Project Settings

Last modified at:	Tue, 29 Jan 2019 10:39:26 GMT
Last updated by:	Carol Baldwin
Title:	Diversity and Inclusion induction for all staff
Display Title:	Diversity and Inclusion induction for all staff
Body:	Welcome to the Diversity and Inclusion eLearning module. Please scroll down the page and click on the first box to begin. If you need to leave the eLearning at any point, please click on the exit arrow in the top right corner.
Shared with others:	no

Page - 1

Title	Introduction
Display Title	Introduction

Article - 1

Title	Introduction
Display Title	Introduction

Block - 1

Title	Block title

Component - 1

Title	Component title
Body	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. ***Cafcass Diversity and Inclusion Strategy 2017-2020***
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

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

Component - 1

Title	The wider context
Body	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 9 "protected characteristics". The diagram on the right shows the groups of people who are seen as needing some different treatment in law to maintain an even playing field for them, both in accessing services and not being discriminated against.
Layout	left
Component	text

Component - 2

Title	The wider context
Layout	right
Component	graphic
Properties	
_graphic	

Block - 2

Title	Block title

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	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. 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. 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.
	2	**_flipDirection**	horizontal
		backBody	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 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.
3	**_flipDirection**	horizontal
	backBody	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. 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. So, for many of us, even if we enjoy good health now, we may experience disability at some stage in the future.
4	**_flipDirection**	horizontal
	backBody	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). 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. 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.

	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.

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
backBody	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! 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….

Component - 2

Title	Your values
Body	What are your first thoughts? 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. 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. **When you have finished, click on the photo to find out more.**
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

Component - 1

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

Properties

_canShowModelAnswer	true
_canShowFeedback	false
placeholder	Enter your answer here
_allowedCharacters	100
remainingCharactersText	Remaining characters

_recordInteraction	false
modelAnswer	Thank you for giving that some thought. Time to reflect 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?
savedMessage	Changes saved
_buttons	

_submit	**buttonText**	Submit
	ariaLabel	Submit
_showCorrectAnswer	**buttonText**	Please click here for further reflection
	ariaLabel	Please click here for further reflection
_hideCorrectAnswer	**buttonText**	Please click here to see your answer
	ariaLabel	Please click here to see your answer
_showFeedback	**buttonText**	Please click here for further reflection
	ariaLabel	Please click here for further reflection
_reset	**buttonText**	Reset
	ariaLabel	Reset

Block - 5

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 - 3

Title	Definitions
Display Title	Definitions

Article - 1

Title	Article title

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

		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).
	2	**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

Component - 1

Title	Diversity and inclusion
Display Title	Diversity and inclusion
Body	"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." Anthony Douglas, Chief Executive
Layout	left
Component	text

Component - 2

Title	Anthony Douglas
Layout	right
Component	graphic
Properties	
_graphic	

Block - 3

Title	More definitions

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

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

			appoint female engineers - and the HR manager would have to find a way to ensure that this was adhered to. On his first day this is how the conversation goes : "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? "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." Our HR manager, who does not have a prejudice against female engineers, is very likely to discriminate. **He becomes a non-prejudiced discriminator.**
		strapline	Non-prejudiced discriminator
	3	**title**	Prejudiced non-discriminator
		body	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:

			"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." Our founder member has not suddenly changed his mind; he remains prejudiced, but he has lost his power. **He becomes a prejudiced non-discriminator.**
		strapline	Prejudiced non-discriminator
	4	**title**	Non-prejudiced non-discriminator
		body	At this stage our HR director, who was never prejudiced in the first place, can go back to where he always wanted to be... **A non-prejudiced non-discriminator.**
		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…

	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?** 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?**
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	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. 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.
4	**_flipDirection**	horizontal
	backBody	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.

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 - 4

Title	Some food for thought
Display Title	Some food for thought

Article - 1

Title	Article title

Block - 1

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

Component - 1

Title	Component title
Body	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! However, if we are thinking about equality of opportunity, the following phrase might be helpful: 'There is nothing quite so unfair as treating everyone the same.' Can you think of situations in your work or home life where this is true?

