CAMERON & COOPER

LOVE, CARE AND CONSISTENCY

Equality, Diversity, and Inclusion Policy

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Date approved	**28th July 2026**
Effective from	**28th July 2026**
Last reviewed	**31st July 2025**
Next review due	**July 2027**
Previous version	**Equality, Diversity, and Inclusion Policy (July 2025)**

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Introduction

Cameron and Cooper Limited is committed to creating an organisation where everyone is treated fairly, with dignity and respect. This applies to the young people we care for and educate, the adults who work within the organisation and the families, professionals, visitors and others we work alongside.

People bring different identities, experiences, cultures, beliefs, abilities and perspectives. We value those differences and want our homes, school and workplaces to be places where people feel safe, included and able to be themselves.

Equality, diversity and inclusion should be evident in everyday practice. It influences how we care for and educate young people, how we recruit and support adults, the decisions we make, the language we use and how we respond to people's individual needs.

Our approach is underpinned by our values of Love, Care and Consistency and the expectation that nobody should experience discrimination, harassment or unfair treatment.

The Equality Act 2010 protects people from discrimination because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Cameron and Cooper Limited is committed to eliminating discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations between people from different backgrounds and experiences.

This policy applies to everyone connected with Cameron and Cooper Limited, including young people, adults, prospective employees, volunteers, agency workers, contractors, families, visitors and professionals working alongside us.

Everyone has a responsibility to challenge discrimination and contribute to an environment where people are treated fairly and with respect.

Safeguarding and Equality

Equality, diversity and inclusion are an important part of safeguarding at Cameron and Cooper Limited. Every young person has the right to be protected from harm regardless of their age, disability, race, religion or belief, sex, sexual orientation, gender identity, culture or any other aspect of their identity.

Respecting a person's beliefs, culture or identity must never become a reason to overlook abuse, neglect or exploitation. Safeguarding young people comes first. Adults must not allow assumptions, stereotypes or concerns about causing offence to prevent them from recognising, responding to or reporting a safeguarding concern.

Adults need to remain professionally curious. Abuse can happen in any family, community or setting and concerns should be considered using the information available, the young person's individual circumstances and the level of risk. Culture, religion, background or identity should never be used to explain away something that may be causing harm.

Some forms of abuse may be wrongly justified through cultural, religious or family beliefs. These include:

- female genital mutilation (FGM)
- forced marriage
- so-called honour-based abuse
- abuse linked to faith or belief
- coercive or controlling behaviour

These are recognised forms of abuse and must always be treated as safeguarding concerns. Adults must act on concerns in line with the Safeguarding Policy and local safeguarding procedures.

Adults should challenge discrimination, prejudice and hate incidents when they occur. Anyone who experiences or witnesses discrimination should feel able to raise it and know that it will be taken seriously.

All adults receive safeguarding and equality training as part of their induction and ongoing professional development. This supports adults to understand their responsibilities, recognise concerns and respond appropriately.

Race, Culture and Ethnicity

Cameron and Cooper Limited values the different racial, cultural and ethnic backgrounds of the young people and adults within our organisation. A person's identity is individual to them and may be shaped by their heritage, culture, language, beliefs, family and experiences.

Adults must challenge racism, discriminatory language, prejudice and stereotyping whenever they occur. This includes discrimination from other young people, adults, professionals, members of the public or through online interactions.

Racism and discrimination can affect a young person's confidence, emotional wellbeing, relationships and sense of belonging. Adults should be alert to this and not rely on a young person having to identify or explain discrimination before it is taken seriously. Listen to what they tell you, recognise changes that may indicate something is wrong and provide support where it is needed.

Young people should have opportunities to explore and celebrate their identity, culture and heritage in ways that are meaningful to them. This might happen through everyday conversations, food, activities, education, family relationships or links with their wider community.

Cultural Needs and Practices

Culture may be reflected in a young person's language, food, clothing, family traditions, celebrations, values, hair and skincare or other parts of everyday life. Adults need to understand what is important to the individual young person rather than assume what they need because of their background.

Where a young person wants to maintain, explore or reconnect with their cultural heritage, adults should help them to do this. This may include access to appropriate food, clothing, hair and skincare products, language support or culturally appropriate services. Where specialist services such as barbers, hairdressers or beauticians are needed, young people should have choice about who provides these and their privacy and preferences should be respected.

Relevant cultural needs should be understood from the point a young person moves into the home and reflected in their care planning where appropriate.

