



Northumberland County Council

NAS Supported Tenancies Diversity Equality Policy Commitment to Diversity

Version	Author	Date
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Vision

NAS Supported Tenancies Service acknowledges different people have different needs and circumstances therefore all practitioners will make every effort to adapt the way in which we deliver our service. This statement sets out how the service will work with young people, families and partnership organisations to promote our person-centred approach.

The service sits within the Accommodation Service which is part of Children Social Care within Northumberland Adolescent Service and as such we are governed by the statutory functions of the council and comply with both internal policies and procedures and wider national legislation.

In carrying out its duties the service and its staff will comply with the legislation in relation to equality and diversity. These include:

- Sex Discrimination Act 1976 (amended 1986 and 1999)
- Equality Act 2010
- Race Relations Act 1976 (amended 2000)
- Children Act 1989
- Disability Discrimination Act 1995
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Gender Recognition Act 2000

The service recognises the need to deliver services to young people that are holistic, flexible and person-centred in their approach. The service will therefore continually review and reflect on how it delivers a service and learns from those involved with the service.

How We Will Do This?

1. Provide a high-quality service which is well assessed, planned, effective, evidence based, and takes account of diversity needs. Services will be personalised, focusing on the child or young person's specific circumstances, and responsive in addressing the assessed needs of the case. This personalised approach will give young people as much choice and control as possible over the support they receive and will include, but by no means be limited to, an individual's protected characteristics
2. Other diversity factors that may have an effect on an individual's ability and capacity to engage with support, such as maturity, location of accommodation, learning needs, mental health concerns and cultural identity will also be taken account of.
3. All staff have a responsibility not to discriminate in the way we treat users of our services, and will challenge any inappropriate behaviour we become aware of. This includes all staff, i.e., administrative staff, practitioners, students and managers.
4. Managers have a responsibility to ensure that our services respond to the needs of the diverse individuals and communities we work with. Managers should actively address equality and diversity issues in supervision, case management discussions, appraisals and delivery plans and guidance. Managers should also proactively support staff in raising diversity issues and seeking solutions.
5. Ensure that diversity is part of training, appraisal, supervision processes and quality assurance of reports and case records.
6. Consider the background, gender, ethnicity of the practitioner when allocating work.
7. Explore ways of consulting with and getting feedback from service users from all backgrounds regarding the quality-of-service delivery.
8. Have access to trained and accredited interpreters and translators who are made familiar with the work of the service, and ensure staff are competent in using interpreters.
9. Aim to provide information in various formats, where possible (for example, different languages, large print) which is in clear and understandable language.
10. Ensure that quality arrangements are in place and that diversity is addressed in reports, assessments, and intervention plans.
11. Collate and share best practice with staff

How will we measure our progress?

a) The service has a duty to collect information about our service users with regard to age, disability, ethnic origin, gender, language and religion.

In addition to being a legal requirement, the information will assist us in obtaining a better understanding of the individual child and family's ethnic and cultural heritage, religious beliefs and their needs arising from these. This will assist the service in ensuring a personalised approach, focussed on the child or young person's specific circumstances, which addresses their needs and gives them as much choice and control as possible over the service they receive.

b) The service will routinely audit the service to increase the service's understanding of any issues or concerns

c) The service will monitor and analyse the comments, compliments and complaints we get in relation to service delivery.