



## **The Shrublands Trust**

### **Anti Bias Practice Policy**

#### **1. Statement**

The Shrublands Trust is committed to the central role of an anti bias practice policy in relation to trustee recruitment, service delivery, the formulation and implementation of policies and volunteering.

The Shrublands Trust accepts that in our society, groups suffer unfair discrimination on the grounds of race, gender, colour, ethnic origin, disability or age. The Shrublands Trust aims to promote and achieve anti bias practice in all of its activities and encourage service users, trustees and volunteers to do likewise.

#### **2. Objectives**

##### Volunteering

The Shrublands Trust will seek to ensure that no potential volunteer is treated unfairly in any matter, regardless of their ethnic origin, gender, sexual orientation, marital status, disability, age or religion. This policy applies to all matters including recruitment, training, grievance and disciplinary procedures. The Shrublands Trust's Volunteer Recruitment and Selection Procedure provides clear guidance on the process to be used to achieve good personnel practice and avoid discrimination.

##### Training and Development

Training opportunities will reflect the development needs of the individual. All volunteers are encouraged to attend training relating to anti bias practice

##### Services

The Shrublands Trust will seek to provide services, which are appropriate and accessible to families and carers within the Shirley area, regardless of their ethnic origin, gender, sexual orientation, marital status, disability, age or religion. In order to maximise accessibility, particularly to minority groups, The Shrublands Trust will review services in order to determine if any factor is limiting participation such as how and where a service is advertised.

In addition, the Board of Trustees will work towards a representative composition of the Board in order to reflect the diversity of the community.

The Shrublands Trust will work towards countering stereotypes and challenging assumptions about particular groups. It aims to ensure that any leaflets, exhibitions, photographs and reports reflect where possible the diverse nature of the community.

#### **3. Organisational Responsibility within the Shrublands Trust**

##### The Board of Trustees

The Board of Trustees has overall responsibility for the effective operation, monitoring and revising of this policy. The Board is responsible for ensuring that the requirements of the



policy are carried out and will conduct an annual review of services and employment practices in relation to anti bias practice.

#### The Manager

The Manager is responsible on a daily basis for ensuring that all volunteers cooperate with and adopt the requirements of this policy. Volunteers should attend appropriate training relating to equal opportunities. The Chair of The Shrublands Trust Board of Trustees is responsible for ensuring appropriate action is taken in cases of discrimination or harassment.

#### Volunteers-Personal Responsibility

All volunteers have a responsibility to cooperate with and apply the requirements of this policy and to participate in training designed to enhance their understanding of anti bias practice matters. Any act of intentional unlawful discrimination or sexual or racial harassment will be regarded as a disciplinary offence and will be dealt with in accordance with the 'Discipline Policy'. Any volunteer who believes that they have experienced discrimination or harassment, which has not been acknowledged and rectified, should be encouraged to use the Grievance Procedure.

A copy of this policy will be made available to all volunteers and all members of the Board of Trustees.

#### 4. Implementation and Review

The Shrublands Trust believes that the successful implementation of anti bias practice depends upon effective monitoring systems, which will evaluate the following areas annually:

Review of any complaints

Access to services

Training provided by the Shrublands Trust or another organisation.

Take up of services according to gender, ethnicity and disability.

This policy is to be reviewed annually.

This policy is to be used to evaluate the behaviour and attitudes within our premises and to enable us to effectively review the policy by reflecting on our current practice and changing or amending the policy according to current needs:

- Are pictures, posters and other illustrations such as those in jigsaws, portraying a cross-section of society including adults and children with disabilities?
- Do the illustrations and text in books portray non-stereotypical characters and situations and do they offer opportunity for all service users to identify with positive images?
- Do we offer the opportunity to make and eat foods from many cultures as an integral part of the programme?
- Are children and adults with disabilities encouraged to be independent?
- Do multilingual children and adults feel relaxed and able to use languages freely, and are they commended for their ability to use more than one language?
- Are monolingual families whose home language is not English, encouraged to express themselves in their heritage language?
- Do all service users have the opportunity to hear and see other languages including sign language, as part of their programme?



- Do all service users and their families feel welcome and comfortable in the environment you have helped to create?
- Do volunteers actively intervene if service users are physically abused, called names, ridiculed or excluded because of disability, skin colour, dress, cultural background or the way they speak?
- Do volunteers answer children's questions about disability, skin colour or family situations accurately?
- Do all children have the opportunity to relate to men, women and people from different cultures?
- Do you ask both boys and girls to help with all chores, for example moving furniture and domestic chores where appropriate?
- Are girls encouraged to play with construction toys and boys in domestic play?
- Are children provided with paints and crayons that enable children to portray them and others with the correct skin colour?
- Are boys and girls given cuddles and talked to in the same way?
- Are expectations of behaviour and achievement the same for boys, girls and adults where appropriate?
- Are disabled and non-disabled children and adults encouraged to interact with and learn from each other?

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