

## **Barnet Educational Psychology Team**

### **Diversity, Inclusion and Anti-Racism Policy Autumn 2020<sup>1</sup>**

Barnet Educational Psychology Team is committed to encouraging diversity, inclusion and anti-racism among our workforce and eliminating unlawful discrimination.

This policy sits within the London Borough of Barnet's Equality, Diversity and Inclusion strategy and is in keeping with corporate values promoted by the London Borough of Barnet and Barnet Education and Learning Service (BELS).

The aim is for our workforce to be truly representative of all sections of society and the children and young people we provide services to, and for each employee to be respected and to be enabled to thrive.

Our organisation - in providing services - is also against any unlawful discrimination as defined by protected characteristics outlined in the Equality Act 2010.

Equality diversity and inclusion are central to the work of the Educational Psychology Team, and the team takes an actively anti-racist approach.

The following statement has been agreed by all members of the service, and will be reviewed annually:

#### **Barnet Educational Psychology Team Anti-Racism and Culturally Responsive Practice Position Statement**

The last two years will have been a difficult time for many of our children and families and ongoing concerns and questions are likely to continue as we move through the next academic year. The coronavirus pandemic highlighted many social and health inequalities for Black, Asian and other marginalized/minoritized groups in our society. The traumatic murder of George Floyd in the US in 2020, ignited a global response. We acknowledge current global conflicts and events that deeply impact our communities in Barnet. This includes the ongoing Middle East conflict that has contributed to a rise in Antisemitism and Islamophobia. As a team, we are committed to supporting our diverse school communities in promoting unity, connection, and respect.

We acknowledge the historical, social, and political context of structural racism and recognise the painful impact that racism has on our children, young people, family, friends, colleagues and the wider community. We are aware of the significant racial disparities in terms of socio-economic, mental health, physical health and educational outcomes, particularly for members of our Black community. Structural racism exists

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<sup>1</sup> This policy was created in 2020 and is updated annually. It draws on the following resource: [Equality, diversity and inclusion policy template | Acas](#)

within our society and permeates through education. For our children and young people, disparities can lead to but are not limited to, a wide variation in levels of attainment and exclusion rates. We acknowledge educational psychology as part of the system.

We are committed to ensuring our practice promotes racial equality and culturally responsive practice in schools and communities. As a team we have embarked on and continue to engage in individual and group reflection and discussion, a professional development programme with an anti-racism agenda. We are working on continuing to ensure race, equity and unconscious bias is a focus in supervision to develop our own knowledge, skills and service delivery within different levels of our practice. To support action, the service is committed to policy development and review of systems and processes within the organisation. We recognise that this will be an ongoing process of continued learning, reflection and action. The Educational Psychology Team will continue to stand with our communities against racism to work towards a better future for all our young people.

We will continue to offer the following to schools and the local authority alongside our own continued professional development and organisational changes to promote anti-racism within our practice.

- culturally responsive consultation
- supporting strategic developments in schools
- sharing appropriate and relevant resources
- culturally responsive supervision
- training and workshops with schools and local authority colleagues

December 2023

This policy's purpose is to:

- Promote equality, equity and respect for all in our employment, whether temporary, part-time or full-time.
- Promote anti-racism and cultural responsiveness in our workforce, including the promotion of anti-discriminatory practice.
- Prevent and avoid unlawful discrimination due to any protected characteristic under the Equality Act 2010, i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex and sexual orientation.
- Oppose all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities.

The organisation commits to:

- Encouraging equality, equity, diversity, inclusion and anti-racism in the workplace.
- Foster a working environment free from bullying, harassment, victimisation and unlawful discrimination, which promotes dignity and respect for all, and where individual differences and the contributions of all staff are fairly recognised and equally valued.
- Make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation and thereby bring more benefits to Barnet's young people and key adults in their lives.
- Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law.
- Monitoring including assessing how the Diversity, Inclusion and Anti-Racism policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues.

This policy is intended to promote equity in corporate culture, professional practice and service delivery

## **1 Corporate Culture**

*Recruitment:* Our commitment to diversity, inclusion and anti-racism will be included within our recruitment information. Shortlisting, selection and promotion processes will be carried out fairly and will not discriminate against candidates on the basis of any protected characteristic under the Equalities Act 2010.

*Induction:* diversity, inclusion and anti-racism policy will be shared as new starters and included in induction pack. Cultural responsiveness questionnaire will be built into the induction process to provide opportunity for new starters to reflect on individual CPD strengths and needs in areas of cultural responsiveness and anti-racism.

*Staff development:* work to promote anti-racism, cultural humility and anti-discriminatory practice will be integrated within the ongoing programme of team meetings and professional development. The EPT position statement will be reviewed and updated annually.

