



Equalities, Diversity & Inclusion Policy & Action Plan

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1. Introduction – a Children’s Rights approach to Equalities, Diversity and Inclusion (EDI)

Starcatchers was founded with an express aim to ensure equality for Scotland’s babies and youngest children, recognising they are among the most marginalised in society with least access to arts and culture. We take a children’s rights-based approach, which means listening to and providing for children’s needs in all we do. Upholding children’s rights means ensuring their inclusion in the world around them, seeking equity of opportunity to thrive and participate, and we aim to reach the wide diversity of children regardless of their background.

Starcatchers is based on two protected characteristics: **age and pregnancy/maternity**. We have developed specific awareness, expertise and understanding of the discriminations faced by those with these protected characteristics, and how these impact on audience engagement as well as recruitment and retention in the workforce.

2. Our EDI Commitments

Starcatchers recognises the intersectionality of discriminations and the additional barriers faced by those with multiple characteristics. Our EDI Policy works within three overarching frameworks: **Anti-racism Commitments, a Children’s Rights & Wellbeing Impact Assessment, and an Equalities Impact Assessment** (included as Appendices). The specific targets and measures of Starcatchers’ activities are detailed in Policy Action Plan. They are compliant with and contribute to all three frameworks.

The Protected Characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation provide a minimum standard and legal benchmark. While our organisational aims are directly related to the protected characteristics of Age and Pregnancy/Maternity, we recognise the intersectionality of all forms of discrimination including classism, ableism, and socio-economic inequalities in our society.

In addition, we seek to address compounding barriers to Equalities, Diversity and Inclusion that come from growing up:

- In poverty, with particular focus on the six Priority Families recognised as being most at risk of the adverse effects of poverty
- In and around the care system
- With parents/carers who have mental health conditions
- Where English is not the first language

Priority Families, as recognised by the Scottish Government:

- babies under 12 months old
- mothers under 25 years old
- ethnic minority families
- large families with 4 or more children
- families with disabled members
- lone parents

3. Implementation and Review

This Policy is publicly available on our website.

It is given to all staff and forms part of the Contract of Employment terms and conditions and the induction process.

Training will be provided where required.

Policies are reviewed at least annually and are approved by the Board of Trustees.

The Risk Register contains information around failure to meet the aims and objectives of this policy and is reviewed at least quarterly by the Finance & Risk Committee of the Board of trustees.

Updates will be made as required to remain consistent with legislation. Employment procedures and practices this policy adheres to:

- Equality Act 2010
- Equal Pay Act 1970
- Disability Discrimination Act 1995
- Sex Discrimination Act 1975 and 1986
- Human Rights Act and European Convention on Human Rights
- United Nations Convention on the Rights of the Child

4. Current activity and SWOT analysis

All activities are appraised to ensure that Starcatchers continues to reach as wide a range of participants as possible and that we are actively connecting with, listening to, and working alongside those with protected characteristics and/or facing marginalisation.

Currently, Starcatchers is:

- delivering community engagement programmes of work in areas of multiple deprivation, and in multicultural areas;
- touring work to audiences across Scotland’s communities, including areas of rural, cultural and social isolation or poverty;
- contributing to diversifying the workforce, so that the creative practitioners and makers are more representative of children in Scotland;
- training Early Years practitioners to understand and use their own creativity to support positive experiences and development in the children and families they work with;
- advocating for and supporting all of Scotland’s children in accessing their rights as laid out in the UNCRC.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Starcatchers’ mission; that every child in Scotland has access to high quality, innovative creative experiences. • We have a rights-based approach embedded within the organisation • The charity is built on two protected characteristics and has a long running commitment to them: age, pregnancy/maternity and gender. • Starcatchers creates work for babies and very young children and tours this work widely across Scotland. • Starcatchers takes theatre into nurseries and schools, many in the 15% most deprived areas of Scotland. • Starcatchers productions are high quality and accessible, often non-verbal and often contain strong visual/multi-sensory elements. • Productions feature a balance of male, female and non-gendered characters. 	<ul style="list-style-type: none"> • Starcatchers current board, staff, artists, performers, and creative teams are not always as diverse as we would like. • Collecting data from participants and audiences is complex and potentially infringing privacy. • Data we do collect is increasingly marked as, ‘Prefer not to say’. • It is not possible, given the age-range of our key beneficiaries, to know all their protected characteristics. • Continued need for ongoing training, knowledge and actions in Anti-Racism and disability. • No targeted delivery for children and artists with disabilities or who are neurodivergent. • Navigating the complexity of the intersectionality of discriminations is challenging and we do not have the internal expertise. • Inability to develop new partnerships or capitalise on new opportunities due to staff capacity. • Our limited resources make it harder to progress some of our aims

- We are informed about relaxed performances and signed performances and offer these when appropriate.
- We work with venues to engage new audiences.
- Starcatchers delivers Community Engagement projects within area of poverty, targeting the work where it is needed most.
- We have experience of delivering targeted work with children in and around the care system.
- We have embedded a robust approach to inclusion across all activities. The approach to delivery of community engagement activities promotes both inclusion and equalities, at times challenging discriminatory or prejudicial views that are brought into the groups
- Having the Baby Studio is reaching multicultural families, and those with disabilities.
- We have demonstrated a high level of commitment to equal opportunities in our recruitment practices of employees and freelancers.
- Starcatchers has embedded robust Fair Work principles across all employment practices.
- We have strong female representation at governance and leadership level.
- We work with international artists based in Scotland.
- We have an accessible website and review it regularly to comply with accessibility guidelines.
- All our online films are captioned.
- Our productions are specifically designed for the age and stage of the audience and are inherently accessible with little or no verbal language. They are designed as multi-sensory experiences that are mindful of the needs of young children

around Equalities, Diversity, and Inclusion because they need to be properly financed.

