



CIfA Inclusive meetings toolkit

March 2026

This toolkit has been created by Pen Foreman and CIfA's Equality, Diversity and Inclusion committee. If you have suggestions for additional information to add to the toolkit please contact admin@archaeologists.net

Contents

- Contents 2
- Background – why a toolkit for inclusive meetings? 3
- The basics – read this first!..... 4
- Checklist for inclusive meetings: in-person meetings 6
- Checklist for inclusive meetings: online meetings 7
- Code of conduct for meetings 8
 - Why it’s an accessibility tool as well as a behaviour guide 8
- What barriers may meetings put in place for neurodivergent people? 9
- What barriers may meetings put in place for d/Deaf and disabled people? 10
 - Sight loss and blindness..... 11
 - Mobility impairments 12
 - Learning disabilities 13
 - Hearing impairments, d/Deafness 14
 - Chronic illness 15
 - Mental health 16
- What barriers may meetings put in place for LGBTQ+ people?..... 17
- What barriers may meetings put in place for people from ethnic minorities? 18
- What barriers may meetings put in place for people with caring responsibilities? 19
- Fair remuneration 20
 - Why paying people for their expertise through lived experience is an inclusion issue 20

Background – why a toolkit for inclusive meetings?

ClfA has many different meetings, online and offline. Some are formal where the business of the Institute is discussed and actioned, others are more informal networking of people who share specialisms or interests. In all cases, ClfA wants meetings to be as inclusive as possible, so that as many members and potential members can take part and feel welcome, heard, and valued.

In 2025 there was a survey on the diversity of volunteers at ClfA, who sit on committees or groups across the Institute. The survey asked volunteers about their gender, sexual orientation, ethnicity, age, disability, caring responsibilities, socio economic background and religion. All diversity questions included a prefer not to say option. ClfA wanted to find out who was represented in their volunteers, and who might be facing barriers to taking part.

Comparing the responses between this survey and the 2023 biennial member survey, the following observations can be made.

- more women are represented in ClfA committees (55%) than are represented in the member survey (42%).
- a smaller percentage of bisexual, gay men, gay women/lesbians, and pansexual individuals are represented in ClfA committees (10%) than represented in the membership survey (19%).
- an equivalent percentage of White British or White (other) is represented in committees and in the membership survey (87%).
- there is an equivalent representation of age range in committees and in the membership survey.
- fewer people who consider themselves to have a disability (10%) are represented on ClfA committees than represented in the membership survey (17%).
- fewer people with caring responsibilities (24%) are represented on ClfA committees than represented in the membership survey (35%).

These results suggest that some people are likely to face barriers to taking part in volunteering opportunities at ClfA. One way that can be addressed is to hold more inclusive meetings and have more clarity about what meetings involve, when they take place, and what the expectations are.

The ClfA EDI Committee recommended that a toolkit could be developed that could be used by all ClfA committees and groups so there was a universal, inclusive approach to meetings.

This guide is intended as a toolkit for meetings, containing the basics of understanding barriers, and how to address them to make meetings more inclusive.

The basics – read this first!

1. Have an agenda.

No matter how informal the meeting, have an agenda so people know what to expect, if they can have a break or not, what the timings of the meeting are, and what might come up during the meeting. If there are aspects of your meeting that are compulsory to discuss, have these first on the agenda. Non-compulsory activities can be scheduled later, and people have the option to leave and do not miss out on anything they need to be there for. Also be clear on the timings/timezones if your meetings are international. Send the agenda out as far in advance as possible.

2. Accessibility benefits everyone, not just people with specific access needs.

Any measure you put in place to make a meeting inclusive will always benefit far more people than those it is targeted at. For example, if you add captioning to a recording or circulate minutes or a summary of your meeting, more people can find what was discussed more easily.

3. Presentations need to be accessible.

Have set guidelines on formats for presentations, including recommendations for font sizes, colour contrast, image descriptions and content length. The Welsh Government has some good guidelines here: <https://www.gov.wales/how-create-accessible-powerpoint-presentations>.

