

Pro-equity Action Plan

Focussing on anti-racism, anti-ableism and sexual safety



Your Voice: Pro-equity workshop themes							
This can't just be superficial lip service (leading with compassion)							
Objective	Activity	Milestones	Deadline (month end)	Understanding and curiosity	Challenging hierarchy and power dynamics	Being active not passive	Other themes identified by sub-groups
Leadership accountability	Support our leaders to understand the experience of Disabled colleagues, the prevalence of ableism within the trust and how to champion anti-ableism as part of Pro-equity.	Deliver a board anti-ableism development programme, using learning from the board anti-racism development. Follow up with the board on learning, growth and the trust's anti-ableism approach.	Dec-25 Jul-26	Yes	Yes	Yes	Valuing disabled colleagues, Not making assumptions that disabled people can't do things, Non-disabled accepting what they don't know – vulnerability and Ableism: effects on disabled people.
	Embed compassionate and inclusive leadership behaviours, trauma informed approach and psychological safety into our leadership and management framework.	Development of joint leadership, management and coaching offer with NBT, aligned with NHSE national code of practice / leadership and management framework. Identification of development routes for leaders/managers . Embed learning content regarding creating a psychologically safe environment and inclusive decision-making into leadership offer.	Mar-26 Mar-26			Yes	Developing compassionate and inclusive leadership, Supporting Cultural Change and Developing compassionate and inclusive leadership.
	Support leaders and managers to have compassionate and inclusive onboarding, 1-1s and supervision with colleagues.	Develop content and resources (including frameworks, guides and templates) to support managers to have compassionate and inclusive onboarding, 1-1s and supervision with colleagues.	Mar-26	Yes		Yes	Developing compassionate and inclusive leadership.
	Emphasise the role leaders and managers have in promoting an inclusive environment and being accountable and a role model (e.g. active bystander/allyship training/conscious inclusion, Respecting Everyone).	Align with National work on leader/manager regulation. Adapt existing training to reflect importance of leader/manager role and demonstration of role modelling. Create supporting resources for appraisal review and recruitment processes. Work with People Services to identify development support needed and ensure that learners are included linked to SLEC.	Mar-27	Yes		Yes	Developing compassionate and inclusive leadership. Supporting cultural change.

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Embedding Pro-equity in our resources and training	To ensure our policies and processes support managers and colleagues to utilise a Pro-equity approach to deliver in their role, and to provide clear governance on expectation of conduct.	Review Respecting Everyone guidance and resources to specifically talk to addressing incivility, racism, ableism, sexual safety and other forms of harassment and align with full hearted care and the NHS E national code of practice / Leadership and development framework.	TBC				Training & guidance for managers, Developing leadership capabilities, Creating accessible processes.
		Review Respecting Everyone resources to identify how racism should be addressed in formal cases (special considerations).	TBC			Yes	
		Review the staff conduct policy so that expectations are clear for all and that it specifically talks to addressing incivility, racism, ableism, sexual safety (reflecting the NHS E Sexual Safety Charter and Workers Protection act additions to the Equality act), and other forms of harassment and aligns with full hearted care and the NHS E national code of practice / Leadership and development framework.	Jun-25				
	Create a Pro-equity trauma informed training package to support colleagues (including sexual safety, anti-ableism and anti-racism).	Design Pro-equity and trauma informed e-learning.	Jun-25	Yes		Yes	Being curious - learning about the experiences of others L&D: Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
		Design trauma informed leadership training.	Jun-25				
		Launch Pro-equity and TI training framework.	Jul-25				
	Deliver NHSE Anti-racism training pilot.	Undertake NHSE ITP anti-racism train the trainer programme to design UHBW anti-racism training module.	May-25		Yes		Tackling favouritism of the dominant culture, Being curious - learning about the experiences of others. L&D: Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
		Design and launch UHBW Anti-racism training.	Jul-25				
	Provide our colleagues with the information and resources they need to be Pro-equity.	Identify existing National and other related training programmes and resources to build into the Pro-equity training and resource package (e.g. active bystander / SSHINE / Suzy Lamplugh / civility saves lives).	Jun-25			Yes	Developing resources, signposting and support for L&D and partners.

