

Project Settings

Last modified at:	Fri, 10 May 2019 15:47:55 GMT
Last updated by:	
Title:	Diversity and inclusion induction for FCAs
Display Title:	Diversity and inclusion induction for FCAs
Body:	<p><p>Welcome to the Diversity and Inclusion eLearning module.&nbsp; </p><p>Please scroll down the page and click on the first box to begin.</p><p>If you need to leave the eLearning at any point, please click on the exit&nbsp; </p><p>arrow in the top right corner.</p></p>
Shared with others:	no

Page - 1

Title	Introduction
Display Title	Introduction

Article - 1

Title	Introduction
Display Title	Introduction

Block - 1

Title	Block title
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Component - 1

Title	Component title
Body	<p>Diversity and inclusion considerations are central to the core business of Cafcass. It is unrealistic to hope to be able to deliver outstanding services and the best possible outcomes and added value for children without being able to understand and accurately assess the diversity factors impacting them and their environment both prior to and at the point of our contact with them.</p> <p><i>Cafcass Diversity and Inclusion Strategy 2017-2020</i></p>
Layout	left
Component	text

Component - 2

Title	Introduction
Layout	right
Component	graphic
Properties	
_graphic	

Block - 2

Title	Learning outcomes
Display Title	Learning outcomes

Component - 1

Title	Component title
Body	By the end of this eLearning module, you should:
Layout	full
Component	graphic
Properties	
_graphic	

Block - 3

Title	Block title
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Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 2

Title	The wider context and your values
Display Title	The wider context and your values

Article - 1

Title	The wider context
Display Title	The wider context

Block - 1

Title	Block title
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Component - 1

Title	The wider context
Body	<p>Laws relating to equality used to form part of many different pieces of legislation (eg Race Relations Act 1976). In 2010 they were all brought together into one: The Equality Act 2010, which introduced nine 'protected characteristics'.</p> <p>The diagram on the right shows the 'protected characteristics' that are covered by the Equality Act 2010, which aims to ensure that all people are able to access services fairly, are treated equally and are not discriminated against.</p>
Layout	left
Component	text

Component - 2

Title	The wider context
Layout	right
Component	graphic
Properties	
_graphic	

Block - 2

Title	Block title
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Component - 1

Title	Key Information from 2011 Census for England and Wales
Display Title	Key Information from 2011 Census for England and Wales
Layout	full
Component	flipcard
Properties	
instruction	Click on the pictures below to reveal some key information about some of these groups.
_flipType	allFlip

_flipTime	400		
_items	1	_flipDirection	horizontal
		backBody	<p>England and Wales has become more ethnically diverse with rising numbers of people identifying with minority ethnic groups in the 2011 census. Despite the White ethnic group decreasing in size, it is still the majority ethnic group that people identify with. In 2011, 48.2 million people (86.0% of the population) reported their ethnic group as White, a decrease from 91.3% in 2001 and 94.1% in 1991.</p> <p>Within this ethnic group, White British was the largest, with 80.5% followed by Any Other White at 4.4%. The number of usual residents born in Poland and living in the UK has increased nearly ten-fold since 2001. Indian was the next largest ethnic group with 1.4 million people (2.5 per cent) followed by Pakistani (2.0 per cent). This is consistent with census findings on international migration, which found that South Asian countries (India, Pakistan and Bangladesh) continued to rank highly within the most common non-UK countries of birth. The remaining ethnic groups each accounted for up to 2 per cent of the population in 2011.</p> <p>Across the English regions and Wales, London was the most ethnically diverse area, with the highest proportion of minority ethnic groups and the lowest proportion of the White ethnic group at 59.8 per cent, in 2011. The West Midlands was the second most diverse. London had above average proportions for most minority ethnic groups including African (7.0 per cent), Indian (6.6 per cent), and Caribbean (4.2 per cent). It also had the highest incidence of Any Other White at 12.6 per cent. The West Midlands had a higher than average percentage of minority ethnic groups: Pakistani at 4.1 per cent, Indian at 3.9 per cent and Caribbean at 1.5 per cent. Wales was the least diverse area, followed by the South West and North East.</p>
		_flipDirection	horizontal
	2	backBody	<p>According to the Office of National Statistics (ONS), in 2016, just over 1 million (2.0%) of the UK population aged 16 and over identified themselves as lesbian, gay or bisexual (LGB). However, these figures will come as a surprise to some - even perhaps those in government. When they were analysing the financial implications of the new Civil Partnerships Act, the Treasury estimated it was 6%. Stonewall reckons</p>

	3		that 5-7% "is a reasonable estimate". This points to a potential problem with the ONS survey: maybe it reveals the extent to which taboos persist (particularly for older people and those living in more conservative parts of the country) so individuals remain fearful of the repercussions of being open about their sexuality.
		_flipDirection	horizontal
		backBody	<p>Under the Equality Act, a person has a disability if: they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.</p> <p>Nearly one in five (18 per cent, 11.4 million) of the UK population reported having a limiting long-term health problem or disability in 2011. This proportion has remained unchanged since 2001. The prevalence of disability rises with age. Around 6% of children are disabled, compared to 16% of working age adults and 45% of adults over State Pension age.</p> <p>So, for many of us, even if we enjoy good health now, we may experience disability at some stage in the future.</p>
	4	_flipDirection	horizontal
		backBody	<p>Despite falling numbers, Christianity remains the largest religion in England and Wales in 2011. Muslims are the next biggest religious group and have grown in the last decade. Meanwhile the proportion of the population who reported they have no religion has now reached a quarter of the population. Of the other main religious groups: 817,000 people identified themselves as Hindu (1.5 per cent of population); 423,000 people identified as Sikh (0.8 per cent); 263,000 people as Jewish (0.5 per cent) and 248,000 people as Buddhist (0.4 per cent).</p> <p>In England and Wales, over nine in ten Christians (93 per cent) were White and nine in ten (89 per cent) were born in the UK, though the numbers have fallen since 2001.</p>

		<p>Nearly four in ten Muslims (38 per cent) reported their ethnicity as Pakistani, a 371,000 increase (from 658,000 to over a million) since 2001. Nearly half of all Muslims were born in the UK.</p> <p>The majority of people with no religion were White (93 per cent) and born in the UK (93 per cent) and these groups have increased since 2001.</p>
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Block - 3

Title	Your values
Display Title	Your values

Component - 1

Title			Your values
Layout			left
Component			flipcard
Properties			
instruction	'Disabled woman. In receipt of DLA'		
_flipType	allFlip		
_flipTime	400		
_items	1	_flipDirection	horizontal

		<p>backBody</p> <p>My name is Louise. I am married to Phil and have twin girls of 11. I have a Masters in Modern Languages and am a full-time lecturer at Loughborough University, where my claim to fame is that I taught Paula Radcliffe. My out-of-work passion is scuba diving!</p> <p>This exercise will hopefully highlight the fact that it's possible to judge people on only the barest of information; depending on your personal experience and outlook, everybody's judgements will differ. The only way you can know what's beyond the cover of the book is to take the time to find out what's inside....</p>
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Component - 2

Title	Your values	
Body	<p>What are your first thoughts?</p> <p>It is easy to make rash judgements about people on the basis of a quick glance alone. The adage that you 'shouldn't judge a book by its cover' is true in all walks of life, but is something that we all inadvertently do.</p> <p>Look at the picture and statement on the left. You might draw some instinctive conclusions about the person from this information; note them down in the text box.</p> <p>When you have finished, click on the photo to find out more.</p>	
Layout	right	
Component	openTextInput	
Properties		
_isResetOnRevisit	false	
_canShowModelAnswer	false	