4. Language matters.

Language choices can impact different people. Small changes and being deliberate about how we talk about others can make a significant difference to how included and welcome people feel in meetings. There is advice throughout this document and on the links provided.

5. Perfect is the enemy of done.

It's important just to get started on inclusion, rather than waiting until you have a 'perfect' approach. Making small changes and visible commitments to inclusion are what build trust.

6. Clarity is kindness.

Being clear, using plain language, being concise, setting clear agendas – all contribute to a culture of open, honest, and inclusive communication.

7. Fair payment and prompt payment.

If you are expecting people to travel to meetings, pay expenses promptly. For many people, they face additional financial impact for daily life – for example disabled people (The ‘disability price tag’

<https://www.scope.org.uk/campaigns/extra-costs/disability-price-tag-2023>

and people with caring responsibilities (<https://carers.org/news-and-media/news/post/243-new-carers-trust-survey-reveals-devastating-double-whammy-of-cost-of-living-crisis-and-increasing-intensity-of-caring-responsibilities-on-children-and-young-adults>)).

Paying them promptly or in advance by purchasing their travel tickets for them will help with the risk to their finances.

Checklist for inclusive meetings: in-person meetings

In advance of the meeting

- ask for people's access needs when taking bookings for the meeting, as part of the standard booking process.
- circulate the language guidance and accessible presentation links from this toolkit to any speakers for the meeting.
- send the agenda and any relevant documents as far in advance as possible.
- as part of the agenda, send details of how people can take part on the day– do they need to raise their hand and speak out loud? Is there an alternative way to take part, such as writing on post-it notes or a digital platform such as Mentimeter <https://www.mentimeter.com/> ?
- find out up to date access information on the venue and send it to participants (if your venue doesn't have good access information, use Historic England's venue access checklist <https://historicengland.org.uk/advice/inclusion/audiences/venue-accessibility/> to ask them the right questions and find out the right information).
- find out the day before if there will be any unexpected changes at the venue (such as nearby roadworks, internal building work, broken air conditioning) and let participants know as soon as possible.
- send out the code of conduct for the meeting (see below section for advice).
- consider whether its possible for a colleague to offer to meet people somewhere so they can access the venue together. This is helpful for those who may feel anxious/have difficulty navigating or are meeting people for the first time.

During the meeting

- reinforce the code of conduct for the meeting and how people can report breaches of it at the beginning of any meeting.
- point out places where people can take a break away from the main meeting if they need them.
- speakers or presenters should consider introducing themselves with a brief visual description of themselves, for any meeting participants who have low vision or are blind – a good resource on this from VocalEyes can be found here: <https://vocaleyeyes.co.uk/services/resources/digital-accessibility-and-inclusion/self-description-for-inclusive-meetings/>
- let people move around or leave the room if they need to and communicate this clearly to all participants.

- consider providing something to [fiddle with during the meeting](#). It is proven to promote concentration and can be particularly beneficial for some neurodivergent people.
- if you include icebreakers or social aspects in the meeting don't assume that everyone is comfortable with them. Icebreakers may cause anxiety so consider making them optional and ensure there is a break afterwards to allow people to take time out to decompress.
- call out any behaviours that contravene the meeting's code of conduct and apply sanctions where necessary.

Checklist for inclusive meetings: online meetings

In advance of the meeting

- ask for people's access needs when taking bookings for the meeting, as part of the standard booking process.
- circulate the language guidance and accessible presentation links from this toolkit to any speakers for the meeting.
- send the agenda and any relevant documents as far in advance as possible.
- as part of the agenda, make the rules of the meeting clear. State that people can take part with cameras off, that they can take breaks, and give a contact for who they can message or email if they need to raise an issue.
- send details of how people can take part on the day– do they need to raise their hand digitally, and if so how do they do that? Is there an alternative way to take part, such as a digital platform like Mentimeter <https://www.mentimeter.com/>?
- find out up to date access information on the platform you are using for your meeting (Teams, Zoom, Google Meet etc) and any other digital tools such as Padlet or Miro, and send them to participants.
- send out the code of conduct for the meeting (see below section for advice)

During the meeting

- reinforce the code of conduct for the meeting and how people can report breaches of it at the beginning of any meeting.
- turn on any automated or plug-in captioning at the beginning of the meeting.
- if the meeting is being recorded, remember to ask permission of all present and give people time to turn off their camera if preferred.