with additional support needs.	
Opportunities	Threats
<ul style="list-style-type: none"> • The incorporation of the UNCRC into domestic law. • Developing delivery partnerships with other individuals and organisations with specialist knowledge and expertise. • Work with theatres and venues to offer audio description and BSL where appropriate • Strengthen how we inhabit our digital space to reach a wider audience. • Strong commitment to equalities from the Scottish Government and funders such as Creative Scotland means that there may be increased opportunities for equalities / gender-specific projects, or to provide capacity for childcare, interpretation or translation. • Scottish Government consultations provide an opportunity to ensure the needs of babies and young children, particularly those who are disadvantaged, are better represented in policy and legislation. • Use our current strengths in working with protected age characteristics and understanding of inclusive working for marginalised communities to expand our working across other protected characteristics. • We can be part of the work taking place to establish a methodology, or set of guidelines for good practice, in consulting with pre- and non-verbal children. • The Early Years workforce has identified need for creative arts training to support children with additional support needs and English as an Additional Language 	<ul style="list-style-type: none"> • Babies and young children under 5 are not often a priority in policy making and funding. • Lack of knowledge/understanding of the role of arts in early childhood, specifically for babies from birth. • Funding cuts and insecurities because this work needs properly resourced. • The range of Starcatchers' activities not being fully understood; the work with the most marginalised can be quite hidden from public view. • The Arts Sector is particularly vulnerable to funding cuts. • The current socio-political economic crisis, with cost-of-living crisis and recession, is compounding challenges in terms of reaching audiences across all areas of work. • There is increased demand on the Early Years sector with the roll-out of childcare expansion plans, however, their workforce is struggling to cope. • The Voluntary sector is particularly vulnerable to funding cuts but is still expected to deliver support that statutory services do not deliver.

5. Aims

- Take a children’s rights-based approach.
- Ensure our work continues to reach and positively impact on babies and young children.
- Increase the diversity of staff, board, and the artists we work with
- Listen to and consult with artists, audiences, and participants we work with
- Actively share our resources
- Increase the accessibility of our work.

6. Action Plan

Aim	Objectives	Dates	Lead	Progress	Next Steps
Take a children’s rights-based approach	Children’s Rights are respected and upheld, particularly in terms of Article 2 on Non-discrimination	Ongoing	Chief Executive	All staff have received information and training on the UNCRC and what this means for the babies and young children we work with. Community Engagement activity takes an inclusive approach welcoming	

	<p>Implementation of the Starcatchers Reflective Guide to ensure the 'voice' of the baby is being elicited and considered across all programmes of work</p>	Ongoing	Chief Executive & Head of EYD	<p>everyone regardless of background.</p> <p>Reflective Guide is being shared and discussed with all Starcatchers artists to ensure application in practice. Evaluation supporting understanding of what is being shared and how this informs delivery</p>	<p>Piloting of the Guide is being applied with ELC practitioners and voluntary sector organisations we work with to support wider application</p>
	<p>Advocating for the rights of babies to ensure that they are being included in the matters that affect them.</p>	Ongoing	Chief Executive	<p>In Progress: Chief Executive and Head of EYD in particular making presentations and contributing to cross-sectoral</p>	<p>Development of plans and activity for 24/25 including launch event for the Reflective Guide and ongoing dissemination at conferences and events. Campaign planning for 2026 20th anniversary.</p>

Aim	Objectives	Dates	Lead	Progress	Next Steps
Ensure our work positively impacts on babies and young children.	Maintain and evolve the Baby Studio space in Wester Hailes and explore ways to provide consistent support for families living in poverty.	Year-round	Chief Exec / Lead Artists	In progress	Continue to develop cross-sectoral partnerships with local GPs, social work, Early Learning & Childcare.
	Work with a diverse group of artists with protected characteristics.	Ongoing	Delivery teams	In progress	Continue to provide work for artists that is safe and showcases their skills.
	We will facilitate inclusion and equalities, breaking the intergenerational and community cycle of discrimination	Ongoing	Delivery teams	In progress	Through consistent engagement with babies and young children and their parents and carers in Wester Hailes and Fife
	Continue to develop Starcatchers' relationship with venues and community spaces reaching new young audiences, some in areas of high social deprivation.	Ongoing	Head of Artist Development	Ongoing	Continue to seed new works in development that are suitable for touring to various non traditional spaces.
	The organisation is based in	Current and	Chief Executive /		Continue to further embed into the community, contributing to the Local Place Plan and

	an area of multiple deprivation, 10% most deprived in Scotland, and delivers activity year-round.	ongoing	senior management team		Children's Planning Partnership goals, The Edinburgh Promise and Holistic Whole Family Support.
Aim	Objectives	Dates	Lead	Progress	Next Steps
To increase the diversity of our staff, board and the artists we work with.	Create an anonymous, protected characteristics profile gathering system that is consistent across Starcatchers' work.	Ongoing	Head of Development & Operations	Annual collection	Refresh/update the survey questions as required.
	Submit annual reports on data gathered to Starcatchers' Board.	Annual	Head of Development & Operations	Annual statistics presented to Creative Scotland as part of the annual reviews	Run another survey and gather results.
	Create specific opportunities for artists from under-represented groups including those from the Global Majority or those with disabilities	Ongoing	Head of Artist Development	Planned call outs for artist residencies and creation of new work	Call-out opportunities, Wee Three Traineeship
	Review current methods of advertising vacancies to ensure recruitment process encourages diversity across staff, board and artists.	Ongoing	Comms & Evaluation Manager	Continually reviewing current methods of advertising vacancies.	Reach out to freelance artists and creatives, take the time to grow our networks and expand our contacts.
	Representation on Starcatchers' Board of	Ongoing	Chair, Chief Exec	Improvements made to	To continue monitoring and further diversify the voices at