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Embedding Pro-equity in our resources and training	Support managers and all colleagues to prevent and help protect colleagues from sexual harassment, domestic violence and abuse and be clear on how to report incidents of sexual misconduct in the workplace and access support.	Develop and launch Domestic Violence Policy in support of NHS E Sexual; Safety Charter.	Apr-25	Yes	Yes	Yes	Communications, Creating accessible processes, Developing leadership capabilities.
		Produce a calendar of webinars and Q&A's that align with key inclusion events, celebration months and days, linking these to People Services topics and support e.g. sexual safety during women's history month.	May-25				
		Explore how to include cultural awareness in our promotion of reporting sexual misconduct, domestic violence and abuse by engaging with local community partners.	Sep-25				
		Develop bitesize sexual safety training and domestic violence and abuse training for managers to identify what is appropriate behaviour, what is not, when to step in and how to support colleagues disclosing. This includes experiencing sexual misconduct from colleagues, patients and the public.	Mar-26				
	Create efficient and simple reporting systems for all UHBW colleagues to ensure concerns relating to harassment are reported, heard and actioned.	Replicate the reporting framework relating to sexual safety to enable reporting of racism, ableism, and other forms of harassment in the workplace and launch.	Jul-25		Yes		Creating accessible processes.

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Embedding Pro-equity in our resources and training	Increase understanding of the lived experience of our diverse community, encouraging empathy and compassion of others.	Exploring and identifying new and creative learning methods to embed into the leadership offer (for example action learning sets / simulation / role play / actors).	Sep-26			Yes	Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
	Increasing the skill, competence and confidence of staff in managing conflict and difficult conversations / situations.	Develop content and resources to support staff to manage conflict and difficult conversations and integrate this into existing programmes (e.g. Preceptorship and Healthcare Support worker programme). Implement level 2 development programmes to support leaders and managers to coach and manage difficult conversations (further develop a psychologically safe environment).	Mar-26 Sep-26			Yes	Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour, Developing compassionate and inclusive leadership.
	Ensure that all managers are provided with the tools and education to be anti-racist and actively challenge and prevent inappropriate behaviours.	Develop bitesize training and drop in sessions targeting managers to equip them with the skills to deal with concerns of racism within their teams appropriately.	Mar-26		Yes	Yes	Developing leadership capabilities, Psychological safety.

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Sharing and celebrating our Pro-equity approach	Communicate our Pro-equity trauma informed approach to drive a social change movement within the trust.	Trauma Informed comms plan launched end April to include external comms on our anti-racism commitment.	Apr-25	Yes			Being curious - learning about the experiences of others, Seeing people for who they are.
	Drive culture change at a team level through the Pro-equity advocates.	Pro-equity advocate divisional leads recruited.	Apr-25	Yes		Yes	Being curious - learning about the experiences of others, 'Active allyship, stop expecting colleagues with lived experience to fix the problem' , Not being passive, Tackling favouritism of the dominant culture.
		Set targets for each division for pro-equity advocates.	Jun-25				
	Strengthen safe community spaces within the trust for colleagues with lived experience.	Share pro-equity approach to allyship and community at the joint staff network day celebration event.	May-25	Yes			Seeing people for who they are, Acknowledging the experiences of colleagues.
		Explore potential for new staff networks for other protected characteristics not currently represented.	Mar-26				
		In partnership with key stakeholders, scope how staff networks could be inclusive of learners (SLEC objective).	Sep-26				
	Develop training resources to embed pro-equity approach into key learning and development programmes.	Update current induction and resources to embed pro-equity approach.	Jun-25	Yes		Yes	Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
		Update Here to Help and patient facing programmes, including Healthcare Support Worker programme.	Mar-26				
	Develop central L&D hub for inclusive resources for learners.	Identify relevant resources, policies, processes and signposting to support learners. Identify central and accessible hub for hosting resources etc.	Mar-26			Yes	Developing resources, signposting and support for L&D and partners.