- speakers or presenters should consider introducing themselves with a brief visual description of themselves, for any meeting participants who have low vision or are blind – a good resource on this from VocalEyes can be found here: <https://vocaleyeyes.co.uk/services/resources/digital-accessibility-and-inclusion/self-description-for-inclusive-meetings/>
- if you include icebreakers or social aspects in the meeting don't assume that everyone is comfortable with them. Icebreakers may cause anxiety so consider making them optional and ensure there is a break afterwards to allow people to take time out to decompress.
- stick to the agenda timings and if this is not possible, let people know when the next break will be or re-assert that people can take a screen break at any time.
- call out any behaviours that contravene the meeting's Code of Conduct and apply sanctions where necessary.

Code of conduct for meetings

Why it's an accessibility tool as well as a behaviour guide

A code of conduct for meetings is the baseline for expectations on behaviours for all parties in a meeting. It also sets out details on how meetings will be conducted and guidance on what to expect, meaning there are no 'unwritten rules' and people can be confident that the meeting will run to these standards.

Although ClfA has a wider [Code of conduct](#) for its members, it is good to have a distinct and clear code for meetings. This means it can focus on meeting conduct and covers any non ClfA members who may also be present in the meeting. A distinct code for your committee or group is a good idea, as it can address the specific nature of your meetings and topics covered.

Suggestions on what to include

- a brief outline of the roles of people in your meeting (such as the Chair), and who to raise issues with should something arise during a meeting.
- the usual order of business for formal meetings.
- how to raise a point or speak up in a meeting.
- outline your standard accommodations for meetings, such as captions for online meetings, different ways people can contribute, break times, that people can take breaks when needed, camera off for online meetings.
- a point on sharing time and platform equally, and asking people to consider room for other voices and perspectives before they contribute repeatedly to a discussion.

- an explicit list of unacceptable behaviours; unfortunately it cannot be assumed that all will follow an implied cover-all term, and specific behaviours should be noted as unacceptable so it makes the application of sanctions clear. If you feel some of these need explanations, link to a resource explaining it – there are some useful resources at the end of this document.
- a list of sanctions that will apply for contravening the code. This should have clear steps from a warning, temporary removal, to complete ban from the committee or group – as well as referral to a ClfA professional conduct procedure where appropriate.

The code should be circulated with meeting invites so everyone taking part has a chance to read it and understand all points.

What barriers may meetings put in place for neurodivergent people?

‘Neurodivergent’ is the correct term to describe people as individuals or a group who are autistic, have ADHD, OCD or are otherwise non-neurotypical. It is a common error to use the term ‘neurodiverse’, but as neurological difference is a normal feature of humans, technically everyone is neurodiverse on that scale.

Barrier	How to tackle barrier
Meetings have ‘unwritten rules’ in place for proceedings and ways of working are not clearly defined.	In your code of conduct, make it clear how meetings are structured, what the roles of different people are, how to raise a point or make a suggestion, and how people are expected to behave. You should also have a terms of reference or other similar document that sets out in clear terms what the purpose of your group is and any guiding principles.
Agendas are not circulated so the timings and nature of meetings are not clear.	Make sure agendas are finalised and sent not less than a week in advance.
Agendas are not kept to, and meetings run over or miss breaks.	Have a strong chair who can keep discussions relevant and all who wish to can contribute and be strict with timings.
There are rigid ways of taking part, eg only by putting a hand up and speaking out loud.	Have different ways to take part and communicate these clearly in advance as your standard way of working.