	<p>Directors in terms of the following characteristics:</p> <ul style="list-style-type: none"> • Age – aim one Board member under 30 • Gender - aim for 50:50 • Ethnicity – aim for a minimum of 20% from ethnic backgrounds other than white British 	<p>Achieved</p> <p>Achieved</p> <p>Ongoing, currently 14%</p>		<p>Starcatchers' representation at governance level.</p> <p>Equalities training programmed for Board and staff to attend together.</p>	<p>governance level.</p> <p>To provide further training opportunities to trustees.</p>
Aim	Objectives	Dates	Lead	Progress	Next Steps
Listen to and consult with our artists, audiences and participants	Use the research-based 'Engagement Signals' across all delivery with babies and young children, to ensure their communication is being recognised and captured.	Ongoing	Delivery teams	In progress	Continue
	Participant feedback sessions	Regularly, in line with projects	Delivery teams, Senior management team, Board	In progress.	Continue.
	Feed these findings into planning and strategic decision-making.	Monthly team meetings	Delivery teams, Senior management team, Board	In progress.	Framework to be created to enable this at Board level
	Standardised data collection across all areas of our work	Ongoing	Communications &	Using the company-wide	Ensure data collection techniques and questions

	<p>with audiences and participants to monitor:</p> <ul style="list-style-type: none"> • Audience and participant demographics • Communication preferences • Barriers to participation • Impact 		Evaluation Manager	Evaluation Framework to provide a consistent approach across all activities.	<p>reflect any changes to this action plan.</p> <p>Guide the staff team through their monitoring and reporting processes.</p> <p>Develop our Impact Assessment knowledge, skills & process.</p> <p>Annual report writing to assess impact and reach.</p>
Aim	Objectives	Dates	Lead	Progress	Next Steps
Actively share our resources.	<p>Actively share our available resources with artists from the Global Majority:</p> <ul style="list-style-type: none"> • offer of work and funds • time and expertise • energy and connections <p>Develop training and resources that support the delivery of creative experiences for babies and young children with ASN, including neurodiversity</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Chief Executive</p> <p>Head of Early Years Development</p>	<p>Budgeting within core budget and projects.</p> <p>Providing guidance for staff.</p> <p>Building connections with artists from the Global majority.</p> <p>Mini artist residency in 2023 focussing on ASN creative provision within mainstream ELC</p>	<p>Continuing to build connections, listen, respond and seek out existing creative practitioners.</p> <p>Expand this to other creative practitioners facing discrimination in the sector.</p> <p>Further artist time in ELC settings to develop tailored creative provocations</p> <p>Develop podcast and written resources sharing creative</p>

	Develop playful approach to exploring multiple languages within early years context and create training and resources that support multilingual approaches to creative experiences within early years	March 2025 onwards	Head of Early Years Development	<p>setting</p> <p>Initial interviews with neurodiverse artists and those working within wider ASN provision</p> <p>Initial conversation with Branar (Ireland) about Scottish/Irish partnership of Pop Up Poetry</p>	<p>practice ideas for ASN within early years</p> <p>Expand this to other creative practitioners facing discrimination in the sector.</p> <p>Secure funding to support Pop Up Poetry project</p> <p>Identify bilingual/multilingual early years artists and ELC settings</p>
Aim	Objectives	Dates	Lead	Progress	Next Steps
To increase the accessibility of our work	<p>At least one performance of every production/tour is a relaxed performance, or BSL with marketing/communications targeted appropriately.</p> <p>Tour to at least two rural areas or venues per tour</p> <p>Tour to at least two areas of</p>	<p>Achieved and Ongoing</p> <p>Achieved and Ongoing</p>	Head of Artist Development	<p>Little Top (2022, and toured again 2024) is a non-verbal piece of work. All performances were relaxed for all babies 0-18 months.</p> <p>Laaaunch!</p>	<p>Float and Laaaunch! were both developed with babies and will tour to Scottish locations including areas of rural and multiple deprivation. They will both follow the slow touring model and include outreach work with communities in the locations visited.</p> <p>Island (new work) will be</p>

	<p>high SIMD per tour</p> <p>Where possible, include non-traditional spaces, community venues and schools/nurseries to increase access in new areas.</p> <p>Ensure targeted opportunities for artists from underrepresented backgrounds to access our artist development opportunities.</p> <p>Include access budgets to support artists with barriers to work, including childcare support, travel.</p> <p>Ensure information on CE programmes is available in the languages used in the communities we are working in</p>	<p>Achieved and Ongoing</p>		<p>(2024) piloted a slow touring model that included outreach work with the communities in each location visited.</p> <p>Falling Star (2023) toured specifically to community programmes in areas of high SIMD.</p>	<p>developed and shared in rural communities in Moray in 2024.</p> <p>Playspace residencies will be specifically targeted</p> <p>Access budgets available for all artist development opportunities.</p> <p>Sign in app used in Baby Studio to be made available in more languages. Translations of marketing materials.</p>
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7. Appendix a) Equality Impact Assessment (EQIA)

In completing this EQIA you should be ensuring the needs of diverse groups of people are thought about when developing and implementing a new policy, procedure or service or a change to existing ones. Please consider the protected groups in line with the Equality Act 2010 and other diverse groups who may be impacted.

Name of Activity	Starcatchers: annual programme of delivery
Name of person completing EQIA	Judith Anderson, Head of Development & Operations
Date EQIA completed	03/04/2024

What type of activity are you planning?	(x)
Change to procedure	<input type="checkbox"/>
Event	<input type="checkbox"/>
New procedure	<input type="checkbox"/>
Office Plan/Budget	<input type="checkbox"/>
Policy	<input type="checkbox"/>
Project	<input type="checkbox"/>
Service	<input type="checkbox"/>
Other (free text box)	<input checked="" type="checkbox"/>
Company-wide annual programme of delivery	

1	Describe the main aim or purpose of what it is you are planning to do?
	<p>Starcatchers delivers arts and creative activities for babies, young children and the adults who care for them. The organisation is based in the Wester Hailes community of Edinburgh and delivers activity in this location, as well as in other areas of Scotland.</p> <p>There are four key areas of work:</p> <ul style="list-style-type: none"> - Producing and Touring - Community Engagement - Early Years Development - Advocacy <p>The purpose of all the work is to ensure all children from birth can access their rights to arts and cultural experiences regardless of their background. The impact of the work is the understanding that the arts and creativity positively benefit babies, young children and the adults who care for them.</p> <p>Across the organisation's delivery of activities, Starcatchers aims to be a world leader in the field of arts and early years.</p>
2	Who is likely to be affected by this policy, service or change?

