



**BLACKBURNE  
HOUSE**

# **Equality and Diversity Policy**

<b>Version</b>	3
<b>Title of Policy</b>	Equality and Diversity Policy
<b>Policy Owner</b>	ELT
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<b>Authorised by</b>	ELT and Education and Quality Committee
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## “Equality through Quality”

### Equality and Diversity Policy

Blackburne House Education is committed to the principles of Equality and Diversity for its learners, staff, partners, sub-contractors, and stakeholders. This commitment underpins and impacts every area of activity and influences everything that Blackburne House Education does.

#### Policy aims:

- To clearly state the aims, values, and commitment in respect of equality and diversity
- To provide a framework for all staff and learners to deal with equality and diversity issues.

In accordance with the **Equality Act 2010**, Blackburne House Education will encourage and support the development of a society in which:

- The ability of people 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.
- Everyone has an equal opportunity to participate in society.
- There is mutual respect between groups based on understanding and valuing of diversity and of shared respect for equality and human rights

Blackburne House Education acknowledges the following basic rights for all its learners, staff, partners, sub-contractors and stakeholders:

- To be treated with respect and dignity
- To be treated fairly with regard to all procedures, assessments and choices
- To receive encouragement to reach their full potential

Blackburne House Education publicises this policy through its charters for learners, parents and guardians and employers and develops learners’ knowledge in this area throughout delivery. As part of its self-assessment, Blackburne House Education produces an annual equality plan. Progress against this is measured each year and the full results are detailed and appended with the current plan to the Equality and Diversity Policy. This is contained in staff and student handbooks and is available on request if requested.

## Scope

This procedure relates to the implementation of the Equality and Diversity Policy. The procedure applies to the whole organisation, including the board, staff, learners, subcontractors, stakeholders and visitors. If an individual feels that they have not received equal treatment they should refer to the related policies and procedures listed at the end of this document.

## Aim

- To meet all requirements of the current equality legislative framework
- To be an inclusive organisation which embraces and develops all staff and learners regardless of age, disability, Sex, Marriage or Civil Partnership, Pregnancy and maternity, Race, Religion/ Non-Religious Beliefs, sexual orientation, gender reassignment
- To provide education and training which meets the needs of all learners whilst challenging and developing individuals to their highest potential
- To embed and mainstream equality into the heart of all work, both as equality led employer of choice and as a champion of learners

## Accountability

**The Chief Executive Officer (CEO)** is responsible to the Board for ensuring that the Equality and Diversity Policy is implemented in all aspects of operations.

The **Education & Quality Committee** is responsible for monitoring and review of the Equality and Diversity Policy and for evaluating its effectiveness. This group formulates an annual Equality Action Plan which is derived from the relevant sections of the annual Self Assessment report. The plan incorporates actions and targets for continuous improvement in achieving equality concerning age, disability, race, sex, sexual orientation, pregnancy and maternity, gender reassignment and religion/belief.

**The Education & Quality Committee** is responsible for the monitoring and implementation of all aspects of the Equality and Diversity Policy relating to the employment of staff. This includes the monitoring of fair selection procedures and their impact on the staff profile at all levels of management. Those involved in the recruitment of staff will have specific training in selection procedures to ensure equality of opportunity for all individuals and groups. The annual action plan will set targets for improvements in the staff profiles concerning age, disability, race, sex, sexual orientation, pregnancy and maternity, gender reassignment and religion/belief.

**All Managers** in Blackburne House Education have a responsibility for implementing all aspects of the Equality Policy within the area they manage, and for ensuring that effective monitoring and review systems are in place.

**All employees** of Blackburne House Education have an explicit responsibility, as stated in their job description and contract of employment, to promote and implement the

Equality and Diversity Policy in all aspects of their work. Equal Opportunities Awareness will form an integral part of staff development for teaching and business support staff and resources will be provided for this purpose.

**Work placement providers** are required to have an Equality Policy. They are made aware that Blackburne House Education will take action to support any student/trainee who has experienced discrimination of any kind, as defined in this policy.

**Subcontractors and organisations to which Blackburne House Education franchises provision** are monitored for compliance with the Equality Policy. This check is part of the contracting and franchise approval process.

### **Period of Review**

The Equality and Diversity Policy and Procedure will be reviewed **annually**, or at the request of the CEO, the Board of Directors or the Quality and Audit Committee.

The amended Policy and Procedure will be considered by the Executive Leadership Team and approved by Board.

