



Equality, Equity, Diversity and Inclusion (EEDI) Policy And Action Plan (2024 to 2026)

DATE CREATED	June 2024	DATE OF NEXT REVIEW	June 2026
DATE APPROVED	September 2024		
POLICY OWNER(S)	Executive Team and EEDI Group		
DESIGNATION	Centre-wide		
APPROVED BY	Board of Trustees		

Purpose of policy	To set out the approach of St. Elizabeth's Centre ('the Charity and St. Elizabeth's') adopted to ensure a culture of inclusivity which permeates throughout the Charity
Intended audience	All.
Links to other policies	Fundraising Policy Communications Email and Internet Security Policy Disciplinary Policy and Procedure Speaking Out Policy Safeguarding Policies Safer Recruitment Policy

Version 1

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St Elizabeth's Centre
Equality, Equity, Diversity and Inclusion Policy

Introduction:

This policy statement and draft action plan is the product of consultation work with staff between June 2023 and June 2024. The plan will prioritise key objectives identified by representatives of the EEDI (Equality, Equity, Diversity and Inclusion) group and Leadership teams.

The policy is aligned to the People Strategy and is integral to the ethos and values of St Elizabeth's. St. Elizabeth's is committed to embedding equality, equity, diversity and inclusion into all relevant functions, policies and processes, and to complying with both the spirit and the letter of the relevant legislation.

Equality, Equity, Diversity and Inclusion Policy Statement

1. We are an equal opportunities employer. We are committed to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination. The aim of this policy statement is to ensure that no applicant, member of staff, child, young person, adult or stakeholder receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions, terms of employment or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.
2. We are fully committed to creating a stimulating and supportive learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.
3. We will respect and value diversity and encourage allyship within our communities of staff and children, young people and adults, to promote equality of opportunity, and to challenge and strive to eliminate unlawful discrimination.
4. We value people as individuals with diverse opinions, cultures, lifestyles and circumstances. All employees are covered by this policy and it applies to all areas of employment including recruitment, selection, training, deployment, career development, and promotion. These areas are monitored and policies and practices are amended if necessary to ensure that no unfair or unlawful discrimination, intentional, unintentional, direct or indirect, publicly or otherwise exists.
5. The Trustees, Executive and Senior Leadership Team have particular responsibility for implementing and monitoring the Equality, Equity, Diversity and Inclusion Policy and, as part of this process, all personnel policies and procedures are administered with the objective of promoting equality of opportunity and eliminating unfair or unlawful discrimination.
6. All employees, agency workers, self-employed contractors, and volunteers whether part time, full time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training, or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation
7. Equality of opportunity, valuing diversity and compliance with the law is to the benefit of all individuals in our organisation as it seeks to develop the skills and abilities of its people. While specific responsibility for eliminating discrimination and providing equality of opportunity lies with managers and supervisors, individuals at all levels have a responsibility to treat others with dignity and respect. The personal commitment of every employee to this policy and the application of its principles are essential to eliminate discrimination and provide equality throughout St. Elizabeth's.

8. St. Elizabeth's acknowledges the special role of education in promoting equality of opportunity and furthering social inclusion. We recognise that ensuring equality of opportunity is essential for the high-quality performance and long-term success of the organisation. All staff, the children, young people and adults have rights and responsibilities in relation to the promotion of equality, equity, diversity and inclusion as described within this policy.

Where any form of bullying or harassment has taken place, staff and students, learners and adults are encouraged to inform an appropriate member of staff as soon as possible.

Building Good Relations

Our aim and ambition is to be an ally; being active and purposeful in supporting underrepresented groups of people in St. Elizabeth's, where our community advances change with a willingness and feeling of purpose for equality, equity, inclusion and diversity.

As members of the St. Elizabeth's community we should show each other respect, dignity and courtesy. In our dealings with other people, this means exercising goodwill and:

- Respecting other people's freedom within the law, as defined in the Equality Act 2010, to express themselves and their convictions
- Finding ways to live our lives with integrity and within the values and behaviours of the organisation, its policies and practice
- Learning to understand what others value, and letting them express this in their own terms
- Respecting the convictions of others about the way in which they live (including food, dress and social etiquette)
- Recognising that all of us at times fall short of the ideals of our own traditions, and never comparing our own *ideals* with other people's *practices*
- Working to prevent disagreement from leading to conflict
- Always seeking to avoid violence in our relationships

When we talk to each other about our convictions and values, we need to do so with sensitivity, honesty and straightforwardness. This means:

- Recognising that listening as well as speaking is necessary for genuine conversation
- Being honest about our beliefs and allegiances
- Not misrepresenting or disparaging other people's beliefs and practices
- Correcting misunderstanding or misrepresentations, not only our own but those of others whenever we come across them
- Being straightforward about our intentions.

We have a great deal to learn from one another, which can enrich us without undermining our own identities. Together, listening and responding with openness and respect, we can move forward to work in ways that acknowledge genuine differences but build on shared hopes and values.