2	Who is likely to be affected by this policy, service or change?
	<p>Babies and young children from birth to five years old and their parents/carers: In the areas of Wester Hailes (Edinburgh), Cowdenbeath and Dunfermline (Fife) engaging with our Community Engagement activities in those areas each week/year-round. In other communities in Scotland as audiences for performances of touring productions. In nursery and other early learning & childcare settings across Scotland where artists are visiting their settings as part of Early Years Development and Advocacy projects.</p> <p>Adult professionals: Freelance artists who deliver the programme of work. Early Years/Voluntary Sector professionals who attend training and workshops. The Starcatchers' staff team and Board.</p>

3	<p>Do you have enough information to know what the potential impact might be on diverse groups and what that might look like?</p> <p>The protected characteristics to consider are: Age, Disability, Sex, Race, Religion or Belief, Gender Reassignment, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity. It will also be helpful to consider these groups more widely in relation to their socio-economic status that includes such factors as educational attainment, occupation, income, wealth and social deprivation.</p> <p>Please mark as Yes or No. If yes use the Comments column to describe what the potential impact is. What are your sources of evidence?</p> <p>(Try to think about both positive and negative impacts. There are lots of sources of data to help answer this question. Diversity Networks, the Diversity Report or Diversity & Inclusion team may offer some useful information. Previously completed EQIAs may also offer answers to questions you may have).</p>			
		Yes	No	Comments
	Age	x		All our work engages with babies from birth up to five years old. This is a protected characteristic with unique positionality in that the very young age means the children are entirely dependent on the adults around them and they often do not have semantic language to communicate their needs.

3	<p>Do you have enough information to know what the potential impact might be on diverse groups and what that might look like?</p> <p>The protected characteristics to consider are: Age, Disability, Sex, Race, Religion or Belief, Gender Reassignment, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity. It will also be helpful to consider these groups more widely in relation to their socio-economic status that includes such factors as educational attainment, occupation, income, wealth and social deprivation.</p> <p>Please mark as Yes or No. If yes use the Comments column to describe what the potential impact is. What are your sources of evidence?</p> <p>(Try to think about both positive and negative impacts. There are lots of sources of data to help answer this question. Diversity Networks, the Diversity Report or Diversity & Inclusion team may offer some useful information. Previously completed EQIAs may also offer answers to questions you may have).</p>			
		Yes	No	Comments
	Disability	x		This applies to both those participating in the activities and those delivering it as part of our team.
	Gender Reassignment		x	To the best of our current knowledge, there is no one participating in our activities at this time, nor in the staff team.
	Marriage and Civil Partnership	x		We do not gather this information as there is no barrier to accessing our services nor working for the organisation in relation to Marriage and Civil Partnership.
	Pregnancy and Maternity	x		This applies to both those participating in the activities and those delivering it as part of our team.
	Race	x		<p>The positive impacts of our activities are around creating inclusive, non-judgmental spaces where discrimination and prejudice is challenged through trusted relationships.</p> <p>The impact of our all-white staff workforce means we are not as diverse as those with whom we work.</p>
	Religion or belief	x		The positive impacts of our activities are around creating inclusive, non-judgmental spaces where discrimination and prejudice is challenged through trusted relationships.

3	<p>Do you have enough information to know what the potential impact might be on diverse groups and what that might look like?</p> <p>The protected characteristics to consider are: Age, Disability, Sex, Race, Religion or Belief, Gender Reassignment, Sexual Orientation, Marriage and Civil Partnership, Pregnancy and Maternity. It will also be helpful to consider these groups more widely in relation to their socio-economic status that includes such factors as educational attainment, occupation, income, wealth and social deprivation.</p> <p>Please mark as Yes or No. If yes use the Comments column to describe what the potential impact is. What are your sources of evidence?</p> <p>(Try to think about both positive and negative impacts. There are lots of sources of data to help answer this question. Diversity Networks, the Diversity Report or Diversity & Inclusion team may offer some useful information. Previously completed EQIAs may also offer answers to questions you may have).</p>			
		Yes	No	Comments
	Sex	x		We have a wealth of information to know the positive impacts of our work specifically supporting women in the perinatal stage of their lives.
	Sexual orientation	x		We do not gather this information from participants as there is no barrier to accessing our services. The staff team is inclusive of sexual orientation with no barriers to employment/freelance work.

<p>Is there evidence of any impact on other groups not covered by the protected characteristics? If yes use the Comments column to describe what the potential impact is, what you could do to remove/reduce any negative impact and what you could do to benefit from any positive impact. (For example, carer status, single parent, economic exclusion. It is important not to limit your thinking just to the protected characteristics listed above. This question is broadening the EQIA out to be more inclusive. The impact might be a negative one (e.g. making that decision could decrease the opportunity for some people to participate) or it could be a positive one (e.g. by making that decision, more people are able to take part in the activity).)</p>			
	Yes	No	Comments

Is there evidence of any impact on other groups not covered by the protected characteristics? If yes use the Comments column to describe what the potential impact is, what you could do to remove/reduce any negative impact and what you could do to benefit from any positive impact. (For example, carer status, single parent, economic exclusion. It is important not to limit your thinking just to the protected characteristics listed above. This question is broadening the EQIA out to be more inclusive. The impact might be a negative one (e.g. making that decision could decrease the opportunity for some people to participate) or it could be a positive one (e.g. by making that decision, more people are able to take part in the activity).)