### **Definition of Terms**

#### **Sexual Harassment**

- unwelcome sexual remarks, such as jokes, innuendo, teasing and verbal abuse
- the display of pin-ups, pornographic pictures or sexually suggestive subject matter
- unwelcome remarks about a person's dress, appearance or marital status
- behaviour which condemns or ridicules a person because of their sexuality
- unwelcome physical contact or demands for sexual favours
- transmission of offensive materials/statements via email, mobile phone or post
- unwelcome attention e.g. stalking

#### **Racial Harassment**

- racially derogatory remarks or racist jokes
- the display of racially offensive material or graffiti
- insulting behaviour, threats or physical assault
- deliberate isolation or non-co-operation at work
- transmission of offensive materials or statements via email, mobile phone or through the post

#### **Age Discrimination**

- ridiculing or demeaning behaviour towards someone because of their age
- denying them access to services because of their age

#### **Disability Discrimination**

- harassment, undignified treatment, ridicule or exclusion of people because of their impairments, vulnerability, actual or perceived reduced independence

#### **Religious Discrimination**

- behaviour which fails to acknowledge the rights or needs of people with particular beliefs or practices

#### **Bullying**

- the intentional intimidation or belittling of someone through the misuse of power or position, which leaves them feeling hurt, upset, vulnerable or helpless

#### **Victimisation**

- less favourable treatment of an individual because, for example, that person has brought proceedings, given evidence, or complained about the behaviour of someone who has been harassing or discriminating against them. This also occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

#### **Discrimination by Perception-**

- Direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.

#### **Indirect discrimination –**

- This can occur when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic

#### **Harassment**

- This is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.

#### **Associative discrimination**

- this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic

### **Ethos, Environment and Access**

Blackburne House Education will provide a secure, welcoming attractive and well-maintained environment for its staff, learners, and visitors. These facilities will be planned and developed to provide for the needs of certain groups by creating special facilities including individual requirements i.e., nursery provision, wheelchair ramps and lifts. Any planning, resource allocation or building will take into account the need for adequate access.

We do not tolerate behaviour from learners, staff, or visitors which may constitute bullying, harassment, or discrimination. All staff have a responsibility to challenge such behaviour if encountered within the organisation. If this is not appropriate or possible, the matter should be reported to their line manager as soon as possible. Learners, staff and visitors have the right to complain if they feel they have been bullied, harassed or discriminated against in any way.

(See Harassment and Bullying Policy & Procedures)

### **Counselling Statement**

Learners who are concerned about harassment or bullying issues can talk to a member of staff and will have access to a counsellor if requested. Counsellors remain impartial and do not act as advocates.

### **Inclusive Learning**

Inclusive learning is defined as the best match or fits between how learners learn best (learning styles) what they need and want to learn (goals), and the learning environment (physical resources, support, teaching methods).

Blackburne House Education will continue to develop an inclusive learning culture which widens participation and raises achievement for all curriculum areas and businesses. Curriculum monitoring and review processes will test the requirement for curriculum materials to promote an atmosphere of equal respect for all.

Reasonable adjustments will be anticipated and implemented to promote access to provision for groups and/or individuals with particular needs.

### Widening Participation

Blackburne House Education has a commitment to lifelong learning and widening participation. We aim to plan and provide learning opportunities in partnership with other relevant organisations. We recognise the importance of community development, the unique nature of each group and the need for us to respond to its specific education and training needs.

Our **practice** is to identify people who have previously been excluded from education and training opportunities and respond to their needs by providing appropriate courses at times and in locations which are accessible. Positive initiatives including taster courses in the non-traditional study will be offered to provide for the particular needs of specific groups.

### Support for Learners

Blackburne House Education offers a range of services to support learners, including:-

Study Support for learners with learning difficulties and/or disabilities.

Experienced and specialist staff provide, for example, specialist assessments, equipment and adapted learning materials, in-class support to learners, individual or small group teaching, or special examination arrangements to learners with:-

- physical disabilities
- learning difficulties
- visual impairments
- specific learning difficulties
- dyslexia
- personal care needs
- mental health difficulties
- hearing impairments
- Autism or Aspergers syndrome

This list is not exhaustive.

Additionally, support is available for: -

- Childcare support for learners with young children
- Study Support for learners who need practice or revision in English or Maths
- Financial advice and support such as bursaries for adult returnees, and transport subsidies
- Guidance on welfare issues from specialist staff
- Learner counselling service, available via Learner Services.

**Related Policies and Procedures available:**

- Family Leave Policy
- Learner Disciplinary Policy
- Learners Charter
- Nursery Policy and Procedures
- Parents Charter
- Recruitment Policy
- Internal Recruitment Policy
- Recruitment of Ex-Offenders Policy
- Volunteer Policy
- Redundancy Policy
- Safeguarding Policy
- Suggestions and Complaints Policy
- Maternity Policy
- Disciplinary & Grievance Procedure
- Staff Grievance Procedure
- Complaints Procedure
- Data Protection Policy
- Harassment and Bullying Policy and Procedure