The reasons for specific actions or meeting behaviours are not clear or do not have a clear purpose.	Always link agenda items to the reason they are being discussed – this could be in reference to minutes from a previous meeting, in reference to wider ClfA or sector pieces of work, in response to a query raised, or linked to your group’s terms of reference.
People in online meetings are required to have their camera on to participate.	Let people know your standard way of working is to have cameras optional. Make this clear on your meeting invites and a reminder at the start of your meeting.
Digital tools for taking part are used such as Miro, which can be highly visually over stimulating, with no alternative.	Find the most streamlined version of digital tools – and evaluate if you are using them in the correct ways or if you need to use them at all.

You can learn more about neurodiversity and neurodivergent people here:

How Do We Ensure Our Heritage Project is Inclusive for Neurodivergent People?

<https://historicengland.org.uk/advice/inclusion/audiences/neurodiversity/>

Autism and neurodiversity

<https://www.autism.org.uk/advice-and-guidance/topics/identity/autism-and-neurodiversity>

Some basic terms and definitions:

<https://neuroqueer.com/neurodiversity-terms-and-definitions/>

Reasonable adjustments and ADHD:

<https://adhduk.co.uk/reasonable-adjustments/>

What barriers may meetings put in place for d/Deaf and disabled people?

‘Disabled people’ is the preferred term by most in the UK over ‘people with disabilities’, as it emphasises that people are disabled by society’s lack of accommodations and awareness, not by their own body

Avoid using the term ‘able bodied’ as the opposite of disabled, just use ‘non-disabled’ instead

‘Fully accessible’ does not exist, and is a red flag to many disabled people that somewhere definitely isn’t accessible as the wide range of access needs have not been thoroughly considered – so avoid using it in your access information for in-person meetings.

Sight loss and blindness

Barrier	How to tackle barrier
Materials for the meeting are not in accessible formats.	Make sure all documents are in a clear, plain format that can be read by screen readers and is in a standard, sans serif font with clear colour contrast and in a font size no smaller than 12.
Presentations during the meeting are not in accessible formats.	All speakers should be sent guidance on making sure their presentations are in an accessible format and meet digital accessibility standards.
Digital tools used during the meeting are not compatible with accessibility tools such as screen readers.	Check the accessibility pages of any digital tools before choosing them – for example Padlet’s accessibility information including updates on screen reader testing of their platform can be found here: https://legal.padlet.com/accessibility
The venue has barriers such as low visual contrast on floors and entrances.	Circulate a detailed access guide before in-person meetings with images where possible. If the venue’s access guide does not include this information, ask them specific questions to find out more information.

You can find more information here:

Blindness and visual impairment, a guide from Sense:

<https://www.sense.org.uk/information-and-advice/conditions/blindness-and-visual-impairment/>

Language guidance:

<https://www.bemyeyes.com/blog/be-my-eyes-inclusive-language-guide/>

Mobility impairments

Barrier	How to tackle barrier
In-person meeting venues have barriers in place such as no lift to upper floors, uneven floors, steps, steep inclines, a lack of handrails, narrow entrances, and a lack of seating.	Circulate a detailed access guide before in-person meetings with images where possible. If the venue’s access guide does not include this information, ask them specific questions to find out more information. If the venue has barriers in place and there is no accessible alternative, then it is not a suitable venue.
Online meetings use digital tools that require significant manual dexterity to use, such as Miro boards and other platforms that require use of mouse tracker pads and multiple keyboard keys at once.	Check the accessibility pages of any digital tools before choosing them and read reviews of them before deciding. Choose alternatives if they do not have good accessibility features.
In-person meeting venues do not have seating suitable for people with different mobility impairments.	Find this out from a potential venue’s access information or ask them specific questions if this information is not present. Look out for if seating has arms, if there are different types of seating, if it is cushioned or not. Ask for photos to add to access information so people can make their own judgement if it is accessible to them.
Meetings are too long or do not have sufficient breaks, meaning people with some mobility impairments cannot be seated for that length of time.	Circulate agendas in advance making timings of the day and breaks clear and stick to them. Let people know they can move around or leave for a break during the meeting if they need to – make this clear in your meeting invite as part of your standard practice.
In-person meeting venues do not have a car park or nearby accessible parking or are a long distance from nearest public transport.	Find out this information from potential venues. If a venue has neither its own parking nor nearby suitable accessible parking, it is not a suitable venue.