	Yes	No	Comments
Economic exclusion	x		Many of our activities contribute to tackling the effects of child poverty. The families we support live in areas of multiple deprivation: the 10% most deprived in the country and some in the 1% most deprived. Child poverty rates in Wester Hailes are at 44%. We remove all costs for participation in our activities, make sure they are as locally-accessible as possible and help with transport costs too. We provide any clothing that families might need to be able to participate safely and comfortably (eg puddle suits and wellies), and provide healthy food and drinks as part of our activities where appropriate.
Priority Family Status	x		We currently work with families across all six of the Scottish Government's recognised priorities of those most at risk of poverty: Mothers under 25 years old Babies under 12 months old Lone parents Households with disabled person(s) Ethnic minorities Large families with 4 or more children In addition to the mitigations listed in the previous section, we work with other sectors to ensure joined-up whole family support is available as far as possible, including with local Health, Social and Early Learning & Childcare service provision.

4	Have you consulted with the relevant groups (these could be internal and/or external) or gathered evidence for you to know the potential impact on these different groups affected? What sources have you used to gather information?
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4	<p>Have you consulted with the relevant groups (these could be internal and/or external) or gathered evidence for you to know the potential impact on these different groups affected? What sources have you used to gather information?</p> <p>If there are any gaps in information that make it difficult or impossible to form an opinion on how your policy, service or change might affect different groups of people, please take the time to gather information to help you make an informed answer (for example, review statistics, survey results, complaints analysis, consultation documents, customer feedback, existing briefings submissions or business reports, comparative policies from external sources and other Government Departments etc).</p> <p>Yes, we ran a community consultation in 2022/23 that confirmed the greatest needs families in Wester Hailes were reporting and what Starcatchers is best-placed to provide. This included:</p> <ul style="list-style-type: none"> - Consistent, uninterrupted provision of free, locally-accessible activities for babies and very young children - Shared activities, those that the babies and their adults enjoy together to nurture bonds - Safe, welcoming, non-judgmental spaces that are right for babies – both indoors and outdoors <p>We continue to run regular feedback sessions with participants across Wester Hailes and in Fife, to ensure their evolving needs are reflected in the planning of services.</p> <p>We recognise a gap in translation services that is not currently available. While all families use English to communicate with us, it would be ideal to be able to resource additional translation support where needed.</p>
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5	Having analysed the relevant sources of information, what does the evidence tell you? Is there any evidence that the proposed changes will have an adverse equality impact on any of these different groups of people?			
		Yes	No	Comments
	Age		x	
	Disability		x	
	Gender Reassignment		x	

5	Having analysed the relevant sources of information, what does the evidence tell you? Is there any evidence that the proposed changes will have an adverse equality impact on any of these different groups of people?			
		Yes	No	Comments
	Marriage and Civil Partnership		x	
	Pregnancy and Maternity		x	
	Race		x	However, we recognise we could improve inclusivity with additional translation support.
	Religion or belief		x	
	Sex		x	
	Sexual orientation		x	

6	Please provide details of who the proposals affect, the adverse impacts and explain how you will minimise or remove the adverse impact.
	<p>The people are listed in Q2.</p> <p>There are no anticipated adverse impacts upon Equalities. We recognise the importance of translation services in order to improve access and inclusion. We work with families speaking a range of different languages but our activities are predominantly non-verbal, using the arts and creative play instead of spoken language.</p>

7	Is there any evidence that the proposed changes will have a positive impact on any of these different groups of people and/or promote equality of opportunity? Please provide details of which group/ groups benefits from the positive impacts. and how this will be promoted/evaluated.			
		Yes	No	Comments
	Age	x		The work positively impacts those from birth to 5.
	Disability	X		The work positively impacts both children and adults with disabilities.
	Gender Reassignment	X		There is no information to analyse at this time, however the programme is set up to provide equal access and be inclusive.
	Marriage and Civil Partnership	X		The programme provides equal access and is inclusive.
	Pregnancy and Maternity	X		The work positively impacts those in pregnancy and maternity, and is inclusive and provides equal opportunity for participation.
	Race	X		The work is inclusive of race and provides equally; there is a diversity of race/ethnicities present.
	Religion or belief	X		The work is inclusive of religions and beliefs and provides equally; there is a diversity of religion and belief present.
	Sex	X		The work positively impacts women, with some programmes being women-only spaces in order to be inclusive.
	Sexual orientation	X		The programme provides equal access and is inclusive.

7	Is there any evidence that the proposed changes will have a positive impact on any of these different groups of people and/or promote equality of opportunity? Please provide details of which group/ groups benefits from the positive impacts. and how this will be promoted/evaluated.			
		Yes	No	Comments

8	Provide a final summary of the commitments/actions you will take as a result of completing this EQIA. Who will you consult with on your action plan and how will you do this to ensure the relevant stakeholders understand the equality impact?
	Mention the CRWIA here, the EDI Policy and Action Plan. Who are the relevant stakeholders that need to understand the equalities impact?

9	Have you a plan in place to review your actions? Please provide a summary. Will plan require sign off and from where.
	The plan will be reviewed annually. The plan will be signed off by the Chief Executive.

7. Appendix b) Children’s Rights & Wellbeing Impact Assessment

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Related documents

Children’s Rights & Wellbeing Screening Sheet, Child Protection Policy, EDI Policy and Action Plan.

Starcatchers: who we are in the context of children’s rights and wellbeing

Starcatchers is Scotland’s Arts and Early Years organisation. It offers innovative, beautiful, collaborative arts and creative experiences that babies, toddlers and young children aged 0-5 can share with their parents and carers. Engaging with and participating in these activities brings joy and wonder and fosters the understanding that very young children are creative agents with their own capabilities and voices. Placing the child’s voice at the heart of everything we do also means looking after things that are central to children’s wellbeing. This means making strong choices to actively support diversity and inclusion so that all babies can grow up in a more equal and just society. It also means a commitment to climate action, carbon reduction and new models of sustainable working.

