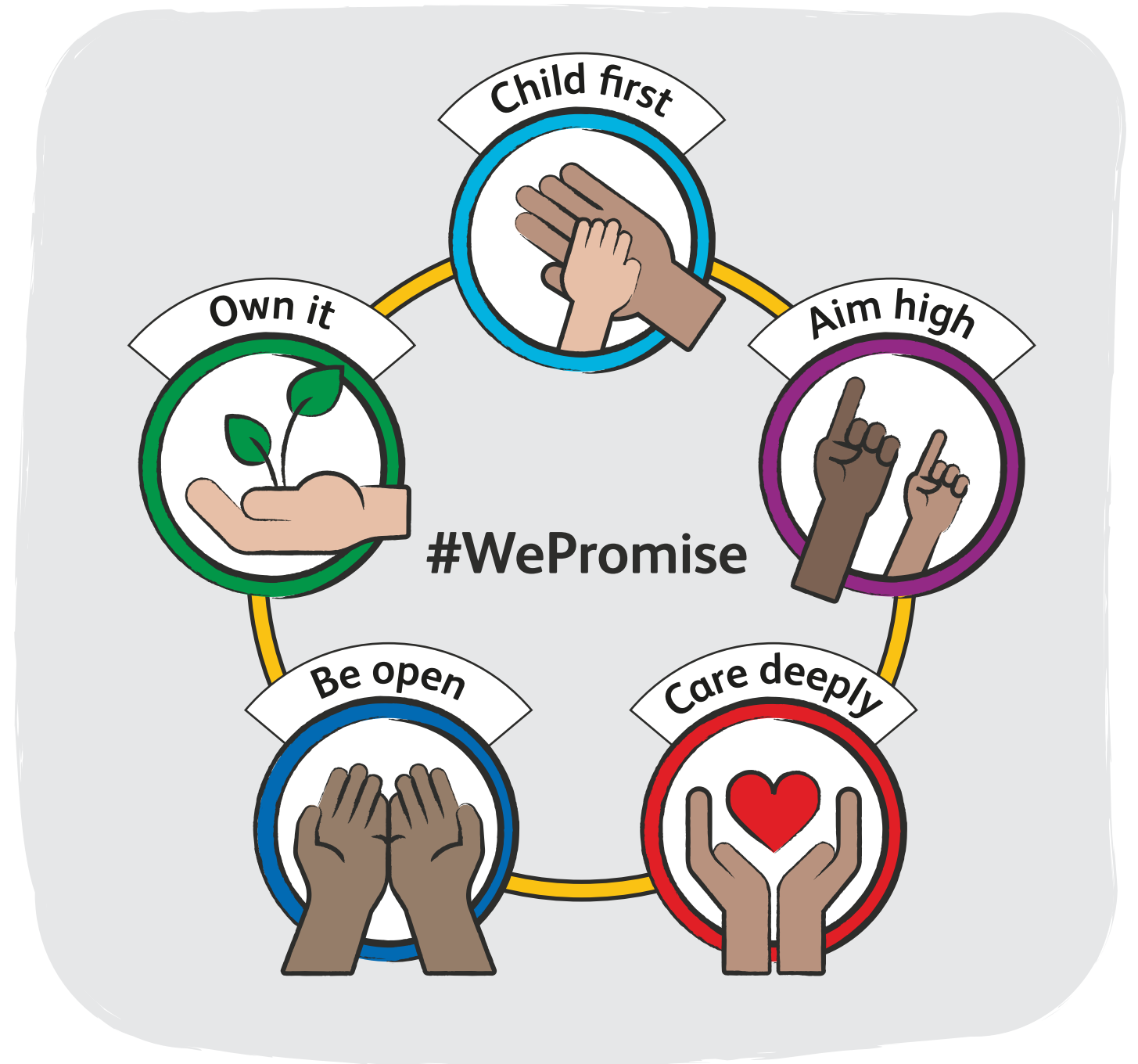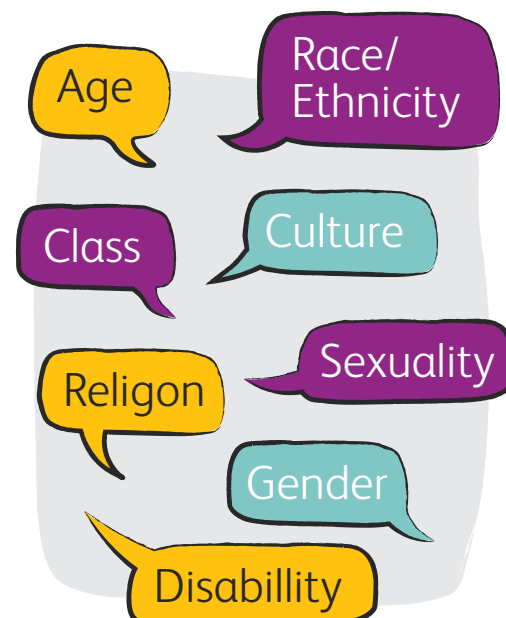
#WePromise

# Our Promises

Our promises are the foundation for everything we do, including the way in which we interact and behave. This work is driven by putting the **children first**. We are committed to creating an inclusive environment, where they can be themselves. As humans we naturally gravitate towards people who are like us, but by only surrounding ourselves with like-minded people, we miss out on so much.

One of our strategic priorities is to become more diverse, but simply being diverse is not enough. We then need to make sure we are open to understanding each other's differences and valuing them. **Being open** to different perspectives will allow us to gain new wisdom, and this will improve our organisation.

We recognise that it is sometimes difficult to relate to people who are very different from ourselves, but by **caring deeply** about one another, we can overcome the things that separate us. Our goals for this work are ambitious, but we must **aim high** to ensure we become a truly inclusive organisation. The only way we will achieve this goal is if we all take responsibility and **own it!**

# How will we create a truly equitable, diverse, and inclusive workplace?

*Reflect the diversity of the population we serve, and in particular with the disability and neurodiversity aspects, at all levels of the organisation, not just the easy ones*

## Goal one

We will be an organisation that is equipped to recognise and fight discrimination, and champion equity, diversity and inclusion.

**Where we are now and where we want to be**

The results and response to our race and ethnicity survey in January 2021 showed we may not all be aware of the unfair treatment or discrimination that our colleagues are facing. Some of our people may be suffering in silence, not knowing how to address issues, and some may be unsure of what is or isn't acceptable to say.

While several upsetting comments were made in our survey, staff also noted that they felt comments were 'often made out of ignorance rather than malice'. We believe that education is key to addressing all forms of discrimination. In the next three years we want to increase awareness of EDI topics within the organisation so that we understand the challenges diverse groups face. By increasing awareness on common issues and topics that many people face at work, and advising how to address these, we can become a more inclusive place to work where everyone feels they belong.

**How we will do this:**

- create an engaging learning curriculum to expand/change perspectives and behaviours

- develop a rolling calendar of awareness activities
- use storytelling: share more personal stories and examples from staff and young people
- launch a mutual mentoring programme
- continue to build our EDI groups and champions, and invest in members
- work with our communications department to ensure a consistent approach to language and terminology, and increase the visibility of EDI initiatives internally and externally.

**How we will measure this:**

- mandatory training compliance rates, 90% completion and
- analysis of post training surveys (completed immediately following training and at three months)
- improved feedback on EDI sections of two yearly Staff Survey
- increased score for training on ENEI benchmark
- pulse feedback surveys following awareness events
- anecdotal evidence and feedback from staff
- repetition of our 2021 race and ethnicity survey.

*Helping people to understand why this is relevant for me*

## Goal two

We will be an organisation that has a diverse mix of people and perspectives, and we will celebrate lived experience.

**Where we are now and where we want to be**

In March 2020 we launched our first EDI data collection project. We asked our staff and volunteers to disclose information regarding the protected characteristics outlined in the 2010 Equality Act. Since the launch the number of people who have submitted their data has slowly been increasing.

**We now currently hold data for 36% of the organisation.**

We believe this number is due to combination of difficulty accessing technology, communication channels, and our organisational culture. We do not currently have enough data on our staff to draw conclusions, but anecdotally we do not have a high level of diversity.

Our starting point for achieving this goal is to establish a strong baseline. Therefore, our focus will initially be on improving our data set. Analysing our data will also give us the opportunity to address issues of underrepresentation in certain areas or roles. It will help us to understand the impact that our plans, decisions and activities will have on different groups of people, and therefore can help us make the best decisions to support our staff.

For example, we know that in the last three years **22% of our beneficiaries have come from ethnically diverse communities**. In the next three years we want to increase the diversity within our workforce, particularly at leadership levels, and embrace the richness that diversity brings to the culture of the organisation and the services we provide. Diverse businesses are often the most effective, and they don't just have great outcomes, their staff are happier too. We believe in the power of different perspectives, and that this will help improve our services.

**How we will do this:**

- strengthen our data set by using new methods to facilitate staff to share their information
- gain accreditations, so we are recognised as an inclusive employer by diverse groups
- review our recruitment strategies and processes
- provide EDI training for hiring managers
- create more apprenticeships/work experience to increase diversity at entry levels
- review and develop our external and internal communications

- make our application and interview process more accessible
- increase the number of agencies we work with to include protected characteristics specialists
- ask questions in exit interviews relating to EDI, and analyse the comments.

**How we will measure this:**

- improved EDI data compliance. Our ambition is to achieve 90% compliance by April 2023.
- increased diversity of applicants throughout the recruitment cycle
- achieving accreditation as Disability Confident employer
- improved diversity at Senior Leadership Team and Board level. Our next two trustees will be from under-represented groups
- improved ENEI score
- increased number of diverse agencies.

*We haven't contributed anything to the research (ethnicity research on brain injuries). Personally, I feel that should be a priority*

# Goal three

The support we provide for children, young people and families is inclusive and equitable.

**Where we are now
and where we want to be**

At The Children's Trust we are all committed to, and care deeply for, the children, young people and families we support. However, feedback from families and young people has told us not everyone we support has the same positive experience. Some children, young people and families might not be able to access resources in English, or might need different care due to their unique identity.

Children and young people have a lot to think about growing up, such as exploring their sexual orientation or religious identity, and they may not know how, or be able to express this. It isn't always easy to know how best to support a child or young person as they begin to think about who they are, but we owe it to them to be curious and ask the right questions, even if we might find it uncomfortable.

Our organisation should be welcoming to all, and each child should have an equally great experience. The children and young people we support are unique. We want to celebrate that uniqueness through providing care that is inclusive and equitable.

**How we will do this:**
- reviewing and translating some of our most used resources
- providing more diverse educational materials and experiences
- increasing the types of data we currently gather on children and young people
- making our research more inclusive
- reviewing the EDI information we collect at referral and admission, and ensuring this is implemented.

**How we will measure this:**
- increasing the types of data we currently gather on children and young people to include self-identified gender, and sexuality
- exit survey feedback from children and families
- the number of resources available in multiple languages
- the number of diverse children and young people  we include in our research will have increased.

# Goal four

We will be an organisation that fosters psychological safety, and has structures in place for people to share their experiences and report discrimination.

**Where we are now
and where we want to be**

Sadly, we know that some of our staff, volunteers and young people have experienced discrimination, which is unacceptable. Nobody at The Children's Trust should ever experience this. Our people have told us that the current structures we have in place do not make it is easy to report discrimination when it does occur, and our culture also inhibits this.

Our first strategic goal is key to making sure this doesn't happen in the future, however, we want to make sure that if it does, there is a clear and easy process for reporting, and support in place. We know that it's not always easy to speak up, so we will create a culture of psychological safety within our organisation, and provide spaces and opportunities for our people to use their voices. We will be open to listening and learning from our mistakes.

**How we will do this:**
- review and develop a clear process for reporting discrimination for staff, children and young people and volunteers
- provide safe spaces for people to share experiences or ask questions
- create psychological safety within our organisation by providing a range of feedback mechanisms, and training and communications to managers.
- equip people with the tools to speak up.

**How we will measure this:**
- Number of peer support groups (for example LGBTQIA+ network)
- the number of incidences that are reported
- repetition of our race and ethnicity survey
- anecdotal feedback.

*Having a safe space where you can talk to people who might identify as the same group as you (support groups)*

# Timeline

## We have intentionally aimed high with our commitments, and we recognise they are ambitious.

We will take an agile, practical, and realistic approach to implementing these commitments over the next three years. Each quarter we will assess and evaluate our priorities.

**What will have changed**

**Year one**
Our recruitment process is more accessible, and we're attracting diverse people. Our staff are having more conversations on EDI topics, and issues and concerns are being raised.