When referring to St. Elizabeth's community we include:

Our community is reflective of a very special place. We exist to offer vulnerable people individually designed education, care and support services to maximise their opportunities to 'live life to the full'. We do this with our staff, children, young people and adults, our families, parents, carers and friends as well as volunteers, contractors our partners and local community.

Monitoring and Review

St. Elizabeth's will take all necessary steps to effectively implement the Single Equality Scheme Plan and improve it through regular monitoring, consultation and review. Continuous development of the Plan supports the equality, equity, diversity and inclusion agenda by reporting on progress to date, and providing an overarching action plan which addresses all equality strands. All reports prepared as a result of the Plan and its implementation will be presented to the Trustee Board, who will have the Action Plan as a standing item on its agenda.



Equality, Equity, Diversity and Inclusion:

Single Equality Scheme/Plan 2024 to 2026

Key:

BLUE = Action completed and transferred into a business as usual process if appropriate

GREEN = Not yet complete but will be by the stated end date

AMBER = There is a material risk that the actions as described will not be completed by the end date, but the situation is capable of remediation

RED = This item cannot any longer be completed by the proposed closure date or the end date is now past due. Re-planning of proposed actions and dates is required.

Glossary of Terms and Acronyms:

All	Trustees, committee members, staff, children, young people, adults, contractors, volunteers, parents, carers, families
Allyship	Someone who is not a member of a marginalised group but wants to support and take action to help others in that group. Allyship in the workplace is crucial for inclusion and equality.
CVA	Children and Vulnerable Adults
Com	External partners, stakeholders, parents, carers, families.
EEDI	Equality, equity, diversity and inclusion
LGBTQAI+	Lesbian, gay, bisexual, transgender, queer, questioning, asexual, intersex
SEC	St. Elizabeth's Centre

DRAFT Single Equality Action Plan

Key Priority 1: Develop the Single Equality Policy & Scheme in conjunction with the St Elizabeth's community and ensure that the plan is published and disseminated

Planned Objective	Planned actions	Target Group	Timescale	By whom	Monitoring	BRAG
1. Development and approval of Single Equality Policy & Scheme	Develop and seek approval for the Single Equality Policy & Scheme (taking into account consultation and engagement exercise with all key stakeholders)	All	January 2024 to June 2024	Executive Team EEDI Group	Trustees Executive Team	
	Ensure the Single Equality Policy & Scheme is published, widely available and properly communicated to all members of the St Elizabeth's stakeholders	All	From August 2024	As above	Executive team	

Key Priority 2: Review and improve data collection and monitoring across both the children, vulnerable adults and staff lifecycle

Planned Objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
1. To utilise feedback from all data sources across SEC about impact of EEDI in relation living, working and learning.	Deliver Staff Engagement Surveys (including stress-related questions) on a regular basis	Staff	Every two years	Employee relations	Executive Team SLT	
	Deliver Children, Young People and Adult surveys and feedback tools at agreed times	CVA	Termly	Childrens Services		
	Deliver surveys/feedback tools to families / carers/parents at agreed time.	Com	Termly	Adult and Community Services		
	Include EEDI on all agenda's and sample review and feedback	Staff	Throughout the year	Managers		

Planned Objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
	Collect survey data and outcome data for all children and vulnerable adults to inform service improvement	All	Termly	SLT	Executive Team	
	As above for staff	All	Termly	Employee Relations		
	As above for parents/carers/families	All	Termly	SLT		
	Results of the questionnaires and surveys are used to determine and improve the quality of education and learning and development opportunities for Children and Vulnerable Adults (CVA) and the working experience for staff, this is demonstrated by improved outcomes.	All	Termly	SLT		
2. Each service area has EEDI targets within workforce planning	Service areas to understand the diversity profile for their area and identify gaps and identify areas for development	Staff	Updated annually	SLT	Executive Team	

Planned Objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
3. To embed the review of EEDI data within the annual planning cycle.	Report annually on the outcomes of all protected characteristics for children, young people and adults identifying strengths and areas for development.	All	Annually	SLT	Executive Team	
	Produce annual EEDI report by collection and analysis of information and develop knowledge of gaps ('unknowns') in the characteristics reported to date in support of workforce planning targeting and to satisfy data protection legislation	All	Annually	HR/Employee Relations		
	EEDI group to advise and champion the review of the planning cycle.	All	Annually	EEDI Group		
4. Ensure equal pay for staff across the organisation	Conduct equal pay audit aligned to the Equality Act protected characteristics	Staff	Every two years	Executive team	Trustees	

Key Priority 3: Fully embed equity, equality, diversity and inclusion across St Elizabeth's