You can find more information here:

An introduction to mobility impairments from Edge Hill University:

<https://www.edgehill.ac.uk/departments/support/student-services/supporting-staff-to-support-students/disability/mobility-impairment/>

Blog posts on limb difference:

<https://www.limblosslimbdifference.co.uk/blog>

Information on cerebral palsy:

<https://www.scope.org.uk/advice-and-support/cerebral-palsy-introduction>

Information on arthritis:

<https://www.arthritis.org/about-arthritis>

Learning disabilities

This will likely only come up if working with specific projects or organisations that involve working with people with learning disabilities or looking to consult with them and build their voice into your work. Only [around 5% of adults with learning disabilities are in employment](#) due to significant barriers in place.

‘Learning difference/difficulty’ and ‘Learning disability’ are distinct terms and should not be used interchangeably. Learning differences present barriers that can usually be tackled by an individual and do not affect overall intellect – such as dyslexia. Learning disabilities however mean a person requires different degrees of support to achieve daily tasks due to their different intellectual development. Mencap has a brilliant page on this:

<https://www.mencap.org.uk/learning-disability-explained/learning-disability-and-conditions/learning-difficulties>

Barrier	How to tackle barrier
Documents for the meeting are not in an inclusive format and are not accessible.	Prepare easy read versions of documents – find guidance here: https://www.nypartnerships.org.uk/sites/default/files/Partnership%20files/Learning%20disabilities/Guide%20to%20easy%20read.pdf
They do not feel able to take part in the discussion.	Invite trusted support staff, carers or relatives to the meeting with them to help them take part and identify when they want to contribute.

You can find more information here:

What is a learning disability?

<https://www.mencap.org.uk/learning-disability-explained/what-learning-disability>

Why Easy Read matter campaign:

<https://www.peoplefirstltd.com/pages/empower>

Hearing impairments, d/Deafness

You may have seen the term d/Deaf. This is because the Deaf community has a distinct identity driven by their unique languages (including BSL, but numerous others), poetry forms, movement, and art forms. Some people identify as deaf, some as Deaf, so the term d/Deaf is the common form.

Barrier	How to tackle barrier
Materials (such as audio or video recordings) are not in an accessible format.	Caption all audio and video content as a minimum, and provide BSL translation where possible.
Presentations and the meeting itself is not in an accessible format.	Have live captioning available as a minimum, and BSL translation where possible.
In-person meeting venues do not have a working hearing loop.	Find this out from a venue's access information and if this information is not present, ask them directly what system they have and when it was last tested.
In-person venues are echoey or a noisy environment, making it difficult for people with hearing loss.	Find out key information from a venue's access information – does it have carpets, any background music anywhere, soft furnishings, wall sound baffles?

You can find more information here:

Communication tips:

<https://rnid.org.uk/information-and-support/how-to-communicate-with-deaf-people-hearing-loss/>

Being deaf aware at work:

<https://rnid.org.uk/information-and-support/support-for-businesses-and-organisations/communicating-staff-customers-deaf-hearing-loss/>

Deaf Action's guide to accessible information:

<https://www.deafaction.org/wp-content/uploads/2014/08/Guide-to-Accessible-Information.pdf>

