

POLICY FOR EQUALITY, DIVERSITY & INCLUSION

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Approved by (Name, date, signature)



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Executive Board Chair, David Kreyling
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POLICY FOR EQUALITY, DIVERSITY & INCLUSION

MISSION

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims of the policy

- To ensure that we reflect our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, sexual identity and social circumstances.
- To recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- To support the development of mutual-respect and self-esteem in all students, staff and members of the community it serves, in accordance with the Omnia Foundation Values
- To ensure diversity within the foundation and promote positive attitudes and approaches to difference with regards to: age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, sexual identity and social circumstances.
- To reflect our commitment to promote equality by actively challenging all forms of prejudice and discrimination
- To provide an environment where all our students can flourish and be valued in accordance with our values.
- To ensure that our home settings and adults within it are supported and signposted to relevant services and agencies
- To ensure that all students, staff and home settings are aware of procedures, rights and responsibilities in relation to equalities issues

This policy should be read in conjunction with the Me, Myself & I Policy, Rights & Responsibilities Policy, Anti-Bullying Policy, Digital Safety Policy, Admissions Policy, Inclusion Policy, Curriculum Policy, Accessibility Plan, Attendance Policy, Recruitment and Retention Policy and Grievance Policy.

The Core Values

The Core Values of the Omnia Foundation and the supporting framework underpins all aspects of life here. We believe that if students can live out the values they will grow and mature into responsible young people, confidently able to manage their thoughts and feelings and respect others, irrespective of their age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, sexual identity and social circumstances.

The Core Values are as follows and the full framework can be found in Appendix 1.

Open-minded

Key concepts – *clarity * trust * change*

When we are open-minded, we promote a culture of openness and honesty, where we tackle difficult conversations and accept constructive criticism. We help to create an environment of trust, where all people are treated fairly and equally and where we can be relied upon to follow through with our commitments to others. We recognise and promote a culture where change is good and reflects progress and where we are adaptable and positive when faced with periods of transition.

Motivated

Key concepts – *passionate * purposeful * pride*

When we are motivated, we actively promote the ethos of our organisation, one in which we share positivity and demonstrate genuine commitment. We continually strive to create an environment where every member of the foundation can be at their most effective and where we each take ownership and responsibility for ourselves and everything we do. We support others to ensure that we are all working towards the same goals, taking pride in our contribution to the foundation community.

Noble

Key concepts – *credibility * relationships * team*

When we are noble, we are admired by others and our opinions are sought because we are good role models, taking a considered and thoughtful approach with all members of the community. We lead by example and build strong relationships across the foundation, being approachable, friendly and doing all we can to build trust with others. We actively engage in foundation life, working collaboratively, always listening to new ideas and considering the impact of our actions on others.

Independent

Key concepts – *brave * self-aware * decisive*

When we are independent, we make and carry through informed decisions, are willing to take a stand even in the face of resistance and take accountability when things go wrong. We understand and manage how other people see us, proactively seeking personal development and we are able to minimise the impact of our responses and reactions on others. We have the best interests of the foundation at heart when we make decisions, thinking things through clearly and having a clear rationale before we act.

Achievers

Key concepts – *solutions * innovation * results*

As achievers, we are recognised by others as being able to see things from different points of view, remaining objective and positive in the face of challenge. We promote and contribute to a culture where people feel empowered to challenge the status quo and share new ideas that we are willing to support and develop. We continually review and evaluate our own progress, demonstrating the belief that anything can be achieved and trying and trying again until everything that can be done is done.

Responsibilities and Roles

All who work in the foundation have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

The Executive Board is responsible for:

- Ensuring the foundation complies with the Equality Act 2010.
- Ensuring this policy and its procedures are followed with regard to the 9 strands of protected characteristics and the public sector equality duties: age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, sexual identity and social circumstances.

The Head of Foundation is responsible for:

- Ensuring this policy is readily available and that the whole foundation community know about it and follow its procedures.
- Producing regular information for the whole community about the policy and how it is working, in addition to providing training for them on the policy.
- Ensuring all staff know their responsibilities with regards to equalities issues and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

The Senior Leadership Team is responsible for:

- Co-ordinating and monitoring work on equality issues, e.g., reviewing curriculum and staff training.
- Supporting the Head of Foundation to deal with and monitor reports of any form of harassment or bullying among students, in line with the foundation Anti-Bullying Policy.
- Supporting the Head of Foundation to monitor the progress and attainment of vulnerable groups of children.

The People Team is responsible for:

- Supporting the foundation to deal with and monitor reports of any form of harassment among staff

All our staff are responsible for:

- Exploring their own views and attitudes to difference and monitoring their practice in relation to this policy.
- Keeping up to date with legislation regarding discrimination, and actively engaging with further training and learning opportunities.
- Dealing effectively with, recording and monitoring racist, sexist, homophobic and transphobic incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations.
- Challenging discrimination against anyone for reasons of age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, sexual identity and social circumstances.

Visitors and contractors are responsible for:

- Knowing and following our Equality, Diversity and Inclusion Policy

Admission and Inclusion

These procedures are outlined in the relevant policies which can be found on the foundation website:

<https://omniafoundation.co.uk/>

Rights & Responsibilities

The full policy is available on the foundation website. The basic principles are:

- The foundation promotes positive approaches to difference, fostering respect for people and property. Language or actions, which are racist, sexist, homophobic, transphobic or potentially damaging to any minority group, are dealt with in line with the above policy.
- When dealing with incidents that are anti-social, the foundation recognises that cultural differences need to be considered.
- In view of the fact that all students at the Omnia Foundation have a recognised special need under their Education, Health and Care Plan, there is a realistic expectation of all students with regards to self-expression and students are encouraged to become independent and take responsibility for their own actions.

