**Community - What are the dangers of thinking and talking about ‘community’ as a huge generic term?**

* Divisive
* Cultish (in/out language)
* Inward looking ‘groupthink’
* Isolating – in one, so can’t be in another
* Who defines community and what are the boundaries
* Natural community? Defined – random outsiders want in – not allowed (e.g. sure start)
* We don’t do that
* Stereotypes and stigma
* Discrimination because of who we are e.g. Irish women in Birmingham - ostracised

**Communities we belong to:**

*Arguably some of these may fit into different broad areas e.g. ‘Family’, ‘friends’ and responses to do with job roles may be about identity or about shared interest*

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| **Identity** | **Interest** |
| Autistic community, Carers, LGBT(QIA+), gender diverse Buddhists, Buddhist, spiritual | Peers, Counsellor, Old school, Family / relatives  Family (abroad – various countries), SEN advocate, Uni friends, Friends, Safeguarding, Managers, Clients – older/old, Ukraine, Eurovision, Politics, Colleagues in workplace, Rugby league, Social care, fantasy football, football, dog walking, weight-watchers, photography, paddleboarding, kayaking, model railway, art, gay bird-watchers, wild swim, work, creative writing group? Virtual walking, wild camping, ‘Emotional Freedom Technique’ |
| **Geography** | **Virtual** |
| Village, Yorkshire, Liverpool, Gnosall, Birmingham, Cornwall, area community group, SOS Tintagel, Holmcroft, village grew up in, Llanfyllin, Neighbours | Facebook, Twitter, social media |

*Is there an additional broad area: spiritual? (currently logged under ‘identity’)*

*When is a group a group and when is it a community?*

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| **What behaviours include?**  Being invited  Being made to feel welcome  People showing an interest in you   * Identifying with you * Positive responses * Language/respectful/kind * Checking out with you   Self-awareness  Can open up more, be ourselves  Intention to provide safe space  Being accommodating/understanding  Environmental changes – access, reasonable adjustments  Appropriate (professional) curiosity | **What behaviours exclude?**  You don’t get invited  Language excludes you  Non-verbal cues  Treated as invisible – not heard  Being mocked  Experiences of poor attitude  Not supported  Assumptions you can’t fit the group  Opinions not asked/not valued  Unrealistic expectations imposed (on the ‘excluded’ by the included)  Don’t hear from other members (lack of/cease in comms) |

*There are more challenges in the virtual world*

*Being included feels good!*

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| **Feelings** | |
| **Included** | **Excluded** |
| Restricted/obligated, under pressure to be seen to be active in community, feel valued, feel pressure to conform, safety, forced/conformist, listened to, heard & seen, possible lack of individuality, confident, informed, self-worth, accepted  *The blue ones in this list are – unusually – negative interpretations of how it might feel to be included!* | Shame, invisible, lonely, isolated, anxiety – mental health, feeling different, forced identity, ‘what’s wrong with me’, extremist, not part of society, scapegoated, lack of information or communication, worthless, anger, stupid, forgotten about, exposed |

Betty added that she was once told about 4 feelings – to differentiate from thoughts: mad (anger), sad (frightened), sad (upset), glad (happy).

**Final section: any concerns, questions etc.** (withs some suggestions from colleagues)

* Some people have started thinking about putting the content into different parts of existing training e.g. Safeguarding
* Some have also been thinking about how to be more overt e.g. putting a rainbow on web home page (this could be part of their organisational Covenant Action Plan)

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| **Concerns/questions** | **Some suggestions** |
| Dealing with micro-aggressions if they arise in a session | Start a session with a ‘contract’ – expressing an intention not to offend.  Remind people we are here to learn.  Rachel is happy to share slides on this  Also – refer to Module 01 Ground Rules and Context |
| Feeling a bit overwhelmed by the task ahead | Bite-sized information / awareness raising |
| Practical time to deliver – getting staff to engage | Use videos at a team meeting  Induction days |
| How to provide a welcoming environment whilst having to carry out assessments which essentially screen people out |  |
| Person centred V Task driven | Look at stats to do with health inequalities |
| We procure training and deliver what we get | Any scope to look at changing procedures and deliver in-house or change terms of procurement? |

Should we call this – Beyond the Tickbox? … or To the Tickbox and Beyond!