_canShowMarking	true		
placeholder	Enter your answer here		
_allowedCharacters	500		
remainingCharactersText	Remaining characters		
_recordInteraction	false		
modelAnswer	Thank you for taking time to give this some thought.		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit
	_showCorrectAnswer	buttonText	Show more information
		ariaLabel	Show more information
	_hideCorrectAnswer	buttonText	Hide model answer
		ariaLabel	Hide model answer
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 4

Title	Life and its influences
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Component - 1

Title	Life and its influences
Display Title	Life and its influences
Body	<p>Looking now at what has influenced us throughout our lives, think for a moment about your first experiences of difference.</p> <p>In the text box, note down how old you were when you first met:</p> <p>Someone of a different religion</p> <p>Someone with a disability</p> <p>Someone who identifies as trans</p> <p>Did the experience confirm or challenge assumptions you had before?</p>
Layout	full
Component	openTextInput

Properties

_isResetOnRevisit	false
_canShowModelAnswer	true
_canShowMarking	true
placeholder	Enter your answer here
_allowedCharacters	100

remainingCharactersText	Remaining characters							
_recordInteraction	false							
modelAnswer	<p>Thank you for giving that some thought.</p> <p>Time to reflect</p> <p>Is there anything or anybody in your life who could have had an impact on your perceptions and prejudices, which you may not have realised before?</p>							
savedMessage	Changes saved							
_buttons	<table><tr><td rowspan="2">_submit</td><td>buttonText</td><td>Submit</td></tr><tr><td>ariaLabel</td><td>Submit</td></tr></table>	_submit	buttonText	Submit	ariaLabel	Submit		
_submit	buttonText		Submit					
	ariaLabel	Submit						
	<table><tr><td rowspan="2">_showCorrectAnswer</td><td>buttonText</td><td>Please click here for further reflection</td></tr><tr><td>ariaLabel</td><td>Please click here for further reflection</td></tr></table>	_showCorrectAnswer	buttonText	Please click here for further reflection	ariaLabel	Please click here for further reflection		
_showCorrectAnswer	buttonText		Please click here for further reflection					
	ariaLabel	Please click here for further reflection						
	<table><tr><td rowspan="2">_hideCorrectAnswer</td><td>buttonText</td><td>Please click here to see your answer</td></tr><tr><td>ariaLabel</td><td>Please click here to see your answer</td></tr></table>	_hideCorrectAnswer	buttonText	Please click here to see your answer	ariaLabel	Please click here to see your answer		
_hideCorrectAnswer	buttonText		Please click here to see your answer					
	ariaLabel	Please click here to see your answer						
	<table><tr><td rowspan="2">_showFeedback</td><td>buttonText</td><td>Please click here for further reflection</td></tr><tr><td>ariaLabel</td><td>Please click here for further reflection</td></tr></table>	_showFeedback	buttonText	Please click here for further reflection	ariaLabel	Please click here for further reflection		
_showFeedback	buttonText		Please click here for further reflection					
	ariaLabel	Please click here for further reflection						
	<table><tr><td>_reset</td><td>buttonText</td><td>Reset</td></tr></table>	_reset	buttonText	Reset				
_reset	buttonText	Reset						

		ariaLabel	Reset
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Block - 5

Title	Block title
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Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 3

Title	Definitions
Display Title	Definitions

Article - 1

Title	Article title
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Block - 1

Title	Key definitions
Display Title	Key definitions

Component - 1

Title	Component title		
Body	What do we mean, exactly, when we talk about 'diversity' and 'inclusion' ? You hear these terms all the time, but do you fully understand them?		
Layout	full		
Component	accordion		
Properties			
instruction	Please click on the arrows below.		
_items	1	title	Diversity

	2	body	Diversity literally means difference.... it is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce' (NHS, 2018).
		title	Inclusion
		body	Inclusion is about positively striving to meet the needs of different people and taking deliberate action to create environments where everyone feels respected and able to achieve their full potential'. (DoH, 2012)
_shouldCollapseItems	true		

Block - 2

Title	Block title
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Component - 1

Title	Diversity and inclusion
Display Title	Diversity and inclusion
Body	<p>“Every child is different and every child matters. Our diversity and inclusion work will focus on developing a greater understanding about the impact on children of their situation and also our role as an inclusive employer and in our work to encourage and support staff diversity in all the form that takes. Diversity and inclusion is everyone’s business. We must all mainstream it in our everyday work and role.”</p> <p>Anthony Douglas, Chief Executive (2004 - 2019)</p>
Layout	left
Component	text

Component - 2

Title	Anthony Douglas
Layout	right
Component	graphic
Properties	
_graphic	

Block - 3

Title	More definitions
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Component - 1

Title		More definitions	
Display Title		More definitions	
Layout		full	
Component		flipcard	
Properties			
instruction	Click on the pictures below to reveal more definitions.		
_flipType	allFlip		
_flipTime	400		
_items	1	_flipDirection	horizontal

		backTitle	Power
		backBody	Power can be defined as ‘the ability to control others, events, or resources; to make happen what one wants to happen in spite of obstacles, resistance, or opposition’ (Max Weber)
	2	_flipDirection	horizontal
		backTitle	Prejudice
		backBody	Prejudice is a preconceived opinion that is not based on reason or actual experience (OED).
	3	_flipDirection	horizontal
		backTitle	Discrimination
		backBody	Discrimination is the practice of treating one person or group of people less fairly or less well than other people or groups. (Collins online dictionary)

Block - 4

Title	Block title
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Component - 1

Title	The Engineer's story
Display Title	The Engineer's story
Body	The following example is based on gender discrimination but it could equally apply to other forms of discrimination
Layout	full

Component		narrative	
Properties			
instruction	Please click on the arrows to reveal the story		
mobileInstruction	Please click on the arrows to reveal the story		
_hasNavigationInTextArea	true		
_setCompletionOn	inview		
_items	1	title	Prejudiced discriminator
		body	There was a man who was a very successful engineer, and after a while he got fed up with working for someone else so he went off and formed his own company. However, to be successful in business does not mean you are necessarily a very nice person; our engineer had a very strong prejudice, and this was against female engineers. He had always hated working with them in his previous company, so in his own business he made a point of never appointing female engineers.
			So you could say that he was prejudiced, and he was now in a position of power where he could also discriminate. He is a prejudiced discriminator.
		strapline	Prejudiced discriminator
	2	title	Non-prejudiced discriminator
		body	His business was very successful and soon he was so busy that he needed to expand, so he decided to take on a HR manager. After appointment he then needed to persuade the HR manager that the business was not going to