Language and Communication

Good communication makes people feel heard, understood and respected. Everyone communicates differently and how a person speaks, signs or expresses themselves is often part of their identity and life experience.

Some young people may speak English as an additional language. Others might use British Sign Language (BSL), communication aids or have a strong regional accent or dialect. None of these should affect how someone is treated.

If communication is a barrier, adults need to change their approach. This could mean using simpler language, checking that information has been understood, allowing more time, using visual prompts or arranging interpreting or translation support where needed.

The language adults use matters. Everyday words and phrases can reinforce stereotypes or exclude people, sometimes without us realising it. Adults should think about the language they use and challenge discriminatory or derogatory comments when they hear them.

Everyone should have the same opportunity to understand information, express their views and be involved in decisions that affect them.

Stereotyping and Assumptions

Sharing a race, culture or ethnic background does not mean people have the same beliefs, experiences, interests or needs. Adults need to get to know the individual young person and not make assumptions based on their appearance, background, culture or family history.

Care and support should be based on what we know about the young person, what they tell us and their individual needs.

Religion and Belief

Religion, faith and spirituality can be an important part of a young person's identity. Some young people may actively practise a religion, some may be exploring their beliefs and others may choose not to follow a religion at all. Adults should respect each young person's views without judgement or pressure.

Young people who wish to practise their religion should be supported to do so. This might include attending a place of worship, observing religious festivals or periods of fasting, wearing religious clothing or symbols, or following other practices that are important to them.

Adults need to understand what matters to the individual young person rather than make assumptions based on their religion, family or cultural background. Where appropriate, parents, carers and relevant professionals should be involved, but the young person's wishes and feelings should remain an important part of any decisions about their care.

Daily Life

Religious beliefs may affect different parts of everyday life, including food, clothing, prayer, personal care and routines. These needs should be understood when a young person moves into the home so that arrangements can be made from the outset.

This could include providing appropriate food, supporting prayer or quiet reflection, recognising religious festivals, adapting routines during periods of religious observance or making sure religious texts, clothing and other items are available.

Where specific arrangements are needed, such as separate utensils for food preparation, adults should make sure these are understood and put in place wherever reasonably practicable.

Addressing Discrimination and Bias

Young people should never have to hide, change or apologise for their religion or beliefs in order to fit in. Discrimination, prejudice or stereotyping should be challenged whether it comes from other young people, adults, professionals or members of the public.

Religious beliefs should be respected provided they do not place the young person or somebody else at risk of harm. Adults should never dismiss or ridicule a young person's beliefs simply because they are different from their own.

Adults also need to recognise that their own experiences may influence how they see things. Be willing to ask questions and learn about beliefs or traditions that are unfamiliar rather than making assumptions about them.

Religion and Gender

Religion or culture may influence how a young person wants to be supported. For some, this might mean personal care from an adult of the same gender. Others may feel more comfortable having certain conversations with a male or female adult.

Where we can, these preferences should be respected and built into the way care is provided. If this isn't possible, explain why and talk it through with the young person to agree the best way forward.

Don't assume what matters to a young person because of their religion or culture. Ask them, listen to what they tell you and involve them in decisions about their care.

Preventing Radicalisation

Radicalisation is a safeguarding concern and, like other safeguarding risks, can affect any young person. Adults need to be alert to possible signs of extremist influence, particularly where a young person may be isolated, vulnerable, unheard or disconnected from positive relationships.

Adults must not make assumptions based on a young person's religion, ethnicity, nationality, culture or background. Concerns should come from what adults are seeing, hearing or learning about the young person and should be considered alongside what else is happening in their life.

Recognising Risk

Possible signs of radicalisation may include:

- expressing extremist or increasingly intolerant views
- glorifying violence, hatred or extremist ideologies
- withdrawing from trusted adults, family or friendship groups
- becoming increasingly secretive about online activity or contact with unknown online influences
- significant changes in language, behaviour or relationships alongside increasing hostility or intolerance towards others

One sign on its own does not mean that a young person is being radicalised. Adults need to consider the wider picture, remain professionally curious and share concerns promptly with the Designated Safeguarding Lead.

Cameron and Cooper Limited follows its responsibilities under the Prevent Duty. Where concerns are identified, these will be considered through the organisation's safeguarding procedures and referred to the local authority or Channel programme where appropriate.

