



Oasis Restore
Equality, Diversity and Inclusion (EDI)
Policy

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At a glance

Our Underpinning Beliefs and Values

Oasis is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however we can.

Our work in youth justice is driven by this philosophy and prevailing commitment to equality and community transformation.

Our staff not only share in our vision but are also champions of our ethos and the Oasis 9 Habits. Our ethos is made up of:

- A **passion** to include everyone
- A **desire** to treat everyone equally, respecting differences
- A **commitment** to healthy and open relationships
- A deep sense of **hope** that things can change and be transformed
- A sense of **perseverance** to keep going for the long haul

Our 9 Habits are the behaviours through which we aim to reflect our ethos:

Compassionate	Joyful	Considerate
Patient	Honest	Forgiving
Humble	Hopeful	Self-controlled

Oasis Restore's key values are **Relationships**, **Discovery** and **Community** which underpin our the Restore Framework. Within the Framework, the Restore Pledge sets out the key expectations that we hold of each other:



The Restore Pledge is the commitment that staff and students make to the Oasis Restore community. It applies across the whole school in all our daily interactions.

Our aim is to enable each child to develop, a greater relational connection to themselves, to others, and to the wider community, and for us to do the same, as staff, including volunteers.

Where we encounter difficulties in meeting these expectations, our commitment to relational and restorative practice means that our focus is on understanding what is going and resolving this through discussion. This accountability is central to our culture of enquiry and surrounds all such difficulties, embracing the wisdom and thinking of the community in helping to resolve the problem and using those who know the child well to help, and to make any necessary decisions about consequences for unsafe or abusive behaviour.

The therapeutic system at Oasis Restore relies on a number of key elements. Among these, staff supervision and reflective practice are indispensable in creating a therapeutic environment underpinned by a culture of benign enquiry, in which staff and their work are valued and sustained.

We are committed to ensuring that every member of staff receives an excellent quality of line management, supervision and reflective practice on a regular basis. Together, these provide a safe environment for critical reflection, challenge and professional development, and are of

crucial importance in ensuring both that we make a difference to the children in our care, and that we provide a context for staff to feel safe, supported and creative in their work.

Policy Position

Our organisation is made up of brilliant people. Each of us is unique, whether in terms of our background, personal characteristics, experience, skills, or motivations. And we value our people for the differences they bring to the table. These differences - this diversity - is powerful.

Fostering an inclusive culture helps each of us to benefit from a wider range of these different perspectives, experiences and skills. We believe that this creates a happier, more productive, and professional working environment for us all.

To support this inclusive culture, this policy:

- outlines our commitment throughout the employment lifecycle to equality, diversity and inclusion and sets out how we put this commitment into practice.
- explains the behaviours we expect of our people in support of this commitment; and
- sets out the key steps we take to make our culture as inclusive as possible, including our diversity and inclusion framework and how we ensure equality of opportunity throughout the employment lifecycle.

This policy does not form part of your contract of employment, and we reserve the right to amend or withdraw it at any time.

Scope

This policy applies to anyone working for us. This includes employees, workers, contractors, volunteers, secondees, interns and apprentices. The policy also relates to job applicants and is relevant to all stages of the employment relationship.

The policy accompanies our Code of Conduct, Recruitment and Selection, Whistleblowing (Speak Up), Sickness Absence and Grievance and Bullying & Harassment policies as well as our child-focused policies including the Accessibility and Pupil EDI and Safeguarding procedures. Other EDI focused staffing policies, training sessions and/or guidance notes will also be developed in time covering everything from the menopause, menstruation, neurodiverse staff, gender identity, flexible working, and family leave.

As per the above paragraph this policy does not cover students.

Our commitment to you

We believe that a culture of equality, diversity and inclusion not only benefits our organisation but supports wellbeing and enables our people to work better because they can be themselves and feel that they belong.

We are committed to promoting a working environment based on dignity, trust and respect, and one that is free from discrimination, harassment, bullying or victimisation.

We ensure that our recruitment, promotion, and retention procedures do not treat people less favourably because of their:

- disability;
- sex
- gender identity or gender reassignment status;
- marital status;
- race, racial group, ethnic or national origin, or nationality.
- religion or philosophical belief (including no-belief).
- sexual orientation.
- age;
- civil partnership status;
- pregnancy or maternity;
- paternity;
- educational background;
- socio-economic background including 'lived experience'
- neurodiversity
- political belief
- caring responsibilities;
- membership or non-membership of a trade union
- part-time status; or
- fixed-term status.