*Disciplinary and grievance:* All staff should understand they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination which are carried out within their working duties or elsewhere. All staff must take seriously and act appropriately concerning allegations of bullying, harassment, victimisation and unlawful discrimination and follow BELS' grievance and/or disciplinary procedures.

*Promotion and opportunities within the team:* Decisions concerning staff promotion and opportunities will be based on merit and ensuring efficient use of resources to meet need (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act 2010).

*Transparency:* Information related to corporate expectations will be freely available on Barnet's Local Offer and on the corporate directory (S-drive).

## **2 Professional Practice** *(i.e. EPs' knowledge skills and competencies)*

In line with HCPC expectations about knowledge and skills for practitioner psychologists all EPs have a demonstrable commitment to best practice and continuous professional development.

EPs will continuously review and improve their professional knowledge in relevant areas through regular CPD as individuals and within the team. Areas will include cultural responsiveness and anti-racism. e.g. unconscious bias, selecting appropriate assessment tools, reporting information in culturally appropriate ways, improving knowledge of different language groups, different religious practices and expectations within communities and understanding diversity in gender identity.

Cultural responsiveness will be explored through BPS service audit and cultural competence questionnaire. Findings will be used to inform CPD planning to develop cultural responsiveness on an annual basis.

Cultural responsiveness and anti-racism to be included as agenda item in line management meetings to focus on individual CPD needs and within appraisal processes to promote action.

Supervisors will access training opportunities and/or support and resources in the area of culturally appropriate supervision.

Anti-discriminatory practice will be integrated within the key performance indicators (KPIs) for the service and there will be an expectation for EPs to have an explicit focus on this within their annual appraisal.

## **3. Service Delivery** *(i.e. the equity of the Educational Psychology Team's offer to the communities we support)*

The EP Team plan will include an objective to establish a system for monitoring referrals to the EPT according to gender, ethnicity, age, category of need etc.

The EP Team will commit to reviewing information about referrals and for using this information to improve the quality and fairness of the work of the EPT and to reducing disproportionality in exclusion and identification of need.

The EPT will actively promote outreach to different cultural, religious and ethnic groups and will strive to increase our knowledge of different cultures, such as involving and collaborating with experts by experience e.g. community leaders.

The EP team will promote a service culture where colleagues can share and develop their knowledge of different cultural, religious, ethnic or language backgrounds, and there is a respectful and inclusive team culture. Colleagues should avoid making assumptions about each other based on their characteristics. For example, it should not be assumed that because a person has a protected characteristic that they should become a de facto 'spokesperson' for a particular group/ be expected to translate a community language etc.

The EPT will review and improve its use of interpreters and translation so that all clients can fairly access services irrespective of their language background. Meetings reports and leaflets should be translated where appropriate. We are currently reviewing our access to translation and interpreting services as well as guidance for interpreters to ensure quality assurance.

**Conclusion:**

This diversity, inclusion and anti-racism policy incorporated contributions from all EP team members, including trainees, senior management and Association of Educational Psychologists (AEP) representatives. This policy invites accountability from within our service and those who experience our service. This policy and associated actions will be reviewed annually and is due to be reviewed in November 2024.

## Appendix

### Key Terms:

- **Allyship** - the practice of emphasising social justice, inclusion, and human rights by members of a majority group, to advance the interests of an oppressed or marginalised group.
- **Anti-racism** - Anti-racism is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions. It involves ongoing reflection, dialogue, collaboration and learning.
- **Cultural appropriation** - the adoption of an element or elements of one culture or identity by members of another culture or identity. This can be harmful when members of a dominant culture appropriate from disadvantaged minority cultures, and also when it is linked to stereotyping.
- **Cultural competency** - This competency is having an awareness of one's own cultural identity and views about difference, and the ability to learn in order to understand and effectively work with varying cultural and community norms.
- **Cultural humility** – a process that requires humility (each has something of great value to learn from the other) as individuals continually engage in self-reflection and self-critique as life long learner and reflective practitioners to redress power imbalances.
- **Cultural responsiveness** - is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. To respond in a culturally sensitive manner to all others you are working with.
- **Intersectionality** - refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.
- **Micro-aggressions** - racial indignities, slights, mistreatment or offenses that people of colour may face on a routine basis.
- **Race** - Race needs to be understood not as a biological difference with biological consequences, but as a socially constructed categorisation of people, which has social consequences.
- **Racial bias** - is a belief or belief system. Racism is what happens when that belief is translated into action.
- **Racism** - prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.
- **Systemic or structural racism** - the collective failure of an organisation to provide an appropriate and professional service due to colour, culture or ethnic origin of service user.
- **White fragility** - discomfort and defensiveness on the part of a white person when confronted with information about racial inequality and injustice.
- **White privilege** - the benefits which may be unconsciously enjoyed and/ or consciously perpetuated from being or being perceived as white.
- **Unconscious bias** - social stereotypes about groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organise social worlds by categorising.