

CASPARI FOUNDATION EQUALITY, DIVERSITY AND INCLUSION POLICY

1 STATEMENT

- 1 The Caspari Foundation adheres to the Equality Act 2010 and does not discriminate against staff, students or clients on the basis of; age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
- 1.1 This policy provides specific guidance on the parameters of our policy and approach to equal opportunities.
- 1.2 All staff have a duty to act in accordance with this policy, and therefore to treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, whether junior or senior to them.
- 1.3 This policy does not form part of any contract of employment and it may be amended at any time.

2 WHO IS COVERED BY THE POLICY?

- 2.1 This policy covers all staff, trustees, contractors, part-time and fixed-term employees, volunteers (collectively referred to as “staff” in this policy) and students of Caspari Foundation.
- 2.2 The principle of non-discrimination and equality of opportunity applies equally to the treatment of former staff, former students and visitors by members of our current staff.

3 PERSONNEL RESPONSIBLE FOR IMPLEMENTATION OF THE POLICY

- 3.1 The Business Director/Board of Trustees has overall responsibility for the effective operation of our equal opportunities policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination.
- 3.2 Managers have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities.
- 3.3 All members of staff are responsible for the success of this policy and must ensure that they familiarise themselves with the policy and act in accordance with its aims and objectives.

4 SCOPE AND PURPOSE OF THE POLICY

- 4.1 This policy applies to the advertising for, recruitment and selection of both staff and students, to training and development, opportunities for promotion, conditions of service, benefits, facilities, pay, health and safety, conduct at work, grievance and disciplinary procedures and termination of employment, including redundancy.

- 4.2 We will take appropriate steps to accommodate the reasonable requirements of staff and students' religions, cultures, and domestic responsibilities.

5 FORMS OF DISCRIMINATION

- 5.1 Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 5.2 Direct discrimination occurs where someone is put at a disadvantage for a reason related to one or more of the grounds set out in paragraph 1. For example, rejecting an applicant on the grounds of their race because it is considered they would not "fit in" could be direct discrimination.
- 5.3 Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for instance, their sex or race.
- 5.4 Discrimination also includes victimisation (less favourable treatment because of action taken to assert legal rights against discrimination or to assist a colleague in that regard) and harassment.

6 RECRUITMENT AND SELECTION

- 6.1 We aim to ensure that no applicant receives less favourable treatment on any of the unlawful grounds listed above. Our recruitment procedures are reviewed annually by the Governing Council to ensure that individuals are treated on the basis of their relevant merits and abilities. Selection criteria for staff and students are regularly reviewed to ensure that they are essential and therefore justified on non-discriminatory grounds.
- 6.2 We take steps to ensure that knowledge of vacancies reaches a wide market and, where relevant, groups underrepresented in our organisation.
- 6.3 However, where appropriate, use may be made of lawful exemptions to recruit suitably qualified people to cater for the special needs of children.

7 STAFF TRAINING, PROMOTION AND CONDITIONS OF SERVICE

- 7.1 Staff training needs will be identified through regular staff supervision and/or appraisal. Subject to available funds all staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.
- 7.2 The composition and movement of staff at different levels will be regularly monitored by the Board of Trustees to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unnecessary or unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or underrepresented groups.

- 7.3 Our conditions of service, benefits and facilities are reviewed regularly by the Board of Trustees to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

8 TERMINATION OF EMPLOYMENT

- 8.1 We will monitor redundancy criteria and procedures to ensure that they are fair and objective and are not directly or indirectly discriminatory.
- 8.2 We will also ensure that disciplinary procedures are carried out fairly and uniformly for all staff, whether they result in the giving of disciplinary warnings, dismissal or other disciplinary action.

9 DISABILITY DISCRIMINATION

- 9.1 If you are disabled, or become disabled while working or studying at the Caspari Foundation, you are encouraged to tell us about your condition. This is to enable us to support you as much as possible. You may also wish to advise us of any reasonable adjustments to your conditions or which you consider to be necessary. Your line manager may wish to consult with you about possible reasonable adjustments. Careful consideration will be given to any such proposals and they will be accommodated where possible and proportionate to the needs of your job. Nevertheless, there may be circumstances where it will not be reasonable for us to accommodate suggested adjustments and we will ensure that we provide you with information as to the basis of our decision not to make any adjustments.
- 9.2 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where possible and proportionate, we will take steps to improve access for disabled staff and service users.

10 FIXED-TERM EMPLOYEES

- 10.1 We monitor our use of fixed-term employees, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

11 PART-TIME WORKERS

- 11.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately.

12 BREACHES OF THE POLICY

- 12.1 If you believe that you may have been discriminated against, you are encouraged to raise the matter through our Grievance Procedure. If you believe that you may have

been subject to harassment you are encouraged to raise the matter with your line manager. In the event that your line manager is implicated, you should raise the matter with a member of the Board of Trustees.

- 12.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff and students who make such allegations in good faith will not be victimised or treated less favourably as a result. However, false allegations by staff which are found to have been made in bad faith will be dealt with under our Disciplinary Procedure.
- 12.3 Any member of staff who is found to have committed acts of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We always take a strict approach to serious breaches of this policy.