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Inclusive recruitment development and accountability	Full review of the Inclusive Recruitment training.	Task & Finish Group for full review of the training linked to compassionate leadership Add content on: Disability confident scheme, reasonable adjustments, supportive interview, cultural awareness, shortlisting guidance, feedback to candidates. Review frequency and incorporate an annual review Mandatory training for managers BNSSG inclusive recruitment toolkit Embed national leadership principles and code of conduct.	Apr-26	Yes		Yes	Consistency in the recruitment process; Awareness of Able+ support measures.
	Supporting candidates through the application and interview process.	Interview themes to be provided to all shortlisted candidates. Launching training sessions for staff on best practice when applying and interviewing. Creation of bitesized videos for external candidates.	Jun-25	Yes			Additional support for applicants.
	Breaking down the bias in recruitment.	Pilot the creation of a bank of interview panel members from protected characteristics/pro-equity advocates. Research how to anonymise more information on application forms e.g. location of qualifications.	Sep-25			Yes	Consistency in the recruitment process.
	Transparency in Recruitment Communications.	Publicise WRES/WDES data on careers website and intranet. Publicise the Trust's anti-racism statement and recruitment pro-equity action plan across the recruitment resources. Increase promotion of reasonable adjustments in recruitment webpage. Introduce an independent panel member for internal interviews and external interviews when there is a conflict of interest.	Dec-25	Yes			Embedding the pro-equity message.
	Recruitment Quality Assurance.	Include questions about the Disability Confident Scheme in candidate feedback questionnaire. Introduce random interview audits. Introduce random shortlisting audits. Undertake thorough investigations / learning (Speak up/People team/Resourcing).	Mar-26		Yes		Consistency in the recruitment process.
	Commitment to the community.	Presence at local career events link with Job Centre Plus (Link with Education outreach work).	Mar-26			Yes	Embedding the pro-equity message.

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Feeling safe at work	Ensure that all managers have access to the tools that they require to ensure they are robustly risk assessing their workplaces in relation to sexual harassment in line with the Workers Protection Act 2024.	Develop and implement robust toolkit for assessing risks relating to sexual safety in the workplace. This should include both locally owned and organisational related risk assessments in line with the Sexual Safety Charter and Workers Protection Act 2024. Expanding on the work already delivered by the People Services team to increase the local ownership.	Oct-25		Yes	Yes	Data driven decision making, Developing leadership capabilities.
	Promoting support available to enhance safety of lone workers and lone commuters.	Promote what can we do to help workers by developing advice/guidance for managers on how to address concerns relating to lone commuting/ working, promote where to access / how to access personal attack alarms.	Sep-25				Creating accessible processes, How can we make UHBW safer?
		Support managers to feel confident to undertake risk assessments for individuals through training with H&S and ensure this include clear guidance on how to raise an alarm if in danger, clear contact routes and reporting guidance.	Sep-25			Yes	
Neurodiversity and Disability awareness	Neurodiversity understanding and awareness.	Building on the work of the neuro-diversity steering group, provide trust wide access to information and resources to support learners and colleagues with neuro-diversity in the workplace. Link into the Accessibility Inclusive Comms steering group.	Sep-25				Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
		Design / source neurodiversity train the trainer programme for facilitators.	Sep-25	Yes		Yes	
Positive action	Aligning career development support across the Trust.	Identify career development (including talent pools) support across Resourcing, HRBPs and L&D and align, integrate and identify gaps to deliver offer to colleagues with protected characteristics.	Mar-26			Yes	Developing resources, signposting and support for L&D and partners.
	Continue and expand positive action programmes e.g. Bridges.	Develop Bridges plus (Band 6+) programme and talent management programmes for other protected characteristics, aligned with joint work in LMC.	Mar-27	Yes		Yes	Supporting Cultural Change.