Starcatchers was founded to provide our youngest children with the opportunity to experience theatre and the arts. Integral to that was the belief that all children, regardless of their age and stage of development, have a right to access arts and cultural life as outlined in Article 31 of the United Nations Convention on the Rights of the Child (UNCRC). This belief is unwavering. As Scotland incorporates the UNCRC into domestic law, our resolve to ensure that all our youngest children have access to age-appropriate, quality arts and cultural experiences is reinforced. We believe that Scotland should be the best place in the world to grow up and that Starcatchers, as Scotland’s Arts and Early Years organisation, has an integral role to play in achieving this goal.

We recognise all children have human rights and that children's rights recognise that special provisions are needed to help our youngest citizens access their rights. We take a children's rights-based approach in our strategic planning and in our delivery. Children's rights underpin our strategic priorities that govern the company's Business Plan. We recognise Scotland's commitment to children's rights and the incorporation and implementation of the UNCRC through the UNCRC (Incorporation) (Scotland) Act.

This impact assessment will ensure children's rights and wellbeing are explicitly front and centre in our project planning, delivery, and evaluation, and that all services have a positive impact on children's rights and wellbeing. Individual activities will need specific measures when looking at impacts on different groups of children and young people, and the differing interests between children and the adults around them. This will help Starcatchers mitigate against possible negative impacts on children and young people by ensuring all team members have a sound knowledge of children's rights, wellbeing, and the implementation of the UNCRC. All staff have completed the Scottish Government's [training](#) and will continue to do so annually. Starcatchers will continue to run regular in-house and external training with specificity on babies' rights and perinatal wellbeing.

Overview and Aims of a Children's Rights & Wellbeing Impact Assessment

A Children's Rights & Wellbeing Impact assessment (CRWIA) gives the company a thorough process through which to identify, research, analyse and record the anticipated impact of any activities or other measures on children's human rights and wellbeing. These impacts can be direct or indirect; short, medium or long-term; they can also be positive, negative or neutral. Scottish Government guidance includes all children from birth up to the age of 18, this includes individual children, groups of children and collective children's services. Starcatchers extends this to cover children pre-birth and young people up to 25, given the additional protections and vulnerabilities of the individuals with whom we work. This CRWIA effects babies, children and young people across Scotland who participate in Starcatchers' activities, including children from all six of the Scottish Government's priority families and those living in areas of multiple deprivations and/or rural isolation.

Consultation with babies, children, young people and other stakeholders

Babies and very young children were involved in this CRWIA through our regular, consistent contact each week in the areas in which they live. The Starcatchers' team use arts-based methods for gathering communication from pre-verbal and non-verbal children, using research-based 'Engagement Signals' developed in conjunction with the University of Strathclyde. This practice is being developed through a research project with the Royal Conservatoire of Scotland, 'Towards an arts-based framework for consultation/participation with pre-verbal and non-verbal children'. Consultation with young people under 25 takes place through surveys, committee meetings, interviews regularly throughout the year and focuses on the impact of activities on social outcomes including rights and wellbeing.

How this CRWIA will impact on rights and wellbeing

The CRWIA provides a mechanism for the company to plan, check and monitor that its activities respect and promote children's rights as outlined in

the UNCRC, and that activities support the national SHANARRI wellbeing indicators. Starcatchers aims to provide equal opportunities to participation and works regularly with babies, children and young people with a range and intersectionality of protected characteristics (specifically age, sex, pregnancy/maternity and also those with differing disabilities and from diverse ethnicities).

Different groups will need different measures depending on needs. For example, we ensure that activities include age-specific session times for those under 2 years old, and that public performances are accessible to the youngest audiences (eg: buggy park/level access, changing facilities, feeding-friendly, lighting/sound levels). This keeps our activity safe and nurturing for the specific ages and needs of babies, children and young people.

Which Articles and Indicators are impacted by Starcatchers

Starcatchers has four pillars of activity:

1. Community Engagement
2. Producing & Touring
3. Professional Development
4. Advocacy

This activity supports the four General Principles of the UNCRC in the following ways:

Article 2 - Non-discrimination: this article upholds the right of all children to live without discrimination of any kind. Starcatchers' community engagement activity is free to access and all babies and young children are welcome accompanied by their parent or carer. Our performances are toured to arts venues and community spaces across Scotland. While there is a ticket price applicable in public venues, Starcatchers works with local partners to be able to offer opportunity to those for whom the ticket price is a barrier to facilitate attendance. Our Wee Inspirations and other resources are freely available to download from the Starcatchers website.

Article 3 - Best interest of the child: this article ensures that the best interests of the child are the primary consideration in matters that affect them. Starcatchers' work is developed and delivered with the voice, needs and interests of babies and young children at its heart. Our productions are inspired by the ideas and materials that fascinate and stimulate the curiosity of our youngest children. We test these productions with babies and young children and tailor them to meet their emotional and developmental needs. Our community engagement programmes respond to the interactions with and observations of babies and young children so that the activities that are offered are age and stage appropriate as well as being inspired by the community who form the group. Our training programmes and activities for the Early Learning and Childcare workforce though designed for adults, is inspired by young children and the desire that they access rich early childhood experiences within early learning.

Article 6 – The right to life, survival, and development: every child has the right to optimal development and Starcatchers’ rich, creative childhood experiences can contribute to our youngest children having the best start in life. These experiences support attachment, and bonding, as well as social and emotional development supporting the creation of a strong foundation for life that can be built from as they grow up.

Article 12 – The right to express views and for them to be heard: The views, interests, and perspectives of the babies and very young children we connect with are considered across the work that is developed and delivered. While the views of our youngest children are often overlooked because they do not yet have language, we know that they are constantly communicating their thoughts and feelings, expressed through facial expressions, movement, vocalisation etc. We respond to what the young children share with us, and this informs that content and direction of the work we create for and with them.

General Comment No 7 (2005) was shared by the UN Committee to facilitate greater understanding of how the UNCRC can be realised in Early Years. The General Comment sets out how our youngest children can access and enjoy their rights and much of this text is relevant to Starcatchers.