			<p>appoint female engineers - and the HR manager would have to find a way to ensure that this was adhered to.</p> <p>On his first day this is how the conversation goes :</p> <p>"We've been keen for you to join us ever since we saw your C.V.; we were anxious that you'd get another offer before we could persuade you to join us. We're really looking forward to you being part of the team. There's something that we couldn't tell you at the interview: we're doing so well that we've decided that in two years time we will float on the Stock Exchange, and at that point you'll become HR Director. We specifically appointed you with that in mind. You'll receive shares in the company; you'll also be able to have the car of your choice, with your own reserved parking space outside. How does that sound? Is that OK?</p> <p>"There's just one thing you need to know...we are a team-based company, OK? What we agree, we all stick to. And one decision is that we do not employ female engineers."</p> <p>Our HR manager, who does not have a prejudice against female engineers, is very likely to discriminate.</p> <p>He becomes a non-prejudiced discriminator.</p>
		strapline	Non-prejudiced discriminator
		3	
		title	Prejudiced non-discriminator
		body	<p>After a while the company floats on the Stock Exchange, and discriminatory behaviour does not stop it doing extremely well. Suddenly, however, the new Chief Executive (our original owner is now just one of the directors) receives an anonymous letter telling him that the firm has an informal policy of not employing female engineers. He checks it out with the HR director and they mumble that this is indeed the case. The Chief Exec realises that this is completely unacceptable, so sends a memo to all directors and managers:</p>

			<p>"It has come to my attention that this firm has an informal policy of not appointing female engineers. This is against the law and it has to stop. Any member of staff found to be continuing such a practice will be summarily dismissed, and will lose all pension entitlements."</p> <p>Our founder member has not suddenly changed his mind; he remains prejudiced, but he has lost his power.</p> <p>He becomes a prejudiced non-discriminator.</p>
		strapline	Prejudiced non-discriminator
	4	title	Non-prejudiced non-discriminator
		body	<p>At this stage our HR director, who was never prejudiced in the first place, can go back to where he always wanted to be...</p> <p>A non-prejudiced non-discriminator.</p>
		strapline	non-prejudiced non-discriminator

Block - 5

Title	Where do you stand?
Display Title	Where do you stand?

Component - 1

Title	Component title
Body	Think about these situations and ask yourself what your position would be...

	<p>You are on the teacher's selection panel at your child's primary school, and one of the candidates is a trans woman. Are you prejudiced, are you going to discriminate?</p> <p>It's a very busy evening on the same teachers selection panel at the primary school. Another of the candidates is a member of the British National Party (BNP). Are you prejudiced, are you going to discriminate?</p>		
Layout	full		
Component	flipcard		
Properties			
instruction	When you have thought about your own answers, click on the people below to see some of their thoughts.		
_flipType	allFlip		
_flipTime	400		
_items	1	_flipDirection	horizontal
		backBody	I started off as a non-prejudiced, non-discriminator and stayed there for the BNP candidate. As long as they can teach ok - that's fine with me.
	2	_flipDirection	horizontal
		backBody	I started as a non-prejudiced, non-discriminator - I have no prejudice about trans people. When the BNP were mentioned, I know I had a reaction and therefore probably have a prejudice but I wouldn't discriminate and use my influence, so have moved to be a prejudiced non-discriminator.

	3	_flipDirection	horizontal
		backBody	<p>I know I have some issue with trans people teaching but not really sure what it is - I wouldn't discriminate so am a prejudiced non-discriminator. I don't really like standing here but I know it's true.</p> <p>I would want to discriminate in terms of the BNP - I have mixed race grandchildren and would not want them taught by a teacher with these views. However, I don't think it's legal to discriminate so probably wouldn't; I might try and influence others though. I will stay here then, in the prejudiced non-discriminator section.</p>
	4	_flipDirection	horizontal
		backBody	<p>I have no issues with trans people teaching but I could not have my child taught by a member of the BNP and would definitely discriminate. I have moved from non-prejudiced non-discriminator to prejudiced discriminator on this issue.</p>

Block - 6

Title	Block title
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Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 4

Title	Some food for thought
Display Title	Some food for thought

Article - 1

Title	Article title
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Block - 1

Title	It's not fair!
Display Title	It's not fair!

Component - 1

Title	Component title
Body	<p>This concept of fairness is very strong and is one of the first things we learn as a child, and often one of the first things we say!</p> <p>However, if we are thinking about equality of opportunity, the following phrase might be helpful:</p> <p>'There is nothing quite so unfair as treating everyone the same.'</p> <p>Can you think of situations in your work or home life where this is true?</p>

Layout	left
Component	text

Component - 2

Title	Component title
Layout	right
Component	graphic
Properties	
_graphic	

Block - 2

Title	Transparency and fairness in the workplace
Display Title	Transparency and fairness in the workplace

Component - 1

Title	Harrassed!
Display Title	Harrassed!
Layout	full
Component	narrative
Properties	

instruction	Please click on the arrows below to read Sue's story.		
mobileInstruction	Please click or tap on the arrows below to read Sue's story.		
_hasNavigationInTextArea	true		
_setCompletionOn	inview		
_items	1	title	Sue
		body	Sue has a busy home life bringing up two young sons by herself. By the time she has them settled at school and gets to work, it is frequently 9.10am.
		strapline	Sue
	2	title	Complaints!
		body	<p>She is not on reception where her duties would need to be covered, but colleagues begin to complain.</p> <p>The manager is aware that a number of other staff come in early - 8.00am or so - and leave by 4.00pm as it suits them to go home early to prepare food for families etc. Sue is often the only one in at the end of the day if anything urgent crops up.</p>
		strapline	People complaining
	3	title	Flexible working
		body	The manager meets with the entire staff group and explains that people have been enjoying flexible working at each end of the day but that there has been some move to return to working core hours (9am to 5pm) . She is happy to insist on core hours but that would mean everyone had to work 9am-5pm.

			No-one wanted to do this and they voted to retain flexible working and the complaining stopped.
		strapline	Flexible working

Block - 3

Title	Block title
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Component - 1

Title		Christmas holiday
Display Title		Christmas holiday
Layout		full
Component		hotgraphic
Properties		
instruction	Please click on the pins below to see how one manager resolved a difficult issue.	
_graphic	alt	A snowman family
mobileBody	<p>In sorting Christmas annual leave, the manager had two staff that she wanted to prioritise. One Asian woman could not see her immediate family if she only had the statutory days, as they lived in Saudi Arabia; one male member of staff had a wife who was terminally ill and this could be her last Christmas.</p> <p>The manager announced that these two people would be having annual leave at Christmas; she needed five</p>	

	<p>volunteers to work Christmas week and then anyone else could apply for leave once it was covered. If anyone else thought they had a legitimate claim for longer annual leave, they should approach her individually as soon as possible.</p> <p>Two families did not celebrate Christmas for different reasons, so they volunteered. A further three staff said they did not mind working.</p> <p>There was a bit of grumbling but general acceptance, and all other people then applied for that week off.</p>																
_hidePagination	false																
_canCycleThroughPagination	true																
_useGraphicsAsPins	false																
_items	<table><tr><td rowspan="5">1</td><td>body</td><td>In sorting Christmas annual leave, the manager had two staff that she wanted to prioritise. One Asian woman could not see her immediate family if she only had the statutory days, as they lived in Saudi Arabia and one male member of staff had a wife who was terminally ill and this could be her last Christmas.</td></tr><tr><td>strapline</td><td>Christmas annual leave</td></tr><tr><td>_classes</td><td>background-colour1</td></tr><tr><td>_left</td><td>37.08414872798434</td></tr><tr><td>_top</td><td>70.78037960113927</td></tr><tr><td rowspan="1">2</td><td>body</td><td>The manager announced that these two people would be having annual leave at Christmas; she needed five volunteers to work Christmas week and then anyone else could apply for leave once it was covered. If anyone else thought they had a legitimate claim for longer annual leave, they should approach her individually as soon as possible.</td></tr></table>			1	body	In sorting Christmas annual leave, the manager had two staff that she wanted to prioritise. One Asian woman could not see her immediate family if she only had the statutory days, as they lived in Saudi Arabia and one male member of staff had a wife who was terminally ill and this could be her last Christmas.	strapline	Christmas annual leave	_classes	background-colour1	_left	37.08414872798434	_top	70.78037960113927	2	body	The manager announced that these two people would be having annual leave at Christmas; she needed five volunteers to work Christmas week and then anyone else could apply for leave once it was covered. If anyone else thought they had a legitimate claim for longer annual leave, they should approach her individually as soon as possible.
1	body	In sorting Christmas annual leave, the manager had two staff that she wanted to prioritise. One Asian woman could not see her immediate family if she only had the statutory days, as they lived in Saudi Arabia and one male member of staff had a wife who was terminally ill and this could be her last Christmas.															
	strapline	Christmas annual leave															
	_classes	background-colour1															
	_left	37.08414872798434															
	_top	70.78037960113927															
2	body	The manager announced that these two people would be having annual leave at Christmas; she needed five volunteers to work Christmas week and then anyone else could apply for leave once it was covered. If anyone else thought they had a legitimate claim for longer annual leave, they should approach her individually as soon as possible.															