Chronic illness

Barrier	How to tackle barrier
Meetings (online or in person) are too long or do not have enough breaks, or do not state when breaks will be.	Circulate agendas in advance making timings of the day and breaks clear and stick to them. Let people know they can move around or leave for a break during the meeting if they need to – make this clear in your meeting invite as part of your standard practice.
In-person meeting venues do not have suitable seating.	Find this out from a potential venue's access information or ask them specific questions if this information is not present. Look out for if seating has arms, if there are different types of seating, if it is cushioned or not. Ask for photos to add to access information so people can make their own judgement if it is accessible to them.
Pre-reading or work for meetings is not consistent or is very lengthy, putting a large demand on time and energy.	Have a maximum number of papers for your meeting and make this clear in your terms of reference or similar document. Circulate materials in advance to allow for time to read, and make it clear which are essential pre-reading and which are not (for example, highlight which are in support of decisions that need to be made, and which are for information only). Circulate materials in accessible formats.
In-person meeting venues do not have accessible toilet facilities.	Many chronic illnesses have an impact on digestion and toilet requirements, so accessible toilets are a necessity. Toilets should be on the same floor as a meeting as urgency can be a significant issue. Find this information out from a potential venue – and if possible, find out what features accessible bathrooms have, such as colostomy shelves.

Information on ME and CFS:

<https://meassociation.org.uk/free-literature-downloads/>

Chronic Illness Inclusion UK:

<https://chronicillnessinclusion.org.uk/>

Lived experiences of people with long term health conditions:

<https://engagebritain.org/health-care-living-with-a-long-term-condition/>

Information on different digestive conditions:

<https://gutscharity.org.uk/advice-and-information/conditions/>

Mental health

Barrier	How to tackle barrier
Agendas are not circulated, so meeting content is not clear, which can impact anxiety and other mental health conditions.	Circulate agenda in advance, including details of timings and breaks.
Expectations are not clear, which can have impact on anxiety and other mental health conditions.	Make specific elements part of your agenda – such as the platform you are using, that cameras can be off in the meeting, that breaks are encouraged when people need them, that the code of conduct will be enforced.
Behaviours are not tackled which can impact mental health.	Chair should tackle in the first instance, and follow the sanctions listed in the meeting’s code of conduct. Others should feel empowered and able to speak up if they feel the code is not being followed, via defined routes (such as raising with a designated person or putting their hand up in the meeting).
In-person meetings take place in environments that can be stressful, such as very busy or noisy spaces or places that have contentious or challenging histories that can particularly affect marginalised or minoritised groups.	Circulate the information on venues well in advance, so people can make their own judgement on if it is accessible for them.

You can find more information here:

Mind’s “Types of mental health problems”

<https://www.mind.org.uk/information-support/types-of-mental-health-problems/>

Acas guide to mental health accommodations:

<https://www.acas.org.uk/reasonable-adjustments/mental-health-adjustments>

What barriers may meetings put in place for LGBTQ+ people?

Barrier	How to tackle barrier
No clear commitment to tackling homophobia, transphobia and related acts.	Make a clear and distinct point in your code of conduct that you are committed to LGBTQ+ inclusion. Make a clear point in your code of conduct that homophobia, transphobia, and related discrimination will not be tolerated (you can find some examples in the links below, so you know what to look out for).
In-person events take place in areas LGBTQ+ people are not confident in attending safely.	There has been an increase in reported hate crimes, so some LGBTQ+ people will not feel safe to attend in-person meetings in some venues or locations. Most recently, this will especially be the case for trans people. Meetings should be booked in places that have made a recent and clear commitment to LGBTQ+ inclusion, and where possible, have gender neutral toilets available.

You can find more information here:

LGBTQ+ microaggression guide from the Royal Pharmaceutical Society:

<https://www.rpharms.com/recognition/inclusion-diversity/microaggressions/lgbtqia>

An example LGBTQ+ safer spaces policy:

<https://lgbt.foundation/safer-spaces-policy/>

TUC Cymru's guide to LGBTQ+ inclusive workplaces:

<https://www.tuc.org.uk/research-analysis/reports/wales/10-steps-towards-lgbtq-inclusive-workplaces>

What barriers may meetings put in place for people from ethnic minorities?

Barrier	How to tackle barrier
Participants in the meeting exhibit microaggressions towards ethnic minority participants in the meeting.	<p>Microaggressions are a form of racist behaviour that are brief comments or comments that are deeply impactful, and contribute to a hostile and unwelcoming environment for people from ethnic minorities. They need to be directly referenced in a code of conduct for meetings, and directly challenged.</p> <p>You can find out more in the links below.</p>
A lack of representation on committees and in leadership.	<p>Specifically reach out via organisations that work to build racial and ethnic diversity, such as Board Racial Diversity UK https://boardracialdiversity.org.uk/ and ESBA (European Society of Black and Allied Archaeologists) when recruiting new committee members.</p> <p>Follow the advice ClfA received from Malcolm John of Board Racial Diversity UK and examine use of language and processes involved in recruiting for committee and other volunteer roles.</p> <p>Audit meeting practices and procedures and consult with people from ethnic minorities on why these might be exclusionary</p>
In-person events take place in areas people from ethnic minorities do not feel safe.	<p>The racist riots of 2024 highlighted the increased risk to ethnic minority people and communities, and the need for organisations to be definitive in their support and safety considerations. In-person meetings should not take place in locations where there have been recent events such as the riots or racist rallies, and in the wake of such events organisers should email out to participants checking in on them, recognising the increased impact on people from ethnic minorities</p>

	and rescheduling to give people time to have a break.
--	---

You can find more information here:

The Royal Pharmaceutical College guide to some common microaggressions:
<https://www.rpharms.com/recognition/inclusion-diversity/microaggressions/race>

University of Bath’s guide to being anti-racist
<https://www.bath.ac.uk/guides/how-to-be-an-anti-racist-and-white-ally/> hg

Psychologically safe work spaces for diverse ethnic groups:
<https://www.managers.org.uk/knowledge-and-insights/article/how-to-create-psychologically-safe-workplaces-for-colleagues-from-diverse-ethnic-groups/>

What barriers may meetings put in place for people with caring responsibilities?

Barrier	How to tackle barrier
Meetings take place during weekday daytimes when people with young children at home cannot take part, and people without flexible working policies also cannot take part.	See below.
Meetings take place during evenings, when people with different caring responsibilities are busy or are tired from a day of combined work and care responsibilities.	These two points highlight an “access clash” - non-nuanced solutions for one will oppose the other. This is why it is important to build a timetable of meetings that has a flexible approach – on different times and days over time – and that there are structures in place so that people can contribute in meaningful ways outside of the meeting itself, such as having collaborative documents on a shared drive or wats to respond to specific questions or discussion points.

You can find more information here:

Mind’s guide to what is caring for somebody else?

<https://www.mind.org.uk/information-support/helping-someone-else/carers-friends-family-coping-support/am-i-a-carer/>

CIPD guidance on supporting working carers:

<https://www.cipd.org/uk/knowledge/reports/supporting-working-carers/>

Fair remuneration

Why paying people for their expertise through lived experience is an inclusion issue

Often, a meeting needs to hear expertise to inform the decisions to be made. This could be on someone's working specialism, or it could be expertise through lived experience, such as asking a group of people what their experiences are and how that should shape and influence how work is done.

For either of these, people delivering expertise should be paid fairly, recognising their contribution and the value of their time. Understanding this can help you set a budget for your group each year, so you can ringfence funding to pay people appropriately.

Some important considerations:

- what is the mechanism to pay people, and does it have barriers such as requiring being a registered company or charity?
- you will need a formal document outlining payment terms and giving people the opportunity to opt out of payment, as well as a form for people to complete to request the payment.
- set a standard rate for remuneration, and consider a sliding rate; for example for people who are freelance or self employed or are doing this outside of their job vs people who are doing it as part of their usual role.
- the Arts Council England has guidance on remuneration for freelance practitioners <https://www.artscouncil.org.uk/supporting-individual-creative-and-cultural-practitioners/consulting-creative-and-cultural-practitioners-policy#t-in-page-nav-4>
- if someone is currently in receipt of benefits of any kind, will your payment to them impact that, and is there a different way of compensating them? You can find information on this from Disability Rights UK <https://www.disabilityrightsuk.org/resources/permitted-work> or Historic England <https://historicengland.org.uk/advice/caring-for-heritage/community-advice-hub/how-to-value-community-contributions/>