<https://www2.ohchr.org/english/bodies/crc/docs/AdvanceVersions/GeneralComment7Rev1.pdf>

The activities of the organisation positively affect the following specific articles of the UNCRC and the GIRFEC principles:

The United Nations Convention on the Rights of the Child (UNCRC)	Scottish Government’s GIRFEC principles (GIRFEC)
Our work supports implementation of the UNCRC and has particular relevance to the Articles listed below. Articles should never be considered in isolation.	GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families.
Article 2 – The right to non-discrimination	Child-focused
Article 3 – The right that all decisions are made with the best Interests of the child at the heart	Wellbeing (SHANARRI) approach
Article 5 – Role of the adult in realising children’s rights	Early intervention
Article 6 – The right to life, survival and development	Joined-up working
Article 12 – The right to express views and have these views heard	
Article 13 – The right to freedom of expression	
Article 29 – The right to develop through education	
Article 31- The right to play, rest, leisure and access the arts and cultural life	

Analysis of each service and how it is supporting the Articles of the UNCRC is listed below:

Starcatchers' activities	Priority & Goal	Delivery and Beneficiaries	UNCRC articles and GIRFEC principles
Community Engagement	<p>To ensure that babies, toddlers and young children can access the arts</p> <p>By</p> <p>Connecting artists and communities in activities that support early childhood development, infant-adult wellbeing and creative confidence</p>	<p>Continued delivery of:</p> <p>Expecting Something in SW Edinburgh, arts-based group sessions for babies up to 2 years old and their parents/carers.</p> <p>Play & Explore in Cowdenbeath and Dunfermline, arts-based group sessions for young parents up to age 25 and their babies.</p> <p>Musical Explorers, Kirkcaldy, arts-based group sessions for families with babies and very young children.</p> <p>Continued programming of the Baby Studio in Westside Shopping Plaza, Wester Hailes Edinburgh. Engaging with babies and their families pre-birth to 5 years old offering whole family wellbeing support and integrating with the local ELC settings, family support agencies, and health providers.</p>	<p>Articles 2, 3, 5, 6, 12, 13, 29, 31</p> <p>Child-led Wellbeing Early Intervention Joined-up Working (GIRFEC)</p>
Professional Development: Early Years Workforce training	<p>To ensure that babies, toddlers and young children can access the arts</p> <p>By</p> <p>Increasing the creative confidence</p>	<p>Continued delivery of:</p> <p>Creative Skills programme for Early Learning & Childcare practitioners, indirectly benefitting the babies and young children in their care across</p>	<p>Articles 2, 3, 5, 6, 29, 31</p> <p>Child-led Wellbeing</p>

	and capacity of the early years workforce through artist-led training, resources and projects.	Scotland.	Early Intervention Joined-up Working (GIRFEC)
Starcatchers' activities	Priority & Goal	Delivery and Beneficiaries	UNCRC articles and GIRFEC principles
Producing & Touring: New Work Development	To create exceptional arts experiences for our youngest children. To ensure that babies, toddlers and young children are able to access the arts. By seeding, nurturing and growing new productions for the 0-5 age group by commissioning artists who have ambitious artistic visions for creating work for young children	Bounce/Every Colour of Light - Stephen Deazley Bounce is an interactive music performance for babies aged under 24 months, with original score. Every Colour of Light is inspired by the book of the same name. Float - Kerry Cleland A space to experience together as adult and baby. For babies birth-12 months in Wester Hailes, Edinburgh. Out of the Box - Skye Reynolds A performative experience for early years. Island - Heather Fulton A new live performance experience for babies. Falling Star Community show development led by Kirsty Pennycook.	Article 31 Child-focused (GIRFEC)
Producing & Touring: PlayFund	To create exceptional arts experiences for our youngest children By	Current roster of supported artists/projects:- <ul style="list-style-type: none"> • Rachel Colles and Fiona Ferrier (Dirlebane Theatre Company). • Lucy McGreal. 	Article 31 Child-focused (GIRFEC)

	supporting artists to research new ideas for early years audiences	<ul style="list-style-type: none"> • Ben Winger. • Niloo-Far Khan and Sarmed Mirza. • Jude Williams. 	
Starcatchers' activities	Priority & Goal	Delivery and Beneficiaries	UNCRC articles and GIRFEC principles
Professional Development: PlaySpace programme	<p>To create exceptional arts experiences for our youngest children</p> <p>By</p> <p>providing inspiration and support for artists creating work for our youngest children</p>	<p>Labs for artists to meet up, collaborate, share and explore new ideas in work for babies and young children. Various Scottish locations.</p> <p>Practical training sessions including Children's Rights, Trauma-informed practice, Child Protection, Anti-Racism, Climate Action.</p> <p>Artist Mentoring and shadowing opportunities with Creative Skills and Community Engagement programmes.</p> <p>Go and See visits to international festivals.</p>	<p>Article 42</p> <p>Child-focused Wellbeing (GIRFEC)</p>
Advocacy	<p>To advance children's right to engage with and participate in arts and cultural experiences from birth.</p> <p>To amplify young children's agency and voice.</p> <p>By</p> <p>Taking a children's rights-based approach</p>	<p>Methodology project in partnership with Cattanach and Royal Conservatoire of Music continues with Principal Investigator Dr Rachel Drury and Research Assistant Claire Ruckert. <i>An Arts-Based Methodology for Consultation/Participation with Pre-Verbal and Non-Verbal Children</i></p> <p>Conference and presentation appearances, delivery of mentoring to children's theatre organisations.</p> <p>Indirect benefit to babies, children and young people across Scotland as skills are shared in gathering the voices of pre-verbal and non-verbal children, ensuring organisations and service</p>	<p>Articles 2, 3, 5, 6, 12, 13</p> <p>Child-focused Wellbeing Joined-up Working (GIRFEC)</p>