Record Keeping

Instances of inappropriate actions as outlined in the policy will be recorded on CPOMS. These are available for monitoring purposes by the senior leaders and Executive Board.

Student and Adult Interaction

- All students are encouraged to be active participants, responsible for their own learning,
- Adults are responsive to student's different learning styles.
- All our learning environments will be inclusive in which students feel their contributions are valued.
- Delivery styles will be linked to the variety of learning styles that students have and will include grouping that develops collaboration, enquiry, problem solving and thinking skills.

Curriculum

Our full Curriculum provision is outlined in our Curriculum Policy which can be found on the foundation website.

- Resources, activities and displays reflect the experiences and background of all students. We will promote positive attitudes towards diversity and challenge stereotypes in all curriculum areas.
- Resources and curriculum will be reviewed regularly.
- All students have access to a high quality flexible learning environment that builds on their individual starting points and is differentiated appropriately:
 - With English as an Additional Language
 - From minority ethnic groups
 - Social background
 - Diversity of family background

Religious Observance

We respect the religious beliefs and practices of all students, staff and home settings and comply with reasonable requests relating to religious observance and practices.

Recruitment and Retention

It is an aim of the foundation to ensure our staff team is representative and welcoming of a wide range of people. This means that when recruiting new staff, we will:

- Ensure that our procedures are open and do not discriminate against any section of the community.
 - The People Team will carry out equal opportunities monitoring of applications.
 - Consideration of under-represented groups on the staff team will be taken when placing advertisements and where they are placed.
 - Induction of staff includes an introduction to the aims, beliefs and ethos of the foundation with regards to Equalities.
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Monitoring and Reviewing

The policy will be regularly monitored and reviewed every three years by the Head of Foundation with the Executive Director to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.

Any pattern of inequality found as a result of our monitoring and review is used to inform future planning and decision-making.

The Executive Director will provide monitoring information for the Executive Board. These will include: roll and demographics, workforce recruitment, retention and progression, key initiatives, progress against targets and future plans.

THE OMNIA FOUNDATION VALUES FRAMEWORK

We are ...		Developing the values	Embedding the values	Living the values
OPEN-MINDED	DELIVERS CLARITY	Is respectfully direct and honest at all levels Asks questions and explores more deeply in the event of lack of understanding	Tackles difficult conversations and accepts constructive criticism	Promotes a culture of openness and honesty
	DEMONSTRATES TRUST	Trusts others to do what they say will Is dependable and reliable and always follows through with commitments to others	Treats people fairly and equally	Helps to create an environment of trust
	EMBRACES CHANGE	Unafraid to try something new and encourages others to take a positive outlook when faced with change Is prepared to be flexible and can adapt to changing situations	Understands that people deal with change differently and adapts their responses and reactions effectively	Recognises and promotes a culture where change is good and means progress
MOTIVATED	PASSIONATE	Demonstrates they love what they do Demonstrates genuine commitment	Has a positive outlook and shares this with others	Actively promotes the organisation
	WORKS SMART	Works with a sense of purpose, making sure that everything they do counts Takes ownership of and responsibility for workload, prioritising and planning accordingly	Ensures that every hub/foundation member knows their purpose for that day/week/month/term	Continually strives to create the best environment for the hub/foundation to be at their most effective
	QUALITY DRIVEN	Takes pride in their own work and strives to achieve the highest standard Takes responsibility for own work and rectifies errors as quickly as possible	Recognises the risk to standards and acts appropriately without apportioning blame	Supports others to ensure that the whole hub/foundation can meet standards
NOBLE	CREDIBLE	Is fair and takes a considered and thoughtful approach with all members of the foundation community Is honest and respectfully says it how it is	Is able to be trusted and is a good role model for others	Is liked and admired and their opinions sought by other members of the foundation
	RELATIONSHIP BUILDER	Approachable and friendly to others and cooperates and with and supports others Does all they can to build trust with everyone in the foundation and wider community	Works collaboratively with all and understands the importance of supportive relationships	Leads by example on the importance and impact of building strong relationships across the foundation
	TEAM PLAYER	Always considers the impact of their actions on the hub/foundation Is willing to listen to new ideas	Fixes divisions in the hub/foundation quickly and with consideration	Demonstrates team work by participating in activities across the foundation and works collaboratively with others

We are ...		Developing the values	Embedding the values	Living the values
INDEPENDENT	BRAVE	Willing to take a stand and act on own principles even in the face of resistance Unafraid to take accountability when things go wrong	Willing to admit areas of personal/hub/whole foundation development	Makes and carries through decisions even if they are unpopular, difficult or controversial
	SELF-AWARE	Able to manage emotions and impact of mood appropriately Aware of own responses and reactions and can minimise impact on others	Proactively seeks personal development	Understands and manages how others perceive them
	DECISIVE	Thinks through the impact of decisions before making them Thinks clearly in difficult situations	Is able to back-up decisions with a clear rationale	Always considers the wider context of the hub/foundation when making tough decisions
ACHIEVERS	SOLUTIONS FOCUSED	Demonstrates a positive attitude towards a challenge Focuses on improvement, identifying gaps and working on solutions	Can maintain their own position in a situation and remain objective	Is recognised by others as being able to see situations from a number of points of view
	INNOVATIVE	Is prepared to be flexible and can adapt to changing situations Challenges the status quo in a healthy way	Enjoys new ideas and is willing to support and develop them	Promotes an open culture where people feel empowered to try new things and share new ideas
	RESULTS FOCUSED	Takes action to resolve problems and fulfil own responsibilities Will try and try again until everything that can be done is done	Demonstrates the belief that anything can be achieved as long as the effort is invested	Continually reviews and evaluates personal progress and that of the organisation