Equality & Diversity Policy

AC006

Contents

[1. Statement 3](#_Toc176334049)

[2. Objectives 4](#_Toc176334050)

[3. Standards and Good Practice 5](#_Toc176334051)

[4. Rights and Responsibilities 5](#_Toc176334052)

[4.1. The Medical Education Lead is responsible for ensuring: 5](#_Toc176334053)

[4.2. Employees, Tutors and Volunteers are responsible for: 6](#_Toc176334059)

[4.3. Learners are responsible for: 6](#_Toc176334060)

[5. Additional Support 7](#_Toc176334061)

[6. Legislation 7](#_Toc176334062)

[7. Disclosure Procedure 8](#_Toc176334063)

[8. Disciplinary Action 8](#_Toc176334064)

[9. Information Gathering 8](#_Toc176334065)

[10. Monitoring 9](#_Toc176334066)

[11. Policy Review 9](#_Toc176334067)

[12. Document Control 9](#_Toc176334068)

[12.1. Confidentiality Notice 9](#_Toc176334069)

[12.2. Document Revision and Approval History 10](#_Toc176334070)

[13. Policy Screening 10](#_Toc176334071)

## Statement

* 1. Chequers Academy recognises that many people in our society experience discrimination or lack of opportunity for reasons which are not fair.
  2. These include:

*Race, religion, creed, colour, national and ethnic origin, political beliefs, gender, sexual orientation, age, disability (including mental illness), Transgender, HIV status, marital status, responsibility for dependants, geographical area, social class, income level or criminal record.*

* 1. Chequers Academy are committed to a Policy of Equality and Diversity which respects the identity rights and values of each individual and opposes all direct and indirect discrimination within the organisation. We believe everyone is entitled to a working and learning environment which promotes dignity and respect. This commitment is not only good management practice but makes sound business sense.
  2. Protected Characteristics
* Age
* Religion or Belief
* Race
* Gender
* Sexual Orientation
* Gender Reassignment
* Disability
* Pregnancy & Maternity
* Marriage & Civil Partnership

## Objectives

* 1. To deliver equality and diversity throughout organisational policies, procedures and practice and develop an ethos which respects and values all people and to include in learner inductions and training.
  2. To challenge discrimination and lack of opportunity and encourage other organisations and individuals to do the same to actively promote equality of opportunity.
  3. To create a culture that respects and values an individual’s differences and recognises that difference/diversity is an asset to our organisation both to its work and the people it serves.
  4. To eliminate all forms of unfair discrimination, bullying, harassment, victimisation or other oppressive behaviour. No form of intimidation, bullying or harassment will be tolerated.
  5. Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations and to prepare learners for life in a diverse society.
  6. To ensure all employees, tutors, volunteers, learners and collaborative partners are aware and encouraged to support the objectives of this policy and take part in equality induction and regular training.
  7. Promote good relations amongst people within the organisation’s community and the wider communities within which we work.
  8. Embed this policy’s values throughout all recruitment, selection, training, promotion, discipline and dismissal processes.
  9. Ensure arrangements for learner equality and diversity are being followed when working with employers and their employees.
  10. Do our best, within available resources, to remove barriers which limit or discourage access to the Academy’s training provision and activities.
  11. Monitor the implementation, set targets for improvement and evaluate the impact of equality and diversity action.

## Standards and Good Practice

* 1. Equality of opportunity is crucial to good practice in any organisation and fairness of opportunity for all is a basic right.
  2. This policy is therefore underpinned by the following values, principles and standards:
     1. Active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
     2. Commitment to inclusive education which enables and supports all learners to develop their full potential
     3. Commitment to the positive development of all staff and tutors
     4. Accountability for compliance with this policy by all employees, tutors and others engaged in Company business or activities.
  3. This policy will be communicated to all staff/learner at induction, full details are available on our intranet.

## Rights and Responsibilities

### The Medical Education Lead is responsible for ensuring:

* + 1. The Company implements and follows its equality and diversity policies and codes of practice and meets its legal responsibilities, including annual monitoring of staff by characteristics.
    2. A consistent and high-profile lead on equality and diversity.
    3. Promotion of equality and diversity inside and outside the training organisation.
    4. Policies and procedures are in place to comply with all applicable legislation.
    5. The Company implements its equality and diversity policies and codes of practice
    6. There is baseline data on admission used to ensure learner progression and for staff recruitment and career progression
    7. That all staff, tutors and learners know their responsibilities and receive the necessary support and training.
    8. Relevant procedures and actions are followed in cases of unfair discrimination, harassment or bullying



### Employees, Tutors and Volunteers are responsible for:

* + 1. Co-operating with the Company to ensure that this policy is effective to ensure equal opportunities and to prevent discrimination
    2. Promoting equality and diversity, and avoiding unfair discrimination
    3. Advising learners of additional support/equipment/assistance which can be provided and how to access this.
    4. Reviewing on an annual basis the existing policy
    5. Challenging, reporting and analysing any incidents of unfair discrimination, racial, sexual or other stereotyping perpetrated by staff, volunteers and/or learners.
    6. Keeping up-to-date with equality law and participating in equality and diversity training as part of staff development
    7. Employees and tutors should also bear in mind that they can be held personally liable for any act of unlawful discrimination.

