

Equality and Diversity Policy

DRAFT

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1 Purpose

The purpose of this policy is to establish guidance regarding Equality and Diversity by stating key principles, outlining structures and describing monitoring arrangements.

We believe that all people are of equal worth to human rights. We aim to ensure that learners, their parents or guardians, staff, visitors and suppliers are treated with dignity, respect, and equality regardless of their individual protected characteristics namely age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, religion or belief, sexual orientation or sex. The Centre believes that the diversity of its Centre both enriches the teaching and learning experiences and creates a welcoming working environment for its staff and learners. Harnessing these differences contributes to a productive environment in which all people are valued, where their individual potential is maximised and in which our mission as a Centre is achieved. As such, we strive to create a teaching and learning environment that is free from discrimination and actively celebrates diversity.

1.1 Aim

insert is committed to both eliminating discrimination and encouraging diversity amongst our workforce and learners. All employees, whether part-time, full-time or temporary, and learners will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the bases of aptitude and ability. A similar set of values will underpin the recruitment of learners to programmes of training and study. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation. To that end, the aim of this policy is to foster equality and fairness for all and those who deal with us. Through the Centre culture, we aim to educate, inform and nurture best practise and behaviour in relation to Equality and Diversity.

1.2 Values

This policy is underpinned by the following values:

- Equality as the basis of social justice;
- Active challenges to stereotypes, prejudiced attitudes and discriminatory behaviour;
- Acknowledging and celebrating diversity;
- Respect for others regardless of visible and non-visible differences;
- Neutral language concerning protected characteristics;
- Compliance with legislation;
- Commitment to inclusive education and this policy throughout.
- Support for learners to develop their full potential by recognising the individual, not the difference between groups of people who share protected characteristics.

1.3 Language

Staff and learners each have a 'Code of Conduct' to which they are expected to adhere. These 'Codes' explain about behaving and communicating in a respectful way to all. Staff should endeavour to use neutral language which does not imply value judgements when referring to the protected characteristics. This applies whether the language is spoken, written, electronic or published. This is because use of language can imply attitudes which could be interpreted as negative or discriminatory. Staff should take care to demonstrate respect and be mindful of inappropriate references which may, albeit willingly, give offence to people who are members of groups which have historically been subject to bigotry or discrimination.

2 Policy

Equal and fair treatment and protection from discrimination is a fundamental human right. The Centre believes that all forms of prejudice and discrimination are unacceptable. All staff and learners are expected to consider their behaviour and demonstrate respect for others.

2.1 Age

The Centre is committed to ensuring that all staff and learners are treated fairly irrespective of their age. Age will not be a consideration in any decisions made concerning staff recruitment and selection, opportunities for promotion or training, appraisals, discipline or capability procedures or selection for redundancy. The opportunity to access education throughout life is a human right.

2.2 Disability

We recognise that disabilities take many forms, both hidden and visible and welcome the definition of disability as set out in the Equality Act. The Centre is committed to identifying the disadvantages that disability causes and removing any consequent barriers to learning.

2.3 Sex

Staff and learners are entitled to dignity and respect in the workplace and learning environment. We recognise that discrimination, whether direct or indirect, based on sex is unjust and it will not be tolerated. We are mindful of wider issues relating to the gender pay gap, under-representation of women in senior posts and gender segregation in employment and are committed to promoting gender equality in all our functions.

2.4 Pregnancy and Maternity

We will not treat pregnant staff or learners less favourably or discriminate against them on the grounds of their pregnancy or maternity status.

2.5 Marriage and Civil Partnership

We will not treat staff or learners less favourably or discriminate against them on the grounds of their marital or civil partnership status.

2.6 Race

We seek to provide a learning environment in which staff and learners can develop their potential without any racial discrimination barriers. To this end, we will actively promote understanding and good relations between members of different ethnicities and nationalities. We encourage and expect all members of the Centre to evidence this commitment in their teaching and learning.

2.7 Religion and Belief

The Centre does not promote any particular religion or belief but welcomes religious and cultural diversity and wishes to treat everyone's views with dignity and fairness. We therefore, uphold the principle that there is a human right to freedom of thought, belief and conscience. Atheists, humanists, agnostics and those of no belief have an equal right to respect for their beliefs or absence of belief as do religious adherents. The right to manifest such thoughts and beliefs are, however, qualified by the need to protect the rights and freedom of others.

The Centre acknowledges that some general holidays are based around the Christian calendar and that some holy days of other religions may coincide with timetables. Learners should inform a member of staff at the beginning of the course of any request for reasonable accommodation. Where practicable during breaks,

facilities can be booked for activities to meet the religious and cultural needs of staff and learners on the understanding that other staff/learners are neither pressurised to join in or made to feel excluded.

2.8 Sexual Orientation

We welcome the opportunity afforded by legislation changes to ensure practices are equal and fair for all four legally protected orientations, namely bisexual, gay, heterosexual and lesbian. We will tackle discrimination and promote equality for staff and learners, relating to policy, practise and ethos.

2.9 Gender Reassignment

The Centre recognises gender differences and individuality and that there can be differences between sexes assigned at birth and gender identity. We recognise that some people may have a specific identity that they want to follow through choice. We will not discriminate against people on the ground of gender variation at any stage in the process of gender reassignment, whether proposing to undergo, commenced, partial or complete. We will take positive steps to combat unlawful discrimination and harassment on these grounds.

3 Implementation

3.1 Monitoring

The impact of our Equality and Diversity initiatives will be monitored through measures such as:

- Teaching and learning objectives;
- Feedback from learners and staff by means of surveys or other measures of attitudes and opinions;
- Analysis of complaints and incidents arising;
- Collecting and using data and information to evaluate Equality and Diversity progress in our provision on learner admission, retention, progress and achievement;
- Analysis of recruitment and selection monitoring forms.

3.2 Management Committee Board Members

The Board is responsible for implementing the Equality and Diversity policy and ensuring that it complies with current statutory requirements. The Board have responsibility for ensuring that ******insert****** complies with the requirements of the Equality Act:

- Eliminate unlawful discrimination, harassment, and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

3.3 The Centre

The Centre is responsible for achieving high standards in teaching and learning and we recognise that access and inclusivity is essential to this aim. Learning resources will be free from racist, sexist and any other prejudiced assumptions, images and language and actively promote diversity. We will take steps to develop staff in the best teaching and learning practise and to ensure that their best practise is promoted and shared.

The Centre is responsible for ensuring that policies and practises reflect the principles of equality. Breaches of the Equality and Diversity policy can be regarded as misconduct leading to disciplinary proceedings. The Centre is committed to:

- Creating an environment in which individual differences and the contributions of all our staff are recognised and valued;
- A working environment that promotes dignity, fairness and respect to all;
- Intolerance of all forms of intimidation bullying or harassment;
- Making training, development and progression opportunities available equitably;
- Understanding that equality in the workplace is good management practise and makes sound business sense.

3.4 All Staff

It is the responsibility of all staff to ensure that Equality and Diversity is at the heart of our functions and services. All staff have a responsibility to:

- Participate in annual training to continually improve their knowledge of the equality and diversity agenda
- Challenge discriminatory incidents reporting those of an equality nature through our procedures;
- Keep up-to-date with legislation and participate in training and learning opportunities;
- Reflect the values, principles and standards described in this policy.

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