		strapline	Volunteers
		_left	63.6986301369863
		_top	70.9267924854731
	3	body	Two families did not celebrate Christmas for different reasons, so they volunteered. A further three staff said they did not mind working. There was a bit of grumbling but general acceptance, and all other people then applied for that week off.
		strapline	Acceptance
		_left	81.30137225186522
		_top	67.24597042860084

Block - 4

Title	Language and respectful curiosity
Display Title	Language and respectful curiosity
Body	<p>Language is as dynamic and complex as the things being described.</p> <p>Some communities or cultures claim the use of certain words which are ok for use by, and within, those communities. For example, some words have been reclaimed by the Black and LGBT+ community but it doesn't mean that it's ok for others to use these words.</p>

	Click on the arrows below to find out more about how we use language, how it changes over time, and how we should be respectfully curious when we don't know something.
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Component - 1

Title	Component title
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title		Component title	
Layout		right	
Component		accordion	
Properties			
_items	1	title	1.
		body	The current usual terminology is BME (Black and minority ethnic) or BAME (Black, Asian and minority ethnic). These terms also have limitations, including the implication that BME/BAME individuals are a homogenous group and the perception that these terms refer only to non-white people, which does not consider White minority ethnic groups.

	2	title	2.
		body	The important thing is to be sensitive, rather than feeling the need to be 'politically correct'.
	3	title	3.
		body	It's hard to be prescriptive and you might not get it right first time, but we're judged by the language we use; try to be as appropriate as possible.
	4	title	Remember!
		body	We cannot possibly know everything we need to know about every culture, religion, or minority group. Besides, people are always different within these anyway. RESPECTFUL CURIOSITY! If you don't know, ask respectfully and in a way that would be OK if you asked anyone the same question. For example: 'How would you like to be addressed?'
_shouldCollapseItems true			

Block - 5

Title	Cultural differences
Display Title	Cultural differences

Component - 1

Title	Component title
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Body	Fundamental differences among people arise from nationality, ethnicity, and culture, as well as from family background and individual experiences. These differences affect beliefs, practices, and behaviour and also influence our expectations of one another:		
Layout	full		
Component	narrative		
Properties			
instruction	Please click on the images below for examples of some of these differences		
mobileInstruction	Please click or tap on the images below for examples of some of these differences		
_hasNavigationInTextArea	true		
_setCompletionOn	inview		
_items	1	title	Display of emotion
		body	Different cultures regulate the display of emotion differently. Some cultures get very emotional when they are debating an issue. They yell, they cry, they exhibit their anger, fear, frustration, and other feelings openly. Other cultures try to keep their emotions hidden, exhibiting or sharing only the "rational" or factual aspects of the situation.
		strapline	Emotions
	2	title	Physical contact
		body	Culture greatly influences attitudes about physical contact, whether it's a handshake, hug, or pat on the back.
		strapline	Physical contact
	3	title	Family

		body	Family is defined differently by different cultures. Some cultural groups stress the veneration of ancestors and the importance of a sense of duty in children.
		strapline	Family
	4	title	Physical distance
		body	You can create great discomfort by standing too close to another person. Not being aware of this can even prevent someone from understanding or accepting the ideas you're trying to get across.
		strapline	Physical distance
	5	title	Eye contact
		body	Children from some cultures may show respect by avoiding the glance of authority figures
		strapline	Eye contact

Block - 6

Title	Cultural differences in the modern age
Display Title	Cultural differences in the modern age

Component - 1

Title	x
Layout	left
Component	graphic

Properties		
_graphic	alt	Story about a family in the Japanese earthquake of 2011

Component - 2

Title	Component title	
Layout	right	
Component	graphic	
Properties		
<div>_graphic</div>	<div>alt</div>	Japanese earthquake

Block - 7

Title	Block title
-------	-------------

Component - 1

Title	Cultural differences: Your perception
Display Title	Cultural differences: Your perception
Body	<p>How do you feel after reading the account above about Takami's actions, which saved her elderly grandmother...but consequently resulted in the death of Takami and her 2-month-old baby?</p> <p>What if this had been about a woman, her 2-month-old baby and her 80-year-old grandmother trapped in a house fire in the UK? Would there be criticism if the child died because the mother saved the grandmother first? What would the press say, or children's services?</p>

	<p>There is no right answer, these are complicated issues. Jot down a few thoughts in the box below; how you feel after reading Takami's story, and how you think society would respond if a similar scenario was to occur in this country.</p> <p>This will not be marked or saved, it is simply an opportunity for you to note your thoughts.</p>		
Layout	full		
Component	openTextInput		
Properties			
_isResetOnRevisit	false		
_canShowModelAnswer	true		
_canShowMarking	true		
placeholder	Enter your answer here		
_allowedCharacters	500		
remainingCharactersText	Remaining characters		
_recordInteraction	false		
modelAnswer	Thank you for taking the time to think about that.		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit
	_showCorrectAnswer	buttonText	Show feedback

		ariaLabel	Show feedback
	_hideCorrectAnswer	buttonText	Hide feedback
		ariaLabel	Hide feedback
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 8

Title	Block title
-------	-------------

Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 5

Title	Working for Cafcass
Display Title	Working for Cafcass

Article - 1

Title	Article title
-------	---------------

Block - 1

Title	What is Cafcass' approach?
Display Title	What is Cafcass' approach?

Component - 1

Title		Component title	
Body		Now you are working with us, you need to understand what working for Cafcass means and what is expected of you.	
Layout		left	
Component		accordion	
Properties			
instruction		Please click on the arrows below for further explanation.	
_items		1	<div><div>title</div><div>Cafcass Diversity and Inclusion Strategy 2017-2020</div></div>

	2	body	<p>Our Diversity and inclusion strategy (D&I strategy) is centred on our commitment to providing the best service possible for each child referred to us. Key to this is acknowledging the individual life experiences of the child and reflecting this diversity in the recommendations we make to the Family Courts.</p> <p>At the same time the strategy recognises the value of a diverse staff group and will help us to continue to support a workforce characterised by mutual dignity and respect, creating an inclusive working environment where individual employees can maximise their potential, regardless of their differences and diverse needs.</p>
		title	Our Customer Care Standards
		body	<p>This is our commitment to service users and could relate equally to working with our colleagues too.</p> <p>We will</p> <ul style="list-style-type: none">• provide a friendly, helpful professional service and treat you with respect at all times.• treat you fairly and allow you to access our services.• give you the information you need and work hard to get things right for your children.• provide clear information about our services that you can access easily.• use plain English, avoid jargon, translate information and put it into other formats when you need it.• use your comments and feedback to improve our services.• make sure that our complaints process is clear, easy to understand and fair, and that we solve problems.
		_shouldCollapseItems	

Component - 2

Title	Component title
--------------	-----------------

Layout	right
Component	graphic
Properties	
_graphic	

Block - 2

Title	Block title
--------------	-------------

Component - 1

Title	Managing your professional behaviour
Display Title	Managing your professional behaviour
Body	<p>When it comes to diversity and inclusion, it's important to think about managing your behaviour professionally.</p> <p>There may also be times when you feel you need to challenge the behaviour of others.</p>
Layout	full
Component	matching
Properties	
instruction	Below you will see some statements about diversity and inclusion. Please either select "do" or "don't" for each statement and then submit your answer.
_attempts	1

_canShowModelAnswer	true																												
_canShowFeedback	true																												
_canShowMarking	true																												
_shouldDisplayAttempts	false																												
_isRandom	true																												
_questionWeight	1																												
_recordInteraction	true																												
placeholder	Please select an option																												
_items	<table><tr><td rowspan="6">1</td><td>text</td><td colspan="2">Stop and think before you speak.</td></tr><tr><td rowspan="4">_options</td><td>1</td><td><table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table></td></tr><tr><td rowspan="2">2</td><td><table><tr><td>text</td><td>Don't</td></tr><tr><td>_isCorrect</td><td>false</td></tr></table></td></tr><tr><td rowspan="2">2</td><td>text</td><td colspan="2">Apologise if somebody tells you they've been offended.</td></tr><tr><td rowspan="2">_options</td><td>1</td><td><table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table></td></tr></table>	1	text	Stop and think before you speak.		_options	1	<table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table>	text	Do	_isCorrect	true	2	<table><tr><td>text</td><td>Don't</td></tr><tr><td>_isCorrect</td><td>false</td></tr></table>	text	Don't	_isCorrect	false	2	text	Apologise if somebody tells you they've been offended.		_options	1	<table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table>	text	Do	_isCorrect	true
1	text		Stop and think before you speak.																										
	_options		1	<table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table>	text		Do	_isCorrect	true																				
			text	Do																									
			_isCorrect	true																									
			2	<table><tr><td>text</td><td>Don't</td></tr><tr><td>_isCorrect</td><td>false</td></tr></table>	text	Don't	_isCorrect	false																					
	text	Don't																											
_isCorrect	false																												
2	text	Apologise if somebody tells you they've been offended.																											
	_options	1	<table><tr><td>text</td><td>Do</td></tr><tr><td>_isCorrect</td><td>true</td></tr></table>	text	Do	_isCorrect	true																						
text		Do																											
_isCorrect	true																												

			2	text	Don't
				_isCorrect	false
	3	text	Tell offensive jokes/pass on emails in the workplace.		
		_options	1	text	Do
				_isCorrect	false
		_options	2	text	Don't
				_isCorrect	true
	4	text	Be mindful that your own prejudices don't become discrimination.		
		_options	1	text	Do
				_isCorrect	true
		_options	2	text	Don't
				_isCorrect	false
	5	text	Use gender-specific language.		
		_options	1	text	Do

				_isCorrect	false
			2	text	Don't
				_isCorrect	true
	6	text	Ignore unprofessional behaviour in others.		
		_options	1	text	Do
				_isCorrect	false
			2	text	Don't
				_isCorrect	true
	7	text	Be respectfully curious.		
		_options	1	text	Do
				_isCorrect	true
			2	text	Don't
				_isCorrect	false
	8	text	Assume other people will share your prejudices.		

		_options	1	text	Do	
				_isCorrect	false	
			2	text	Don't	
				_isCorrect	true	
		9	text	Challenge or report unprofessional behaviour in others.		
			_options	1	text	Do
	_isCorrect				true	
	2			text	Don't	
		_isCorrect		false		
	_feedback	correct	Well done, you got them all right.			
_incorrect		final	Sorry, that's not quite right. Please see the model answer.			
_partlyCorrect						
_buttons	_submit					
	_reset					
	_showCorrectAnswer					

	_hideCorrectAnswer	
	_showFeedback	

Block - 3

Title	End of page
--------------	-------------

Component - 1

Title	Component title
Body	You have now reached the end of this page. Please click Next to continue or Home to return to the main menu.
Layout	full
Component	text

Page - 6

Title	Our diversity policies
Display Title	Our diversity policies

Article - 1

Title	Our vision for outstanding practice
Display Title	Our vision for outstanding practice

Block - 1

Title	Our vision for outstanding practice
-------	-------------------------------------

Component - 1

Title	Component title
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title	Component title
-------	-----------------

Body	<i>Each child stands out in our work for their uniqueness and that of their family. Outstanding practice always captures and defines the child's unique characteristics and also highlights any specific diversity factor which is relevant to the court application or where the child is vulnerable or where we need to adapt our practice to meet their needs. We never knowingly act in a way that could give rise to the perception of bias or discrimination.</i> Cafcass Operating Framework, section 2.41
Layout	right
Component	text

Block - 2

Title	Ofsted
Display Title	Ofsted
Body	We are now an 'Outstanding' organisation, as judged by Ofsted in March 2018. There is, however, room for further improvement. The 4th Ofsted recommendation relates to our diversity practice:

Component - 1

Title	4th Ofsted recommendation:
Display Title	4th Ofsted recommendation:
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title	In practice, this means that:
Display Title	In practice, this means that:
Layout	right
Component	graphic
Properties	
_graphic	

Block - 3

Title	Block title
--------------	-------------

Component - 1

Title	Component title
Body	The new case plans, launched February 2019, help us to consider this specific issue at the case planning stage. Both the private and public law forms now ask: 'What are the diversity factors in this case? Think about the uniqueness of the child(ren) and family and how that will impact upon your consideration of the case'.
Layout	full
Component	text

Block - 4

Title	Cafcass D&I strategy
Display Title	Cafcass D&I strategy

Component - 1

Title	This is what the Cafcass D&I strategy has to say:
Display Title	This is what the Cafcass D&I strategy has to say:
Body	<p><i>Our starting point with regards to diversity and inclusion is the same as our starting point in all that we do; the child. We understand that each child is unique and different and those differences need to be brought to the fore in our work, understood and then acted upon. For diversity and inclusion purposes, we use a threshold of relevance and vulnerability as a guideline. Relevance, in this context, means determining if the diversity factor makes a difference to the issues in the child's case. If not, it is not relevant. If it does, it must be included, analysed and acted upon. The threshold for vulnerability means that the child is, or may be, adversely affected by the diversity issue, directly or indirectly, and therefore this becomes an essential element of the evidence base in their case.</i></p> <p>Cafcass Diversity and Inclusion Strategy Framework 2017-2020</p>
Layout	left
Component	text

Component - 2

Title		Component title	
Layout		right	
Component		accordion	
Properties			
_items	1	title	Remember!
		body	Remember: if any factor - of whatever nature, whether about obvious difference or about the unique circumstances of the child - impacts upon the child's wellbeing or

		welfare, then it must be explored, considered and evidenced in your Case Planning and Reporting to Court.
_shouldCollapseItems	true	

Block - 5

Title	Block title
--------------	-------------

Component - 1

Title	Our tips
Body	Who better to ask about respecting diversity than the young people with whom we work? Here is some of what the Family Justice Young People's Board have to say about respecting young people's diversity:
Layout	full
Component	hotgraphic

Properties

instruction	Click on the speech bubbles below to see their tips.	
_graphic	alt	Colourful speech bubbles
mobileBody	<ul style="list-style-type: none"> • Be sensitive to my background, to my family's background and consider the impact of this upon me. • Ask me, get to know me, and speak to me not through me. • My age, disability, gender, race, religion, beliefs and sexual orientation should not prejudice the decision making. • Be able to identify and respond to my specific and diverse needs. • Write interesting things about me such as my hobbies and favourite music. • Ask me to draw or describe myself to understand how I identify myself. 	

	<ul style="list-style-type: none"> Communicate with me in a way I can understand you. Use tools and resources to help. Check out that I can understand you. Get to know me. I am me – I am unique. 		
mobileInstruction	Click or tap on the bubbles to see their tips.		
_hidePagination	false		
_canCycleThroughPagination	true		
_useGraphicsAsPins	false		
_items	1	body	Be sensitive to my background, to my family's background and consider the impact of this upon me.
		strapline	Be sensitive
		_left	9.001956947162427
		_top	18.80962826790066
	2	body	Ask me, get to know me, and speak to me not through me.
		strapline	Ask me, get to know me, and speak to me not through me.
		_left	36.399217221135025
		_top	16.74540808441442
	3	body	My age, disability, gender, race, religion, beliefs and sexual orientation should not prejudice the decision making.
		strapline	My age, disability, gender, race, religion, beliefs and sexual orientation should not prejudice the decision making.
		_left	58.802344514432484

	4	_top	14.908256880733944
		body	Be able to identify and respond to my specific and diverse needs.
		strapline	Be able to identify and respond to my specific and diverse needs.
		_left	83.85126819349315
		_top	15.128440156989143
	5	body	Write interesting things about me such as my hobbies and favourite music.
		strapline	Write interesting things about me such as my hobbies and favourite music.
		_left	10.567514677103718
		_top	67.89219707524012
	6	body	Ask me to draw or describe myself to understand how I identify myself.
		strapline	Ask me to draw or describe myself to understand how I identify myself.
		_left	35.61643835616438
		_top	63.76375670826763
	7	body	Communicate with me in a way I can understand you. Use tools and resources to help. Check out that I can understand you.
		strapline	Communicate with me in a way I can understand you.
		_left	59.8825831702544

	8	_top	65.13990349725846
		body	Get to know me. I am me – I am unique.
		strapline	Get to know me. I am me – I am unique.
		_left	84.24657534246576
		_top	65.13990349725846

Block - 6

Title	Block title
-------	-------------

Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 7

Title	Diversity in casework
Display Title	Diversity in casework

Article - 1

Title	What? So what?
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Block - 1

Title	Untangling the expectations
Display Title	Untangling the expectations

Component - 1

Title	So what does all this mean in practice...?
Display Title	So what does all this mean in practice...?
Body	Encompassing diversity is essentially about understanding and respecting the uniqueness of each child and family with whom we work. Sound, child-centred practice will be, by its very nature, practice which is inclusive of diversity - and vice versa.
Layout	full
Component	accordion
Properties	
instruction	One way of helping us to think about diversity is to consider:

_items	1	title	Diversity with a Capital D
		body	This is about the 'protected characteristics', categories of discrimination or obvious difference, such as race, gender or disability. Cafcass has a range of resources locally and nationally to support your practice in specific circumstances (see later section).
	2	title	diversity with a small d
		body	This is about diversity in its broadest sense – more about the uniqueness of each child with whom we work.
_shouldCollapseItems	true		

Block - 2

Title	What? So what?
Display Title	What? So what?

Component - 1

Title	What? So what?
Body	<p>Simply identifying a 'diversity' factor (for example, stating a child or family's ethnicity or religion) does not constitute sensitive or inclusive practice. Stating the WHAT is often little more than observation.</p> <p>Each time you identify a WHAT... ask yourself the question 'SO WHAT?'. Record your thinking in your case plan - what questions will I need to ask to find out more? Does this have an impact upon the child's lived experience, upon their vulnerability or upon the decision which the Court is making on their behalf?</p> <p>What are the differences (Diversity with a Capital D) or unique attributes (diversity with a small d) of this child which I will need to bear in mind?</p>

Layout	full		
Component	flipcard		
Properties			
instruction	Click on the following photos to see what these young people actually feel about issues affecting them.		
_flipType	singleFlip		
_flipTime	400		
_items	1	_flipDirection	horizontal
		backBody	The FCA wrote in her report that I am vulnerable because I have lesbian parents; that just isn't true! All my mates are jealous of me having two mums and think it's really cool!
	2	_flipDirection	horizontal
		backBody	I can't just go and live with my dad like he wants me to. My mum has got Multiple Sclerosis and needs me to help make food and drinks and get into bed.
	3	_flipDirection	horizontal
		backBody	I'm a talented ballet dancer; I want to audition for the Royal Ballet School and need to practise every weekend. I can't just go and stay with my Mum in Devon at weekends and holidays because I need to go to my dance classes or I won't have a chance of getting in. She doesn't understand how important it is to me.
	4	_flipDirection	horizontal
		backBody	My social worker says I might be moving to a new foster placement 25 miles away. The carers seem nice but I'm gutted. I really don't want to leave all my friends at school, I've known my two best friends since I was five.

Block - 3

Title	How do I "do diversity" when...?
Display Title	How do I "do diversity" when...?

Component - 1

Title	Component title
Body	Take a moment to give some thought to cases where you feel you might struggle to address diversity issues. Click on the arrow on the right to reveal where some other FCAs struggle.
Layout	left
Component	text

Component - 2

Title		Component title
Layout		right
Component		reveal
Properties		
control	_direction	left
	hideText	Hide
	showText	Show

first	body	The type of case where FCAs often say they struggle to address diversity.
	moreText	More
second	body	Private law dispute between a separating married, heterosexual couple where the family is white, middle income, English-speaking, with two children, no religious affiliation and no health issues or disabilities...
	moreText	More

Block - 4

Title	Completing the case plan
Display Title	Completing the case plan

Component - 1

Title	Component title
Body	Imagine you are completing the case plan. What areas might you possibly wish to consider in a case like the one above with no obvious 'Diversity factors with a capital D'? Be as creative as you like!
Layout	full
Component	openTextInput
Properties	
instruction	Please write your thoughts in the box below and then click on submit. You can see our model answer below.
_isResetOnRevisit	false
_canShowModelAnswer	false

_canShowMarking	true		
placeholder	Enter your answer here		
_allowedCharacters	500		
remainingCharactersText	Remaining characters		
_recordInteraction	false		
modelAnswer	x		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit
	_showCorrectAnswer	buttonText	Show model answer
		ariaLabel	Show model answer
	_hideCorrectAnswer	buttonText	Hide model answer
		ariaLabel	Hide model answer
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 5

Title	Block title
-------	-------------

Component - 1

Title		Component title	
Layout		full	
Component		reveal	
Properties			
instruction	Click on the arrow to reveal our model answer.		
_direction	left		
control	hideText	Hide	
	showText	Show	
first	moreText	More	
second	moreText	More	

Block - 6

Title	Block title
-------	-------------

Component - 1

Title	Component title
-------	-----------------

Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 8

Title	Diversity and risk
Display Title	Diversity and risk

Article - 1

Title	Diversity and risk
Display Title	Diversity and risk

Block - 1

Title	Diversity factors - so what?
Display Title	Diversity factors - so what?