## Learners are responsible for:

* + 1. Participating in equal opportunity and diversity training
    2. Respecting others in their language and actions
    3. Having an input into policy amendments
    4. Reporting instances of unfair discrimination, or racial, sexual or other stereotyping.
    5. Implementing the Company’s equality and diversity policies and codes of practice

## Additional Support

* 1. Chequers Academy will offer additional support to learners to ensure equality of provision (Equality Act 2010). This includes offering additional learner support (including one to ones), have adaptive equipment (such as adapted keyboards, mice and magnifiers) available with notice, and other specialist support deemed necessary for the learner to access their learning without discrimination.
  2. Adaptive equipment can be made available for learners with adequate notice, according to the recommendations made in a formal assessment report. It is the learner’s responsibility to provide the report supporting the additional support.
  3. Chequers Academy senior management are responsible for monitoring and developing the processes and procedures for additional support and providing clear information to staff so that they are able to access this support for learners.

## Legislation

* 1. This policy will be implemented within the framework of all relevant legislation, which includes:
* Equal Pay Act 1970 (Equal Value Amendment 1984)
* Rehabilitation of Offenders Act 1974
* Sex Discrimination Act 1975 (Gender Reassignment Regulations 1999)
* Race Relations Act 1976
* Disability Discrimination Act 1995
* The Protection from Harassment Act 1997
* Race Relations (Amendment) Act 2000
* Race Relations Act 1976 (Amendment) Regulations 2003
* Employment Equality (Sexual Orientation) Regulations 2003
* Employment Equality (Religion or Belief) Regulations 2003
* Disability Discrimination Act 2005
* Employment Equality (Age) Regulations 2006
* Equality Act 2010

## Disclosure Procedure

* 1. Every employee, tutor, volunteer and learner has a duty to report instances regarding the unfair or negative treatment and acts of discrimination, either direct or indirect, by any other individual either to themselves or to others.
  2. This can be achieved informally by speaking with, or writing to, Medical Education Lead or the Academic Development Lead. If, having raised a complaint, you feel that it has not been adequately resolved you can formalise your complaint by following the Grievance Procedure.

## Disciplinary Action

* 1. Action under the Company’s disciplinary procedure will be taken against any employee or tutor who is found to have committed an act of improper or unlawful discrimination. Serious breaches of the equality and diversity policy will be treated as potential gross misconduct and could render the employee liable to summary dismissal

## Information Gathering

* 1. Information will be gathered from a variety of sources, which will include:
* Learner interviews
* Client and staff questionnaires
* Feedback from external agencies and partners
* Analysis of complaints and grievances and their outcomes
* Annual policy review
* Quality of Education Deep Dives and compliance audits.
* Baseline data produced on the admission and progression of learners with disabilities and in respect of staff recruitment and career progression.

## 

## Monitoring

* 1. We will maintain and review the records of all learners in order to monitor the progress of this policy.
  2. Monitoring may involve:
     1. the collection and classification of information regarding the race in terms of ethnic/national origin and sex of all learners.
     2. the examination by ethnic/national origin and sex of the distribution and success rate of learners; and
     3. recording enrolment and training records of all learners, the decisions reached and the reason for those decisions.
     4. information gathered from client reviews, evaluations and client perception of courses will be reported regularly at staff meetings.
  3. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and learners.

## Policy Review

This policy will be reviewed annually. However, where legislation is updated, the policy will be reviewed accordingly.

## Document Control

### Confidentiality Notice

* + 1. This document and the information contained therein is the property of Chequers Health Group Ltd.
    2. This document contains information that is privileged, confidential or otherwise protected from disclosure.
    3. It must not be used by, or its contents reproduced or otherwise copied or disclosed without the prior consent in writing from Chequers Health Group.

### Document Revision and Approval History

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version** | **Date** | **Created By / Updated By** | **Approved by** | **Comments** |
| 1 | 01/09/2024 | J. MacGregor |  | New policy release |

As with all Polices, protocols and procedures, this policy is a working document and may be changed from time to time. Any changes will be communicated accordingly within the organisation

## Policy Screening

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Policy Title: Equality and Diversity | | | | | | | |
| Policy Content:  For each of the following check whether the policy under consideration is sensitive to people of a different age, ethnicity, gender, disability, religion or belief, and sexual orientation?  The checklist below will help you to identify any strengths and weaknesses of the policy and to check whether it is compliant with equality legislation. | | | | | | | |
| 1. Check for DIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any statements which may disadvantage people from the following groups? | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 1.0 | Age? | No | | No | | No | |
| 1.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 1.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 1.3 | Mental Health Need? | No | | No | | No | |
| 1.4 | Sensory Impairment? | No | | No | | No | |
| 1.5 | Physical Disability? | No | | No | | No | |
| 1.6 | Race or Ethnicity? | No | | No | | No | |
| 1.7 | Religious Belief? | No | | No | | No | |
| 1.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Check for INDIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any conditions or requirements which are applied equally to everyone, but disadvantage particular people because they cannot comply due to: | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 3.0 | Age? | No | | No | | No | |
| 3.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 3.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 3.3 | Mental Health Need? | No | | No | | No | |
| 3.4 | Sensory Impairment? | No | | No | | No | |
| 3.5 | Physical Disability? | No | | No | | No | |
| 3.6 | Race or Ethnicity? | No | | No | | No | |
| 3.7 | Religious, Spiritual belief (including other belief)? | No | | No | | No | |
| 3.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |