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| **Policy Title:** | Equality Policy |
| **Approved By:** | Colours Academy |
| **Author:** | Victoria Poole-Birrell |
| **Position:** | Head of Centre |
| **Last Up-Dated**: | September 2019 |
| **Review Date:** | September 2020 |

**Scope-** The Equality Act 2010 harmonises previous equality legislation into one Act.

**Policy Statement-**

Previous legislation includes:

• Sex Discrimination Acts 1975, 1986, 2001

• Gender Recognition Act 2004

• Equal Pay Act 1970 and Amendment 2003

* Disability Discrimination Act 1995 and Amendment (SENDA) 2001/DDA 2006

• Civil Partnership Act 2004

• Race Relations Act 1976

• Rehabilitation of Offenders Act 1974

• Human Rights Act 1998

• Equality Act 2006

• Various Amendment Regulations and European legislation

The Equality Act 2010 protects individuals from discrimination and harassment based on

“Protected Characteristics” The Protected Characteristics are:

• Age

• Disability

• Gender Reassignment

• Pregnancy and maternity

• Race

• Religion or belief (including non-belief)

• Sex

• Sexual orientation

• Marriage and Civil Partnership

For Colours Academy the categories of people covered are:

• Prospective students

• Current Students

• Former Students

• Disabled people who are not students but who hold or have applied for qualifications conferred by Colours Academy

• Visitors

• Staff

For all individuals, with due regard to the Protected Characteristics, Colours Academy has a duty to:

• Eliminate discrimination, harassment and victimisation

• Advance equality of opportunity

• Foster good relations

**Colours Academy – Equality and Diversity Statement**

Colours Academy ensures all its stakeholders enjoy and respect equality of opportunity, and that:

• People’s ability to achieve their potential is not limited by prejudice or discrimination

• There is respect for and protection of each individual’s human rights

• There is respect for the dignity and worth of each individual

• Each individual has an equal opportunity to participate in Academy life and its wider environs

• There is a mutual respect between groups based on understanding and valuing diversity and on shared respect for equality and human rights

All people working or studying at the Academy have a responsibility for upholding these values.

**The Academy will:**

**•** champion Equality and Diversity

• consult with stakeholders in the formulation and implementation of this policy

take positive action to promote equality of opportunity

• impact assess our policies, procedures and publications

• investigate complaints of discrimination or harassment and take prompt and appropriate action

• monitor and report on the learner and staff profiles in terms of the Protected Characteristics in comparison with local, and where available, national benchmarks

• publish our progress in achieving our Equality and Diversity aims

**•** ensure that all members of the Academy, contractors, visitors and work placement providers are

responsible for complying with the Academy policy

inform all people that discrimination is not acceptable

• prevent discrimination, victimisation or harassment and take positive action when it occurs

Equality and Diversity applies to all of the Academy activities, services we use, placements, work experience and visits.

**General Rights and Responsibilities**

All learners, staff and visitors have the right to be treated fairly and with respect. Respect should be shown to others both at Colours Academy and when representing the Academy. Staff and learners will be made aware of the Equality Act 2010.

**Colours Academy Equality Policy expectations:**

Colours Academy will not tolerate any form of behaviour that is discriminatory, bullying, harassing or in contravention of legislation. The Academy regards any such behaviour as unacceptable and will fully investigate any incidents under the appropriate procedure.

Breaches of the Policy by learners, staff or visitors may result in disciplinary procedures that can lead to exclusion from the Academy or dismissal.

**Colours Academy will create an environment in which positive relations are fostered. Colours Academy undertakes to provide:**

**•** appropriate training and support to create a positive, inclusive ethos

• a shared commitment to challenging and preventing stereotyping and discrimination

• a culture of respect for diversity and difference

• the encouragement of good relationships between people of different groups.

**Colours Academy has specific duties to:**

**•** prepare and maintain a Single Equalities Scheme

• assess the impact of its policies on learners and staff

• monitor the admission and progress of learners and the recruitment, and career progress of staff set out the Academy’s arrangements for publishing the results of assessments and monitoring and, where reasonably practical, publish annually the results of assessments and all monitoring that takes place.

