



Route map towards greater ethnic diversity

Guidance manual

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1 Introduction

1.1 About this document

This document provides practical guidance on how to implement the [Route Map](#) to Greater Ethnic Diversity in the Environment Sector. To understand the Route Map and how it was developed please refer to the Route Map document.

Organisations that make up the environment sector are very varied, and this was one of the challenges in developing the Route Map. This variety has also made it difficult to develop a guidance document that can meet every organisation's needs. To create coherent guidance we have assumed organisations are starting from scratch and included links to resources that will further people's learning.

This is very much a guidance document, not an instruction manual, and it will be important that organisations translate the suggestions we offer in ways that are meaningful and relevant for you.

NOTE: It is important readers recognise they may need bespoke, specialist advice based on their own or their organisation's particular circumstances. This guidance document is not a substitute for tailored advice. We strongly recommended that in developing policies and plans, you seek appropriate specialist advice, particularly for those policies that have legal or regulatory implications.

2 Reminder of Route Map and year 1 actions

This section is taken from [Route map towards greater ethnic diversity: creating the conditions for minority ethnic people to join and thrive in the environment sector](#). For full details please refer to this document.

The diagram below sets out the long term change the route map is aiming to achieve, and the outcomes or milestones to be achieved along the way. The actions needed to achieve the first year's milestones are set out below.

2.1 Key

Long term change:  Sector milestones:  Organisational milestones: 

"AR" = anti-racism

"EDI" = equity/equality, diversity, inclusion

"HR" = used as a shorthand for HR and Learning & Development leads

"POC" = people of colour

2.2 Note on using the route map

Different organisations are at different stages of their EDI and anti-racism journey. If your organisation has already achieved milestones marked for completion in the early stages of the route map, please feel free to "jump into" the route map further down the line.

If your organisation is yet to start its journey of change in earnest, we recommend you start in year 1 and achieve the milestones here before moving onto further stages of the route map. The milestones build on each other. Having said that, ultimately your organisation will be the best judge of what is right for you, but the sequencing of the milestones aims to enable your organisation to create lasting change.

It is for you to define when Year 1 starts. This could be at the beginning of 2023 for example. The year descriptors are indicative only.

Change Journey

M I L E S T O N E S

Y1:2022/23 → Y2: 2023/24 → Y3: 2024/25 → Y4: 2025/26 → Y5: 2026/27

	Y1:2022/23	Y2: 2023/24	Y3: 2024/25	Y4: 2025/26	Y5: 2026/27
Foundations Laid: Shared understanding & commitment	EDI and AR definitions embraced HR/leaders'/managers' "change agent" role defined Inclusion learning opportunities established	HR/leaders/managers begin to adopt inclusion & AR practices AR recruitment/people development practices created	CHANGE BEGINS: barriers to people of colour lowered, organisational culture & behaviours change, more people of colour join sector	Org culture more inclusive and moving towards AR	POC report experiencing inclusion
Evolving culture	Orgs make public commitment to take action EDI and AR terms understood	HR/leaders/managers equipped to support inclusion POC have power/support to drive change	HR/leaders/managers modelling inclusion and AR AR recruitment people development practices embedded		
Beginning to address racism/enabling POC to progress	POC's experience of racism widely understood sector equity & empowerment program developed to support POC into leadership	Sector wide understanding on how to recognise/address racism POC more confident to report racism equity & empowerment programme in place			POC report fewer instances of racism, discrimination, isolation & voicelessness More POC in the sector & in leadership
	Orgs have racism reporting mechanisms developed & embedded	HR/leaders/managers can recognise and address racism in their orgs Those to whom racism is reported know how to act			
Increasing ethnic diversity	Benchmark data collected on ethnic diversity	Areas around which to set sector targets defined and target set	Regular reporting against sector target embedded more orgs report being higher up org readiness scale		Progress towards target made Plan for next stage developed
	Organisations establish ways to collect/contribute data to sector benchmark		Orgs set/commit to their own targets		Orgs track/ make progress on ethnic diversity Plan in place for next stage for org developed Most orgs report "on the journey"
Embedding action	Ways to share sector learning set up	Team EDI plans developed based on org plan Resources allocated Leaders report on progress internally and publicly	Leaders report on progress internally and publicly	Leaders report on progress internally and publicly	Leaders report on progress internally & publicly EDI & AR integrated into org mission/vision
	Each org develops change plan and defines inclusion specific to them leaders report on progress internally				

Long term change achieved by December 2027

- Organisations will employ more people of colour, and be contributing to increased sector ethnic diversity
- Organisations' recruitment and people development practices are rooted in knowledge/commitment to inclusion and anti-racism
- Genuinely inclusive cultures are deeply embedded in each organisation
- Sector target set and progress being made on increasing people of colour in leadership

And as a result:

- People of colour will want to join the sector and feel able to progress, thrive and develop within it
- Measurable progress achieved towards lowering the barriers to people of colour joining, thriving and progressing within the sector
- The sector will be more ethnically diverse

2.3 Actions to achieve first year's milestones

Further work will be needed to develop future years' actions. The actions needed in future years would have to take account of progress in year 1.

Milestone category:

Sector milestones:

Organisational milestones:

	Milestone summary descriptor	Milestone descriptor in full	Actions
Evolving culture	EDI and AR definitions embraced HR/leaders' /managers' "change agent" roles defined Inclusion learning opportunities established	Sector wide definitions of key terms understood and embraced in ways that lead to action AND Inclusive and anti-racist behaviours expected of leaders, managers and HR professionals have been defined The proactive roles of leaders, HR professionals and managers in driving change have been defined Learning opportunities established	Link and/or other sector bodies to: <ol style="list-style-type: none"> 1. Develop guidance on key terms/definitions, the roles of leaders, managers and HR practitioners in creating a change programme and driving change towards greater ethnic diversity, becoming genuinely inclusive in ways that acknowledge the racism experienced by people of colour and identify steps towards becoming anti-racist 2. Develop guidance on inclusive behaviours at an organisational and personal level 3. Work in partnership with sector-wide organisations to develop fundraising plans to secure long-term funding to support change 4. Organise sector-wide event to <ol style="list-style-type: none"> a. Share route map b. Share research on experiences of POC c. Launch call to action for members NB: Race report is collecting data on ethnicity

Evolving culture (cont)		Learning opportunities to support leaders, managers and HR colleagues adopt inclusive behaviours and understand racism & anti-racism have been developed	<p>Link and/or other sector bodies to:</p> <ol style="list-style-type: none"> 1. Subject to funding, provide sector-wide training on: <ol style="list-style-type: none"> a. Methods to debias recruitment and development b. Roles that leaders, managers and HR professionals need to play c. Developing genuinely inclusive cultures and behaviours d. Understanding racism and anti-racism 2. Develop peer learning circles (see below) 3. Develop and disseminate sector-wide guidance on how to review and revise structures for reporting and addressing racism 4. Examples of existing good practice by Link members shared on increasing ethnic diversity, inclusive practice and anti-racist practice
	Public commitment to take action	Public commitment made by Link members to take action and implement this route map	<ol style="list-style-type: none"> 1. Each organisation to sign up to Link call to action and take part in sector-wide opportunities to develop and implement change 2. Cascade training and guidance within organisations on key terms, roles and responsibilities based on sector-wide training (see above) 3. Cascade training and guidance on inclusion and anti-racism based on sector-wide training (see above)

Evolving culture (cont)			<ol style="list-style-type: none"> 4. People of colour already within organisations are supported to identify the role they want to play in driving change, including identifying resources/ support they need and the influence and decision-making power they will have
Beginning to address racism/ enabling people of colour to progress	<p>POC's experience of racism widely understood sector equity & empowerment program developed to support POC into leadership</p>	<p>Sector-wide research on the experience of people of colour and how racism in all its forms plays out is widely understood</p>	<ol style="list-style-type: none"> 1. This to form part of sector-wide training set out above 2. (Subject to approval by IES) provide podcast on key findings of their report on minority ethnic environment professionals' experiences
	<p>Organisations have racism reporting mechanisms developed & embedded</p>	<p>A sector-wide equity & empowerment programme is developed to progress the careers of colleagues of colour including supporting their journeys into leadership</p>	<ol style="list-style-type: none"> 1. Provider for sector-wide equity and empowerment programme for people of colour is commissioned, programme developed and pilot run
		<p>Ways to report and address racism in all its forms developed, understood and embedded in each organisation</p>	<ol style="list-style-type: none"> 1. Develop clear ways within organisations to report and address racism, ensuring that people of colour have support in place in raising concerns 2. Provide training to managers on implementing the racism reporting system

Ethnic diversity	Benchmark data collected on ethnic diversity	Benchmark data collected on ethnic diversity	1. Race Report
	Organisations establish ways to collect/contribute data to sector benchmark	Each organisation has an established system to contribute to sector-wide data collection	1. Race Report

