

Equality & Diversity Policy



Make UK Apprenticeships and Skills Centres are proud to be chosen by people from a wide range of backgrounds. We work with parents, learners, staff and community partners to ensure we are inclusive and fair. We are committed to celebrating diversity and aim to provide an environment in which people treat each other with respect regardless of;

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race Religion and Belief
- Sex Sexual Orientation
- Marriage and Civil Partnership

We have researched, developed and consulted on a single equality scheme which demonstrates our commitment to equality and diversity for all people learning and working at the Centre.

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1. Introduction

Make UK Apprentice and Skills is committed to being an inclusive environment, where all feel safe and valued. Our Strategic aims and core values reflect the environment in which our students study and live safely and with dignity and one in which our staff work effectively to foster and develop an atmosphere of respect and understanding where discrimination is not tolerated.

All our stakeholders are recognised as unique individuals, representing an array of different characters which set each other apart whilst uniting all within the Centre.

Our responsibility to promote equality of opportunity for students and staff is fundamental to the core values we foster: Our intention always is to be:

- Inclusive and welcoming
- Professional and efficient
- Honest and reliable, open and transparent
- Supportive and caring
- Responsible and accountable

Everyone is encouraged to reach their full potential through the development of their skills and knowledge based on their unique contribution and individuality regardless of age, disability, gender, including gender reassignment, race, sexual orientation, religion or belief, marital status or pregnancy.

2. Legal Context

The Equality Act 2010 brings together under one single piece of legislation, previously published single equality legislation:

- Disability Discrimination Act 1995 (DDA)
- Special Educational Needs and Disability Act 2001 (SENDA)
- Employment Equality (Age) Regulations 2006
- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2010
- Equal Pay Act 1970
- Human Rights Act 1998
- Race Relations Act 1976
- Sex Discrimination Act 1975

The aim is to make the law more consistent, clearer and easier to follow in order to make society fairer.

The Equality Act 2010 harmonises and in some cases, extends the previous equality legislation.

MAKE UK has a legal duty to comply with the Equality Duties stipulated in the Equality Act 2010, of which there are three:

- Eliminate unlawful discrimination; including harassment, victimisation and other inappropriate behaviours.
- Advance equality of opportunity.
- Foster good relations between people who share a protected characteristic and people who do not share it.

3. Purpose of the Equality, Diversity and Inclusion Policy

The Equality, Diversity and Inclusion Policy bring together in a single equality and diversity policy document all aspects of the Equality Act 2010.

The aim of the Equality, Diversity and Inclusion Policy is to describe how the equality duties of the Equality Act 2010 will be met by Make UK.

In addition to our commitment to meet the legal obligations, Make UK recognises that to be a successful centre the culture and core values must reflect the diverse needs of all stakeholders and that everyone has a responsibility to work towards achieving this now and in the future.

Our commitment to working together as one strong cohesive body to ensure that all are treated fairly and with respect and dignity is our common goal on which we must all focus in order to achieve the inclusive environment, where all feel safe and valued.

4. Meeting the Equality Duties

The Equality Act 2010 states the individual characteristics which are protected by law. The three Equality Duties apply to the following Protected Characteristics:

- Age
- Gender
- Disability
- Race
- Gender Reassignment

- Sexual orientation
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Religion or Belief

Note: The Socio-economic background of an individual is not one of the Protected Characteristics under the Equality Act 2010. From an educational stance, the social and educational background is relevant when guiding and supporting learners through their education. When students are from an area of high deprivation, they may have poor prior educational attainment and low expectations which may impact negatively on the success of the individual if they are not identified and supported appropriately.

The Equality, Diversity and Inclusion Policy outlines the focus of its equality work at Make UK training Centres. This is grouped under the three Equality Duties and are:

- The promotion of equality of opportunity for all, measured through the Equality and Diversity Impact Measures (EDIMS) and Action Plan.
- The elimination of unlawful discrimination for students, staff and other stakeholders through Equality Analysis, previously referred to as Equality Impact Assessment, of the full range of Curriculum, Student Support and Human Resource Policies, Practices, Plans and Procedures.
- The fostering of good relations and promotion of positive attitudes between and towards those with a particular characteristic and those without through training materials and resources for staff, students and other stakeholders.

