

Equality, Diversity and Inclusion Action Plans:

A toolkit for creative and cultural organisations

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1. Introduction

Background

Equality, Diversity and Inclusion (EDI) is one of Creative Scotland's Strategic Priorities. We are committed to supporting a diverse range of creative people, communities, and activity, promoting an equality of opportunity to create, participate and engage.

We require those we fund to embed EDI in all aspects of their activity. This includes:

- a commitment to tackling inequalities for people who experience exclusion or are marginalised
- helping to support a more diverse workforce, (including those who govern and lead); and
- considering how to incorporate EDI in artistic and creative programming, where appropriate.

We expect all funded activity to be undertaken with due regard to access, including taking practical steps to ensure activities, spaces, processes and events – in person and online – are inclusive and accessible for the widest range of people possible.

This Toolkit

This document has been produced to support creative and cultural organisations to prepare and produce an EDI Action Plan and aims to help address issues of inequality, disengagement and cultural exclusion within the arts, screen and creative industries.

We understand that every organisation is different, with a unique context and character depending on history, location, artform, the staff profile and the level of funding it receives from Creative Scotland.

Each organisation will use this toolkit differently, to best meet their circumstances, aspirations and direction and should decide for themselves what activities they need to undertake.

What is an EDI Action Plan?

In short, it is a living document which details a set of objectives for how your organisation plans to address issues of inequality, disengagement and cultural exclusion. It should focus on real change, over time, through specific actions and targets and clear measures of success.

2. The Legislative Context

What are the legal frameworks around EDI that we all have to comply with?

The Equality Act 2010 provides a comprehensive legal framework to protect the rights of individuals and advance equality of opportunity for all. All organisations that provide goods, facilities or services and all employers are subject to the Equality Act.

Creative Scotland has a responsibility as part of the Public Sector Equality Duty under the Equality Act 2010, to promote a fair and more equal society and show 'due regard' to:

- eliminate unlawful discrimination, harassment and victimisation, as well as other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

We share these responsibilities with the organisations we fund.

Further legislation supporting EDI objectives include the BSL (Scotland) Act 2015; the Gaelic Language (Scotland) Act 2005 and the Fairer Scotland Duty.

For more information on the Equality Act 2010 and how it applies to organisations, please visit

www.equalityhumanrights.com/equality/equality-act-2010

Creative Scotland's Equality Outcomes

Creative Scotland has four Equality Outcomes which underpin our commitment to EDI. You can find our current Equality Outcomes and the associated actions, on [Creative Scotland's website](#).

Addressing Inequalities

The Equality Act 2010 covers nine areas which are known as **protected characteristics**. These are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership (with regard to eliminating unlawful discrimination in employment)

It is against the law to discriminate against someone because of a protected characteristic.

However, many other people and groups in our society face specific barriers and lack of opportunities and we therefore also seek to support inclusion for people with lived experience in these areas, specifically those who:

- Identify as neurodivergent
- Experience poor health or mental health
- Come from a disadvantaged socio-economic background
- Have grown up in the care system
- Have experience of being carers
- Are Gaelic or Scots speakers
- Do not speak English as a primary language
- Have experience of displacement, such as refugees and asylum seekers
- Live in geographic locations which may inhibit opportunities for engagement

TOP TIP: Organisations should not aim to cover all of these areas within their EDI Action Plan. We recommend that an Action Plan should focus on two or three areas to make meaningful change.

TOP TIP: In preparing your EDI Action plan, you could consider whether your plan will:

- Advance equality of opportunity between people who share a protected characteristic / lived experience and those who do not.
- Foster good relations between people who share a protected characteristic / lived experience and those who do not.
- Minimise disadvantages suffered by people due to their protected characteristic / lived experience.
- Meet the needs of people from protected groups and communities where these are different from the needs of other people.
- Encourage people from protected groups and communities to participate in public life or in other activities where their participation is disproportionately low.

3. EDI: What do we want to achieve?

We want to ensure that the cultural and creative sectors better reflect the full diversity of Scotland today. We therefore want more people, from across all parts of society, to be able to access to and take part in a range of artistic and creative activities - and also, for all who want to, to have the opportunity to work in the creative and cultural sectors.

Creative Scotland's EDI commitments are about fairness, and everyone having the opportunity to access culture and creativity. They are also about developing the necessary conditions for the creative activity we support to welcome all views and voices.

- **Equality** is about removing barriers
- **Diversity** is about supporting and reflecting different cultures in Scotland, enabling different voices to be heard
- **Inclusion** is about creating opportunities for people to work in, engage with, participate in, and experience arts and creativity throughout the country.

TOP TIP: Equality is not about treating people exactly the same. For example, some already have considerable advantage in being able to buy tickets, travel to arts venues across the country and enjoy physical and attitudinal access and welcome.

Organisations should identify and address existing barriers to inclusion for those they employ, including arts professionals, and for audiences and participants. Equality is about opening doors previously held shut.

EDI's contribution to artistic quality and ambition

Conditions of greater equality, diversity and inclusion are the building blocks for great work to be produced. Inclusivity of outlook and practice creates a better, richer and more dynamic culture and creative sector, characterised by innovation, risk taking and experimentation. We believe this happens when art and creativity is allowed to thrive in a climate of inclusion and without barriers stemming its growth and direction.

Experience shows that organisations that embrace EDI are more successful creatively, as they recognise the rich artistic and creative opportunities offered by a diversity of experiences and perspectives.

We want to see the best possible arts, screen and creative industries enjoyed by the most diverse audiences and participants in the broadest possible range of spaces and geography.

4. Your organisation

Your mission statement and EDI

A mission statement usually captures what the organisation is about in a very concise way, setting out what the organisation believes in and why it exists. Sometimes this may be supported by organisational values which describe the manner in which that mission is to be fulfilled. While values may change over time, mission statements tend to be more long-lasting. Priorities, approaches and methods of achieving the mission may also change over time.

TOP TIP: Your key starting point in undertaking EDI work and in building your EDI Action Plan is always your mission statement. The very first question an organisation should ask itself is – ‘This is why we exist and what we believe in: how do we express our commitment to EDI within this?’

Who should answer this question? It should be a whole organisation approach and involve everybody. Knowledge, ideas and commitment to EDI have little to do with hierarchy. It is something we all have opinions on even if we do not always express them.

Staff, including Board members and volunteers, feel valued when asked to participate. The chances of any change programme succeeding become significantly increased when the entire organisation is involved.

TOP TIP: EDI needs to be open, participative and engaging. All staff should be encouraged to identify EDI priorities and the actions required to deliver them. Those EDI Action Plans written just by the senior management team and handed down to staff are less likely to be successful as there will be no ownership by staff.

Leadership and EDI

Engagement and participation requires good leadership. Effective leaders validate their authority by engaging, steering and supporting staff.

TOP TIP: A person mandated with leadership of EDI work is a great asset to any organisation. They become a change agent and a catalyst. They inspire and make things happen by keeping the organisation focused.

We recognise the different scale and resources of funded organisations, but the following characteristics of leadership can be adapted to suit.

Typically, a good EDI leader will:

- Be the central point for acquiring EDI data and evidence
- Lead the EDI planning process
- Identify human and other resources required for this work
- Support the provision of EDI training for staff
- Ensure EDI is on the agenda of key meetings
- Monitor and report on progress
- Engage with staff at all levels and communicate effectively
- Inspire the organisation to become a centre of EDI excellence.

EDI and Governance

It takes people and energy to bring an EDI Action Plan to life.

Every organisation has its own governance structure and process but there are characteristics and processes common to most organisations. There will be a board or management committee – the non-executive leadership - and a chief executive or artistic director who may lead a management team. Each level has its own specific functions when it comes to EDI work.

The Board/Management Committee:

- Is the legal employer of the staff – anything that breaches the Equality Act 2010 by way of discriminatory employment practice is their responsibility
- Should ensure that every major policy or decision has an EDI consideration of its potential impact
- Ensures that there are regular and timely monitoring reports with updates on progress against the EDI Action Plan

- Takes responsibility for its own training in EDI matters to cover such areas as employment, policy development and impact analysis.

The Chief Executive / Director or management team should:

- Ensure the production of a meaningful EDI Action Plan
- Oversee or lead on the delivery of the Action Plan
- Receive monitoring reports of progress against the EDI Action Plan and ensures the Board does the same
- Ensure all of the organisations activities comply with the Equality Act 2010
- Ensure that there are sufficient resources to train staff in EDI issues
- Become champions of EDI change within the organisation and communicate their commitment and work to all levels of staff
- Ensure that EDI becomes a 'business as usual' activity within the organisation.

Mainstreaming

While we understand that most organisations are subject to funding constraints, and that it can be challenging to meet existing requirements and ambitions, EDI delivery should not be viewed as an additional burden. Rather, it is a process which enhances your vision and ambitions.

TOP TIP: Do not separate your 'usual' work and your EDI work or consider them to be separate activities. EDI **is** your usual work.

Board Diversity

Avoid recruiting Board members in your own image. A good board benefits from diversity of opinion and experience and needs variety in all kinds of ways - life experiences, attitudes, skills, cultural diversity and so on.

When recruiting new Board members, organisations could consider widely advertising, and approaching a range of organisations, including:

- Community organisations
- Local charities
- Religious organisations
- Disability-led organisations
- Women's groups
- LGBTI organisations
- Other (including non-arts) organisations
- Voluntary organisations

Board members

Becoming a Board member is usually a rewarding experience. Some people have skills to offer straight away whilst others have potential. An organisation interested in good governance and EDI will have a long-term view and will have succession planning on its radar - there should be a regular cycle of refreshment of members.

For those who want to be Board members but may not have the right skills or experience, there are ways of providing this experience in order to equip these individuals to become effective Board members in the future. This may include:

- **Observers** - arranging for aspiring members to have observer status at Board meetings. This means they cannot vote on any issue or, take part in any of the discussions. However, at the discretion of the Chair, it would be good practice to allow observers to have some degree of involvement.
- **Co-opted Members** – This is a level higher than observers and really signals a journey into full board member status. Although a co-optee cannot vote on business matters they are, bar that specific criteria, a full member of the board. Again, this is an excellent way to train and skill up people who may not regard themselves as usual Board members.
- **Mentoring** – this is a rewarding experience for both mentor and mentee and is a very effective and manageable way of passing on life and professional experience and skills. A formal process is not necessarily required and can involve just

a few hours per month. Both parties agree what the mentee's needs are and how best the mentor could provide these in order that after a period of time – perhaps 6 months to a year, the mentee will be able to become a confident and useful Board member equipped with skills and knowledge

TOP TIP: Board members should be recruited, not for that person's protected characteristics, but because of talent and skills. A person can be nurtured and trained to become a Board member in the ways mentioned above.

Recruiting a person onto a board to fulfil a social quota may be patronising and offensive for that individual. It reinforces stereotypes.

5. Preparing your EDI Action Plan

This section includes some suggestions for how you might go about preparing your plan.

Appoint a project lead/manager

This will depend on the size and scale of your organisation. A larger organisation might have someone delegated to lead on or champion EDI. In a smaller organisation, it might be the Chief Executive or Artistic Director who leads this work. This person:

- Identifies the timetable for producing the EDI Action Plan
- Suggests the ways for stakeholder engagement, including staff, Board members, volunteers and audiences where appropriate.
- Is allocated the time and appropriate resources to make it happen
- Reports to the board and leadership on progress

Agree a timetable

The organisation needs to agree the timetable and project management process.

TOP TIP: Engage not consult - Staff involvement should happen from the beginning of the process. They need to be able to influence and shape the plans and are often the most informed at operational levels. They will have valuable and practical ideas and experiences.

Methodology – Strengths, Weaknesses, Opportunities and Threats- preparing a SWOT analysis

A SWOT can be a useful analytical tool, which most organisations will be familiar with.

SWOTs can be done at a team or organisational level. The diagram below can be used to identify your organisation's strengths and weaknesses and examine the opportunities and threats which may affect you. It will help you identify the EDI changes that you need to make - a good starting point in preparing an EDI Action Plan.



Building a SWOT analysis

The SWOT will help to:

- Identify the EDI issues
- Give you a good idea of priorities and strategies to be employed.

The list of questions below may help start your thought processes:

Strengths

- What do we do well?
- What makes us unique?
- What is our current reputation in EDI work?
- What existing partnerships with local communities, groups and charities do we have?
- What touring programmes do we have?
- How diverse is our artistic programme?

Weaknesses

- What EDI activities should we be doing that we are not?
- Where can improvements be made?
- What is our vision and drive?
- What leadership is required to bring about changes?
- How diverse is our board and workforce?

Opportunities

- Using digital resources to engage under-represented groups and communities
- Using EDI to reach new audiences and expand/diversify income
- Using EDI to make the organisation more resilient to risk by, for example, diversifying audiences and spreading the customer and income base
- Using EDI to raise the organisation's profile and reputation

Threats

- What are the obstacles in doing EDI work both internal and external?
- Where are we in relation to good EDI practice in the sector?
- How are we engaging with local agencies?
- How much does the local community support us?

EDI and your Business Plan

Your Business Plan and EDI Action Plan should be related. Your Business Plan should state your EDI objectives as part of your core business. If they are not aligned, the EDI Action Plan is less likely to be effective, as it will be seen as separate from the organisation's business priorities.

TOP TIP: Do not see your EDI Action Plan as being separate from your Business Plan. Your EDI work is the same as your Business Plan only in greater detail. It is a key chapter of the Business Plan and a core activity.

Looking to the future

You can start your EDI Action Plan by reviewing the previous year's work, then looking three years ahead. Describe what your organisation and your EDI work will look like in 3 years' time.

Your plan can, for example, demonstrate a real long-term set of ambitions as far as 10 years in the future. It's up to each organisation to decide what suits it best, in line with the organisation's business planning cycle.

TOP TIP: An EDI Action Plan is a rolling programme of work over a number of years. Some activities within it may be achieved in a shorter time frame, but the plan as a whole should be form.

Doing this for every single activity will yield one of the most important key performance indicators for your EDI Action Plan – the timescales.

Evidence, knowledge and data

One of the most important pieces of preparatory work is to gather evidence, knowledge and data about your organisation, your community, audiences and other stakeholders. If, for example, you know who is using your facilities and services you can then design engagement plans and marketing strategies to keep your regular customers but also to target new audiences.

If you know or can find out why certain communities engaging with your work, it can inform you about how you provide that service. For example, providing family friendly services will likely attract parents and guardians, possibly grandparents too. If your organisation is in an economically deprived area or one with high levels of unemployment this might affect your pricing policy or you may want to think about discounted ticket schemes as part of your inclusion work.

It is not only social evidence or data that you may want to consider in preparing your EDI Action Plan. Some useful information can be found using the Top Tip below as a prompt. It will help you build up

an informed picture of yourselves which should give you subject areas and priorities to include in your EDI Action Plan.

TOP TIP: Ask yourselves – *What do we know...*

About ourselves?

Our

customers/audiences?

Our community?

Our local authority?

Charities e.g. Age Scotland, disability-focused groups?

Best practice in our sector?

You can use this information in your SWOT Analysis

6. Key Components of your EDI Action Plan

Your EDI Action should be unique to your organisation and it is up to you to decide what the plan looks like and how it is structured.

Your vision for EDI

It can be useful for your EDI Action Plan to begin with a statement about your organisation's vision around EDI. This could be a narrative which explains to the reader what you believe in and introduces the Plan to them so that it is clear **what** you are doing, **why** you are doing it and what you expect to **change** within the timescale of the Plan.

The next step is to identify and describe what your EDI Objectives are. Following the guidance below can help you to produce your own EDI Action Plan.

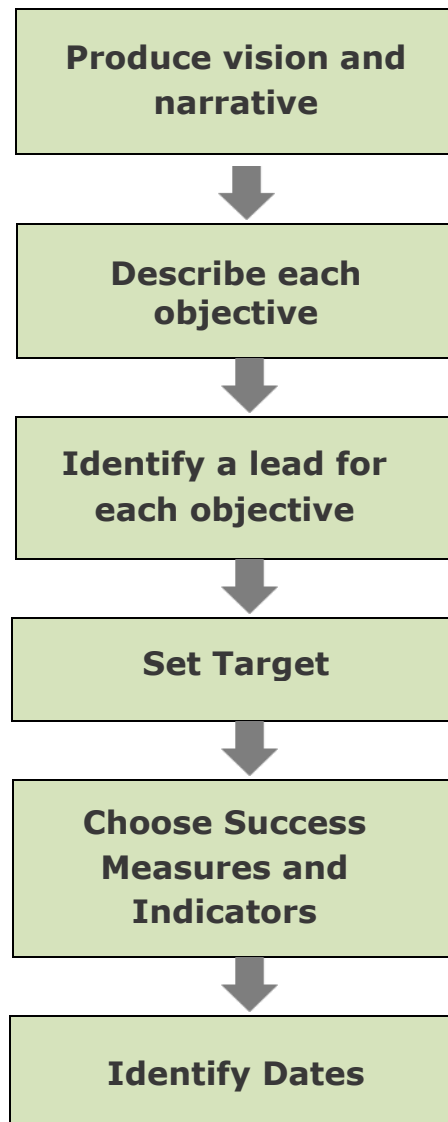
Setting EDI objectives

An EDI objective is a concise description, usually in just one sentence of what the focus is for a particular piece of work. For example, *Increase touring capacity to areas identified as the highest deprivation in the SIMD areas.*

As a guideline, larger organisations might have up to 12 EDI objectives, while smaller ones may have around 4-6. We suggest that you focus your plan on 2-3 key areas of exclusion rather than attempting to address everything at once.

As we described earlier, every organisation is different, and whilst the process described below is useful, it is for each organisation to decide how to populate its EDI Action Plan.

The diagram below shows a series of sections and stages which can help you when setting your Objectives.



Each objective therefore needs:

- a named person or position identified as being responsible for delivering the objective
- at least one SMART target
- one or more success measures or performance indicators which are the tools against which progress will be measured
- year on year deadlines for the duration of the Action Plan

All of these terms are explained in greater detail below.

What is a SMART target?

A target is a precise description of the task required. It should be able to pass the **SMART** test. This means each target is:

Specific

Measurable

Achievable

Realistic

Timed

For example, *to increase touring capacity by 2 shows to X and Y venues in 2026*. If originally the target was to increase touring capacity to 8 shows per year, this might have been unachievable and unrealistic. A target should be stretching in order that progress and changes happen, but they should be achievable. Do what you know you can do and perhaps add a bit more.

This target is now SMART because it is:

Specific – it clearly is about touring to new venues

Measurable – the number of shows and the number of venues are known

Achievable – the organisation knows it can do this work

Realistic – although stretching, the organisation knows this is a realistic piece of work

Timed – this will all be done in the year 2026

Measuring success

Success measures / performance indicators are how you know if what you have done has been done well. These should be in your Plan from the beginning. Sometimes success measures are quantifiable, for example the number of visitors to a gallery, number of tickets sold, the number of venues toured. However, it is likely that some of these success measures may be less tangible and more qualitative.

The most important thing about success measures is that they provide the tools for assessment and reflection. Without them it would not be possible to say what difference an organisation's EDI Action Plan has made.

Timelines

EDI is not a quick fix and it can take time to achieve real change. Your EDI Action Plan may be for a three-year period, or it may be longer, aligning to the organisation's business plan cycle.

It is likely that ambitions cannot be reached within one year and so incremental improvement may be required. For example:

Year 1: increase touring capacity by 2 shows to X and Y venues

Year 2: increase touring capacity by 3 shows to X and Y venues

Year 3: increase touring capacity to X, Y and Z venues

This clearly shows that for a particular piece of work a three-year journey has been mapped out which demonstrates year on year improvements in the number of shows and variety of venue destinations.

Objectives can also be carried over into future EDI Action Plans if the work requires a longer-term approach.

Baselining

We encourage you to collect your own equalities data, and to analyse this and use it for your own purposes, as well as for any Creative Scotland reporting requirements.

Gathering baseline data is a very useful tool for EDI Action Plans, allowing actual performance at the end of the first year to become the baseline from which future measurements can be made. Incremental analysis and proper evaluation of performance over a longer period of time can be a great tool for an organisation to understand it's progress.

Assessing risk

Risk analysis can be another useful tool within an EDI Action Plan and can be produced for the plan as a whole or for each objective in the Plan. Risk analysis is about mitigation. But managing risk can also be about identifying good business opportunities and being prepared. One example may be having good HR policies and practices, and staff training, to reduce the risk of employment discrimination against staff.

Risk is usually measured by a formula which follows three simple steps.

1. Identifying the **likelihood** – asking how likely it is that the risk will actually happen. You then assess this risk, for example from 1 to 5, with 1 being a low likelihood risk and 5 being the most likely.
2. Identifying the **impact** – asking yourselves what the impact on the organisation would be if that risk was to happen. You would then assess that risk from 1 to 5 with 1 being a low impact and 5 being the most severe.
3. The risk **rating** is then calculated by multiplying the likelihood score by the impact score.

As a guide, risk ratings with scores of:

5 to 10 are acceptable (green) low level risks to the organisation, but caution is still required to ensure they do not escalate.

10 to 15 are medium (amber) level risks requiring attention but they are not critical. Action is required to stop the likelihood element.

15 to 25 are high (red) level risks requiring immediate attention.

Assessing risk for each objective in your Action Plan will reveal useful management information and help you produce an EDI risk register – simply a list of your EDI risks and their scores. This should be reviewed regularly, for example, every three months by senior management and every 6 months by the board.

You can find some further guidance and examples of Risk Assessment templates on the [Creative Scotland website](#).

7. Managing your EDI Action Plan

Monitoring

Monitoring your EDI Action Plan is important for several key reasons:

- it informs you of progress against your targets
- it provides opportunities for corrective actions and the relocation of resources where necessary
- it allows for accountability for public funding and helps with any reporting requirements
- it allows the Board to see how the agreed EDI objectives are being delivered

The monitoring cycle

It is important that the organisation is aware of who, when and how the monitoring information is collected and reported on. For example, this could be at every other meeting at Board level and monthly at senior management level.

8. Some useful tools

SWOT Template

| Strengths | Weaknesses |
|---------------|------------|
| | |
| Opportunities | Threats |
| | |

Basic Risk Assessment template

You can find more templates on the Creative Scotland website:

www.creativescotland.com/resources-publications/guides-toolkits/managing-risk

| Risk | Likelihood | Impact | Score (Likelihood x Impact) | Action Required to mitigate risk |
|-------------|-------------------|---------------|--|---|
| Risk 1 | | | | |
| Risk 2 | | | | |
| Risk 3 | | | | |
| Risk 4 | | | | |
| Risk 5 | | | | |

EDI Action Plan Template

| Objective | Task | Date | Lead | Measures of success | Actual performance |
|------------------|-------------|-------------|-------------|----------------------------|---------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

EDI Action Plan checklist

| Item | Task | Deadline | Started | In progress | Completed |
|------|---|----------|---------|-------------|-----------|
| 1 | Decide on who is going to lead this work | | | | |
| 2 | Gather evidence | | | | |
| 3 | Review any previous EDI Action Plans | | | | |
| 4 | Produce staff engagement timetable e.g. team meetings, SWOT production brainstorming sessions | | | | |
| 5 | Produce board engagement timetable and agree key dates for planning process | | | | |
| 6 | Produce EDI SWOT | | | | |
| 7 | Produce EDI risk analysis | | | | |
| 8 | Identify the EDI objectives | | | | |
| 9 | Identify the targets for each objectives | | | | |
| 10 | Check to see that each target is SMART | | | | |
| 11 | Identify the success measures | | | | |
| 12 | Identify key dates and timelines | | | | |
| 13 | Carry out a risk assessment | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 14 | Produce first full draft EDI Action Plan | | | | |
| 15 | Present draft to board for agreement | | | | |
| 16 | Produce monitoring reports timetable | | | | |

9. A Glossary of Useful Terms

Access: Access can be physical and attitudinal. It can mean making your venue or touring schedule as physically accessible as possible - for disabled people, older people, families etc. but it is also about the attitude that employees, visitors, participants and audience members experience within a venue – do they feel welcome and can they enjoy and be part of the same experience as anyone else? Follow this link to find out more about **All In**, a new arts access scheme for D/deaf, disabled, and neurodivergent people in the UK and Ireland - allin.online

Dementia-friendly: Ensuring that people with dementia and their carers are included, empowered and supported. When a venue, organisation, project or community considers and meets the requirements of people with dementia in its planning, programming and delivery.

Diversity-led: This is a working definition. We recognise that a single individual cannot be 'diverse' and that being 'diversity-led' comes from the range of experiences and perspectives present in an organisation's leadership. Leadership relates to Boards, directors and/or leadership teams, as well as the mission and impact of the organisation. More information on the characteristics and indicators that help us define a 'diverse-led' organisation or project can be found in our EDI Funding Criteria Guide - www.creativescotland.com/resources-publications/applicant-and-recipient-materials/funding-criteria/equalities-diversity-inclusion

Due regard: To 'have due regard' means that in carrying out all of its functions and day to day activities a listed public authority must consciously consider the needs of the general equality duty: to eliminate discrimination; advance equality of opportunity and foster good relations.

Equality Act 2010: The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone. Visit the Equality and Human Rights Commission website for more information - www.equalityhumanrights.com/equality/equality-act-2010

Equality outcomes: The results a listed authority aims to achieve in order to further one or more of the needs of the general equality duty. The specific equality duties require listed public authorities to publish equality outcomes and report on progress. Creative Scotland's Equality Outcomes are published here -

www.creativescotland.com/resources-publications/publications/policies/equalities-in-creative-scotland/equality-outcomes

Family-friendly: Suitable or designed for all ages – can refer to audiences and participants, but also to working practices. Visit the Family Arts Campaign website for information -

<https://www.familyarts.co.uk/>

Public Sector Equality Duty (PSED): The duty on a public authority when carrying out its functions to have due regard to the need to eliminate unlawful discrimination and harassment, foster good relations and advance equality of opportunity. Visit the Equality and Human Rights Commission website for more information -

www.equalityhumanrights.com/guidance/public-sector-equality-duty-psed

Protected characteristics: These are the characteristics which are protected under the Equality Act 2010. It is unlawful to discriminate against someone due to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race / ethnicity, religion or belief, sex and sexual orientation. Visit the Equality and Human Rights Commission website for more information -

www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics

Social model of disability: The social model (as opposed to 'the medical model') says that disability discrimination is caused by the way (non-disabled) society reacts to a person's disability and not by their impairment or difference. Visit the Unlimited website for some useful resources weareunlimited.org.uk/resource/the-social-model-of-disability/

Intersectionality: the interconnected nature of social categorisations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.