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Reasonable adjustments	Educate Managers so they are confident to support reasonable adjustments compassionately for their teams.	Phase 1, Embedding reasonable adjustments into current practice: Review and refresh resources currently available and incorporate reasonable adjustment sessions and advice sessions into People Services implementation plan.	Sep-25				Developing leadership capabilities.
		Create a central repository for reasonable adjustment passports.	Mar-26			Yes	
		Phase 2, how to approach the topic of reasonable adjustments: Resources and training for managers on how to support colleagues and resources for disabled colleagues on how to approach the conversation of reasonable adjustments and access the support they need.	Mar-26				
	Ensure barriers to reasonable adjustments for hot desking, accessing relevant equipment and safe and supportive office environments are reduced.	Link with agile working policy and resources to support local procedures and resolution.	Feb-26				Creating accessible processes, Hot desking, equipment and office environment.
		Positive affirmation campaigns about neurodiversity and helpful adjustments to reduce the need to manage perceptions.	Feb-26	Yes		Yes	
		Work with Estates to create a central repository for pre-ordered reasonable adjustment aids such as coloured overlays, noise cancelling headphones etc to reduce barriers and delays of the implementation of adjustments.	Feb-26				

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Safe Learning Environment Charter (SLEC)	Scope how a student council could be developed and aligned to NHSE student ambassadors to capture the learner voice with a pro-equity thread as a core component of the council.	Scope how student ambassadors in the unions / governors representation could contribute to achieving the student voice.					Supporting Cultural Change - <i>SLEC objective</i> .
	Work in partnership with Higher Education Institutes (HEIs) to develop a KPI for sharing learner access plans. Recommendation that this should be 8 weeks before the start of a placement to support effective planning, communication with the learners and implementation of the access plan.						Supporting Cultural Change - <i>SLEC objective</i> .
	Datix to include a screening questions to ensure that we are effectively capturing incidents that include Learners - this includes experiencing violence and aggression, including racism and ableism. MVAC action.						Supporting Cultural Change - <i>SLEC objective</i> .
	Create and implement process for learners / students to raise concerns.	Liaise with SLEC members to co-create. Aligned to the respecting everyone / FTSU process, develop a robust process for learners to access support from the Practice based learning team, including how a process for raising concerns. (<i>SLEC objective</i>).				Yes	Developing resources, signposting and support for L&D and partners.

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Training for people teams - Inclusive HR	Resourcing team Internal Training.	Training session though the existing Right First Time monthly meeting to cover the following topics: - Reasonable Adjustments in the recruitment process - Disability Confident Employer - Enhanced candidate support	Jun-25	Yes		Yes	Consistency in the recruitment process; Awareness of Able+ support measures.
	Building the Pro-equity knowledge, skills and confidence of the people teams.	Deliver building capability programme for people teams (phase 2) including: Trauma informed training for people services and HRBPs. Disability awareness training including language and the social model of disability. Compassion fatigue support. Identifying and escalating poor decision making relating to cases of racism or other types of discrimination.	Nov-25	Yes	Yes		People Services Development, 'Active allyship, stop expecting colleagues with lived experience to fix the problem'.
	Design development programme and resources for facilitators to embed inclusive practice into learning interventions.	Identify key content and resources. Embed the Inclusive practice slides into the UHBW In-house Supporting Student Supervision and Assessment (SSSA) Practice assessor training to raise awareness of ethnicity awarding gaps, racism/discrimination in practice settings and the actions to take to support leaners. In addition add the principles of pro-equity including, respecting everyone training, freedom to speak up, sexual safety, cultural competence, access to support for reasonable adjustments with emphasis on psychological safety.	Sep-25	Yes		Yes	Developing anti-racist and anti-ableist Knowledge, Skills, Awareness and Behaviour.
Inclusive and accessible estate	Action plan form Estates and Facilities will be added by June 2025.						