In addition, the following Centre activities will help achieve the equality duties. These include:

- Ensuring the accessibility to materials, facilities, products, services and resources for all students, staff and stakeholders, including the impact of Centre policies on individuals or groups.
- Ensuring the diversity of students is positively recognised and supported through embedding differentiation and equality of opportunity into teaching and learning and curriculum planning, reducing the differences in outcomes of learners.
- Developing a staff development programme in order to raise awareness of equality and diversity and how everyone can contribute to achieving the equality duties.
- Ensuring that the diversity of staff is positively recognised and supported and that equality and diversity is embedded into the staff recruitment and promotion procedures enabling all to participate and benefit.
- Developing student resources and materials which promote and celebrate differences and diversity in order to raise awareness and increase tolerance towards each other.
- Encouraging student engagement through participation and contribution to Centre activities such as attending the Learner Voice meetings, Equality, Diversity and Inclusion Committees, facilitating and taking part in groups such as Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) and the Centre Chaplaincy.
- Data capturing and monitoring of key information, throughout the year will be carried out by the appropriate Centre departments and reported on each term to the Senior Management Team. Progress against the Equality Duties and Equality Objectives will be published within the Equality and Diversity Annual Report.
- Achieving Investors and Leadership in Diversity by involving a range of stakeholders in the process through survey, working groups and action plans.

The focus of the work is on the outcome of the activity. In other words, what difference is the action and activity having on an individual or group with a particular Protected Characteristic and how can this be evidenced in order to measure the effectiveness of the equality work at Make UK Centres.

Equality Objectives

The Equality Objectives are:

- To inspire all learners to meet their full potential through vocational education and training of the highest quality.

- To meet the wider needs of the land-based sector by providing a skilled and entrepreneurial workforce that positively contributes to society.
- To enable and support our people to be part of a highly skilled and effective Centre team.
- To be an inclusive Centre where all feel safe and valued.
- To ensure a sustainable economic future for the organisation that maximises best use of resources and partnerships.

By working towards and achieving the targets set under each strategic objective, the Equality Duties are being embedded and met by all areas of the Centre.

Strategic Objective: To be an inclusive Centre where all feel safe and valued targets specific areas of development within the Centre and is the key priority for the duration of the Strategic Plan regarding equality work.

This is not an exhaustive list though and new priorities may be introduced to meet the need for development within the equality work.

5. Protected Characteristics and non-protected characteristic monitored by Make UK:

Within the overall equality objectives there are priorities which link specific to the different Protected Characteristics. These priorities will be monitored through the specific equality groups responsible and reported to the Equality, Diversity and Inclusion Committee.

Age:

People of all age are protected, though for people under the age of 18 years, the Children's Act applies. People sharing the same age group share the same protected characteristic. It does allow however, for differences in ages when certain services and goods are being provided such as travel passes.

- Gather and analyse data for staff and students. Outcome: age profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.
- Robust IAG for all age groups regarding accessibility to curriculum. Outcome: review curriculum planning to ensure equality of opportunity within educational constraints.

Gender

Men and women are both protected. An example is equality in the work place which prohibits less favourable treatment between men and women in terms of pay and conditions of employment.

- Gather and analyse data for staff and students. Outcome: Gender profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.
- Monitoring of recruitment. Outcome: break down stereotypical ideas of male and female jobs, careers, educational and professional pathways. Actively promote and encourage staff and students into industries and jobs associated with the opposite sex.
- Actively address student and staff recruitment through robust IAG. Outcome: Increase males and females into industries and jobs traditionally associated with the opposite sex.
- Actively support students and staff that may be of an underrepresented gender within their area of study or work. Outcome: Create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long term (usually more than 12 months) adverse effect on that person's ability to carry out normal day to day activities. A person does not have to disclose a disability therefore we should take the lead and always ask if there are any needs that need accommodating. It is unlawful to ask about a job candidates health before offering them work.