Planned Objectives	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
<p>1. SEC has created a culture of EEDI across all service areas, thus an enabler for staff, children, young people and adults to be their authentic self</p>	EEDI policy and plan is communicated and understood.	All	August 2024	Equality champions Forum attendees	Executive Team	
	Staff understand and access allyship through promotion/sharing of best practice/case studies. Champions are identified, trained and play a proactive role in raising the profile of quality matters	All	September to December 2024	SLT		
	Analysis of training and development to raise to awareness and understanding.	Staff	2025			
	Leaders and Managers model good practice in relation to EEDI.	All	Continuously			
	Introducing new approaches at start of recruitment. Value and behaviour framework include dignity and respect.	All	2025			
	Investigate a possible standard objective as part of the appraisal and supervision process to examine individual contribution to EEDI.	All	2025			

Planned Objectives	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
	Create posters and communications to be located around the centre and create safe space for others to share their experiences, challenges and or ideas.	All	Throughout the year			
2. Decision matrix is fully implemented and evidences positive impact.	Review and eliminate or, at least, reduce any adverse impact found of policies/practices/functions/ services	All	Annually	SLT	Executive Team	
3. Ensure that the quality of education, learning experiential activities is inclusive and reflective of St Elizabeth's diverse child and adult population and that barriers to access are addressed	Review all schemes of learning for content and delivery through frequent and quality assured observations/walk around and drop ins. Identifying best practice and supporting improvements where required.	CVA	Throughout the year	Head of School Head of College Head of Day Opportunities	Director of Learning Governors	
	Ensure that any issues relating to differential attainment based on protected characteristics for which we hold data are properly documented and investigated.	CVA	Throughout the year	Head of School Head of College Head of Day Opportunities		

Planned Objectives	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
	Plans of action put into place to address the issues and provide the necessary support for children/vulnerable adults to help them achieve their full potential – see key priority 2	CVA	Throughout the year	As above	As above	
4. EEDI training and development is present at all levels within the organisation	Create EEDI training for all staff and separately for managers: Topics to include: Being a good ally Creating and inclusive team environment Speaking out against discrimination in any form Update mandatory induction training. Launch unconscious bias training for managers and staff	Staff	Throughout the year	Learning and Development Manager	Director of People	

Key Priority 4: Build the St Elizabeth's community and enhance diversity

Planned objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
1. Workforce is representative of local and regional demographics.	Reviewing workforce data to identify and determine representation.	Staff	Annually	HR/Employee Relations	Director of People	
	Celebrating diversity of the organisation through promotional activities.	Staff	As and when required	EEDI Champions SLT		
	EEDI Champions support external events including recruitment fairs.	Com	As and when required	EEDI Champions		
	Review recruitment and selection training to incorporate explicit EEDI issues	Staff	September 2024	HR Recruitment	Director of People	
	Introduce a requirement for at least one EEDI-related question at interview	Staff	April 2024	Head of Recruitment & Engagement	Executive Team	
	Look to create positive role models from all protected characteristic backgrounds and ensure that images which reflect the diversity of St Elizabeth's community are reflected across all publications	Staff All	Frequently throughout the year	Head of Marketing HR / Recruitment	Executive Team	

Planned objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
2. Achieve national accreditation in recognition of the culture of the organisation about EEDI	Review how we celebrate our diverse profile in terms of accreditation	All	Frequently throughout the year	EEDI	Executive Team and SLT	
	Continue to develop staff networks to support groups representing protected characteristics	Staff		EEDI Group/Champions		
	Seek to understand the experience of LGBTQAI+ staff, by consultation with staff on current practices and identify what we can do better	Staff		As above and Employee Relations (HR)		
	Investigate other accreditation schemes to enhance the staff experience: Business Disability Forum Disability Standard; Workingmums.co.uk; Top employers for working families	All		EEDI Group SLT		
	Cultural awareness training to be developed and delivered for all staff	Staff	September 2024	Training and development	Director of People	

Planned objective	Planned actions	Target group	Timescale	By whom	Monitoring	BRAG
3. Targeted support for staff and students with protected characteristics to ensure St Elizabeth's community is truly inclusive	Culture awareness training throughout the organisation, tailored as required.	Staff CVA	Ongoing	SLT EEDI Group	Executive Team	

Appendix 1

The Equality Act 2010 defines 9 protected characteristics.

Protected Characteristics	Definition
Age	A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds)
Disability	A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Gender reassignment	Where a person undergoes, or proposes to undergo for the purpose of reassigning their sex.
Marriage and civil partnership	Marriage is a union between a man and a woman or between a same sex couple. Same sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to a period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Race	A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.
Religion and belief	Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Sex	A man or a woman.
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Types of discrimination	Definition
Bullying	This is categorized as offensive, intimidating, malicious or insulting behavior involving the misuse of power that can leave an employee vulnerable, upset, humiliated, undermined or threatened.
Discrimination	The act of unjustified or prejudicial treatment towards other people based on their protected characteristic.
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Indirect discrimination	Putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
Harassment	This includes sexual harassment and other unwanted conduct related to a protected characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

	Harassment is dealt with further in our Anti-Bullying Policy and Procedure and our Harassment Policy and Procedure
Victimisation	Retaliation against someone what has complained or has supported someone else's complaint about discrimination or harassment. This includes where someone mistakenly believes that the person victimized has done so.