		providers are confident to amplify children’s rights in practice.	
Starcatchers’ activities	Priority & Goal	Delivery and Beneficiaries	UNCRC articles and GIRFEC principles
Organisational sustainability	<p>Develop and implement a business model that fosters a sustainable approach, ensuring a long-term future for Starcatchers</p> <p>By</p> <p>Aligning with robust principles and targets for Equalities, Diversity & Inclusion, Net Zero, Fair Work, Children’s Rights</p>	<p>Continue to diversify staff, Board and artists engaged with the organization.</p> <p>Implement new committees for participants and artists to feed directly into planning and governance-level voice.</p> <p>Continue to uphold good practice in our Fair Work approach and to share our learning with others.</p> <p>Invest in strategic development activities in the Wester Hailes area, led by a Creative Babies Artist, to inform the concept of a Centre of Excellence model.</p> <p>Continue to generate income through the 12 identified avenues in the Business Model.</p> <p>Continue to fundraise effectively from a diverse range of private and public funders.</p> <p>Seek funding opportunities to take performance work currently in development into production and touring.</p>	<p>Articles 2, 3, 5, 6, 12, 13, 31</p> <p>Child-led Partnership-working (GIRFEC)</p>

Effects to the implementation of the UNCRC in Scotland

Starcatchers aims to have a positive effect on furthering the implementation of the UNCRC in Scotland by delivering services that help very young children realise their rights, recognising this is achieved for this age range through their lived experiences. The impact assessment will help Starcatchers further its best practice in the planning and delivery of these experiences. Externally, Starcatchers will be positively impacting the implementation of the UNCRC by sharing knowledge, research, and best practice with others on how very young children can experience and realise their rights.

Conducting CRWI assessments

This CRWIA is relevant to the whole company and team. It is published on the website and reviewed annually. The next review is to be completed by December 2024 and signed off by the Board of Trustees. Project specific measures/separate CRWIAs are created, where relevant. All staff are trained in children's rights and inducted/briefed on CRWIAs and how to use them in their project planning, delivery and evaluation.

Stakeholders are consulted in the creation of all CRWIAs, recognising that our core beneficiaries are pre-verbal and non-verbal children and so consultation takes an ongoing participatory approach. Starcatchers uses 18 years of evidence from participants and other stakeholders to inform the writing of CRWIAs, including standard adult modes of consultation as well as those that are inclusive of children whose language is in development. Starcatchers uses Engagement Signals and is currently commissioning research into arts-based approaches to consultation with very young children. The impact of all services, including children's rights outcomes, are planned into the evaluation processes and continually monitored. Starcatchers uses a contribution analysis system of evaluation designed to capture social outcomes.

Data collection, feedback from babies, children and young people, case studies, film/photography, feedback from partners, Outcome Star charts, Leuven Scale measurements, committee meetings, surveys.

Communicating to babies, children and young people the impact on their rights

Babies and young children learn about their rights through their lived experiences. Starcatchers takes a rights-based approach to delivery, ensuring that all babies and young children experience rights-respecting environments and relationships. Young people we work with are young parents, and take an active role in these rights-respecting spaces and activities, seeing rights in action for their babies while also experiencing their own rights being upheld.

Rhona Matheson, April 2024.

8. Appendix a) Anti-Racism Commitments

Starcatchers is committed to becoming and being an anti-racist organisation. We acknowledge that an anti-racist approach is imperative to upholding Equalities, Diversity and Inclusion and seek to take action in our work to challenge discrimination and prejudice. We recognise the intersectionality of racism with other forms of discrimination faced by the babies, young children and families with whom we work as well as the artists and other professionals that are part of the workforce. to the following actions as a minimum standard.

These commitments came from a consultation process in 2021 with Global Majority artists and creative practitioners with lived experience of racism in Scotland. Along with our colleagues in the Young Audiences Group, Starcatchers has agreed to these commitments. We recognise that this will need to evolve and grow along with our anti-racism learning and practices, and in response to the wider structures we operate within.

If you have any comments on these commitments we would greatly value your input and pledge to make it a safe and positive experience. Please contact Judith Anderson, Head of Development & Operations, or any other member of the team with whom you have a connection.

Judith.anderson@starcatchers.org.uk

We pledge to:

Keep an up-to-date EDI Plan with anti-racism clearly identified throughout which is publicly available and includes specific actions and targets.

Ensure a percentage of our annual budget is dedicated to anti-racist training and actions.

Provide annual anti-racism training led by those from the Global Majority for all staff, including freelancers and board members and be transparent about who is providing the training.

Actively develop equitable partnership projects with Global-majority led organisations, ensuring fair payment for time/services rendered and amplifying their work where possible.

Commit to increase the number of professionals from the Global-majority working for our organisation, including employees and freelancers. We

will publish specific data on the diversity of our workforce and the steps we are taking to increase (or maintain) it.

Ensure individuals/organisations from the Global-majority are included in panels that are assessing applications for opportunities such as commissions, funding and callouts.

Ensure that over the course of each year, people from the Global-majority are represented within our projects and our shows, including as lead artists or lead characters.

Ensure there are members on our board from the Global-majority, and that we have taken specific steps to make sure it is a safe space for them.

Ensure all our auditions include candidates from the Global-majority and look beyond Scotland if we need to. Casting budget will reflect this.

Commit to offering interviews to all applicants from the Global-majority who meet the minimum requirements for a job/opportunity in line with other Equalities recruitment processes.

Ensure there is enough time to enable proper consultation with Global-majority led organisations and reach artists and freelancers from the Global-majority when advertising opportunities to ensure we reach beyond our usual networks.

Provide an option for people interested in a job or opportunity to discuss it in advance with someone in our organisation to help break barriers for people new to our organisation.

As the Young Audiences Group, hold funders and membership organisations in the Scottish arts sector to account re: their anti-racism actions. This means: 14.1. Use our leverage and relationships to keep anti-racism on the agenda.

Request support for our individual and collaborative anti-racist actions and challenge inaction or lack of support.