CREATIVE MAKERS CIC

Equality and Diversity Policy

Including fair access and inclusive practice

Creative and outdoor alternative provision at quarry, studio, hall and 1:1 sessions

Document control	Details
Version and prepared date	1.0 | 1st January 2026
Policy owner	Rebecca Knee
Approved by and effective date	To be completed by directors
Review	Annually from approval and sooner after significant changes
Related policies	Safeguarding; staff conduct; complaints; behaviour; training; medication and medical needs; health and safety; data protection

1 Our commitment and scope

Creative Makers CIC wants every child, young person and adult involved in our provision to be treated with dignity, to feel welcome and to have a fair opportunity to participate. We will prevent unlawful discrimination, challenge prejudice and remove barriers through reasonable adjustments and inclusive practice. Equality may require different support for different people.

This policy applies to referrals, placements, learning, activities, outings, communication, recruitment, employment, training and complaints. It covers directors, staff, sessional workers, volunteers, trainees, learners, families, visitors and partners. We expect people acting on our behalf to follow it.

2 Protected characteristics and wider inclusion

The Equality Act 2010 identifies nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. Race includes colour, nationality and ethnic or national origins; religion or belief includes having no religion or belief.

The legal protections differ between employment, services and education, including particular limits concerning age and marriage/civil partnership. Our commitment to respectful treatment extends to everyone regardless of these differences. We also consider barriers associated with poverty, care experience, being a young carer, language, homelessness and other personal circumstances; these are not all separate protected characteristics.

We comply with the equality duties applicable to our activities and any additional commissioning requirements. Where we exercise a public function, the Public Sector Equality Duty applies to that function. Council or school publication requirements are not automatically assumed to apply to every CIC activity. Directors check the duties relevant to each commissioned service.

Fair access and reasonable adjustments

3 Referrals placements and participation

Placement decisions use clear criteria linked to the child's needs, agreed outcomes and the support available. We do not reject a child simply because of a diagnosis, disability, ethnicity, sex, faith or other protected characteristic. We explain our offer and actual access arrangements honestly and do not advertise unverified facilities or specialist competence.

At referral, discuss strengths, interests, communication, sensory and physical needs, medical support and any barriers with the child, family and placing school or commissioner. Use relevant plans and professional advice. Support should respond to identified needs without unnecessarily waiting for a diagnosis or EHCP. An EHCP and disability under the Equality Act are distinct matters.

If a proposed arrangement cannot safely meet a need, consider reasonable adjustments, additional support and a different activity or site. Directors record the reasons, alternatives considered and review date, and involve the commissioner in suitable next steps. Broad statements that outdoor provision is unsuitable for disabled children are unacceptable.

4 Planning and reviewing adjustments

The session lead agrees adjustments with the learner and family, seeks professional input where needed and records what staff must do. Anticipate common barriers rather than waiting for someone to fail. Consider effectiveness, practical feasibility, safety and available resources in deciding reasonable steps. Do not charge a disabled person for meeting our reasonable-adjustment duty.

Setting or need	Examples to consider according to the individual
Quarry and outdoor sessions	Suitable routes and working areas, stable seating, rest breaks, adapted activities, accessible alternatives and individual emergency/evacuation arrangements.
Studio and hall sessions	Room layout and access, lighting and noise, quiet space, adapted tools or grips, seating and relevant toilet/privacy arrangements.
Communication and learning	Visual schedules, plain language, extra processing time, alternative ways to show learning, communication aids and interpretation where needed.
1:1 sessions and outings	Predictable routines, appropriate staffing, planned transitions, transport and handover arrangements, and medicine access under the individual plan.

Agree responsibilities, timescales and a review date using Appendix A or the learner's support plan. Review when needs, activities or sites change and check that adjustments work in practice. Venue hire does not remove our responsibility to assess access and agree suitable provision; the quarry, studio and hall must each be checked.

For complex medical needs, the pre-placement safeguards in the Medication and Supporting Medical Needs Policy remain essential. Arrange them promptly and review any deferral; do not use a training gap or medical diagnosis as a permanent blanket exclusion. No required specialist care starts before competence, consent, plans and emergency arrangements are ready.

Inclusive learning and a fair workplace

5 Everyday practice

We plan creative activities so that learners can make choices, develop skills and take part without stereotypes about who belongs in art, making or outdoor work. Use resources reflecting varied cultures, families and experiences respectfully. Adapt teaching and assessment to the learner and avoid making language fluency, handwriting or speed an unnecessary barrier to demonstrating ability.

Staff use respectful language and challenge racism, antisemitism, anti-Muslim prejudice, sexism, homophobia, transphobia, disablism and other degrading conduct. No learner or adult is made responsible for explaining or defending an entire group. Age-appropriate discussion of different views is supported without permitting intimidation or personal abuse.

Ask rather than assume what a learner needs. Consider religious observance, food requirements, clothing, personal care, identity, privacy and cultural preferences in planning. Keep arrangements consistent with safeguarding and current law. Where facility or privacy arrangements raise competing needs, directors seek appropriate advice and agree a lawful, dignified solution.

Behaviour and attendance decisions take account of disability, communication, trauma, medical needs and agreed adjustments. Staff investigate what happened and what support is needed before deciding a proportionate response. A child who reports prejudice is not blamed or removed for raising it. Discriminatory conduct is addressed while supporting all affected children appropriately.

