



Title:	Equality and Diversity Policy
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Learning4Life-GY

Equality and Diversity Policy

Learning4Life-GY is committed to encouraging equality and diversity among our staff and students, thus eliminating unlawful discrimination.

The aim is for our staff to be truly representative of all sections of society and our learners, and for each employee and learner to feel respected and able to give their best.

Learning4Life-GY - in providing outstanding training and education - is also committed against unlawful discrimination.

The policy's purpose is to:

- provide equality, fairness and respect for all in our care, as learners, as well as in employment, whether temporary, part-time or full-time
- not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities

Learning4Life-GY commits to:

- encouraging equality and diversity for all learners undertaking one of our programmes
- creating an environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff and learners are recognised and valued

This commitment includes training managers and all other employees about their rights and responsibilities under the equality policy. Responsibilities include staff conducting themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation and unlawful discrimination

This commitment includes a thorough induction for all learners, to include Equality and Diversity.

All staff should understand they can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, learner, participants of projects undertaken by L4L-GY and the public

- take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, learner and any others in the course of the organisation's work activities

Such acts will be dealt with as misconduct under the Learning4Life-GY grievance and/or disciplinary procedures, and any appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice

Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence

- make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation
- decisions concerning staff being based on merit (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act)
- review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law
- monitor the make-up of the staff regarding information such as age, gender, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality and diversity, and in meeting the aims and commitments set out in the equality policy

Monitoring will also include assessing how the equality policy, and any sporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues

Learning4Life-GY Learners/participants:

- a) L4L-GY will consult with communities and learners to support equality of opportunity by:
 - i) Gathering learner involvement through surveys and informal feedback
- b) L4L-GY will actively promote equality of opportunity through:
 - i) Positive action: Learning4Life-GY will target provision at and encourage uptake of provision by a community who may experience barriers to participation through their race, colour, national or social origin, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion/belief or political/other personal beliefs.
 - ii) Advertising and communication that presents an inclusive picture of the learner population, actual and potential
 - iii) Creating IAG material to facilitate the first steps into learning and training for learners who might be disadvantaged through language, lack of self-belief, social exclusion or other barriers to learning
- c) Learning4Life-GY will monitor equality of opportunity by:
 - i) Monitoring: Learning4Life-GY will monitor monthly the uptake of courses to generate profiles of learner engagement according to age, gender, ethnicity and country of origin and inform curriculum development and planning.
 - ii) Complaints: L4L-GY will monitor complaints received to quantify unwitting bias

Accessibility plan - Learning4Life-GY will:

- ensure the development of the plan involves the Local Authority in line with the LA Accessibility Strategy and ensure that Learning4Life-GY provides the best choices for students wanting to enrol here;
- consult with the full governing body including the SEND governor;
- consult with SENCO;
- investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

Learning4Life-GY plans to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in, leisure and cultural activities or off-site visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. The

school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Learning4Life-GY will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

The main entrance is wheelchair friendly, and there is a lift to the 1st and 2nd floor of the building. Both floors are equipped with disabled toilets.

Access to appropriate literature - We will:

- produce literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site;
- ensure timetables and other literature is made available in various preferred formats within a reasonable time frame.

The Principal and the CEO will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time the Accessibility Plan actions will be integrated into the Development Plan. We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

The Principal will undertake a disability audit using a cross section of staff, pupils and parents and as a result of the audit, we shall:
produce action plans, with definite time scales for the implementation of the actions implicit in the plan;

- plans to provide workshops so staff can understand the Accessibility Plan as part of the bigger picture and not see it as a bolt on;
- present the plan to the governing body for their approval;
-modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

Learning4Life-GY will monitor and evaluate the plan. Evaluation will be useful and may identify or include:

- success in meeting identified targets;
- changes in physical accessibility of the school;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;
- recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;

- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

In all circumstances Learning4Life-GY will make reasonable adjustments in accordance with the disability discrimination Act. Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010.

2021/2022 Single Equality statement:

We will promote and encourage a culture whereby equality of opportunity exists regardless of race, colour, national or social origin, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity, age, religion/belief or political/other personal beliefs.

We will advance equality of opportunity, advance good relations between different groups and will contribute to the elimination of unlawful discrimination and harassment.

We will support learners' achievements through working to remove barriers to learning, address disadvantage and actively promote and support progression opportunities.

The equality policy is fully supported by the board of Directors

Sara Morris and Claire Smith