Responsibilities

What we expect from all staff

We expect you, and every one of our people, to take personal responsibility for observing, upholding, promoting, and applying this policy. Our culture is made in the day-to-day working interactions between us so creating the right environment is a responsibility that we all share.

Cultivating this culture does not happen by accident but requires ongoing commitment and nurturing. The reality is that we live in a world where areas of difference (whether sex, sexual orientation, ethnicity, or others) often translate to biases, challenges and barriers that may not be faced by others. And the more areas of difference a person brings, the more this effect can be compounded. In this way, the experiences of a black woman with a disability may be very different to the experiences of a black woman without a disability and very different from the experiences of a white woman with or without a disability. This way of looking at diversity and inclusion is known as "intersectionality".

We expect you to treat your colleagues, students and third parties (including parents, inspectors, customers, suppliers, contractors, agency staff and consultants) fairly and with dignity, trust and respect. Sometimes, this may mean allowing for different views and viewpoints and making space for others to contribute.

By embedding such values and constructively challenging inappropriate comments or ways of working, you can help us achieve and maintain a truly inclusive workplace culture.

Any dealings that you have with colleagues, students or third parties must be free from any form of discrimination, harassment, victimisation or bullying.

If any of our people is found to have committed, authorised, covered-up, or condoned an act of discrimination, harassment, victimisation or bullying, we will take appropriate action against them including (for those to whom it applies) under either the formal or informal stages of our probation, capability or disciplinary procedures dependent on the seriousness of the offence.

You should be aware that you can be personally liable for discrimination, victimisation harassment.

Line managers and Leaders should in addition to the above responsibilities also ensure the following:

- act as a role model on EDI
- take responsibility for managing their staff's compliance with this EDI policy.
- take advice from the People Services and Development Team (PSD) at the earliest opportunity when managing non-compliance.

- ensure they do their best to proactively reduce any conscious or unconscious bias when recruiting by taking concrete measures such as forming diverse recruitment panels.
- conduct an Equality Impact Assessment when introducing a new policy, practise or procedure or reviewing an existing one.
- ensure their staff attend EDI training.
- Conduct any formal investigations where required.
- Sit on any Hearing Panels as required.
- Take accountability if you make mistakes.
- Publishing an Equality Objectives statement every 4 years (SLT and Exec)

People Services and Development Team should:

- providing advice and guidance on casework
- updating this policy as appropriate to ensure compliance with legislation, best practise and feedback.
- maintaining a suite of template letters and forms
- making available training for EDI. Such training will be **mandatory**.
- monitoring and reviewing any pertinent data and feedback connected to staffing EDI matters.
- escalating any serious risks to SLT as and when required
- input into Equality Objectives statement

The Public Sector Equality Duty

The equality duty was developed in order to harmonise the equality duties and to extend it across the protected characteristics. It consists of a general equality duty, supported by specific duties which are imposed by secondary legislation. In summary, those subject to the equality duty (including Oasis Restore) must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are sometimes referred to as the three aims or arms of the general equality duty. The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

The equality duty covers the nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first aim of the duty applies to this characteristic but that the other aims (advancing equality and fostering good relations) do not apply.

Purpose of the duty

The broad purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities. If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes. The general equality duty therefore requires organisations to consider how they could positively contribute to the advancement of equality and good relations. It requires equality considerations to be reflected into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Positive Action

Positive action is about taking specific steps to improve equality in the workplace. For example, to increase the number of disabled people in senior roles in which they are currently under-represented.

It can be used to meet a group's particular needs; lessen a disadvantage they might experience or increase their participation in a particular activity.

When considering this concept, Oasis Restore must be able to show that positive action is an appropriate way for the organisation to achieve one of these aims and the steps that we are taking have been carefully thought through.

Using positive action at work is voluntary. However, public sector employers such as Oasis Restore should consider using positive action to help them comply with our Public Sector Equality Duty

Some potential examples of positive action include:

- placing job adverts to target particular groups, to increase the number of applicants from that group.
- including statements in job adverts to encourage applications from under-represented groups, such as 'we welcome female applicants.'
- offering training or internships to help certain groups get opportunities or progress at work.
- offering shadowing or mentoring to groups with particular needs
- hosting an open day specifically for under-represented groups to encourage them to get into a particular field.
- favouring the job candidate from an under-represented group, where two candidates are 'as qualified as' each other.

Positive Action is not the same as 'Positive Discrimination' (aka 'Affirmative Action') which is dealt with further below (the latter is unlawful).

Discrimination

The Equality Act 2010 prohibits discrimination because of certain protected characteristics. These are:

- disability;
- sex;
- gender reassignment;
- marital or civil partnership status;
- race;
- religion or belief;
- sexual orientation;
- age; and
- pregnancy or maternity.