**Year two**
Our resources are available in more languages, our culture is changing, and staff feel comfortable sharing personal stories.

**Year three**
We have a robust data set on our people and the children we support, our EDI groups include a wide range of engaged, knowledgeable people, and our research is more inclusive. issues and concerns are being raised.

## Year one
### April 2022 – March 2023

**Goal one**

- Provide mandatory e-learning for all staff on EDI
- Launch a micro-aggressions awareness campaign
- Awareness events
- Include EDI as part of induction
- Publish information on correct language and terminology
- Provide face-to-face EDI training to explore deeper EDI themes.

**Goal two**

- Increasing our data set (attending team meetings, regular reporting at OLT, improving accessibility to the system, focus on new starters)
- Collect and analyse diversity monitoring data related to joiners and leavers.
- Review our external and internal communications on career pages.
- Make our application and interview process more accessible.
- Actively recruit for diversity at SLT and Board level.

**Goal three**

- Providing diverse education materials.
- Increasing the range of ethnicity data we currently gather on children and young people.
- Increasing the number of questions we ask on our children and young people on unique identities when they access our service, and that this is consistently asked across teams.

**Goal four**

- Developing a clear process for reporting discrimination for staff, children and young people and volunteers.
- Providing an anonymous platform to ask questions or share experiences.

## Year two
### April 2023 – March 2024

- Storytelling: Share more personal stories and examples from staff and young people.
- Launch a mutual mentoring program.
- Continue awareness events
- Review EDI training and develop train the trainer programme.

- Continue increasing our data set (attending team meetings, regular reporting at OLT, improving accessibility to the system, focus on new starters)
- Diversify our use of agencies.
- Gain accreditations, such as becoming a Disability Confident employer.
- Targeted recruitment through diverse channels such as disability networks.
- Provide targeted EDI training for hiring managers.

- Translating our most used resources into additional languages.

- Creating employee resource groups
- Providing drop-in sessions with EDI champions to discuss incidents in person.

## Year three
### April 2024 – March 2025

- Review and revise EDI training
- Investing in training and development for our Spark (EDI working group) and Steering group members
- Continue awareness events.

- Review data set and targets
- Continue increasing our data set (attending team meetings, regular reporting at OLT, improving accessibility to the system, focus on new starters)
- Use apprenticeships/work experience to introduce more diversity at entry levels.

- Our research incorporates diverse children and families.

# Governance – We promise to own it!

This strategy was shaped following input from people at all levels and areas across the organisation. As we deliver the strategy we will continue to listen and be held accountable by them.

Project Sponsor
**Dalton Leong**

↓

Lead Director
**Michael Maddick**

↓

Operational Lead
**Georgia Pulman**

↓

**Monthly report**

→ Spark group

**Quarterly report**

→ SLT

→ EDI steering group

**Yearly report**

→ Board of Trustees

→ External and internal audiences

The equity, diversity and inclusion strategy is backed by our Board of Trustees and SLT (Senior Leadership Team).

Creating accountability for diversity and inclusion progress within the most senior leadership structures of the charity ensures that diversity and inclusion remains a strategic priority.

Our Board of Trustees and Senior Leadership Team will ensure that EDI is core to our business, and that it is embedded into our core strategy, policies, and procedures.

**To do this, we will:**
- communicate the strategy and its initiatives to staff, volunteers and stakeholders
- make every directorate responsible for implementing activity for their staff, volunteers and stakeholders
- report quarterly to the Senior Leadership Team on progress of activity
- review and discuss progress against the strategy annually with our Board of Trustees
- publish an external annual update on our progress against our aims
- while we know that in order to be successful this strategy needs senior support, everyone at The Children's Trust has a responsibility to own it, and champion equity, diversity and inclusion. Part of our education and communications will include how we can all be allies to those with protected characteristics.

# Glossary

This glossary has been designed to explain some of the words or phrases used throughout this document.

**Ally**
Someone who advocates for groups or individuals who do not come from the same place of privilege as the ally. Being an ally is considered one of the first steps in race and social justice work. It is a process of self-awareness and work toward unlearning social constructs. An ally is asked to accept that mistakes may be made along the way and commit to continuing their education every day.

**Anti-racist**
The active and conscious effort to work against multidimensional aspects of racism, in order to promote racial justice and equity.

**Discrimination**
There are several different types of discrimination, but generally when we say discrimination, we mean treating someone less favourably than someone else because of a protected characteristic education every day.

**Ethnically diverse or ethnically diverse communities**
We use this term instead of acronyms such as BAME or BME when we are speaking broadly about people that are non-Caucasian in race, or non-white in colour.

**Inclusivity**
The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those having physical or mental disabilities or belonging to other non-dominant groups.

**LGBTQIA+**
Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and/or Questioning, and Asexual and/or Ally. Adding a '+' to the acronym is an acknowledgment that there are non-cisgender and non-straight identities that are not included in the acronym. This is a shorthand or umbrella term for all people who have a non-normative gender identity or sexual orientation.

**Lived experience**
Generally this is defined as personal knowledge about the world gained through direct, first-hand involvement in everyday events rather than through representations constructed by other people. The lived experience we are specifically interested in at The Children's Trust is that of under-represented groups.

**Micro-aggressions**
Micro-aggressions are defined as the everyday, subtle, intentional or unintentional behaviours or comments that communicate some sort of bias toward historically marginalised groups. The difference between micro-aggressions and overt discrimination, is that people who commit micro-aggressions might not even be aware of them.

**Mutual mentoring**
Mutual mentoring is a partnership where both parties act as mentor and mentee, recognising that there is something to learn from each other. Where this is used in EDI, a person with lived experience helps a senior leader to understand the unique barriers they may face. The senior leader, in turn, shares their experience, ideas and learnings education every day.

**Transgender/trans**
Transgender people are people whose gender identity is different from the gender they were thought to be at birth. 'Trans' is often used as shorthand for transgender. A transgender woman lives as a woman today but was thought to be male when she was born. Some transgender people identify as neither male nor female. There are a variety of terms that people who aren't entirely male or entirely female use to describe their gender identity, like non-binary or genderqueer.

**Under-represented groups**
This refers to non-dominant groups such as ethnically diverse communities, people with disabilities, or who are neurodiverse, people from a lower socioeconomic status; people who are LGBTQIA+; and people of a nondominant religion.

# Acknowledgements

**EDI Steering Group**

**Colin Kerr**
Director of Finance
& Business Performance

**Dalton Leong**
Chief Executive

**Fiona Sheridan**
Trustee

**Georgia Pulman**
Equity Diversity & Inclusion Lead

**Michael Maddick**
Director of People & Culture

**Nicola Smith**
Director of Strategy & Transformation

**Ruth Wilkinson**
Sustainability and Impact Lead

**Rebecca Francis**
Speech & Language Therapist

**Sarah Baker**
Trustee

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Registered Nurse Band 5

**Angie Turner**
Head of Philanthropy

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**Anna Wilson**
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**Charlotte Sinnerton**
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**Charly Bow**
Storyteller & Alumni Officer

**Davina Fernandes**
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Practice Educator Clinical Education

**Nicola Morgan**
Brain Injury Specialist

**Paul Fix**
Head of People
Development & Volunteering

**Rachel Fisher**
Project Manager

**Rebecca Francis**
Speech & Language Therapist

**Ruth Wilkinson**
Sustainability and Impact Lead

**Sarah Baker**
The Children's Trust
Shop Manager, Banstead

**Sheila Lutchanah**
Head of High Value Philanthropy

**Shirley Swann**
Senior Recruitment Lead

**Key stakeholder groups**

Brain Injury Community Service
Business Performance
Clinical Education and Training
Fundraising and Communications
Learning and development
Psychosocial
Recruitment
Research
Social Care
Therapy

**Groups that were consulted**

Children, young people and families
Volunteers
Trustees
Staff including clinical staff, managers,
the extended leadership group and heads
of departments
General public

# References

Alzheimer's Society

Barnados

Cancer Research

Early Intervention Foundation

ENEI benchmarking

Girlguiding

GOSH

HCPC

MS Society

National Autistic Society

NSPCC

SafeLives

Sense

Versus Arthritis

Victim Support

# The Children's Trust
For children with brain injury

The Children's Trust
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Surrey
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Charity registration number: 288018
Company registration number: 1757875

SPARK
conversations
about EDI