**Specific responsibilities under the Single Equalities Scheme**

**All staff are responsible for:**

**•** ensuring that they are aware of Colours Academy’s statutory duties in relation to race legislation and that they work within the Academy’s Equality Policy

• providing evidence of their compliance with this policy and can account for their work in implementing this policy

**The Head of Centre is responsible for:**

**•** taking the lead in creating a positive, inclusive ethos that challenges discriminatory behaviour on the part of managers, staff and learners

• giving a consistent and high profile lead on Equality and Diversity

promoting Equality and Diversity inside and outside the Institution

• making sure that the Single Equalities Scheme and its procedures are followed by all

**Staff and job applicant data will be collected:**

**•**  at each stage of recruitment including shortlisting and interviewing stages

• on appointment

• promotion

• staff development

• return rates from maternity/adoption/career breaks

• pay levels appraisals

• grievances, disciplinary, capability proceedings and redundancy situations

• flexible working requests (for dependents and caring responsibilities)

• exit questionnaires/reasons for leaving

**Teaching Staff, including Curriculum Managers, will:**

**•** have equally high expectations of all learners, irrespective of the Protected Characteristic

• ensure the curriculum meets the needs and reflects the diversity of our learner body and communities and recognises and caters for their different backgrounds

• use teaching and learning materials and content, which are non discriminatory

• teach in a way that respects the various ethical standpoints of learners adopt a range of teaching methods and learning styles which allows for differentiation to support all learners

• create a classroom ethos and learning environment which is inclusive, and enables all learners to feel comfortable and realise their potential

ensuring that every learner considers the implications of prejudice in their chosen area of study

• provide guidance and referrals of learners to Additional Learning Support provision

• adopt marking policies and assessment methods which treat learners impartially and do not discriminate against any Protected Characteristics standardise marking systems and share criteria with learners

• take appropriate and immediate action in the event of incidents of harassment or discrimination and alert or involve senior staff

• ensure that admissions criteria for the course (including entry tests) do not discriminate against individuals

• address any issues of under-representation by protected groups

• introduce learners to the equality policies and procedures at induction and in tutorials

• ensure that learners are aware of their entitlements and responsibilities as part of Colours Academy’s commitment to equality

• ensure that learners are aware of their responsibilities and rights in respect of

discrimination, harassment and bullying and of the procedures for making complaints

• take appropriate and immediate action in the event of incidents of harassment or discrimination. Be aware of the variety of learners’ personal circumstances and difficulties which may impede study

• institute a formal programme of individual learner’s induction in which their individual learning styles are noted

• follow up learners who leave the course early and identify the reasons and possible strategies for addressing these

• facilitate the carrying out of learner surveys to ascertain views on Equality and Diversity issues (findings to be acted on by the Academy)

• monitor outcomes and progression by ethnic group, first language and nationality and produce course targets and strategies to address any imbalances address equality issues and inclusive learning in course self-assessments, action plans and other monitoring

• ensure that staff are aware of the Equality Policy, their specific responsibilities and that they carry these out (as specified above)

• ensure that plans for new courses and curriculum development take account of the needs of all groups in the community and in the Academy, e.g. course provision, levels of course (whole-Academy issue)

• be kept informed of whole Academy race equality developments and disseminate this to staff

• inform and consult staff on Academy race equality developments (e.g. policy review) via staff meetings

• ensure that equality issues and inclusive learning are addressed in course reviews

• address equality issues and inclusive learning in self-assessments and produce appropriate action plans and targets

• disseminate good Equality and Diversity practice

• address equality issues and inclusive learning in staff appraisal

ensure that staff training incorporates equality issues and inclusive learning wherever possible

• ensure that curriculum area ethos reflects the variety of learners’ backgrounds/cultures

• ensure that time-tabling of classes, as far as possible, meets learners’ needs, e.g. childcare responsibilities, need for part-time employment etc.

• ensure prominent displays and provision of equal opportunities leaflets, copies of policies etc

**Staff will ensure that:**

• all learners and potential learners are given equality of access to the services provided including the provision of reasonable adjustments where necessary

• private interview arrangements are provided where requested

• all financial and bursary matters are dealt with in a fair and non-discriminatory manner

• staff treat learners and potential learners with dignity and respect, and treat them in a non-discriminatory fashion

• the provision of impartial advice and guidance

**Marketing staff will ensure that:**

**•** all marketing, displays and course information will promote equality of opportunity, be free from explicit or implicit unfair discrimination, challenge stereotypes and promote diversity

• marketing materials will be provided for specific groups; alternative versions will be provided when required they challenge stereotyping and foster diversity through the decoration and displays within College premises

**MIS staff:**

The Academy Management Information System data relating to the Protected Characteristics is recorded, stored, processed and readily available.

Colours Academy will use this information in equality impact assessments to ensure that:

• no individual or group is disadvantaged

• identify where equality of opportunity can be promoted

• investigate underlying causes

• remove any unfairness or disadvantage and create reasonable adjustment

**Staff responsible for Learning Resources will:**

**•**  ensure that learning resources promote the benefits of Equality and Diversity, present positive images of ethnic minorities provide assistance for those in need of support in the use of resources because of their nationality, first language or ethnic group

**Cross Academy services will:**

**•** ensure that its front line staff are well versed in supporting diversity through good customer care and assistance

• provide accommodation, when possible for religious observances and quiet reflection

**Contractors and Service Providers**

When we contract with or outsource to external organisations, the duty to promote Single Equalities is passed to that organisation. All contractors and providers of services are responsible for adhering to the Academy Equality Policy, and any equality conditions in contracts or agreements.