Discrimination can be intentional or unintentional and may occur directly, indirectly, by association, or by perception (see [Different types of discrimination under the Equality Act 2010](#)).

There are also two specific types of discrimination that apply only to disability: "discrimination arising from disability" and "failing to make reasonable adjustments".

Discrimination is not always obvious and can be subtle and unconscious. This stems from a person's general assumptions about the abilities, interests and characteristics of a particular group that influences how they treat those people (known as "unconscious bias"). Such assumptions or prejudices may cause them to apply requirements or conditions that put those in particular groups at a disadvantage. Examples include:

- steering employees into particular types of work on the basis of stereotypical assumptions without considering the particular attributes and abilities of individuals.
- recruiting or promoting individuals into particular roles because of assumptions about the reactions or preferences of other employees or clients; and
- using different standards for different groups of employees to judge performance.

[Different types of discrimination under the Equality Act 2010](#)

- **Direct discrimination:** Treating someone less favourably because of a protected characteristic compared with someone who does not have that characteristic (for example choosing not to recruit someone because they are disabled, and you think they "wouldn't fit in" to the team).
- **Indirect discrimination:** Where a policy, procedure, or way of working that applies to everyone puts people with a particular protected characteristic at a disadvantage, compared with people who do not have that characteristic, unless there is a good reason to justify it. An example is introducing a new requirement for all staff to finish work at 6pm. It is arguable that female employees, who statistically bear the larger share of childcare responsibilities could be at a disadvantage if the new working hours prevent them from collecting their children from school or nursery.
- **Associative discrimination:** Treating someone less favourably because they are associated with someone who has a protected characteristic, for example because their partner is transgender.
- **Discrimination by perception:** Treating someone less favourably because you perceive them to have a protected characteristic even if they do not, for example choosing not to promote someone because you mistakenly perceive them to be gay.

- Positive Discrimination:

Positive discrimination is when you give preferential treatment to people with a protected characteristic rather than due to their suitability- it is unlawful in the UK. In the recruitment context, unlawful positive discrimination would be where an employer recruits a person because they have a relevant protected characteristic rather than because they are the best candidate. It is also unlawful, for example, to set quotas to recruit or promote a specific number or proportion of people with a particular protected characteristic. There are circumstances in which it is lawful to require a job applicant or worker to have a particular protected characteristic, for example where an occupational requirement applies. However, these circumstances are rare.

- Discrimination arising from disability: Treating someone unfavourably because of something connected with that person's disability and where such treatment is not justified. Examples include:

- dismissing or failing to pay a bonus to someone because of their disability-related absence; or
- disciplining someone for losing their temper where such loss of temper was out of character and was due to severe pain caused by them having cancer.

- Failing to make reasonable adjustments: Employers are legally obliged to make reasonable adjustments to ensure that aspects of employment, or the employer's premises, do not put a disabled person at a substantial disadvantage. Failing to comply with this duty is unlawful. Examples of potential reasonable adjustments might include:

- allocating some of the disabled person's duties to a colleague;
- changing their working hours or place of work;
- adjusting procedures for assessing job candidates; and
- modifying disciplinary and grievance procedures.

Harassment and sexual harassment

Harassment is unwanted conduct related to a protected characteristic that has the purpose or effect of:

- violating someone else's dignity; or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for someone else.

Sexual harassment is:

- conduct of a sexual nature that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment; and
- less favourable treatment related to sex or gender reassignment that occurs because of a rejection of, or submission to, sexual conduct.

You should refer to our Grievance and Bullying & Harassment policy for further information on our procedure for reporting harassment.

Victimisation

Victimisation is treating another person detrimentally either because that person has made a complaint of discrimination or harassment, or because they have supported someone else who has made such a complaint, for example by giving a witness statement that supports the allegations.

Bullying

There is no legal definition of bullying. You should refer to our Grievance and Bullying & Harassment policy for further information on our procedure for reporting bullying as well as what we deem to constitute bullying.

Disability Inclusion

Recruiting people with a disability

We are proud to be a 'Disability Confident' employer.

We will ask applicants at the outset if they require any reasonable adjustments to be made to the recruitment process. These may include ensuring easy access to the premises for an interview/adapting psychometric tests/replacing psychometric tests with an alternative option/providing an alternative to a telephone interview for a deaf candidate/providing a suitable chair for an interview with a candidate suffering from back problems etcetera.

If you are involved in the interview process, you must not ask job applicants about their health or disability except with prior approval from a Senior Member of the PSD team. Such approval is given only in exceptional circumstances and where there are specific legal grounds for doing so.