Component - 1

Title	Component title
Body	It is important to ask yourself these questions - is a particular diversity factor relevant to the issue/s being assessed? Does it make someone more vulnerable? Do I need to adjust the way I deliver the service? Does the outcome need to be different as a result?
Layout	full
Component	graphic
Properties	

instruction	This diagram identifies factors you might wish to consider in relation to disability. The same principle would apply to any other diversity factor.
_graphic	

Block - 2

Title	Judgement
Display Title	Judgement

Component - 1

Title	Component title		
Body	Assumptions, prejudice or lack of awareness can cause serious errors of judgment.		
Layout	full		
Component	flipcard		
Properties			
instruction	Please click or tap on the pictures below to reveal further detail.		
_flipType	allFlip		
_flipTime	400		
_items	1	_flipDirection	horizontal
		backBody	Victoria Climbie was viewed as a very happy child on the hospital ward until her great-aunt arrived, when she stood to attention. The Laming report details how social

			workers became transfixed by the notion that the 'African' culture of child-rearing involved a distinctive strictness that explained this behaviour.
		_flipDirection	horizontal
	2	backBody	The 2016 NSPCC research 'Deaf and disabled children: learning from case reviews' highlights that 'Some young people had developed ways to hide their disability, which resulted in professionals over-estimating their ability to protect and support themselves....'; in other cases, 'disabled children were put at additional risk due to cultural perceptions of disability. For example, disability was seen as a punishment from god... This impacted on the parents' ability to accept their child's disability or develop a positive relationship with their child'.
		_flipDirection	horizontal
	3	backBody	The 2015 NSPCC research 'Parents with a mental health problem: learning from case reviews' concludes that 'the complexity of a parent's mental health problems can... require a lot of professional attention. These reports show that focusing on negotiating the difficulties of the parent often resulted in professionals losing sight of the child's needs. It's vital to think beyond the immediate needs of the adult and consider how their mental health difficulties impact on the welfare and development of the child or pose a risk to their safety'.
		_flipDirection	horizontal

Block - 3

Title	The key is professional curiosity
Display Title	The key is professional curiosity

Component - 1

Title	The key is professional curiosity
Body	<ul style="list-style-type: none"> Adopt a position of 'respectful uncertainty' (as per Laming report).

	<ul style="list-style-type: none">• Ask pertinent questions! Remember: ‘It’s okay to respectfully ask questions about someone’s life in order to understand them better’.• Check out any assumptions, recognising that we as practitioners can make assumptions based on sameness as well as difference.• Don't assume increased or decreased risk based on assumptions.		
Layout	full		
Component	narrative		
Properties			
instruction	Please click on the arrows to see some examples.		
mobileInstruction	Please click or tap on the arrows below to find out more.		
_hasNavigationInTextArea	true		
_setCompletionOn	inview		
_items	1	title	Honour-based abuse
		body	If you are concerned that a parent or young person is at risk of honour-based abuse or forced marriage, raise the issue with them sensitively. Take their own perception of their safety seriously.
		strapline	Safety
	2	title	Religion
		body	If you are working with a family who follows a particular religion, explore with the children and the adults the impact of their faith and values upon their family life and parenting practices. This is important whether you have prior knowledge of their faith or not: their interpretation of religious tenets or practices will be unique to them.

	3	strapline	Religion
		title	Trans young people
		body	If a young person tells you they are trans, explore with them how they are experiencing this, whether key adults in their life are aware and what their response has been. Are their friends supportive? Are they accessing any professional support? You might want to bear in mind that recent research found that nearly half (48%) of trans people under 26 said they had attempted suicide, while 59% said they had at least considered doing so (Stonewall, 2016).
		strapline	Trans young people

Block - 4

Title	Block title
--------------	-------------

Component - 1

Title	Component title
Body	You have now reached the end of this section, please click on Next to continue or Home to return to the menu page.
Layout	full
Component	text

Page - 9

Title	Applying your learning
Display Title	Applying your learning

Article - 1

Title	Applying your learning
Display Title	Applying your learning

Block - 1

Title	Scenario 1: Ashleigh, Jacob and Leah
Display Title	Scenario 1: Ashleigh, Jacob and Leah

Component - 1

Title	Component title
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title	Situation 1: Differing needs of siblings
Body	<p>You have been appointed Guardian to three children in a s31 care application. The key concern is that their mother, who has significant mental health problems, has been neglecting the medical needs of the youngest child, who has Down's Syndrome. The two older children have the same father.</p> <p>Please see below for further details.</p>
Layout	right
Component	text

Block - 2

Title	Block title
--------------	-------------

Component - 1

Title	Scenario 1: Ashleigh, Jacob and Leah
Display Title	Scenario 1: Ashleigh, Jacob and Leah
Body	<p>The eldest child is Ashleigh, aged 15 years; she is described as close to her mum, highly intelligent, high achieving at school, popular with her peers and very sensible and responsible. There have never been any safeguarding concerns raised in respect of Ashleigh. The middle child is a boy named Jacob, who is aged 9 years; he is said to be lively and boisterous; Jacob struggles academically and his mother finds his behaviour hard to manage. There have been some concerns about physical neglect of him and some unexplained bruising. He reportedly 'idolises' his father and his younger half-siblings, who live 150 miles away.</p> <p>The youngest child is Leah, a five year old girl who has Down's Syndrome and a number of related medical problems, including a heart condition. Her mother has failed to attend health appointments for her consistently over a number of years; a Child Protection Plan has not reduced concerns and the paediatrician is raising concern that irreversible damage may be caused to Leah's health if she does not receive appropriate medical attention.</p>
Layout	full

Component	openTextInput
Properties	
instruction	In the box below, make some notes about what you would need to think about/do to respond to the unique needs of each child within this family. Click on submit and then model answer to see some of the factors to be considered.
_isResetOnRevisit	false
_canShowModelAnswer	true
_canShowMarking	true
placeholder	Enter your answer here
_allowedCharacters	500
remainingCharactersText	Remaining characters
_recordInteraction	false
modelAnswer	<p>Apart from key decisions about risk and safety and the threshold for removal, some factors which may need to be considered are:</p> <ul style="list-style-type: none"> • The needs of this sibling group are widely different; their varying ages are the obvious difference. • How do the mother's mental health difficulties impact upon each child's daily lived experience? • What are the needs and unique characteristics of the Leah apart from her medical needs? • Consider the mother's perceptions of each child and how this has impacted upon each of them, especially upon Jacob who is considered to be the 'difficult' child. • What are the needs of Ashleigh (who appears to have few obvious difficulties)? Is she effectively a young carer for her mother and younger siblings? She will be doing her GCSEs: if considering removal, would she be able to stay at the same school? What significance does she attach to her friendship group at school? What are Ashleigh's aspirations for the future? • Does the father of Ashleigh and Jacob wish to be considered to care for them? What would be the geographical implications of him caring for them in terms of contact with their mother and siblings? In terms of schooling? • What relationship do the older two children each have with their step-mother and half siblings?