Building Protective Relationships

Young people need adults around them who they trust and can talk to. They should be able to ask questions, explore different views and talk about their beliefs, identity or things they have seen online without being judged for doing so.

Adults should challenge prejudice and intolerance, encourage respectful disagreement and help young people question what they see, hear and read. This is particularly important online, where extremist content, misinformation and attempts to influence young people may not always be obvious.

All adults receive Prevent training as part of their induction and ongoing safeguarding development.

Gender and Gender Identity

Gender and gender identity are personal and will mean different things to different people. Young people and adults should be able to be themselves without being stereotyped, excluded or treated differently because of their sex, gender or how they express themselves.

Sexist behaviour, gender-based bullying and assumptions about how someone should dress, behave or what they should enjoy because they are male or female are not acceptable.

Adults need to listen to young people and avoid making assumptions. Some young people may be questioning or exploring their gender identity and may not have all the answers themselves. They should have time and space to talk without feeling pressured to define themselves or make decisions before they are ready.

Sex and Gender Stereotypes

Being male or female should not determine someone's interests, appearance, activities, education or what they might want to achieve.

Adults need to be aware of the messages young people receive about gender, including comments about something being "for boys" or "for girls". These can reinforce stereotypes even when no offence was intended.

Young people should be able to explore their own interests and aspirations without feeling they need to fit traditional gender roles. The same applies to adults working within Cameron and Cooper Limited. Opportunities and expectations should be based on the individual rather than assumptions about their sex or gender.

Supporting Trans, Non-Binary and Questioning Young People

Some young people may identify as transgender or non-binary. Others may be questioning or exploring their gender identity. There should be no expectation for a young person to have this figured out or to describe themselves in a particular way.

Adults should listen to what the young person is saying and understand what support they want. This might include how they wish to be known, the name or pronouns they use,

clothing, personal care or other aspects of everyday life. These conversations should be handled sensitively and with respect for the young person's privacy.

Where a young person asks for changes to their care or support, these need to be considered individually. Their wishes and feelings, age and understanding, safety, care plan and relevant professional or family involvement should be taken into account. An adult's personal views about gender identity should not influence the support a young person receives.

Adults in the Workplace

Adults who are transgender, non-binary or questioning their gender identity should be treated fairly and with respect. Where someone asks to be known by a particular name or pronouns, this should be respected.

Any support or changes needed at work should be discussed with the individual rather than assumptions being made about what they need. Discrimination, bullying, harassment or deliberately targeted behaviour will not be accepted and will be dealt with through the appropriate employment procedures.

Gender Identity and Safeguarding

A young person exploring or expressing their gender identity is not, in itself, a safeguarding concern. Adults should respond to the individual young person and consider any concerns about their safety or wellbeing on their own merits.

There may be times when a young person's wishes around privacy need to be balanced against the need to share information to keep them or somebody else safe. Where this happens, adults should explain what information needs to be shared and why, wherever it is safe to do so.

Concerns about bullying, exploitation, abuse, coercion or other harm should be taken seriously and responded to through the usual safeguarding process.

Pregnancy and Maternity

Pregnancy or maternity should never result in someone being treated unfairly, missing out on opportunities or being placed at a disadvantage.

Adults who are pregnant will be supported throughout their pregnancy and when returning to work following maternity leave. An individual risk assessment will be completed and reviewed as circumstances change. Where adjustments are needed to help someone continue working safely, these should be discussed with them and put in place where appropriate.

Maternity, paternity and shared parental leave will be supported in line with current employment law and Cameron and Cooper Limited's employment procedures. Any return to work should be planned with the individual and take account of what they may need as they settle back into their role.

If a Young Person Becomes Pregnant

If a young person becomes pregnant while living in one of our homes, they will be treated with care and without judgement. Pregnancy does not automatically mean they cannot continue living in their home.

Their individual circumstances will need to be carefully considered. Adults should work with the young person, their social worker, health professionals and others involved in their care to understand what support is needed and make sure appropriate safeguarding arrangements are in place.

The young person should be involved throughout. Their care plans and risk assessments will need to reflect any changes in their health, education, emotional wellbeing or level of risk. Decisions about their care should be based on what is known about the individual young person and what they need to remain safe and properly supported.

Special Educational Needs

Some young people need additional support with learning, communication or managing day-to-day life. Their needs may be identified through an Education, Health and Care Plan, while for others their needs may still be emerging or being understood.