13 EQUAL OPPORTUNITIES AMONG CHILDREN

- 13.1 Caspari Foundation is committed to the provision of equal opportunities in recruitment of students, from advertisement to selection, and equitable treatment throughout the training programme.
- 13.2 The programme policies respect the needs and rights of minority groups and applications from members of minority groups are welcome.
- 13.3 Children with emotionally based learning difficulties are not able to make full use of the 'equal opportunities' afforded them by the school curriculum as they are not in an emotional state to respond to those opportunities. Special professional skills are needed to help facilitate the individual child's capacity to make use of the available 'equal opportunities' by addressing their emotional problems along with their learning difficulties. Training in Educational Psychotherapy develops those professional skills.
- 13.4 Caspari Foundation is a member of the United Kingdom Council for Psychotherapy, which monitors data on equal opportunities as part of their membership requirements.

14 DEI WITHIN CASAPARI FOUNDATION'S ADVANCED DIPLOMA TRAINING

- 14.1 We strive to embed the overarching themes of Diversity, Equity and Inclusion within our Advanced Diploma programme through discussion in observation seminars, consideration of key readings in theory seminars and opportunities for reflection and the development of reflexive practice and thought in supervision, and learning sessions.

	Theme
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Year 1 / Cert	Thinking about race together
Year 2-4	Developing an intersectional lens

14.2 Our Advanced Diploma course is accredited by the UKCP.

The following from the UKCP Child Psychotherapy Standards of Education and Training (2019) sets out what we need to ensure our trainees learn about:

Diversity and equality criteria

Child psychotherapy services are often commissioned by adults and students/trainees need to understand the complexities of the power dynamics that result from this. UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that students and trainees develop:

- *A working understanding of equality and diversity theory including, but not limited to, models of cultural competence and cultural humility, and of the principles and provisions of equality legislation as a minimum benchmark for understanding these issues.*
- *Critical understanding of cultural, racial, socio-economic, gendered, heteronormative and dis/ability bias in the theory and culture of psychotherapy and when it is necessary to challenge these biases.*
- *A research-informed understanding of the processes and effects of Unconscious Bias – the unavoidable thinking patterns to which no one is immune. Trainees must be empowered to recognise and increase insight into their Unconscious Bias and how that impacts on working with sameness and difference, and issues of children and childhood. They must be open to reflection on explicit and implicit challenge to these thinking patterns, from peers and clients.*
- *Critical understanding and self-reflective recognition of interpersonal and intra-personal phenomena requiring attention from an equality and diversity perspective including:*
 - *The dynamics of privilege, poverty, oppression, marginalisation and assumption as they impact psychic and social development, and shape the child's life experience.*
 - *How these dynamics, and the resulting power differentials, impact the therapeutic process and relationship.*
 - *Anti-discriminatory and anti-oppressive practice and working with difference.*

- *Knowledge, sensitivity and understanding of general and specific issues and challenges that impact children, adults, couples, families, organisations and communities due to inequalities and discrimination.*
- *Awareness, effectiveness and courage to communicate, and take action to reduce, the harm and trauma caused by discriminatory practice and insensitivity to power differentials within child psychotherapy, service provision, training and supervisory frames.*
- *UKCP Organisational Members that train Child Psychotherapists or accredit Child Psychotherapy trainings must ensure that any learning or teaching methods, including those associated with practice placements/supervised clinical practice, respect and address the rights and needs of children, students, trainees and colleagues.*

14.3 We encourage our trainees to engage with the following key texts throughout the course:

- Akala. (2019) *Natives. Race and Class in the ruins of empire*. London: Two Roads Books
- Charura, Divine and Lago, Colin. (eds) (2021) *Black identities and white therapies. Race, respect and diversity*. Monmouth: PCCS books
- Ellis, Eugene. (2022) *The race conversation - an essential guide to creating life changing dialogue*. London: Confer books.
- Evans, Naomi and Natalie. (2023) *The mixed-race experience. Reflections and revelations on multiracial identity*. London: Vintage.
- **KEY TEXT:** Khan, Myria. (2023) *Working within Diversity A reflective guide to anti-oppressive practice in counselling and therapy*. London: Jessica Kingsley Publishers.
- Kinouani, Guilaine. (2021) *Living while black. The essential guide to overcoming racial trauma*. London: Ebury Press, Penguin Random House.
- Lago, C & Smith, B. (2010) *Anti-Discriminatory Practice in Counselling & Psychotherapy*. London: Sage Publications, Second Edition
- Lowe, Frank. (2014) *Thinking Space - Promoting thinking about race, culture and diversity in Psychotherapy and beyond*. London: Karnac
- McKenzie -Mavinga. (2023) Dr Isha et al. *Therapy in Colour Intersectional, anti-racist and intercultural approaches by therapists of culture*. London: Jessica Kingsley publishers
- Olusoga, David. (2021) *Black and British- an illustrated history*. London: Macmillan Children's books.
- Olusoga, David. (2021) *Black and British, A forgotten history*. London: Picador.
- Olusoga, David. (2020) *Black and British a short essential history*. Sheffield: Macmillan
- Proctor, Gillian. (2017) *The dynamics of power in counselling and psychotherapy*. Monmouth : PCCS books.

- Turner, Dwight. (2021) *Intersections of privilege and otherness in counselling and psychotherapy*. *Mockingbird*. London: Routledge.
- Turner, Dwight. (2024) *The Psychology of Supremacy. Imperium*. London: Routledge.
- White, Kate. (2006) *Unmasking race, culture, and attachment in the psychoanalytic space*. London: Karnac

15 REVIEW AND MONITORING OF THE POLICY

- 15.1 This policy is reviewed annually by the Board of Trustees. Recommendations for any amendments should be reported to the Business Director.
- 15.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.