**Learners are required to:**

**•** adhere to Colours Academy Code of Conduct

• treat everyone politely and fairly, making them feel welcome in the Academy

• use language carefully and not say rude, hurtful or untrue things about other people

• ensure display materials they use does not offend others

• report to reception staff any graffiti which attacks or insults other members of Colours Academy and its communities

• resolve differences and disagreements amicably

**Communication**

This policy will be made available in hard copy, on the Colours Academy website and monitoring will be summarised annually.

The Equality Policy statement will appear on appropriate publications, promotional information and advertising, as appropriate.

Statistical data will be collected and published for learners through the Academy website.

The Self Assessment Report will reflect the work of Colours Academy in terms of Equality.

**Complaints**

Discrimination, victimisation or harassment on the grounds of the Protected Characteristics is unacceptable.

Deliberate acts of discrimination will be treated as disciplinary offences and will be dealt with in accordance with the Academy’s Disciplinary Procedures.

Individuals may draw allegations of discrimination, harassment or abuse to the attention of the Academy by:

• the Academy’s Formal Complaints Procedure process for Staff, Learners and External Individuals

* the Grievance/Disciplinary Procedure process for staff to instigate
* reporting and reviewing the Equality Policies for staff to instigate

**Monitoring our progress**

Colours Academy will monitor relevant information to ensure that its commitment to Single Equality is being realised. Such data will also be used to set targets and measure our progress in achieving them. Colours Academy undertakes, once the results of monitoring are available, to consider targets and actions to address any disadvantage of learners or employees. If monitoring reveals that a specific group is disadvantaged, targets will be set to eliminate this.

**Accessing the curriculum**

All pupils will be equally educated through a curriculum that can be diversely accessed. All pupils will be able to equally access the following areas of learning:

.Communication and literacy tutoring (including reading writing and spoken language)

.Cognitive and mathematical skills

.Science, humanities and knowledge about the world around us

.ICT and technological understanding

.Spiritual and Moral development

.Physical education and understanding the importance of a healthy lifestyle

.Art and cultural experiences

.Opportunities to be social and demonstrate independence

.The importance of understanding personal health and hygiene

.Understanding Of opportunities that can follow through in higher education

.The appreciation of respect, discipline and good behaviour

.Understanding Of religious education

.Understanding Of relationships and Sex Education

**All pupils will be equally encouraged to:**

.Make progress in learning and be accredited and rewarded when doing so

.Develop skills across all subjects

.Be independent when making important decisions

.Think creatively and be involved in problem solving activities and collaborative working

.Work as a team, equally and fairly

.Take on learning with a positive approach and equally be encouraged to do so

.Develop moral values in working standards

**Action Planning**

Using all available internal and external information Colours Academy will annually develop an action plan to address equality issues. The aim of the Action Plan will be to:

* Close the achievement gap between different groups
* Promote awareness of Equality matters
* Ensure student and staff recruitment reflects our community

• Further promote a positive attitude towards Equality

**Reporting**

Colours Academy Annual Report will summarise the key actions that the

Academy has taken towards the achievement of the Equality and Diversity Action Plan throughout the academic year.

**Reviewing**

The Colours Academy Equality Policy will be formally reviewed every three years to assess its effectiveness. Regular monitoring of the Colours Academy Equality Policy will take place to ensure Colours Academy completes impact assessments and complies with equality legislation and codes of practice.

**Guidance and Support**

Guidance and support will be provided to staff and students to ensure the Academy’s commitment to equality is fully achieved. Support may include training events or the provision of information. Better informed staff and students will aid the development and analysis of the Equality Policy and all equality practices throughout Colours Academy.

Staff will be provided with information on Equality & Diversity and the Academy’s Equality Policy at recruitment, induction, in the staff newsletter and at CPD events throughout each year. Equality & Diversity will also be mainstreamed into formal management development events such as appraisal skills, recruitment skills and line management training. Students will be provided with information at various stages throughout their course but particularly during induction.

**Review –** Policy Statements will have a review one year from the date of approval, with a proviso stating that the Policy may be reviewed as required in response to changes in Academy organisation or legislation, or other circumstances that may affect the Policy.

**Equality Impact Assessment-**

This Policy Statement has been Equality Impact Assessed by Victoria Poole-Birrell, Head of Centre.