Embedding action	Ways to share sector learning set up	Ways to share sector-wide learning set up	<ol style="list-style-type: none"> 1. Link to devise temperature check surveys to report on sector progress on developing and implementing change plans on ethnic diversity, inclusion and anti-racism for use annually from 2023/4 onwards. To include collection of good practice examples 2. Learning circles established, grouping organisations with similar traits for leaders, HR professionals and managers to share learning 3. Link to agree online "expert" webinars on key concepts such as inclusion and anti-racism and practical topics such as data gathering and usage
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<p>Embedding action (cont)</p>	<p>Each organisation develops change plan and defines inclusion specific to them leaders report on progress internally</p>	<p>Each organisation develops a change plan to increase ethnic diversity, reduce barriers to entry and progression for people of colour and embed this work into their overall strategic plan. This will include inclusive and anti-racist recruitment and development practices. It will also include each organisation defining what an inclusive culture looks like and how they will work towards creating that culture NOTE: this section links with the Evolving Culture section above</p>	<ol style="list-style-type: none"> 1. Organisations to review Route Map and decide which actions they will adopt, how these will be resourced, how to approach setting internal targets on ethnic diversity and how leaders will regularly report on progress internally. Based on this, develop change plan* 2. Organisations to set up internal and external reporting, ready for sharing progress from 2023/4 onwards 3. Establish senior leader and board champions to drive change on EDI and AR and hold colleagues to account for implementing change in policies, practice and behaviours 4. Organisations to develop definitions of equality, diversity, inclusion and anti-racism specific to them
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<p>Embedding action (cont)</p>		<p>Leaders report on progress within their organisations</p>	<ol style="list-style-type: none"> 5. Organisations to audit how staff currently experience the organisation's culture and the degree to which it is inclusive, based on their definition. 6. Organisations to develop an inclusive behaviours framework to drive change on culture, and integrate the framework into staff objective setting and performance appraisals 7. Organisations to review and amend policies and practices which most impact on their ability to become more ethnically diverse, particularly focusing on inclusive and anti-racist recruitment, development, retention and pay policies and practices 8. Organisations to develop an anti-racism policy and approach 9. Organisations to develop ways to conduct equality impact assessments of their programmes of work 10. Leaders develop ways appropriate to their organisation to report internally on progress
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* Areas of work that could be included in change plan:

- Identifying organisation-specific barriers to greater ethnic diversity
- Absorbing and acting on advice already available to the sector
- Commissioning specialist advice on how to reduce barriers to greater ethnic diversity
- Collecting monitoring data on ethnicity, e.g. in job applications, who gets shortlisted, who gets appointed

- Analysing monitoring data on ethnicity e.g. in job applications
- Consulting with ethnically diverse staff and/or stakeholders on their lived experience of your organisation
- Setting up staff networks for people of colour or where there are too few staff, supporting them to engage with Link's People of Colour Group
- Defining the terms "equality", "diversity", "inclusion" and "anti-racism" in relation to their organisation and what this means for day-to-day practice
- Creating a specific budget or funding for diversity, inclusion and anti-racism initiatives
- Including increasing ethnic diversity as an organisational objective
- Appointing a senior executive to lead and drive change on equality, diversity, inclusion and anti-racism
- Appointing a Board member to lead and drive change on equality, diversity, inclusion and anti-racism
- Commissioning in-house training on EDI and anti-racism
- Identifying budget for the work

See Chapter 6 for more detail.

3 Key terms

This chapter relates to the following section of the route map: Embedding action

It is important for organisations to develop mission specific definitions of key terms which relate to their context. Most people and organisations understand that addressing equity, diversity, inclusion and racism is the right thing to do. Creating mission specific definitions of key terms will help bring urgency and priority to the work. Below we offer Full Colour's definitions which organisations can use as a starting point for developing their own.

3.1. Diversity, equality, equity and inclusion

Diversity is about having different kinds of people, and the organisation "being" that difference. Genuinely diverse organisations create an environment where people from minoritised groups do not feel a need to assimilate or minimise those aspects of themselves which make them different.

Equality is about evening out how power works, not to undermine expertise, experience, or organisational hierarchy, but to ensure power is not attached to that which does not add value, e.g. job titles.

Equity recognises that some people face more barriers than others and therefore need different support and resources to enable them to reach the same place as those who face fewer barriers.

Inclusion is far more than being friendly and welcoming. True inclusion involves bringing difference people into decision-making, problem solving, the development of ideas and strategies. This is what creates a genuine sense of belonging.

3.2 Racism

The UN's International Convention on the Elimination of All Forms of Racial Discrimination defines racial discrimination as follows:

"The term "racial discrimination" shall mean any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."

When people think of racism, they think of the more extreme forms which most of us would deplore, however the racism that many people of colour experience is more subtle.

NOTE: Whether someone is intentionally or unintentionally racist, the impact is the same. "I didn't mean to be racist" should therefore never be used as an excuse.

Anti-Blackness involves behaviours, attitudes and practices of people and institutions that stereotype or dehumanize black people. Anti-blackness can also be internalised and might show up in black people or black communities in the form of colourism. Examples include valuing paler skin tones, the desire to adopt white culture or separate oneself from black cultural norms.

Anti-racism is recognising that racism exists, identifying how it plays out in your organisation's systems, attitudes and behaviours and taking specific action, the results of which can be measured. Anti-racism is more than simply not being racist; it involves the active dismantling of personal and institutional racism.

Covert racism is where people do not express openly racist views, but their behaviours and language are influenced by racist views they consciously hold in private.

Every day racism relates to behaviour or practices in everyday life which can be intentional or unintentional, but which perpetuate racism and racial stereotypes.

Gaslighting is a form of emotional or psychological manipulation where the perpetrator shares false narratives or dismisses the views, experiences, and expertise of a person. This can lead that person to doubt their own judgement or their understanding of reality. It can also involve belittling that person in the eyes of others. **Racial gaslighting** is a form of psychological manipulation where people of colour are made to doubt their experience of racism, their experience is minimised or used against them by, for example, characterising them as aggressive for calling out racism. Racial gaslighting damages the person of colour and enables systemic racism to continue. (See microaggressions below.)

Institutional or systemic racism is when racism is embedded into the rules, practices and ways of working within an organisation. It can also relate to how rules and practices are embedded or practised.

Microaggressions are attitudes, behaviours and use of language that intentionally or unintentionally diminishes people from minoritised groups. A term originally coined by Dr Chester Pierce, the three most common forms of microaggressions were identified by Derald Wing Sue as:

Micro-insults: speaking and behaving in ways that denigrate people from minoritised groups, e.g. suggesting people from certain groups are less intelligent or only got a job because they were a “diversity hire”.

Micro-invalidations: discrediting or minimising someone's experience of prejudice and discrimination, either verbally (e.g. saying the perpetrator didn't mean to cause offence) or non-verbally (e.g. eye rolling).

Micro-assaults: intentional use of language or behaviour to denigrate or minimise someone from a minoritised group, e.g. using a slang term to refer to someone from a minoritised group. The perpetrator may explain it away as a “joke”.

Model minorities refer to minoritised groups perceived to be successful. The concept is often used to challenge the existence of racism and divide minority ethnic people from each other by praising groups perceived to be successful and holding them up to others as examples of what can be achieved, e.g. through hard work, while failing to take account of factors such as anti-blackness that may affect other minoritised groups.

Overt racism is where people are openly racist towards people from minority ethnic groups.



3.3 Bias and privilege

The terms “unconscious bias” and “white privilege” are often misunderstood.

Unconscious bias involves patterns of thinking learned through life that affect the way we respond to people and situations. As well as bias against people because of their personal characteristics such as gender, age, ethnicity, weight etc, there are other forms of unconscious bias such as affinity bias, confirmation bias, attribution bias, beauty bias, group think, the Nobel Prize Winner effect and many more.

White privilege is the absence of the obstacles people of colour experience in their daily lives ranging from the way society and organisations work to the way others view and interact with them.

4 Role of leaders, managers, and HR/Learning and Development Practitioners

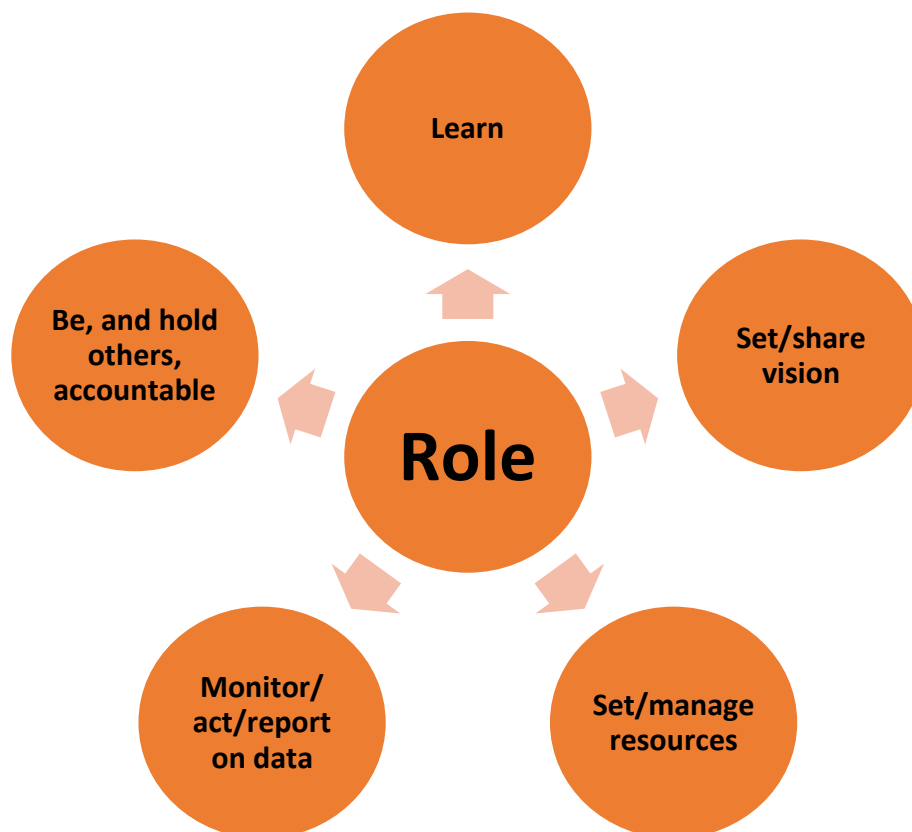
This chapter relates to the following sections of the route map: **Evolving culture and embedding action**

The diagram below sets out the core elements of the roles of leaders, managers and HR/ Learning and Development Practitioners. The roles suggested below may differ in practice depending on:

- The size, scale, and scope of your organisation
- Where your organisation is in its EDI and anti-racism journey
- The size, scope, and scale of a person's role
- The size, scope, and scale of the person's team
- The main "functional" focus of the role
- To whom the person is accountable

In the context of this guidance document, by leaders we mean executive leaders.

4.1 Summary of role



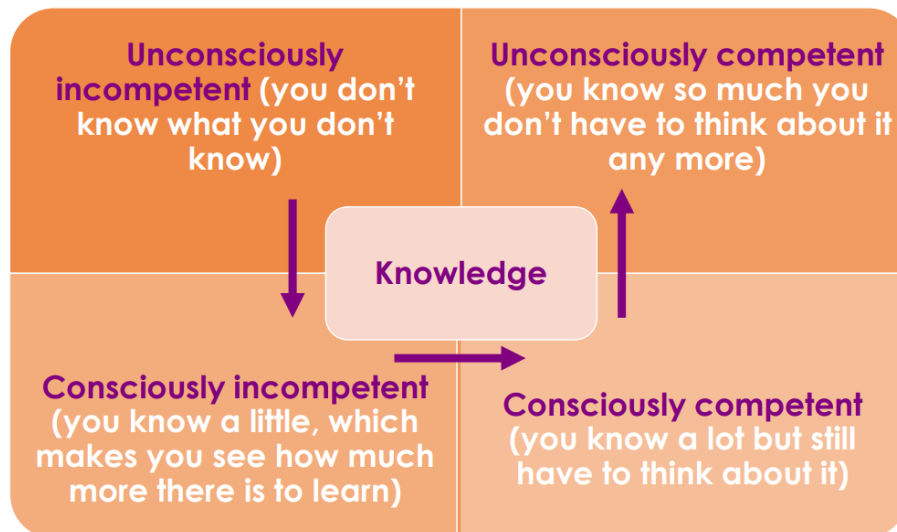
4.2 Learn

4.2.1 What this means for leaders, managers, and HR/Learning and Development Practitioners

It is important to be honest about how much you **really** know about the topics of EDI and anti-racism. In working with clients Full Colour sees that those with less knowledge tend to over-estimate how much they know and those that have spent time learning, underestimate their knowledge. It is important that leaders, managers and HR/Learning and Development Practitioners seek evidence to understand where they are on their learning cycle (see diagram below).



How much do you **really** know about EDI?



1

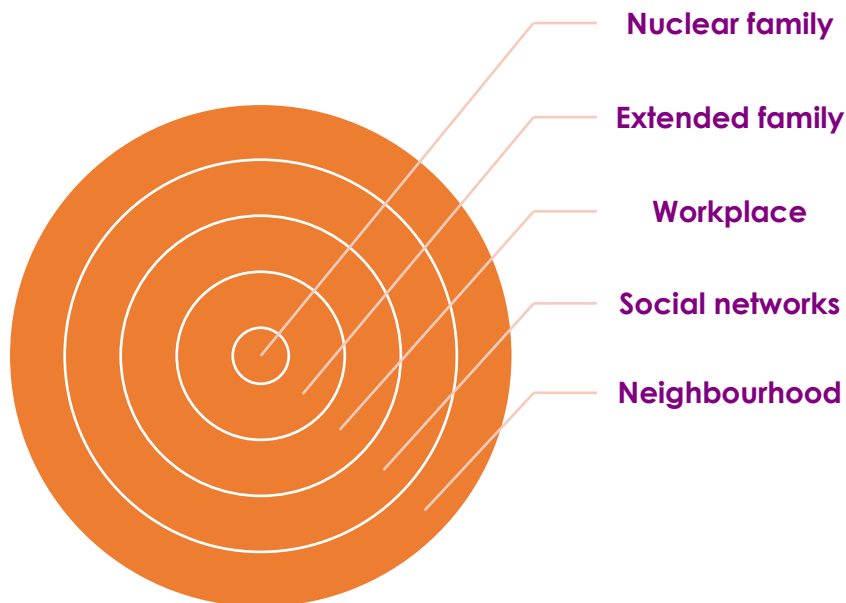
Unconscious bias

Uncovering and learning how to address **one's own biases** is a key element of learning. We suggest four resources which can help.

Unconscious bias resource 1: This is the author's personal favourite [Unconscious Bias YouTube video](#) which explains what unconscious bias is. Several YouTube videos available.

Unconscious bias resource 2: The [Harvard Implicit Association](#) tests. While by no means perfect, they give people a place to start in identifying their own possible biases. The tests cover a range of biases including skin colour, gender, physical disability and many more. They are free and the results confidential to you, though Harvard aggregate anonymised data for themselves.

Unconscious bias resource 3: Full Colour's network mapping tool (see below) involves setting out the people you interact with most regularly, and then identifying how diverse your networks are. The less diversity there is, particularly in those networks closest to you, the more you are at risk of unconscious bias.



Unconscious bias resource 4: The book [The Leader's Guide to Unconscious Bias](#) by Pamela Fuller and Mark Murphy with Ann Chow shares this helpful five step exercise to uncover your unconscious biases.

1. Write down as many "I am" statements as you can. (The author of this report suggests you add "I have" statements too.)
 - a. e.g. I am woman, I am white, I am middle class etc
 - b. e.g. I have a university education, I have a stable income, I have a roof over my head etc
2. Mark with an "x" all those statements that might cause you to feel positively or negatively biased towards others
 - a. e.g. if you fall more easily into conversation with another middle class person who shares similar interests, you are likely to be positively biased towards them
 - b. e.g. if you have a university degree, you may feel someone who has a different educational background is less able to do certain roles and therefore be negatively biased towards them
3. Mark with an "o" all those statements that might make someone else biased towards you.
 - a. e.g. if you are a woman in a largely male dominated profession, this might lead you to experience gender bias
4. Consider all of the biases you have identified with an "x" and an "o" and reflect on how they might affect you and your life.
5. Look at all the statements with an "x" and consider:
 - a. How they may make you think and act
 - b. Where these biases may come from

Understanding racism

How racism manifests is another important topic leaders, managers and HR/ Learning and Development Practitioners should learn about. Many who do not regularly experience racism struggle to identify what it is, what it looks like and how it affects people. Two valuable reports are

- The Institute of Environmental Sciences report [A Challenging Environment: Experiences of Ethnic Minority Environment Professionals](#)
- Bond's report from the international development sector called [Racism, power and truth](#) (while from a different sector, it offers invaluable insights on how racism shows up)

This useful article [Structural racism: what it is and how it works](#) is a short and clear explanation of structural racism which was published in the wake of the UK Commission Report into Racial and Ethnic Disparities. (The report itself is not included as its findings were heavily contested at time of publication by experts on racism and anti-racism.)

4.2.2 In addition, for leaders and HR/Learning and Development Practitioners...

EDI and anti-racism are as much about **culture change** as about policies and procedures, so it is important for leaders to understand how organisational culture works. A useful tool to understand culture is Johnson and Scholes [Culture Web](#) model.

EDI and anti-racism are vast topics, and it is better to choose a **clear area to start work** and go from there. To help you choose, you can refer to the Full Colour model on [Where EDI Can Transform your Organisation](#), which sets out the employee life-cycle and the various aspects of an organisation that affects an employee's experience.

4.3 Set and communicate vision

4.3.1 What this means for leaders

This is about articulating clearly **what you are aiming to achieve** by working on EDI and anti-racism. The key is to be precise in describing what will have changed for the organisation **by a specified point in time**. In Full Colour's experience, in defining an EDI or anti-racism vision, many organisations resort to vague "motherhood and apple pie statements" that are open to multiple interpretations and difficult to measure. To galvanise an organisation around a vision, it must be clear enough for people to understand and their understanding must be the same that of others in the organisation.

What you can achieve will be determined by:

- The time and resources you can devote to the work
- Your starting point
 - What data do you have on the diversity of your organisation?
 - At what levels in the organisation do you have diversity, if at all?
 - What data do you have about how staff experience the culture of your organisation and how inclusive it is? (NOTE: inclusion is more than being friendly. See Chapter 3.)

- If you currently have people of colour in your organisation, how can you find out about their experience of your organisation in ways which feel safe for them?
- Your agreed timeframe for change
 - We suggest you align this timeframe with that of your organisational strategy

In considering this **for the sector, the working group agreed the following vision**, which could provide a starting point for developing your own organisation's vision. By 2027:

- Organisations will employ more people of colour, and be contributing to increased sector ethnic diversity
- Organisations' recruitment and people development practices are rooted in knowledge/commitment to inclusion and anti-racism
- Genuinely inclusive cultures are deeply embedded in each organisation
- Sector target has been set and progress being made on increasing people of colour in leadership

And as a result:

- People of colour will want to join the sector and feel able to progress, thrive and develop within it
- Measurable progress has been achieved towards lowering the barriers to people of colour joining, thriving and progressing within the sector
- The sector will be more ethnically diverse

You may wish to seek external support in articulating your vision. (See Resources for a list of specialist agencies).

Once defined you need to **communicate this vision** regularly in ways which **make clear**:

- The change you are seeking to achieve by which point in time
- How the organisation will look and feel different
- The implications for teams and individual staff members
- What you are expecting staff to do and contribute to that change
- What resources you will be devoting to this, including how much time you expect staff to devote to achieving the change
- How you will measure progress

4.3.2 What this means for managers

One of the key roles of managers is to understand organisational strategy, then work out and communicate to your teams what this means for them. Questions to ask yourself include:

- "What does our organisation's EDI and anti-racism goals mean for how I recruit, support and manage my team?"
- "Which areas do I need to prioritise for my own learning?"
- "How do I need to support my team, and individuals within it, to engage with learning that allows them to play their part?"
- "What data and feedback do I need to share with leaders on the barriers and enablers to achieving the vision and goals?"

4.3.3 What this means for HR/Learning and Development Practitioners

HR policies and learning opportunities are foundation stones for achieving your organisation's vision. See chapters 8, 9, 10 and 11 for suggestions on policies to amend or develop. Foundational training could involve ensuring there is a shared understanding of key terms and how racism manifests (see above).

4.4 Set and manage resources

4.4.1 What this means for leaders, managers and HR/Learning and Development Practitioners

Change cannot be achieved without devoting resources to make that change happen. Resources include but go beyond having a pot of money to spend on external support. If you have little or no budget, you can still make significant progress.

Non-financial resources include:

- **Skills and knowledge** to define and implement change
 - Are there other organisations with whom you can do a skill sharing exercise?
 - Are there colleagues with knowledge whose time could be freed up to train others?
 - This guide includes a number of links to free resources
- **Time** for leaders, managers and staff to learn about and implement change
 - How will you reprioritise other tasks to ensure colleagues have the capacity to work on EDI and anti-racism
- **Emotional energy** to engage in change
 - Working on EDI and anti-racism brings up numerous emotions such as fear, anger and frustration. Emotions need to be factored into any change journey, and people supported to play their part.
 - If people are constantly over-stretched by their day job, they will not have the emotional energy to engage in the change they may need to create in themselves. Personal change is what will contribute to culture change and help achieve the vision you've set for your organisation
 - Where and how will you create the psychologically safe spaces that are necessary to reflect, share learning and explore the challenges that are part of any change journey on EDI and anti-racism
 - How will you ensure people of colour are not overburdened in this journey
 - Please **do not expect colleagues of colour to share and relive their experiences of racism so that white people can learn**. This can feel painful and voyeuristic for colleagues who are expected to share experiences that may have been traumatic for them. It also asks them to be vulnerable in ways that could affect their relationships with their colleagues. There are numerous books and resources which explain racism, many of which are free.

Resources with a financial implication include:

- Are there new skills and knowledge that you need to bring into the organisation through, for example, a new staff member with EDI and anti-racism expertise?

- Are there recruitment agencies you can hire to support your efforts to diversify your candidate pool and new staff members?
- Are there agencies who can train and develop colleagues with the skills they need to play their part?
- Are there agencies who can help you plan your journey of change?

Chapter 13 suggests some external agencies you can approach, however these are suggestions only. They are not recommendations. It is important you do your own due diligence in commissioning external support.

It is important that your **resources match your ambition**. It is better to do less and do it brilliantly than over-promise and fail to achieve your goals because you do not have the resources to back your ambitions.

It should be enough to take action on these issues because this is right to do so, however we know that some organisations will require the development of a business case. If you need to persuade others of reasons to invest in EDI and anti-racism, we offer suggestions in the [Route Map](#) document. In addition, Full Colour has collected some key information in its [Face The Facts](#) briefing which you may wish to weave into your business case.

4.5 Monitor, act, and report on data

4.5.1 What this means for leaders

While the [Route Map](#) encourages you to report on progress internally initially, if you are already working on EDI and anti-racism you may be ready to publish progress externally. This may feel scary, but it will build trust with internal and external stakeholders. Holding yourselves publicly accountable will also provide momentum for internal action and change.

If you are signed up to SOS's [Race Report](#) you will be collecting data on ethnic diversity in your organisation. Helpfully, the Race Report also asks questions to support you in planning, accountability, governance and implementing change. You can find out the detail in the Race Report's [Lists of Data Points](#). The questions asked in the Race Report offer a way to understand your starting point and a regular, consistent way to monitor progress in the coming years.

In addition, the [Charity Governance Code](#), revised in 2020, enhanced principle 6 on [equality, diversity and inclusion](#), and offers detailed guidance on what Trustees should be publishing regularly on equality and inclusion. While aimed at Trustees, the guidance provides a useful structure to shape how you think about and report organisational change on equality and inclusion.

The Charity Governance Code puts a big emphasis on the importance of inclusive culture. Full Colour regularly uses its [Inclusive Leadership Framework](#) with clients to **gather data on how inclusive organisational culture currently is** and prioritise areas for improvement. Full Colour collected sector wide data on levels of inclusion in our research report [Changing the World From Within](#) for Link as part of this project.

We asked people to rate on a scale of 0-7 the extent to which an organisation's culture regularly:

- Listens to others' ideas
- Acts on others' ideas
- Involves a diverse range of people in decision making
- Prioritises learning on issues of equality, diversity, and inclusion
- Explores different points of view
- Asks others to challenge current thinking
- Demonstrates understanding of others' feelings
- Involves a diverse range of people in problem solving
- Looks for new ways of doing things
- Makes the most of the available talent
- Brings out the potential of others

Feel free to use some or all these questions in conducting your own staff surveys to give you an indication of where you are doing well and where you may need to improve inclusion.

It is important that you **share any data** you collect on organisational culture and inclusion **internally**. This will go a long way towards building trust with employees, as long as you accompany the data with your plans to work on areas for improvement. Inclusion benefits all employees, not just those from minoritised groups.

4.6 Be, and hold others, accountable

Taking part in the [Race Report](#) will be a way to ensure your organisation stays publicly accountable, but how do you stay **accountable to internal stakeholders** like staff and volunteers?

4.6.1 What this means for leaders

Actions include:

- Sharing what you are learning personally as you read, take part in training courses and in conversations on EDI and anti-racism. This will demonstrate your commitment and visibly align your personal commitment with the commitment you are making as an organisation.
- Sharing the challenges you are facing and how you are addressing them. This builds trust and conveys authentic leadership, as long as it is done with honesty and humility.
- Talking about the agreed vision regularly and what the organisation is doing to make your EDI and anti-racism ambitions a reality
- Using staff and volunteer newsletters to share what the organisation is doing and updating on progress
- Discussing your organisational EDI and anti-racism vision with teams to help them define what this means for them personally, how it affects their teams, what this means for how they work and how you as a leader will evolve your leadership approach.

4.6.2 What this means for managers

Actions include:

- Sharing what you are learning personally, how you plan to apply what you learn and what this means for how you will manage individuals and the team

- Sharing the challenges you are facing and how you are/ will be addressing them.
- Creating specific EDI and anti-racism objectives for yourself and with each team member so everyone is clear what is expected of them in contributing to achieving the organisation's vision
- Offering support to help people navigate their EDI and anti-racism challenges including finding or funding learning and development opportunities
- Building an EDI and/or anti-racism objective and actions into annual team plans
- Reviewing actions and progress towards EDI objectives in supervision sessions and team meetings
- If you engage with external stakeholders, considering how you share your EDI and anti-racism goals with them, including explaining any implications for how you work with them or your expectations of how they will work with you
 - e.g. will this work have implications for any volunteers you work with?
 - e.g. will this work have implications from whom or how you accept financial contributions?

4.6.3 What this means for HR/Learning and Development Practitioners

Actions include:

- Creating an effective structure to enable colleagues to provide 360° feedback, particularly to leaders and managers, on how they are doing personally on embracing EDI and anti-racism
- Building EDI and anti-racism questions into the organisation's appraisal system to enable everyone to reflect and build on their own progress
- Creating learning and development opportunities to equip staff with:
 - A shared understanding of the organisation vision on EDI and anti-racism
 - Core knowledge, such as the meaning of key terms (See section 3.1) and how to apply them in your organisational context or how to recognise and address microaggressions
 - How to create psychological safety

Suggestions on policies to create or amend are included in Chapters 9-12 of this report.

5 Making a public commitment to take action

This chapter relates to the following section of the route map: **Evolving culture**

5.1 Signing the Link call to action

Thank you if you have already signed up to Link's call to action. **If you have not already signed the call to action, we actively encourage you to do so.** Signing up to the Link call to action will signal your intentions to both external and internal stakeholders. At time of writing, 42 organisations in the sector had signed up.

The key is to recognise that achieving change will take **sustained effort over time**. Link has committed to a timeline that will be delivered over five years. If this seems daunting, focus on what you can realistically achieve in your first year, and use this as a foundation for future planning. This guidance offers several ideas of practical action you can take to build this foundation.

5.2 Immediate actions to take on signing the Link call to action

- Put your commitment to the call to action on the agenda of your next **Board of Trustees'** meeting and discuss:
 - How you will define a clear vision which articulates what the call to action means specifically to your organisation, in other words what process you will use (see below)
 - What this means for your organisation in practical terms
 - Developing a plan
 - Committing resources
 - Regular monitoring and reporting
 - The role Trustees will play in ensuring change
 - Will you appoint a lead trustee, or a small trustee working group to support and hold the senior leadership team to account for taking action and making progress?
 - What training, development and support do Trustees feel they need to play their part?
 - How will you report progress to the Board and at what frequency?
- Put your commitment to the call to action on the agenda of your next **senior leadership team** meeting and discuss:
 - How you will define a clear vision which articulates what the call to action means specifically to your organisation, in other words what process you will use (see below)?
 - Who will take lead responsibility in your senior leadership team for working with colleagues to define actions, ensuring these actions are implemented and driving change?
 - In Full Colour's experience, not being clear about who will lead the work results in inaction, as everyone expects someone else to drive action

- Appointing a lead person from your senior leadership teams signals the importance of the work to the rest of the organisation
- It is important that the work involves someone with an organisational overview and the power to make decisions
- Who within the organisation will work with the senior leadership team's lead person to develop plans and ideas, ensure actions are taken and that change happens?
 - It is important that any person of colour in the organisation gets to choose if they want to be part of the work. See Chapter 8.
- What resources will you need to support the work?
 - Where will these resources sit in your organisational budget?
 - Who has authority to spend these resources?
 - If resources are limited, what work will you prioritise and why?
- How will progress be measured and reported internally and externally?

5.3 Developing a vision

Below are suggestions for different **processes to define your vision** for EDI and anti-racism. Which process option you take will depend on:

- Your organisation's custom and practice in developing organisational vision and goals
- Who you choose to involve in developing the vision
 - Staff and executive leaders only
 - Staff, executive leaders, and trustees only
 - Staff, volunteers, and executive leaders only
 - Staff, volunteers, executive leaders, and trustees
 - External stakeholders, e.g. visitors to any sites you may have, volunteers who fundraise for you, trust or statutory grant funders
 - An external agency to work with internal stakeholders and/or external stakeholders
- The geographical location/spread of the people you want to involve
- The speed at which you want to develop and agree your vision
- How much work you have done to date on EDI and anti-racism, and therefore whether you are starting from scratch or whether you are refreshing an existing vision
- The organisational capacity for doing the work

The most important thing to remember is that culture change is at the heart of EDI and anti-racism work, so developing a vision can't be done in isolation. It is crucial that there is some form of collaboration and iteration to arrive at your vision involving as many people as time and capacity allows. Developing a vision for the work also offers an opportunity to model inclusion.

For each of the options below you will need a lead person or small working group to drive the process. Time will need to be set aside for people to take on this role, so existing work priorities may need to be reshaped.

5.3.1 Option 1: interview and collation

Step 1: interview or survey people to get their take on how the call to action relates to your organisation's mission and values. If your organisation is small you could interview all staff and trustees, however if you have more than ten staff, you will need to choose who to interview.

If you have people of colour, or individuals from minoritised groups in your organisation, it is vital that you interview them, however you will need to do so in ways that feel psychologically safe for interviewees. If people of colour in your organisation are facing challenges, they may not be open with a work colleague. Are there others who could carry out these interviews? If budget is an issue and you cannot afford an external agency, can you negotiate with a partner organisation to release someone with the right skills to interview people in exchange for something they need from you?

Step 2: Collate the ideas offered in the interviews and look for themes. Reflect on those themes and assess whether anything is missing, using the Link Route Map 2027 goal as a comparator (See Chapter 2).

Step 3: Develop a "straw doll" articulation of the vision, based on the core interview themes and sense check to see if anything is missing.

Step 4: Test your straw doll with as many people linked to the organisation as you have the capacity to do, and use what people tell you to hone and finalise the vision. This could be done through team meetings, supervision sessions, workshops or interviews.

Step 5: Formally sign off the vision. Who signs off the vision will depend on your organisation's custom and practice, but we would advise that this process involves Trustees.

Step 6: Publish the vision internally and externally (See Chapter 7)

5.3.2 Option 2: "Blank paper" workshops and collation

Step 1: Schedule a series of workshops with the people you wish to involve in devising the vision. These could be cross organisational workshops or workshops with people from single strands of the organisation (e.g. all Trustees, all people of colour, all admin people etc). At these workshops:

- Share the route map with people and allow people to ask questions about it
- Review the call to action you have signed up to
- Explore why this call to action matters in particular to your organisation, beyond it being the "right thing to do" (For ideas to spark your thinking on why this may matter to your organisation, please see the [Route Map](#).)
- Brainstorm the key concepts and ideas that should be included in your vision statement (NOTE: it is important to resist the temptation to wordsmith at this stage)
 - To help people focus, you could ask colleagues to capture key concepts in single words or two-word phrases

Step 2: Write up the workshops and summarise the key themes from the discussions of why the Link call to action matters to your organisation and the key concepts that could be included in your vision statement.

Step 3: Develop a “straw doll” articulation of the vision, based on the core workshop themes and a sense check of whether anything is missing.

Step 4: Test your straw doll with as many people linked to the organisation as you can, and use what people tell you to hone and finalise the vision. This could be done through team meetings, supervision sessions, further workshops, or interviews. It is important to sense check with people of colour if they are already present in your organisation.

Step 5: Formally sign off the vision. Who signs this off will depend on your organisation's custom and practice, but we would advise that this process involves Trustees.

Step 6: Publish the vision internally and externally (see Chapter 7)

5.3.3 Option 3: Lead writer(s) and testing

If time and resources are limited, you could designate an individual or a small working group to draft a “straw doll” vision of what the Link call to action means to your organisation and why engaging with this work matters. This straw doll could then be tested and further developed using interviews, workshops or a survey (see above) where colleagues are asked:

- What would they add to the draft vision statement?
- What would they amend in the draft vision statement?
- What would they delete from the draft vision statement?

You could then either:

- Use people's feedback to finalise the vision, then formally sign it off and publish

Or:

- Develop an updated straw doll and carry out steps 4-6 above before finalising and signing off

5.3.4 Option 4: Survey and collation

NOTE: If you have a small number of people of colour or people from other minoritised groups, it will be important NOT to ask for information about people's background and identity in any survey or analyse the data using a breakdown by identity. This is because:

- Individuals may be identifiable in the answers they give
- People of colour or those from other minoritised groups may be reluctant to offer their real thoughts if they think they may be identifiable. They may even decide not to participate.

If you have a large number of people you wish to consult, it is important that you think about the in-house skills and capacity you have to analyse the data. The less capacity you have the more you will need to rely on closed questions, such as those which set out statements for people to rate on a scale. The statements could set out “straw doll” elements of your vision which you ask people to rate on the extent to which these statements are relevant and important to your organisation.

If you have a large number of people you wish to consult, a survey offers a way to give everyone the chance to participate.

Once you have the survey data, follow steps 4-6 set out in option 2.

6 Developing an action plan

This chapter relates to the following section of the Route Map: Embedding action

6.1 Developing an action plan

Step 1: Create a **working group** to develop the action plan and ensure this includes people of colour if you have them in your staff team, but only if those people of colour wish to take part.

Step 2: Review any actions you have taken to date and assess what has changed because of these actions.

- It is important to get a sense of what has CHANGED because of these actions, not just tick a list of actions you have taken. If you have acted and this hasn't resulted in change, reviewing these can generate valuable learning points.

Step 3: Review the [Route Map](#) actions and decide which are the most relevant to you, based on what you discover in Step 2 and your agreed vision for change.

Step 4: Other steps for developing your plan could include the following, but the order in which you approach these tasks depends on your organisational context, what data you already have and your preferred ways of working. The steps could include:

- Identifying organisation specific barriers to greater ethnic diversity
- Absorbing and acting on advice already available to the sector
- Subject to funding, commissioning specialist advice
- Collecting and assessing organisational data on ethnicity, e.g. from job applications, who gets shortlisted, who gets appointed, at which level of your organisation you may currently have people of colour
- Consulting with colleagues of colour and/or stakeholders on their lived experience of your organisation
 - NOTE: It is important to do this in ways which feel psychologically safe to those colleagues of colour, and it may be that this is where you devote resources in seeking external support if money is tight
- Setting up staff networks for people of colour or where there are too few staff, supporting them to engage with Link's [People of Colour Peer Support Network](#) (contact Link for more information on enquiry@wcl.org.uk)
- Defining the terms "equality", "diversity", "inclusion" and "anti-racism" in relation to your organisation and what this means for day-to-day practice
- Creating a specific budget or seeking funding for diversity, inclusion, and anti-racism initiatives
- Making increased ethnic diversity a specific organisational objective
- Appointing a senior executive to lead on equality, diversity, inclusion, and anti-racism
- Appointing a Board member to lead on equality, diversity, inclusion, and anti-racism at Trustee level
- Commissioning training for staff and trustees on EDI and anti-racism

7 Sharing your vision, actions and progress

This chapter relates to the following sections of the Route Map: Evolving culture and embedding action

Making others aware of your vision, how you plan to work towards achieving it and sharing progress is a key part of the transparency and accountability that is core to work on EDI and anti-racism. If you are ready to publish your commitments publicly, go to section 7.1. If you want to start by publishing your commitment internally, go to section 7.2.

7.1 Sharing your vision, actions and progress publicly

You can publicly share your vision, plans and progress by:

- Putting them on an easily accessible part of your website
 - Avoid placing it somewhere on your website that takes several clicks to find
- Sharing them on social media
- Including them in any supporter facing newsletters or e-mail updates
- Writing to grant and statutory funders to share your plans and progress
- Talking about them on public occasions such as fundraising events or AGMs
- Including them in a clear section in your annual report and accounts
- Including it in fundraising documents such as brochures for corporates and donors

7.2 Sharing your vision, actions, and progress internally

You can share with internal colleagues your vision, plans and progress by:

- Providing information regularly through internal meetings, e.g. staff meetings, team meetings, Board meetings etc
- Building your vision into an equality impact assessment tool which requires colleagues to consider EDI and anti-racism issues in projects they are developing
 - Two helpful examples are [Mind's Equality Impact Assessment Tool](#) and the [London School of Economics' guidance and template](#). While these examples are both specific to these organisations, they will give you an idea of where to start if you are new to developing your own equality impact assessment tool.
- Placing your vision where people are likely to see it, so they have a constant reminder of its importance to the organisation, e.g.
 - Placing posters on walls and notice boards
 - Putting it in a prominent place on your intranet – if you have one
 - Placing it prominently in any strategy, team plan or workplan documents
 - Placing it in the introduction of your appraisal documentation
 - Publishing it in any staff newsletter you produce

The key is to make any promotion or communication about your vision, how you will work towards it and progress made, **regular and consistent**. This has much more impact than doing a one off “all singing, all dancing” announcement.

It is also **important that any communication is two-way**. In promoting your vision, plans and progress, what mechanisms are you putting in place to hear what people think or suggest ideas for future action?

8 Working with people of colour in your organisation to define the role they want to play in driving change

This chapter relates to the following section of the Route Map: Evolving culture

Full Colour often encounters well-meaning organisations and leaders who want to work with people of colour to drive change, but they have put so little thought into defining roles and responsibilities, this leads to a clash of expectations which can undermine trust and hamper progress. There can also be an over-reliance on people of colour to provide solutions and be responsible for change. This places considerable burden on people of colour for work and progress which should be jointly owned with colleagues, particularly leaders who have the most power to enable change to happen.

Below are two tools which people of colour can use to help think through the role they want to play in EDI and anti-racism. It can also be used by organisations to think through how they wish to work alongside people of colour on EDI and anti-racism.

Importantly **no role should be imposed on people of colour**.

3.5.1 Hart's ladder of participation

A useful framework to help think about and articulate the role people of colour could play in driving change is [Hart's Ladder of Participation](#). This model will be familiar to those who have worked in education, children and youth services. Versions of it are used in the disability world too. Full Colour's adapted version for EDI and anti-racism is offered below, but for the full model see the hyperlink above.

The basic principle is that there are **different levels of participation**. Apart from the first three levels (Manipulation, Decoration and Tokenism - see diagram) all are legitimate. In Full Colour's experience, the challenges lie in people being clear what level they are working at. e.g. people from a minoritised group might believe they are participating in decision making when organisational leaders think they are consulting. This misunderstanding can erode trust and impede progress.

Excepting the first three levels, different levels of the ladder can be appropriate at different times within the same organisation.

e.g. "Informing" may be appropriate if letting people know about a budget for EDI and anti-racism work which has been set or approved by a Board of Trustees as part of an overall organisational budget.

e.g. "Consultation" may be appropriate when a policy is being produced on, say, something governed by law, but where an organisation wants to ensure that policy is as equitable and inclusive as possible.

e.g. "Involvement" may be appropriate in shaping a project which has regulatory implications or is limited by restrictions imposed by a funder, necessitating decision making to remain with leaders.

Co-produce: Where those in power and minoritised groups share in generating ideas, shaping projects, and making decisions



Involve: Where those in power collaborate with minoritised groups on generating ideas and shaping projects but retain decision making



Consult: Where those in power generate ideas and ask for the views of minoritised groups, which are used to finalise projects and inform decisions



Inform: Where those in power generate ideas, shape projects, and make decisions, then tell people, including minoritised groups, about what has been decided



Tokenism: Where minoritised people are given the semblance of voice, but are not genuinely valued or listened to, or when something is done for appearance's sake, or to prevent criticism



Decoration: Where minoritised groups are put on display, for example images are used in public materials to make an organisation look more diverse than it is



Manipulate: Where minoritised groups are excluded from information so they do not fully understand the issues but people in power use participatory techniques to give the appearance of consultation, involvement, or co-production

Full Colour's adaptation of Hart's Participation Ladder

For people of colour using the Hart's Ladder or Full Colour's adaptation to consider what role they would like to play, some questions to think about are:

- What is the **ideal level** of the ladder you would like to operate from, and what is the **lowest level** of the ladder that you would accept?

- Understanding what would not be acceptable to you is as important as understanding your ideal role, as that gives you points from which to negotiate, should those in power have a different view of your role. It also gives you clarity on when you might wish to walk away.
- What **support** might you need from your organisation to operate at your preferred level?
 - This could include training, coaching, access to expert advice, safe spaces to have discussions, time for participation and reflection or any other form of support that would enable you to play your chosen role
- Are there other sources of support you might tap into, e.g.:
 - Link's People of Colour Group
 - Other people of colour working in the sector and beyond who are also helping drive change
 - [Action on Trustee Racial Justice](#) have a database of professional groups of Black and Asian people from more than 500 professions. This might give you a place to start in reaching out to colleagues of colour in other and/or related fields
- How can you **renegotiate your "day job" priorities** to make room for the work?
 - If managers will not allow you to reprioritise other work, do you feel you have the capacity to do EDI and anti-racism work in ways which do not exhaust or ask too much of you?
- Is your organisation willing to pay you an **additional responsibility allowance** in recognition of the enhanced role. If not, how do you feel about taking on additional tasks and responsibilities?
- Taking on these kinds of roles can be **emotionally demanding**.
 - Do you currently feel emotionally strong enough to take on this work?
 - What sources of emotional support can you tap into, should you need it?
- How might working on EDI and anti-racism **affect the way colleagues see you**, and are you happy with this?

For **decision makers** in organisations inviting people of colour to play a role in driving change, some questions to reflect on are:

- What **assumptions** are you making about the role people of colour could play?
 - e.g. It is important to check your assumptions in considering Hart's model. Custom and practice should not stop you thinking of other ways to be more inclusive on decision making.
 - e.g. Are you expecting people of colour to have all the answers? Lived experience is so different between people of colour, the experience of one person may not yield answers for someone with a different lived experience.
 - e.g. People of colour cannot be expected to represent views and experiences of others, just as a small number of white people cannot be expected to represent the views and experiences of all white people
 - e.g. If you are hoping people of colour will play a representative role, what resources are you providing for them to reach out to and collect the views of

others? How will representatives be chosen in ways that are fair and transparent?

- How will you **support** people of colour to take on the role you would like them to play?
 - What training and development might they need?
 - What support is available to help people of colour navigate the difficulties and emotional challenges of this work?
 - Can you consider an additional responsibility allowance?
- What **training and development** might leaders need to adapt to a different way of working, ways which are more inclusive and less hierarchical than they may be used to?
- What action will you take to **renegotiate the day-to-day work** priorities of people of colour taking part in EDI and anti-racism work?

People of colour can be invited to take a role in driving change but there should not be an expectation that they will say yes. The choice must belong to people of colour.

3.5.2 Full Colour's template for EDI and anti-racism working groups

Some organisations set up working groups for EDI and anti-racism, but in Full Colour's experience the **terms of reference** are often unclear, leading these groups to lose enthusiasm, focus and momentum. Below is Full Colour's template setting out choices and decisions that should be considered in setting up a working group on EDI and anti-racism.

Full Colour D&I Group Terms of Reference Template

About this template

This template is for guidance only. Feel free to apply it flexibly, adding or taking away headings as needed. Not all headings are appropriate for all organisations. Underneath each heading are questions, the answers to which will provide content for that heading. These questions are not exhaustive. If there is other content that relates to a heading, please include it.

Purpose

- What is the purpose of the group. e.g.:
 - Is it to write EDI and anti-racism strategy?
 - Is it a forum for sharing experiences and providing support?
 - Is it to provide advice to the organisation?
 - Is it to make decisions on EDI and anti-racism?
 - Is it to provide a place for people across the organisation to raise concerns?

Membership

Basis of appointment

- What rationale have you used for identifying people to join the group. e.g.:
 - Have you sought to reflect all sections of the organisation, including different levels of the hierarchy?

- Is it through open invitation?
- Is the group only open to/seeking a majority of people from minoritised groups?
- What process is there for appointing people to roles within the group, such as chair minute taker etc. e.g.:
 - Are there elections?
 - Are roles shared in rotation between volunteers?

Membership list

- What are the names, job roles and roles within the group of current members?
- What are their contact details, e.g. email addresses?

Length of term

- Is there a set length of term that people will serve in key roles? If not, how do you allow for/enable new people, ideas and perspectives?

Meeting format

- How regularly will you meet?
- How are agendas set?
- How are minutes taken and where are they kept? Who has access to these minutes?
- How will you ensure meetings are accessible for people with additional needs?
- How will you manage discussions which should remain confidential?

Level of authority

- Does the group have decision making power? If so, what decisions can/can't it make?
- What, if any, budget authority does the group have?
- If the group does not have budget or decision-making authority, who is the group's point of contact for any decisions or budgets that need to be approved?

Reporting and accountability

- Who does the group report to?
- What format does this reporting take? e.g.:
 - Are minutes of meetings shared with designated people or all staff?
 - Is there a regular slot at all staff meetings to brief others about the work of the group?
 - Is there a staff newsletter that the group is asked to contribute to?
 - How will the group regular report to the senior leadership team, and how will what they say be considered and acted on?
 - How will trustees hear from and act on issues raised by the group?
- To whom is the group accountable?
 - This may be different to who the group reports to. e.g. the group may report to the CEO but be accountable to minoritised groups
- Is there an email address to contact the group, and through which the group can communicate with others?

What support is available for the group?

- Does the group and its members have permission to work on EDI and anti-racism as part of their day jobs and if yes, how are other work priorities negotiated?

- Who decides if there is a conflict between a members' day job and their working group role?
- Does the group have executive sponsorship, i.e. a member of the senior leadership team who will actively participate in/champion the work of the group?
- Is there a training budget for the group?
- What other resources are the group provided with? E.g.
 - Meeting facilities
 - A budget for refreshments
 - Someone to minute meetings (this could also be done by a member/ on a rotating basis)

Dispute resolution

- How are disputes within the group to be resolved?

Miscellaneous

- Add anything else not covered in the headings above. e.g.:
 - What will you do if someone raises an issue that has implications for your safeguarding or disciplinary policies?
 - What are the inter-dependencies with other groups and forums in your organisation?
-

9 Developing guidance on inclusive behaviours

This chapter relates to the following section in the Route Map: Evolving culture and embedding action

There are **six things** needed to develop and implement guidance and action to embed inclusive behaviours:

1. A specific definition of the term "inclusion" as it relates to your organisation (See Chapter 3)
2. Clear organisational values that include inclusion, that are well understood and are "front of mind" for people and in how your organisation works
3. A way to collect data regularly on the extent to which these behaviours are present consistently across the organisation. See Chapter 4
4. A way to collect 360° feedback, as a minimum for all leaders and managers, so that they can reflect on where they are doing well as individuals and where they may need to improve. (Leaders should be seeking to model behaviours they expect of others, and 360° will help)
5. Training for all staff on how to implement these behaviours
6. Clear signposting to internal and external sources of support

If you are not sure where to start in defining behaviours, check out Full Colour's [Inclusive Leadership Framework](#). While devised for leaders, many of the elements relate to all members of staff. The framework lists inclusive:

- Behaviours
- Actions
- Thoughts/mindset
- Emotions

10 Beginning to address racism and enabling people of colour to progress

This chapter relates to the following section of the Route Map: Beginning to address racism and enabling people of colour to progress

10.1 Sector-wide equity and empowerment programme for people of colour

[New to Nature](#) is a programme offering work placements in the environment sector to at least seventy young people from diverse backgrounds between the ages of 18 and 25. The programme will run until May 2024. [New to Nature](#) is a partnership led by Groundwork involving The Princes Trust, Disability Rights UK and Mission Diverse.

Full Colour is unaware of any sector wide initiatives to develop people of colour who are already working in the sector, to equip them to take up more senior and leadership roles. Establishing such a programme will be an important part of retaining people of colour who are already environment professionals. It will be a foundation stone for genuinely moving towards a more ethnically diverse sector with people of colour represented at all levels.

10.2 Developing clear ways to report and address racism

10.2.1 Understanding racism and race discrimination

ACAS has a helpful section on its website about [Race Discrimination at Work](#). This includes:

- The law on race discrimination (the law covers colour, ethnic origin or group, national origin, nationality, or racial group)
- How and when race discrimination can happen
- Types of race discrimination
- How an employer should handle a complaint

ACAS also have a helpful section on [Discrimination and the Law](#) which includes:

- Definitions of discrimination, including the difference between direct and indirect discrimination
- When an employer can be held responsible for an employee's actions
- What an employer can do to prevent discrimination

10.2.2 Developing a policy on racism and race discrimination

Please refer to the ACAS guidance in developing your policy and procedure to report and address racism and race discrimination (see above). Your policy and process could be modelled on your current safeguarding policy and procedure.

It is essential that the process starts from the assumption that the complainant is telling the truth, and that any and all incidents of racism matter. It is not uncommon for concerns about racism to be dismissed with comments like “the person didn’t mean it that way”. Those to whom racism is reported need to recognise that it takes enormous courage for a person of colour to report racism.

However, it is also important not to prejudge a situation and assume guilt on the part of the person being accused of racism or racial discrimination. The key is to keep an open mind, which can be difficult when you know the parties involved.

ACAS advises people to raise issues of race discrimination promptly but makes clear that employers should take incidents seriously, however long ago they took place.

Full Colour recommends that the policy needs to include:

- A definition of racism (see Chapter 3)
- What your organisation is doing to prevent race discrimination and racism from occurring
- With whom to raise racism concerns
- How the person raising the concern will be supported
- How the people receiving and dealing with the report will be trained and supported
- What action the person with whom the concern is raised will or can take
- How records will be kept

Simply having the policy is not enough. Training people on how to use it is essential, both so that colleagues know how to report racism and so managers know how to respond.

It is also important to understand that having a policy in isolation from a wider approach on addressing racism would have limited impact.

10.2.3 What your organisation is doing to prevent racism

This could include:

- Unconscious bias and anti-racism training
- Training on how to recognise and address microaggressions
- Ensuring managers are equipped to recognise and address racism
- Ensuring your organisation’s commitment to preventing and/or addressing racism is well known
- Actively building psychological safety into your organisation’s culture
 - This article from McKinsey will help you think about [leaders’ role in creating psychological safety](#)

10.2.4 With whom to raise concerns

This could include a manager, an HR lead for organisations that have them, a member of the senior leadership team or a Board member. It is important that:

- Those reporting racism have a choice of people to approach to maximise the opportunity to speak with someone they feel they can trust
- Those who are listed as people to approach to report racism have been trained in how to deal with complaints
- There is no conflict of interest between those involved in the complaint and those responding to it
 - It may be necessary to consider appointing an external investigator to ensure
 - The existence and perception of objectivity
 - Those involved in the complaint can feel trust in the process
 - The right expertise is applied to investigating the complaint
 - To protect ongoing working relationships once the complaint has been resolved

10.2.5 How the person raising the complaint will be supported

This could include:

- External sources of support such as an employee assistance scheme, coaching or psychological support such as counselling
- Having a neutral colleague with whom the person making the complaint can seek support, including discussing the outcome they would like from having raised the complaint. The aim is not to influence the person making the complaint, but to help them organise their thoughts at what can be a very difficult time. If a neutral colleague is not available internally, the organisation may wish to provide an externally sourced person, such as a qualified coach.
- If the organisation is large enough to have an employee network or staff group for people of colour or minority ethnic people, this may be the obvious place to direct a complainant if they need support, however it is important that those within the employee network have been equipped with knowledge and clarity on:
 - How to offer support and maintain psychological safety
 - The boundaries of the support role
 - Confidentiality
 - Your organisation's disciplinary and grievance procedure
 - An understanding of the law around racial discrimination

10.2.6 How the person against whom the complaint is made will be supported

This could involve external sources of support such as an employee assistance scheme, coaching or psychological support such as counselling.

10.2.7 How the people receiving and dealing with the report will be trained and supported

This could include:

- Unconscious bias and anti-racism training
- Access to HR and legal support
- If qualified HR support is not available internally, it is important to ensure external support is made available so the person raising the complaint and the person accused of racism are treated fairly. This is also to ensure the organisation is protected from future claims which could arise from mishandling the complaint. The [ACAS Helpline](#) may be a place to start if you are unsure where to go for advice

10.2.8 What action the person with whom the concern is raised can take

- ACAS advise trying to resolve the situation informally if possible and appropriate, including “having a quiet word”
- If the situation needs to be handled formally, at this point the policy is likely to merge with your disciplinary and grievance policies
- It is important that those taking action keep an open mind:
 - Being fair and open to the person making the complaint, taking the complaint seriously and not, for example, trying to explain it away
 - Not presuming guilt in those accused of racism until the issue has been investigated and conclusions reached

10.2.9 How records will be kept

- Who will keep records?
- Who has permission to access them?
- How and where will records be stored?
- How will confidentiality be protected?
 - What GDPR considerations need to be considered in storing records?
- For how long the records will be kept?

You may need HR and legal advice about what to do in providing references for a person against which a complaint has been upheld/proven.

11 Debiasing recruitment

This chapter relates to the following section of the Route Map: Evolving culture

11.1 Recruitment

While addressing recruitment is in year 2 of the route map, we recognise that the first question people often ask: “how do we recruit more diverse people?”

We strongly recommend that your organisation puts in place the foundation stones in year one of the route map BEFORE you put effort into recruiting more people of colour. If you do not, your ability to attract people of colour will be limited, and your ability to retain them even more so.

There are specialist agencies who can help you to debias your recruitment processes. One such agency – Applied - claims debiasing recruitment processes can increase by 4x the number of ethnically diverse hires.

While we cannot redesign your recruitment process through this guidance, we can offer some **principles** to consider. All the principles below are aimed at taking bias out of your recruitment system. Biases such as:

- Unconscious bias against someone with a different identity or heritage from you
- The Halo Effect. (e.g. “She worked at X organisation, she must be good”)
- Confirmation bias (e.g. “The only person who could do this job has X past experience”)
- Nobel Prize Winner Effect (e.g. Giving someone undue reverence or credence because they went to a particular University)
- Group think (e.g. when an interview panel bows to the views of the person with the most perceived power in the room)
- The bias that comes from the order in which you read applications, which advantages the earlier applications you read

A more detailed guide [What works: evidence based ideas to increase DEI in the workplace](#) is available from Applied.

Important things to remember are:

- Simply removing names from applications will not be nearly enough to debias your recruitment process, although it is a good place to start.
- Some of the advice below goes counter to custom and practice in recruitment. That is the point. Many of those things we are used to as standard recruitment practices have bias hard wired into them.
- More effort is involved in recruiting in ways that minimise bias, however how much more does it cost your organisation to fail to recruit the best candidate for the role? Unless you debias recruitment you are limiting your chances of finding the best candidate.

11.1.1 Establishing the right mindset

- Check your assumptions about what is required to do a good job
- Rid yourself of assumptions about who might make a “good fit” for the team
 - Much unconscious bias is hidden in the search for a good fit
 - Effective teams have people who challenge each other, and it is the role of the manager to ensure this challenge is managed constructively
- Raise awareness of your own biases (see Chapter 4)
- Be curious about the people who apply, asking “**how** could this person do the role” as often as “could this person do the role”
- Ensure you set aside sufficient time to review applications and conduct interviews, and do so at times when you know you will have the energy to give your full focus to the task
 - Having chunks of time separated by breaks is the best way to minimise the bias that favours the applications you read first

11.1.2 Designing the job

- Be clear what the key tasks are and build your job description around what the person would need to deliver in the first year or that are regular tasks. Given good practice suggests job descriptions should be reviewed recurrently, e.g. during appraisals, you should have regular points at which you can update the job description once someone is in post. Having a narrower job description will force you to think about what is most important and give you a good chance to design a great recruitment process
 - Most job descriptions are extremely long containing every possible task a person might have to do in the role. Stick to the four or five things that are the most important. Having a line in the job description which refers to post holders taking on “any other reasonable request” should cover you if you are feeling nervous about this.
- Be mindful of language used in designing job descriptions. Language which uses words implying strength and individuality, e.g. “competitive” are known to be less appealing to women for example, than “communal” language which implies community and interpersonal skills. Is there any language that might be off putting to a person of colour?
- While aimed at increasing the ethnic diversity of trustees [From here to diversity](#), Action for Trustee Racial Diversity’s guide to recruitment, has some helpful ideas you could explore in recruiting to your staff teams.
 - A key piece of advice the guide offers to increase the number of ethnically diverse candidates is to start long before a role becomes available. The guide advises organisations to build relationships of trust with communities and networks from which you are likely to want to recruit in future.

11.1.3 What to ask of candidates in applications

This will seem counter-intuitive but genuinely debiasing recruitment involves NOT asking for CVs, the principle being that experience is not an effective indicator of future performance.

A debiased approach involves setting questions or tasks which candidates are required to complete as part of their application that enable them to show how they would approach key aspects of the job (an important reason for keeping the number of elements in the job description small).