Disability Related Absence

We are aware that sickness absence may result from a disability. At each stage of the sickness absence meetings procedure (both long-term and short-term), particular consideration will be given to whether there are reasonable adjustments that could be made to the requirements of a job or other aspects of working arrangements that will provide support at work and/or assist a return to work.

If you consider that you are affected by a disability or any medical condition which impacts your ability to undertake your work, you should inform your line manager or a member of the PSD team. Any information you provide will be handled in a confidential manner and in accordance with our Sickness Absence and Data Protection procedures.

Talking about disability

We understand that some people find it hard to discuss their disabilities and that disability can be invisible.

Psychological safety, where people feel able to speak up about their experiences without fear of negative consequences, is paramount to ensuring disability inclusion.

However, this is only possible if we treat people with dignity, trust and respect and we expect everyone to uphold these values.

We do not tolerate ableist language in our organisation. Ableist language is language that is negative, inappropriate or offensive towards people with a disability and may take the form of jokes or "banter". If you adopt such language, we will take action against you including (for those to whom it applies) under our either our capability, disciplinary or probation policies.

Reasonable adjustments

If you have a disability, you do not have to tell us. However, we would encourage you to let us know so that we can support you, for example by making reasonable adjustments to our premises or to aspects of your role, or to our working practices.

If you are experiencing difficulties at work because of your disability, please contact your line manager or a member of the PSD team to discuss potential reasonable adjustments that may alleviate or minimise such difficulties. We may need to discuss your needs with you and your medical adviser to help us get the right support in place.

Lived Experience

Recruitment of Ex-Offenders and those with Lived Experience

The UK government cites the following statistics:

Only **17% of ex-offenders** manage to get a job within a year of release.

Ex-offenders who get a job after prison are up to **9 percentage points** less likely to reoffend.

81% of people think that businesses employing ex-offenders are making a positive contribution to society.

86% of employers of ex-offenders rate them as good at their job

92% of employers say diverse recruitment has enhanced their reputation, helping them win new contracts.

Employing prisoners and ex-offenders - GOV.UK (www.gov.uk)

As with a number of other employers and given the nature of its work, its overall aims towards the children we serve, OR recognises the potential value of intentionally employing staff with 'lived experience' (definition provided below):

- Experience of working successfully with challenging people who have multiple and complex needs
- Personal experience of the criminal justice system or lived experience of the issues facing this client group (i.e., involved in gangs or knife crime).
- Knowledge of the issues facing this client group, such as gangs, knife crime, social exclusion and isolation, child criminal exploitation, adverse childhood experiences and trauma.
- Ability to actively listen and motivate young people.
- Ability to be a positive role model, demonstrating the virtues of a crime-free life to young people.

Experience of the care system

Oasis Restore will not unfairly discriminate against any applicant for employment on the basis of their criminal record or other information revealed. We make appointment decisions on the basis of merit and ability. If an applicant has a criminal record this will not automatically debar him/her from employment. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All posts within OR are, (by reason of The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended)) exempt from the provisions of the Rehabilitation of Offenders Act 1974. This means that all applicants for employment with OR will be asked to disclose if they have any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in

2013 and 2020). Any applicant who is unsure as to whether a conviction, caution, reprimand or final warning is or is not “protected” should consult the Ministry of Justice website.

A failure to disclose a non-protected caution or conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

For further details please see our Recruitment and Selection policy.

Training

All new starters must attend equality, diversity, and inclusion training as part of their onboarding programme and all staff must attend refreshers as and when required.

We expect all our people to proactively support our equality, diversity, and inclusion initiatives by attending events and workshops organised by Oasis Restore to educate themselves on the challenges faced by others and how to help alleviate these in the workplace.

Monitoring and Review

We analyse diversity and inclusion data (in compliance with our data protection obligations) on an ongoing basis to assess the impact of this policy and our equality, diversity and inclusion strategy.

Statutory Requirements

- Equality Act 2010
- Keeping Children Safe in Education

RACI Matrix

Policy Element	Board	Leadership			PSD				Other PSD Colleagues	EAs and Admin staff						
		COO/Exec	Principal Director	Other Senior Leaders	CPO	Lead BP	Line Managers	EA								
Training and making staff aware of policy	I	A & R	A & R	R	R	R	R									
Providing Advice		C	C	C	A, R	A, R										
Policy Review and consultation inc with staff forum	I	A, R	A, R	I	A, R	R	R		I							
Making reasonable adjustments			A, R	R			R									

Centre Name	Oasis Restore Secure School
Centre Number	
Date policy first created	1 st July 2022
Current policy approved by Directors/Board	Y
Date of Next review	January 2025