6 Recruitment employment and volunteers

Recruitment uses relevant role criteria, consistent assessment and recorded decisions. Offer reasonable adjustments to application, interview and selection arrangements. Keep voluntary equality monitoring separate from selection. Health or disability questions before an offer are limited to circumstances permitted by law. Safer recruitment and safeguarding checks remain essential and are applied fairly.

Provide fair access to pay, work allocation, development, progression and workplace support. Discuss reasonable adjustments with disabled applicants and workers, including where disability arises during employment. Review accessible training methods, equipment and working arrangements. Employment decisions must be based on legitimate requirements and individual assessment, with appropriate advice where needed.

Volunteers, trainees and temporary staff receive relevant induction and supervision. Partners and contractors are told the conduct standards expected while working with us. A breach is addressed through the appropriate contract, disciplinary, grievance or safeguarding procedure, following a fair process.

7 Responsibilities and training

Directors approve and resource this policy and appoint an Equality and Inclusion Lead. The lead coordinates access planning, concerns and improvement actions. The DSL manages safeguarding implications. Session leads implement adjustments and check the safety and inclusion of activities. Every adult working for Creative Makers must challenge or report unfair treatment and avoid encouraging discrimination.

All staff receive equality and inclusion induction and appropriate ongoing development under the Training and Staff Development Policy, including relevant Prospero learning, practical discussion and local guidance. Managers check understanding through examples and observation. Training priorities are updated after concerns, new learner needs or changes to law and practice.

Concerns complaints and improvement

8 Conduct we will address

We prohibit unlawful direct and indirect discrimination, discrimination arising from disability, failure to make reasonable adjustments, harassment, sexual harassment and victimisation. A rule applied identically to everyone may still create an unfair barrier. We also address prejudice-based bullying and degrading conduct even where a particular legal definition does not apply.

Examples include mocking a disability or accent, racist messages, sexual comments or unwanted contact, excluding someone through stereotypes, deliberately sharing sensitive identity information to humiliate them, refusing an agreed adjustment without review, or treating someone badly because they raised a discrimination concern. Describing conduct as a joke or banter does not excuse harm.

9 Reporting and responding

- Make the situation safe, stop harmful conduct where safe to do so and support the person affected. Call 999 for immediate danger.
- Report promptly to the session lead, Equality and Inclusion Lead or director. Inform the DSL immediately if a child's welfare or an allegation about an adult is involved. If the concern is about that person, use another director or the safeguarding/whistleblowing route.
- Record facts, the person's own account, relevant context, actions and decisions. Preserve relevant messages or other evidence safely. Do not promise absolute secrecy.
- The responsible lead arranges a fair review, appropriate support and a proportionate response. Avoid forcing the person affected into mediation or an apology meeting. Monitor for retaliation and repeated conduct.
- Notify families and commissioners where appropriate, subject to safeguarding and confidentiality. Follow police, children's social care or allegations/LADO procedures where relevant. Do not wait for a complaint investigation before protecting a child.

For relevant B&NES educational or youth provision, the lead considers prompt use of the council's Serious Equalities Incident Reporting Form in line with its published criteria. This route collects incident information without identifying the people affected. Record all concerns internally, including isolated incidents; council reporting does not replace safeguarding referrals or police reports.

Learners and families can raise concerns verbally or in writing through the complaints policy, with communication support where needed. Staff use the grievance or whistleblowing arrangements as appropriate. Explain next steps and review/appeal routes under the relevant procedure. Raising a concern, supporting another person or participating in an investigation must not lead to retaliation.

10 Monitoring confidentiality and review

Keep adjustment and incident records securely and share only what is necessary through lawful channels. Equality monitoring is proportionate, explained and normally voluntary; sensitive information requires an appropriate data-protection basis. Do not make disclosure a condition of participation or publish small-group information that identifies individuals.

At least termly, directors review access barriers, adjustments, placement decisions, participation, incidents, complaints and feedback. Set improvement actions with an owner and deadline. Before a new site, activity or major policy change, consider equality impacts and record measures to reduce disadvantage. Review this policy annually and sooner after a significant incident or legal/guidance change; make it available to staff, families and commissioners in accessible formats.

Appendix A Inclusion and adjustment record

Use this short record or an equivalent learner/support plan. Record only information necessary for support; agree the content with the person involved wherever possible.

Field	Agreed information and actions
Learner or staff member and date	
Relevant sites activities or work duties	
Strengths preferences and barriers to participation	
Views of the person and family where relevant	
Reasonable adjustments or other inclusive support	
Professional advice and linked plans	
Action owner resources and completion date	
Staff briefing and emergency arrangements	
If a request is not agreed — reasons alternatives and escalation	
Review date and evidence that support is effective	

Agreed with: _____ Lead: _____

Review outcome and further action: _____

_____

Appendix B Equality improvement actions

Barrier or issue	Action and owner	Due date	Outcome and review

Before adoption: enter the responsible lead and contact details; confirm the complaints and safeguarding routes; approve this policy; brief staff; and check site access and commissioning conditions. Do not treat a blank form as evidence that adjustments have been made.