The selection panel the shortlists based on the answers to these task related questions, not on reviewing CVs.

- e.g. If the job will involve designing a specific project, describe the project and ask applicants how they would approach designing it

Ensure you agree a scoring system beyond the marking scale

- e.g. what evidence are you looking for, what does good look like, what is the minimum you would expect for a “pass” score. It is important that you agree this across the selection panel before you review applications.

If a particular qualification is required for a role, e.g. if someone needs to be a qualified accountant, you can ask for this information separately, and use it to sift out candidates that do not hold the relevant qualification. However, you will need to challenge yourself quite actively to ensure you are not requiring qualifications that are not genuinely essential to performing the key tasks of the job.

If not reviewing a CV feels challenging, you could ask for them but not review them until after you have shortlisted and/or interviewed.

11.1.4 On receipt of applications

- Make sure the applications are sent to someone who will not be involved in the selection but will manage the process
- Ask that person to strip out or redact all data identifying the candidate in ways which allow you to recognise them, e.g. names, addresses, previous organisations they have worked with etc
- The answer to each application question should be presented in table form with all the answers to question 1 in a column, all the answers to question 2 etc
- In presenting the answers provided in applications, it is important to mix up the order of people's answers. e.g. if Candidate 1's answer to question 1 is presented first, their answer to question 2 should appear further down the list of answers
- Each person in the selection panel should score each answer based on the marking scheme that has been pre-agreed (see Section 11.1.3)
- The person managing the process should then bring together the scores for each candidate to identify the highest scoring people
- Candidates with the highest scores should be invited to interview

11.1.5 On inviting candidates to interview

- In advance, ask each candidate if they require anything to give of their best at interview. This will include but is not limited to access requirements.
- Share the interview questions in advance so candidates have time to prepare
 - The point of an interview is to collect data that will help you appoint the right candidate, and if providing the questions in advance helps a candidate organise their thoughts, that serves the selection panel as well as the candidate
 - Providing questions in advance also helps to reduce the power differential between interviewees and selection panels

11.1.6 Interviews

- Ensure you have at least three people on the panel
- Ensure you have devised standard questions and tasks which you will ask of all candidates
- Structure the questions based on “work sampling” techniques which involve asking interviewees questions which allow them to share how they would approach tasks and problems related to the job. This is not about asking for past experience relevant to these tasks and problems
 - e.g. If the job will involve building relationships with a particular group or type of people, describe this group/type and ask candidates how they would approach developing these relationships.
- Ensure you have agreed a scoring system beyond the marking scale
 - e.g. what evidence are you looking for, what does good look like, what is the minimum you would expect for a “pass” score
- Involve a person of colour in the panel
 - This is tricky if currently you have only a small number of people of colour. You don't want to over-burden them by involving them in every recruitment process, particularly if there is limited opportunity to reprioritise their other work
 - If you have no or few people of colour in your organisation, are there colleagues in partner organisations you could approach to help you out? What can you offer them in return for helping you.
 - e.g. for the person of colour, is there an opportunity to shadow a job that they aspire to for the equivalent amount of time they have provided to read applications, shortlist, and carry out interviews?
 - e.g. For the organisation freeing up their staff member, is there a skill swap that you could offer that they want/need, or could you make a donation to their organisation?
- Before you discuss any candidates ensure everyone scores each question and develops an overall score for each candidate
- Ensure there are sufficient gaps between interviews to make sure each interviewer has the same energy and focus for each interview



- If this means scheduling interviews over two days to ensure sufficient rest breaks, this is worth it to ensure you maximise the chance to debias your process and get the best candidate for the role

11.1.7 Follow up with unsuccessful candidates

- Offer feedback as standard for any candidate that wants it
- Seek feedback about how they experienced the recruitment process to give you information on how you can improve it in future

12 Other policies to consider

This Chapter relates to the following sections of the Route Map: Evolving culture; beginning to address racism and enabling people of colour to progress; embedding action

Full Colour's model of [Where EDI Can Transform Your Organisation](#) is a good place to start in considering which policies to update or create in embracing EDI and anti-racism.

The list below offers suggestions. There may be other policies that you feel important to amend or create depending on the circumstances of your own organisation.

12.1 Policies to consider amending or creating

12.1.1 Recruitment policies

- See above

12.1.2 Induction policies and practices

For example:

- How people are inducted into your organisation's vision for EDI and anti-racism and made aware of their expected role in achieving it
- How people are inducted into expected inclusive behaviours
- How people of colour are made aware of support that may be available to them, e.g. if you have relevant staff networks they can join
- How people can report concerns about, or incidents of, racism
- How managers will be supported in ensuring inclusion is at the heart of their teams
- Your organisation's definitions of key terms (See Chapter 3)

12.1.3 Employment policies and practices

For example:

- How you are addressing any ethnicity pay gap that exists in your organisation
- Guidance to managers on how to embed inclusive practices into staff supervision
- How appraisals can take account of your EDI and anti-racism goals, e.g. reviewing how inclusion is being implemented
- How team plans will include each team's contribution to your EDI and anti-racism goals
- How to report and deal with concerns about and incidents of racism (See Chapter 10)
- Career progression including how people of colour will be supported to progress in their careers and achieve leadership roles
- How decision making happens, including ensuring that EDI and anti-racism considerations are built into processes like your schedule of delegated authority



- How your learning and development programme embraces EDI and anti-racism and provides training on recognising and addressing racism and issues of equity and inclusion
- Your equality impact assessment tool (See Chapter 7)

12.1.4 Policies on exit

For example:

- How exit interviews will be conducted, including how you will enable people to share their experiences of EDI and anti-racism in your organisation
- How you will build equity and inclusion considerations into how you manage references

13 Resources and specialist agencies

Please note: this chapter does not make recommendations. If you use one of the agencies or resources listed, it is important that you do your own due diligence and make sure they are right for you.

13.1 Specialist agencies

[Full Colour](#) specialises in working with leaders on strategic change projects to transform organisations on equity, equality, diversity, inclusion and anti-racism; we also train and develop existing leaders to equip them to drive change on EDI and anti-racism, and emerging leaders to support their journey into senior positions. Full Colour produced the Route Map and this guidance document for the environment sector.

[Action for Trustee Racial Diversity](#) is a volunteer-led organisation, which aims to provide practical solutions to the under-representation of individuals from Black and Asian backgrounds on trustee Boards. Its key resources are a practical guide on how to recruit Black and Asian charity trustees and a database of over 500 Black and Asian network organisations from which charities might recruit trustees.

[Applied](#) is a platform for debiased hiring. Purpose-built to make hiring more ethical, efficient, and predictive, our platform uses anonymized applications and skill-based assessments to identify talent that would otherwise have been overlooked. Our aim is to hire with purpose, and our work is supported by science.

[Browning Coaching](#) helps leadership, teams and individuals create workplaces where all are respected and heard. Drawing on deep experience of resolving inclusion headaches (toxic culture, misconduct, conflict, grievances), we coach to address issues and take opportunities, train to create psychological safety and provide executive interventions to stop high risk behaviours.

[D'Rose Development Consultancy](#) showcases how Ethics & Equity practice should be part of everyday business strategy. By helping our clients conceptualize their values and build an understanding of how equality and diversity make businesses resilient. We train EDI champions to impact their corporate environment, local communities, and business ecosystems.

[Getting on Board](#) is a trustee recruitment and diversity charity. We work with both aspiring trustees and charities. It's our guiding belief that board diversity is key to effective decision making, better delivery of a charity's services and the broader goal of creating a more equitable society.

[Mahogany Inclusion Partners](#) is a boutique consultancy specialising in tailored solutions for organisations at all stages of their inclusion and racial equity journey. We partner



organisations by building capability, credibility and confidence in leadership and HR teams as they develop strategies to create cultures where everyone can thrive.

[PRM Diversity Consultants](#) helps clients take the guesswork and anxiety out of diversity, equality, and inclusion. We work with EDI Leaders and Boards to deliver Performance and Equality through Inclusion and Diversity. Diversity = conflict; Inclusion + Diversity = Performance + Equality.

[The Other Box](#) is an Ed Tech specialise in professional and personal development through the lens of diversity, equity and inclusion. Our team works strategically with global companies on D&I through training and courses, with brands on partnerships, campaigns and customised strategies.

13.2 Understanding the issues and playing your role

[Definitions of Key Terms](#), Full Colour

[Face the Facts](#), Full Colour

[Unconscious Bias You-Tube Video](#)

[Harvard Implicit Association Tests](#)

[The leader's guid to unconscious bias](#) by Pamela Fuller and Mark Murphy with Ann Chow

[A challenging environment: experiences of ethnic minority environment professionals](#), IES, 2022

[Racism, power and truth](#), Bond, 2021

[Structural racism and how it works](#), The Conversation.Com, 2021

[Culture web](#) by Johnson and Scholes

13.3 Developing and sharing your vision

[Race Report](#), SOS, 2022

[Race Report: List of Data Points](#), SOS 2022

[Charity Governance Code](#), 2020

[Charity Governance Code: Principle 6 on equality, diversity and inclusion](#), 2020

[Mind's Equality Impact Assessment template](#) Mind

[London School of Economics' Equality Assessment guidance and template](#) LSE



13.4 Beginning to address racism and enable people of colour to progress

[New to Nature](#), Groundwork's programme for people of colour new to the environment and climate justice sector

[Race Discrimination at Work](#), ACAS

[Discrimination and the Law](#), ACAS

[Leaders' role in creating psychological safety](#), McKinsey, 2021

[ACAS Helpline](#), ACAS

13.5 Ethnic diversity

[What works: evidence based ideas to increase DEI in the workplace](#), Applied

[From here to diversity](#), Action for Trustee Racial Diversity

[Where EDI Can Transform Your Organisation](#), Full Colour