A diagnosis or identified need should never become the way we define a young person. Adults need to know the individual, what they are good at, where they find things difficult and what helps them. Two young people with the same diagnosis may have very different needs and should not be supported in the same way simply because they share a diagnosis.

Adults should work alongside the young person, their family where appropriate, social worker, school and other professionals so there is a shared understanding of their needs. This should be reflected in their education planning, care plans, risk assessments and Individual Positive Behaviour Support Plan where relevant.

Learning and Participation

Having additional needs should not mean lowering expectations or limiting opportunities. Young people should be supported to take part in education, activities and everyday life in ways that work for them.

Sometimes adults need to do things differently. A young person may need information broken down, more time to process what has been said, visual prompts, sensory support or help to manage their emotions before they are ready to engage.

Progress will look different for every young person. Adults need to recognise this and make sure young people have the support they need to learn, develop and experience success.

Disability

A disability should never be a reason for someone to be treated less favourably, excluded or have fewer opportunities. Some disabilities are visible and others are not. The support one person needs may also be very different from another person with the same disability or diagnosis.

Adults need to understand how a young person's disability affects them rather than make assumptions based on a diagnosis. This means listening to the young person, understanding what they can do independently, where they need support and what might make things easier for them.

Reasonable adjustments should be made to remove barriers wherever possible. This could mean changing routines, adapting how information is given, providing additional equipment or finding different ways for a young person to take part in education, activities and everyday life.

Accessibility of Our Homes

The physical layout of our homes does place some limits on the mobility needs we can safely support. Cherry Blossom and Acacia Cottage are arranged over two floors and require the use of stairs to access parts of the home. The Beech House residential accommodation is on one floor, although there are internal steps and narrow corridors which could present difficulties for a young person with mobility needs. The Beech House School is situated on the floor above and is also accessed by stairs.

This means our homes may not be suitable for a young person who uses a wheelchair or whose mobility needs mean they cannot safely use stairs. This needs to be properly considered before any decision is made for a young person to move into one of our homes.

A decision should never be based simply on a young person having a disability. Their mobility, independence, support needs and ability to safely access and move around the home must all be considered, alongside any reasonable adjustments that could realistically be made. Where the physical environment means we cannot safely meet a young person's needs, this should be identified through the referral and compatibility assessment before any decision is made for them to move in.

Language and Attitudes

Disability should never be spoken about as though it is a burden or inconvenience. Adults should challenge discriminatory comments, jokes, stereotypes or behaviour when they happen and think about the language they use themselves.

Adults with Disabilities

The same principles apply to adults working at Cameron and Cooper Limited. No adult should be disadvantaged or have opportunities restricted because of a disability.

Where an adult needs adjustments to carry out their role, these should be discussed with them and considered individually. Adults should feel able to talk about what they need without worrying that this will change how they are viewed or treated at work.

Sexual Orientation

Everyone should be treated fairly and with respect regardless of their sexual orientation. This applies equally to young people and adults across Cameron and Cooper Limited.

Young people may identify as lesbian, gay, bisexual or heterosexual. Others may be exploring their sexuality, may be unsure or may not want to define themselves at all. There should be no pressure on a young person to label their sexuality or explain it to others.

Feeling Safe and Accepted

Young people should feel able to talk about relationships, attraction or their sexuality without fear of judgement. Adults should listen, offer support where it is needed and respect what the young person is comfortable sharing.

Homophobic, biphobic or other discriminatory language or behaviour should be challenged. Where a young person is being bullied, targeted or made to feel unsafe because of their sexual orientation, adults must take this seriously and respond through the appropriate safeguarding or countering bullying procedures.

A young person's sexual orientation should never affect the opportunities they are offered, the relationships they are supported to have or the way they are treated.

Adults in the Workplace

Adults have the same right to feel accepted and respected at work. Nobody should be treated differently, excluded or disadvantaged because of their sexual orientation.

Adults should not feel they need to hide their sexual orientation or relationships in order to feel accepted at work. Discrimination, harassment or inappropriate comments about someone's sexual orientation will be challenged and dealt with through the appropriate employment procedures.

Dietary Needs

Food can be closely linked to a young person's culture, religion, health, identity and family experiences. Adults need to understand what each young person can and cannot eat and make sure their individual needs are properly catered for.

This may include religious or cultural requirements, allergies, medical needs, sensory needs, vegetarian or vegan diets, or individual preferences. Where there are specific requirements around food preparation, storage or cooking, these need to be understood and followed.