	<ul style="list-style-type: none"> Consider each child's personality and their relationship with each parent and each other. If removed from the care of their mother, what would be their placement needs: individually and together? 		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit
	_showCorrectAnswer	buttonText	Show model answer
		ariaLabel	Show model answer
	_hideCorrectAnswer	buttonText	Hide model answer
		ariaLabel	Hide model answer
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 3

Title	Scenario 2: John and Matthew
Display Title	Scenario 2: John and Matthew

Component - 1

Title	Scenario 2: John and Matthew
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title	Component title
Body	A mother, who is a part of the Exclusive Brethren community, is refusing to allow her sons John, aged 8, and Matthew, aged 10, to spend time with their father. The father had an affair which resulted in the breakdown of the marriage and he is now "excommunicated" from the fellowship. She states that the boys cannot see him on religious grounds. John and Matthew are also saying that they do not want to see their father.
Layout	right
Component	text

Block - 4

Title	Block title
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Component - 1

Title	Scenario 2: John and Matthew
Display Title	Scenario 2: John and Matthew

Body	In the box below make some notes about what you would need to think about/do in this situation. Then click on submit and model answer to see some of the factors to consider here.
Layout	full
Component	openTextInput
Properties	
_isResetOnRevisit	false
_canShowModelAnswer	true
_canShowMarking	true
placeholder	Enter your answer here
_allowedCharacters	500
remainingCharactersText	Remaining characters
_recordInteraction	false
modelAnswer	<p>Factors to consider here:</p> <p>How does separation/divorce work in the Exclusive Brethren community? Are there any resources or cultural consultants we can draw upon? e.g. http://theplymouthbrethren.org.uk</p> <p>Are there any proven models for managing similar situations? In respect of the Exclusive Brethren or in other circumstances where religious difference or religious beliefs are an issue? What does case law say about it?</p> <p>Do the parents know others in a similar situation? How have they handled it?</p> <p>Would John and Matthew want to see their father if their community/beliefs allowed it? Would the boys want to see their father if their mum was ok with it? Do the boys' views differ from each other at all?</p> <p>Is this a genuinely held belief or is mother opposed to contact because of her anger towards father?</p>

	If John and Matthew are steadfastly opposed to seeing their father even if their mother changes her mind, it may not be appropriate to force the issue if adhering to their faith is very important to them.		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit
	_showCorrectAnswer	buttonText	Show model answer
		ariaLabel	Show model answer
	_hideCorrectAnswer	buttonText	Hide model answer
		ariaLabel	Hide model answer
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 5

Title	Scenario 3: Amara
Display Title	Scenario 3: Amara

Component - 1

Title	Scenario 3: Amara	
Layout	left	
Component	graphic	
Properties		
<div>_graphic</div>	<div>alt</div>	Young girl smiling

Component - 2

Title	Component title
Body	You are the FCA in a private law case where separated parents each wish for their daughter Amara, aged 12, to live with them. Both would be capable of meeting her day to day needs. Amara has autism and her verbal communication is limited; she attends a special school.
Layout	right
Component	text

Block - 6

Title	Scenario 3: Amara
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Component - 1

Title	Scenario 3: Amara
Body	Please think about factors which you might consider here and write your notes below. Next, click on submit; then finally, click on model answer to see some ideas we have thought of.
Layout	full

Component	openTextInput		
Properties			
_isResetOnRevisit	false		
_canShowModelAnswer	true		
_canShowMarking	true		
placeholder	Enter your answer here		
_allowedCharacters	500		
remainingCharactersText	Remaining characters		
_recordInteraction	false		
modelAnswer	<ul style="list-style-type: none">• Amara's wishes and feelings are likely to be of central importance here as both parents are capable of meeting her needs.• You will need to carry out direct work with Amara to try to understand how she experiences her world.• Consider the likely additional effect upon a young person with autism of a change to her circumstances.• Consider what tools may be particularly useful in engaging with Amara.• Utilise Cafcass resources such as the FJYPB Top Tops for Working with Children and Young People with Autism, This Much and Backdrop.• Talk to Amara's parents and teachers about the most appropriate way to try to engage with her.• What are her interests and hopes for the future?• Consider observing Amara in different settings if verbal communication proves difficult.• What is the impact upon Amara and her family of their identity in terms of ethnicity and religion?		
savedMessage	Changes saved		
_buttons	_submit	buttonText	Submit
		ariaLabel	Submit

	_showCorrectAnswer	buttonText	Show model answer
		ariaLabel	Show model answer
	_hideCorrectAnswer	buttonText	Hide model answer
		ariaLabel	Hide model answer
	_showFeedback		
	_reset	buttonText	Reset
		ariaLabel	Reset

Block - 7

Title	Just to re-cap...
Display Title	Just to re-cap...

Component - 1

Title	Just to recap
Layout	full
Component	graphic
Properties	
_graphic	

Block - 8

Title	Block title
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Component - 1

Title	End of page
Body	You have now reached the end of this page. Please click Next to continue of Home to return to the main menu.
Layout	full
Component	text

Page - 10

Title	Useful information
Display Title	Useful information

Article - 1

Title	Useful information
Display Title	Useful information

Block - 1

Title	Block title
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Component - 1

Title	Useful information
Body	Cafcass has a network of support to enhance your practice in relation to diversity.
Layout	full
Component	flipcard
Properties	
instruction	Please click or tap on the pictures below for more details.
_flipType	allFlip
_flipTime	400

_items

1	_flipDirection	horizontal
	backBody	The Cafcass Practice Experts can provide casework consultation and support in areas associated with different aspects of diversity. Please click here to link to Practice Experts intranet page.
	_flipDirection	horizontal
	backBody	Each service area has dedicated Diversity Champions whose role it is to raise the profile of diversity within our work and to share good practice. Please click here to access their page on the intranet.
	_flipDirection	horizontal
	backBody	There are six virtual staff Diversity networks to represent, support and engage staff who share a similar background, protected characteristic or common cause. Click here to link to this intranet page.
4	_flipDirection	horizontal
	backBody	The Cafcass library has numerous resources relating to diversity.
5	_flipDirection	horizontal
	backBody	<ul style="list-style-type: none">• There are a wide range of eLearning packages which you can access via Cafcass Learning as needed, for example, LGBT families and Communicating with Deaf Parents and Children.• Knowledge Bites and information pages on specific topics can also be accessed via Cafcass Learning.• There are also off-the-shelf training packages available for PSs or experienced FCAs to deliver to colleagues. Click here to view the topics available.
6	_flipDirection	horizontal

	<div> <div>backBody</div> <div>The FJYPB have produced some Top Tips on various aspects of Diversity & Inclusion. Please click here for this information or click into the resources section to find the link there.</div> </div>
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Block - 2

Title	Block title
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Component - 1

Title	End of eLearning module
Display Title	End of eLearning module
Body	<p>You have now come to the end of this eLearning module and we hope you have found the information and exercises useful.</p> <p>Please click or tap on the 3 line icon which can be found in the top right corner of the page to access key policies and documents relating to diversity practice.</p> <p>To ensure you have completed all the sections of this eLearning module, please check the menu boxes on the home screen. If any of them still have any white in the progress bar, there is still a section on that page that you haven't looked at or clicked on.</p> <p>When all the progress bars are complete, please click or tap on the arrow in the top right corner of the screen to exit this eLearning.</p>
Layout	full
Component	text