- Gather and analyse data for staff and students. Outcome: Disability profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.
- Improve disability disclosure rate of staff and students through targeted and appropriate IAG at recruitment and induction stages. Outcome: increased opportunity to make timely reasonable adjustment and raise awareness of disabilities with staff on a need to know basis to ensure health and safety compliance.
- Review accessibility of physical work and learning resources, services and facilities. Outcome: identify and address accessibility barriers which have a negative impact on learning or employment.
- Review curriculum timetabling and staffing consideration for students and staff with disabilities. Outcome: appropriate support and logistical access to services and facilities ensure increased RAS for students and increased staff morale and productivity for staff.
- Focus within teaching and learning on differentiation and positively promoting disability with society. Outcome: Increased equality of opportunity for all.
- Provide training materials and staff development for staff. Outcome: raise awareness of the barriers to learning and social development as a result of a range of disabilities. To understand the negative impact specific disabilities, have on learning and develop strategies to overcome learning and employment barriers by making reasonable adjustments.
- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly disability (though all are treated equally). Outcome: eliminate discrimination and victimisation due to any form of disability.

Race

The Equality Act 2010, "Race" refers to a group of people defined by their race, colour, nationality including citizenship and ethnic or national origins. Physical attributes can be classed as race, though culture which may be linked to a particular nationality is not protected for example, language, which may define the race but is not classed as "Race"

- Gather and analyse data for staff and students. Outcome: Race and Ethnicity profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.
- Raise Awareness with staff and students of different ethnic groups and nationalities. Outcome: To break down barriers to learning, improve tolerance and acceptance between all. Foster good relations between different groups. Eliminate discrimination, victimisation and harassment through improved understanding and awareness of ethnic differences.
- Embed into teaching and learning diverse examples. Outcome: create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.
- Promote and celebrate nationality themes to match the staff and student profile within the Centre community. Outcome: visibly and actively embrace different nationalities to raise awareness amongst the student and staff body and to create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.
- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.
- To provide staff development on behaviour management. Outcome: to enable all staff regardless of role within the Centre the necessary tools and strategies to tackle inappropriate behaviours amongst colleagues and students with regard to any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.
- The Equality Act 2010, "Race" refers to a group of people defined by their race, colour, nationality including citizenship and ethnic or national origins. Physical attributes can be classed as race, though culture which may be linked to a particular nationality is not protected for example, language, which may define the race but is not classed as "Race".
- Gather and analyse data for staff and students. Outcome: Race and Ethnicity profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.
- EDIMs monitoring of RAS. Outcome: reduce RAS gaps between different ethnic groups and those from minority groups.

- Raise Awareness with staff and students of different ethnic groups and nationalities. Outcome: To break down barriers to learning, improve tolerance and acceptance between all. Foster good relations between different groups. Eliminate discrimination, victimisation and harassment through improved understanding and awareness of ethnic differences.
- Embed into teaching and learning diverse examples. Outcome: create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.
- Monitoring of staff and student profile. Outcome: match the staff race profile to the student race profile. Increase the staff race profile to match the local community profile in order to increase the number of students into education from the underrepresented groups.
- Promote and celebrate nationality themes to match the staff and student profile within the Centre community. Outcome: visibly and actively embrace different nationalities to raise awareness amongst the student and staff body and to create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.
- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.
- To provide staff development on behaviour management. Outcome: to enable all staff regardless of role within the Centre the necessary tools and strategies to tackle inappropriate behaviours amongst colleagues and students with regard to any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.

Gender Reassignment

Gender reassignment refers to a person who has proposed, started or completed a process to change his or her sex. The person is protected by the Equality Act regardless of whether they are undergoing medical supervision. Gender reassignment does not apply to transvestites.

- See Gender bullet points
- Ensure facilities and services are accessible in an unobtrusive and respectful manner.
- Outcome: inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Sexual Orientation

This refers to a person's sexual orientation towards a person of the same sex, opposite sex or either sex.

- Actively promote groups within the Centre and local surroundings. Outcome: To create an inclusive environment where all students and staff regardless of their sexual orientation feel safe, included and supported.
- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly sexual orientation (though all are treated equally). Outcome: eliminate discrimination and victimisation due to sexual orientation. To raise awareness around trans/bi/homophobia and the negative impact this may have on an individual
- Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly sexual orientation (though all are treated equally). Outcome: eliminate discrimination and victimisation due to sexual orientation. To raise awareness around trans/bi/homophobia and the negative impact this may have on an individual.

Marriage or Civil Partnership

The Equality Act protects employees who are in a civil partnership or married though only in relation to unlawful discrimination.

- Consideration of marital or civil partnership in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.