Young people should be involved in choosing meals and encouraged to take part in shopping and cooking where appropriate. Trying different foods can be encouraged, but young people should never be pressured or made to feel difficult because their choices or dietary needs are different from those of others.

When Food is More Complicated

For some young people, food may be connected to previous experiences of neglect, scarcity, control or trauma. Others may have sensory needs or find certain foods, smells, textures or mealtimes difficult.

Adults need to understand what is happening for the individual young person rather than seeing this as difficult behaviour. Food should never be withheld or used as a punishment or as a way of controlling behaviour.

Where there are concerns about a young person's eating, health or relationship with food, these should be properly assessed. Care plans and risk assessments should reflect the concern and set out what adults need to do to support the young person safely.

Gypsy, Roma and Traveller Heritage

Young people from Gypsy, Roma and Traveller communities may have experienced discrimination, prejudice or exclusion because of their heritage. Adults need to be aware of this and make sure that assumptions or stereotypes do not influence the care and support a young person receives.

Being from a Gypsy, Roma or Traveller community does not tell us what a young person believes, what their family relationships are like or what is important to them. Get to know the young person. Ask about their culture, traditions and family life and listen to what they tell you.

Supporting Cultural Identity

Culture may influence different parts of a young person's life, including family relationships, education, religion, language or how comfortable they feel in certain situations. Where something is important to a young person, adults should understand this and consider how it can be supported within their everyday care.

Some young people may have particular wishes about being alone with adults of a different gender or taking part in mixed-gender activities. Don't assume this will be the case because of their heritage. Ask the young person and take their views seriously.

Education

Some young people from Gypsy, Roma and Traveller communities may have experienced disrupted education or had difficult experiences in school. Where this has happened, adults should understand what this has meant for the individual young person rather than assume they are unwilling to learn.

Any gaps in education or additional support needs should be identified and addressed through the young person's education planning. Adults should work with the school and other professionals to make sure the young person has the same opportunities to learn, achieve and take part as anyone else.

Adults in the Workplace

Adults from Gypsy, Roma and Traveller communities should not experience discrimination or different treatment at work because of their ethnicity, culture or heritage. Discriminatory comments, stereotyping or harassment will be challenged and dealt with through the appropriate employment procedures.

Refugees and Asylum Seekers

Young people who come to the UK as refugees or asylum seekers may have experienced significant disruption before arriving here. This could include conflict, violence, loss, separation from family or difficult journeys. They may also be adjusting to a new language, culture and education system while living with uncertainty about what happens next.

Being a refugee or seeking asylum should never result in a young person being treated differently or having fewer opportunities.

Support and Stability

Every young person's circumstances will be different. Some may need an interpreter or information translated into a language they understand. Others may need support with asylum interviews, legal appointments or meetings, or help to understand what is happening and what comes next.

Adults should not assume that a young person wants to talk about their experiences or repeatedly ask them to recount what has happened. Where a young person does want to talk, listen and respond sensitively.

Any needs arising from the young person's circumstances should be understood and reflected in their care planning, risk assessments and education planning where relevant.

Emotional Wellbeing

Uncertainty about family, immigration status or what may happen in the future can be difficult for a young person to live with. Adults need to recognise when this is affecting them and make sure appropriate support is available.

Past experiences should not be used to define the young person or explain everything they do. Get to know the individual, understand what is happening for them now and seek specialist support where this is needed.

Equal Opportunities

Being a refugee or asylum seeker should never be a reason to lower expectations. Young people should have the same opportunities to access education, healthcare, activities and everyday life as other young people.

Adults in the Workplace

Adults from refugee or asylum-seeking backgrounds should not experience discrimination or different treatment because of their nationality, immigration history or background. Xenophobia, discriminatory comments or harassment will be challenged and dealt with through the appropriate employment procedures.

Children of Armed Forces Parents

Having a parent in the armed forces can bring experiences that other young people may not have. This might include moving home or school more often, spending long periods away from a parent or worrying about them while they are deployed.

Every young person will experience this differently. Adults need to understand what it has meant for the individual rather than assume that being part of an armed forces family has affected everyone in the same way.

Understanding What is Happening

A parent's deployment, return home or move to another posting can bring changes to family life. Some young people may find this unsettling or difficult to talk about. Frequent moves may also have affected their education, friendships or other relationships.

Adults should give young people opportunities to talk when they are ready and make sure their family circumstances are understood when planning their care and education. Where additional support is needed, this should be identified and arranged with the relevant professionals.