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	She is not on reception where her duties would need to be covered, but colleagues begin to complain. 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.
	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

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	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. 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. 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.
_hidePagination	false
_canCycleThroughPagination	true
_useGraphicsAsPins	false
_items	

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	Language is as dynamic and complex as the things being described. Some communities or cultures claim the use of certain words which are ok for use by, and within, those communities but not in everyday society. For example, some rap music has reclaimed words for the Black community but it doesn't mean that it's ok for others to use these words.

	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.

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	For older people, including Black people, 'coloured' used to be polite but over time this has changed.
	2	**title**	2.

		body	There were simplified definitions in the 80s which helped, e.g. Black - meaning the commonality of people who experienced discrimination because of their skin colour.
	3	**title**	3.
		body	Current acceptable terminology in the Home Office is 'minority ethnic people', now being abbreviated in the media to BME.
	4	**title**	4.
		body	The important thing is to be sensitive, rather than feeling the need to be 'politically correct'.
	5	**title**	5.
		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.
	6	**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
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. In Asia, female friends often hold hands and men casually embrace one another as they walk down the street. Americans, however, may feel uncomfortable with such public behaviour. In some Asian cultures, affectionately patting an adult's head is strictly taboo, although it can be acceptable behaviour between adults and young children.
	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	Physical distance during social interactions varies by culture. In areas of the Middle East and South America, people stand very close when talking. European Americans like to have more distance between them, while some African Americans prefer even more space. 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	Eye contact varies by culture. Children from many Latin American and Asian cultures show respect by avoiding the glance of authority figures.
	strapline	Eye contact
6	**title**	Time

body	The concept of an exact time is not used or reinforced in some cultures.
strapline	Time

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	

_graphic	**alt**	Japanese earthquake

Block - 7

Title	Block title

Component - 1

Title	Cultural differences: Your perception
Display Title	Cultural differences: Your perception
Body	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? 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? 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. This will not be marked or saved, it is simply an opportunity for you to note your thoughts.
Layout	full
Component	openTextInput

Properties

_canShowModelAnswer	true

_canShowFeedback	false
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 **title**: Cafcass Diversity and Inclusion Strategy 2017-2020

		body	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. 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.
	2	**title**	Our Customer Care Standards
		body	This is our commitment to service users and could relate equally to working with our colleagues too. We will • 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	true		

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	When it comes to diversity and inclusion, it's important to think about managing your behaviour professionally. There may also be times when you feel you need to challenge the behaviour of others.
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	

1	**text**	Stop and think before you speak.		
	_options	1	**text**	Do
			_isCorrect	true
		2	**text**	Don't
			_isCorrect	false
2	**text**	Apologise unreservedly if somebody tells you they've been offended.		
	_options	1	**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
		2	**text**	Don't
			_isCorrect	true
4	**text**	Be mindful that your own prejudices don't become discrimination.		
	_options	1	**text**	Do
			_isCorrect	true
		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	Useful information for staff
Display Title	Useful information for staff

Component - 1

Title	Component title
Layout	left
Component	graphic
Properties	
_graphic	

Component - 2

Title	Component title
Body	Cafcass has a network of support in relation to diversity. 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.

	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. There are a number of virtual staff networks to represent, support and engage staff who share a similar background, protected characteristic or common cause. Please click here for Diversity & Inclusion intranet page.
Layout	right
Component	text

Block - 4

Title	Well done
Display Title	Well done

Component - 1

Title	Component title
Body	You have now reached the end of the Diversity and Inclusion eLearning module. You will need to click through all of the sections of the eLearning for it to register completed. To check whether you have missed anything in one of the sections, please click on "Home". If you haven't completed everything on a page, the menu block for that page will have some white showing in the completion bar. You can then go back to that page and complete anything outstanding. There is also a bar than goes across the top of each page which will move across as you complete the sections. You can click on this to see what you have missed. This should be right at the end once you have finished that page.
Layout	full
Component	text