- Gather and analyse data for staff and students. Outcome: “Marital Status” profile and identification of equality issues regarding accessibility and discrimination. Identification of possible inequalities between single staff and staff who are married or in a civil partnership. The law does not protect single persons and inequality of treatment may occur towards single staff that are treated less favourably than those who are married or in a civil partnership, and therefore protected under the Equality Act 2010

Pregnancy and Maternity

A woman is protected on the grounds of pregnancy and maternity. Maternity refers to the period after the birth, which reflects the period of a woman’s ordinary maternity leave entitlement in the employment context.

- Consideration of pregnancy or maternity in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.
- Gather and analyse data for staff and students. Outcome: Pregnancy and Staff Maternity profile and identification of equality issues regarding accessibility and discrimination.
- Ensure Risk Assessment is carried out. Outcome: Put in place reasonable measures to ensure equality of opportunity leading to reduced likely hood of health complications and increased likelihood of RAS for students and productivity and increased moral for staff.

Religion or Belief

For a religion to be protected under the Equality Act, it must have a clear structure and belief system. Belief, on the other hand must be an important and significant aspect of human life and behaviour. Sustainability is an important element of belief, for example, Green belief. If belief is worthy of respect in a democratic society it too is protected, such as Political belief.

- Gather and analyse data for staff and students. Outcome: to identify the student and staff religion and belief profile and identification of equality issues regarding accessibility and discrimination.
- Ensure students at all sites have access to multi-faith facilities. Outcome: To create an inclusive environment where students and staff are shown respect for their different religions and beliefs resulting in raised staff morale and productivity and student RAS.
- Investigate local places of worship and community links. Outcome: improved support for students and staff of different religions and faiths, particularly minority faiths.
- Provide materials and training opportunities for staff. Outcome: To raise awareness of the impact of specific religions and faiths on teaching and learning, residential living and employment.

Socio-economic background

Although this is not a protected characteristic under the Equality Act 2010, it is important to recognise that students and staff can be a victim of discrimination, inequality of opportunity and poor social inclusion due to their actual or perceived social and economic background.

In some cases, students from a poor socio-economic background are disadvantaged initially due to poor social skills or underdeveloped educational knowledge and skills. Make UK is committed to raising the achievement gap and providing all with an equal opportunity to succeed.

- Gather and analyse data for students. Outcome: to identify the student socioeconomic profile and identification of equality issues regarding equality of opportunity, accessibility and discrimination.
- Review curriculum offer. Outcome: to ensure students with poor prior educational experience and results can access education and training at Make UK Centres.

6. Eliminating prohibited conduct

Unlawful conduct includes:

- Direct discrimination;
- Indirect discrimination;

- Discrimination arising from disability and failure to make reasonable adjustments;
- Harassment; and Victimisation.
- Direct discrimination occurs where a person treats someone else less favourably than others because of a protected characteristic. It also occurs where someone treats someone less favourably because it is mistakenly thought that they have a protected characteristic or because of their association with another person who has a protected characteristic.
- Indirect discrimination occurs when a general provision, criterion or practice has the effect of putting people who share a protected characteristic at a particular disadvantage. However, if it can be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate aim, this will not amount to discrimination. Legitimate aims include maintaining academic standards and ensuring health and safety. To be proportionate, the approach must be appropriate and necessary.
- Discrimination arising from disability occurs when an individual is put at a disadvantage because of something connected with their disability and their treatment cannot be justified as a proportionate means of achieving a legitimate aim (as above).
- Harassment is unwanted behaviour related to a protected characteristic, or which is of a sexual nature, that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.
- Victimisation occurs when a person treats someone badly because they have carried out a "protected act", as defined under the Act. Examples of "protected acts" include bringing a claim or raising a complaint under the Act.

7. Reporting Processes

Equality and Diversity, Safeguarding and Behaviour Management are intrinsically linked together and reported on a range of documents.

Equality and Diversity Impact Measures (EDIMs) are reported through the Safeguarding Committee and are monitored each month by the Group.

Safeguarding Committee

Discrimination, victimisation and harassment are reported to the Safeguarding Committee, Senior Management Team and Board of Governors each month via the Safeguarding Monthly Reports.

Bullying and harassment incidents and potential trends are monitored and analysed with Action Plans being put in place to eliminate discrimination and victimisation within the student and staff body.

Inappropriate behaviours are reported through the Safeguarding reports.

Quality Improvement Meeting

Lesson Observation reports and outcomes are reported through the Quality Improvement Meeting each month.

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