A young person should not be disadvantaged in their education or opportunities because of their parent's occupation or changes associated with armed forces life.

Adults in the Workplace

Adults may also be affected by armed forces life, including having a partner who is deployed or changes to family and childcare arrangements.

Where this affects an adult's circumstances, they should feel able to discuss what is happening. Any support or flexibility needed should be considered individually and in line with the organisation's employment arrangements.

Children of Prisoners

Having a parent in prison can be difficult for a young person. They may miss their parent, worry about them or have mixed feelings about what has happened. They may also worry about how other people will react if they find out.

A parent's actions should never define the young person or affect how they are treated. Adults need to understand the young person's relationship with their parent rather than make assumptions because that parent is in prison.

Understanding the Impact

Every young person will experience parental imprisonment differently. Some may want to talk about it while others may not. There may be worries about their parent's wellbeing, changes within the family, uncertainty about release or what might happen when the parent returns.

Adults should give the young person opportunities to talk without putting pressure on them. Where parental imprisonment is affecting their wellbeing, relationships or behaviour, this should be understood and reflected in their care planning and risk assessments where needed.

Contact with a parent in prison should be considered individually. Decisions should take account of the young person's wishes and feelings, their care plan and any safeguarding arrangements that are in place.

Where a parent's release or a change in their circumstances could affect the young person, this should be planned for in advance. The young person and relevant professionals should be involved in that planning.

Reducing Stigma

Young people should never be made to feel responsible for what their parent has done or feel they have to explain or defend their parent's actions.

Adults should challenge judgemental or discriminatory comments and respect the young person's privacy. Information about a parent's imprisonment should only be shared with people who need to know.

Adults in the Workplace

Adults may also have someone close to them who is in prison. They should not experience judgement or different treatment at work because of the actions or circumstances of somebody in their family.

Age, Marriage and Civil Partnership

People should not be treated differently because of their age or because they are married or in a civil partnership.

Age

Age should not influence how someone is valued or the opportunities available to them. For adults, decisions about recruitment, training, development or progression should be based on the requirements of the role, their experience and ability, not assumptions about their age.

There will be occasions where age is relevant because of legislation, safeguarding requirements or the nature of a particular role. Where this applies, decisions should have a clear and lawful reason.

For young people, age and level of understanding will naturally be considered when making decisions about care, safeguarding, independence and risk. This should not result in assumptions being made simply because of how old someone is. Adults need to consider the individual young person, what they understand and what they are able to manage safely.

Marriage and Civil Partnership

Being married or in a civil partnership should not affect how an adult is treated at work or the opportunities available to them.

Employment decisions should not be influenced by whether someone is single, married or in a civil partnership. Adults should not experience different treatment, assumptions or disadvantage because of their relationship status.

Monitoring and Accountability

Equality, diversity and inclusion need to be evident in everyday practice, not just written into policy. The Senior Leadership Team is responsible for maintaining oversight and making sure concerns are identified and acted on.

Registered Managers are responsible for making sure this policy is understood and followed within their homes. Leaders within the school have the same responsibility for education. The Head of Safeguarding maintains oversight where concerns involve discriminatory behaviour, hate incidents or targeted abuse.

Adults are expected to challenge discrimination when they see or hear it. Concerns should be reported through the appropriate safeguarding, complaints or management process depending on what has happened.

Young people should have opportunities to tell us about their experiences. Their views may be gathered through key work, house meetings, care planning, complaints or everyday conversations. When a young person tells us they have experienced discrimination, prejudice or felt excluded, this should be listened to and taken seriously.

Recruitment and Employment

The principles within this policy apply throughout recruitment and employment. Decisions about recruitment, induction, training, supervision, development and progression should be fair and based on the requirements of the role, the individual's ability to carry it out and their development needs.

Protected characteristics should not influence decisions about who is recruited, the opportunities an adult is given or how they are treated at work. Where reasonable adjustments are needed, these should be considered with the individual.

Learning and Review

The Senior Leadership Team will consider complaints, safeguarding concerns and incidents where discrimination, prejudice or unequal treatment may have been a factor. Where patterns or concerns are identified, these need to be understood and acted on.

Learning may result in changes to individual care or support, adult practice, training, supervision or wider organisational arrangements.

This policy will be reviewed at least annually and sooner where changes in legislation, guidance, practice or learning within Cameron and Cooper Limited make this necessary.