

 **A1 Health & Safety Cornwall**

Policy and Procedure Name:	Equal Opportunities
Date Effective:	February 2013
Written By:	Josh Bourne
Review Date:	July 2016

EQUAL OPPORTUNITIES POLICY

1. Introduction

1.1 The organisation is committed to the need both to eliminate unlawful discrimination and to promote equality for students, staff and others using organisation facilities.

1.2 The organisation is committed to giving all students every opportunity to achieve the highest standards by:

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all students

1.3 The organisation complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- Gender Equality Duty 2007
- Equality Act 2010
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following organisation policies:

- Quality Assurance Policy
- Complaints Procedure

2. Aims and Objectives

2.1 The organisation does not unlawfully discriminate against anyone, whether student, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

2.2 The organisation promotes the principles of fairness and justice for all through the education that it provides in the organisation.

2.3 The organisation seeks to ensure that, wherever possible, all students have equal access to the full range of educational opportunities provided by the organisation.

- 2.4 The organisation strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- 2.5 The organisation ensures that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 The organisation challenges personal prejudice and stereotypical views whenever they occur. The organisation is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the organisation aims to promote positive social attitudes and respect for all.
- 2.7 The organisation values each student's worth, celebrating both people's individuality and the cultural diversity of the community centred on the organisation and shows respect for everyone.
- 2.8 The organisation and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

3. Equal Opportunities in Recruitment

- 3.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
- 3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

4 Equal Opportunities in the Curriculum

- 4.1 Every student has an equal entitlement to the relevant course syllabus and, subject to entry requirements, to all other areas of our curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 4.2 Students should have equal access to the curriculum regardless of academic ability.
- 4.3 Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices.
- 4.4 The organisation will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to students of both sexes.
- 4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all students feel that their language and culture is both acknowledged and valued.
- 4.8 The organisation actively encourages an ethos in which all students feel secure and valued.

5 Race / Ethnicity

- 5.1 The organisation will:
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
- 5.2 The organisation will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with organisation procedures (see policies for Race Equality and/or for Behaviour) and reported to the relevant awarding body where appropriate (see Appendix 1).
- 5.3 The organisation endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.
- 5.4 Cultural diversity and respect for others are celebrated and reflected across all courses. Our curriculum will enhance students' understanding of English, British and world society and history, including the contributions of minority ethnic groups.
- 5.5 The organisation will give students the understanding they need to recognise prejudice and reject racial discrimination.

6 Gender / Sex [see also 4.3]

- 6.1 The organisation will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to female student expectations and behaviour.

- 6.2 The organisation will encourage students to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.
- 6.3 The organisation is committed to providing a curriculum which avoids unnecessary historical gender divisions.
- 6.4 The organisation tries to ensure:
- that teachers allocate their time fairly between the sexes;
 - that all students have opportunities for working with students of both sexes;
 - that the traditional sexual stereotypes are broken down;
 - that students have opportunities for examining their own pre-conceived ideas of gender roles;
 - that students are encouraged to pursue less conventional topics and interests, for example to allow female students to develop mechanical interests and male student's creative skills.

7 Disability

- 7.1 The organisation is committed to meeting the needs of students with disabilities, as it is to meeting the needs of all within the organisation. The organisation endeavours to meet the requirements of the Equality Act 2010. All reasonable steps will be taken to ensure that disabled students are not placed at any disadvantage compared to non-disabled students. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.
- 7.2 The organisation is committed to providing an environment that allows disabled students full access to all areas of learning or associated services provided for, or offered to, students at the organisation, including educational visits and other off-site activities.
- 7.3 Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

8 Religion / Belief

- 8.1 The organisation respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

9 Sexual Orientation

- 9.1 The organisation will make no assumption about the sexual orientation of any of the members of its community.
- 9.2. In the ethos of our organisation, sexuality is recognised within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our students will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Students' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.3 Derogatory name-calling (of any sort) is unacceptable.

10 Age

- 10.1 The organisation will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

11 The role of awarding bodies

- 11.1 Throughout all courses the relevant awarding body has set out its commitment to equal opportunities and we will do all we can to ensure that all members of our learning community are treated both fairly and equally.
- 11.2 Awarding bodies will ensure that no-one is unlawfully discriminated against whilst in the organisation on account of their race, gender, religion or belief, disability, age or sexual orientation.

12 The role of the Director and Head of Service

- 12.1 The Director and Head of Service will ensure that the organisation's policy on equal opportunities is implemented.
- 12.2 The Director and Head of Service will ensure that all staff are aware of the organisation policy on equal opportunities and that teachers apply these guidelines fairly in all situations.
- 12.3 The Director and Head of Service will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.
- 12.4 The Director and Head of Service will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.
- 12.5 The Director and Head of Service will promote respect for other people in all aspects of organisation life; in assemblies, for example, respect for other

people will be a regular theme as it will also be in displays around the organisation.

- 12.6 The Director and Head of Service will view all incidents of unfair treatment with due concern.

13 The role of teachers

- 13.1 Subject teachers will recognise their own prejudices and ensure that all students are treated fairly and with respect. The organisation will not knowingly discriminate against any student, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.
- 13.2 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.
- 13.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women and ethnic minorities; and when looking at international topics, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.
- 13.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Director and Head of Service.

14 The role of students

- 14.1 Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the subject teacher and/or Director and Head of Service.

15 The role of parents (students under 18) or carers (adults at risk)

- 15.1 Parents and carers will be made aware of the policy through the organisation prospectus and home-organisation agreement and draw any incidents of prejudice or discrimination to the attention of the subject teacher or Director and Head of Service.

16 The role of visitors / contractors

- 16.1 All visitors and contractors are required to adhere to the organisation policy.

17 Monitoring / Review

17.1 The Director and Head of Service is responsible for monitoring the effectiveness of this policy. The Director and Head of Service will therefore:

- monitor the progress of students from minority groups, comparing it to the progress made by other students in the organisation;
- monitor the staff appointment process so that no-one applying for a post at the organisation is discriminated against;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;

17.2 This policy will be reviewed by the organisation every two years, or earlier if it is considered necessary.

Signed:

Date:

Racist Incident Report Form

A report **must** be completed each time an incident occurs

Include as much detail as possible

Only record students' names on forms that are for the organisation's internal use

“A racist incident is any incident that is perceived to be racist by the victim or any other person”

ORGANISATION NAME:	
DATE OF INCIDENT:	
DATE OF REPORT:	
REPORT COMPLETED BY:	

Name(s) of Victim(s)/Alleged Victim(s)
Name(s) of Perpetrator(s)/Alleged Perpetrator(s)

NATURE OF INCIDENT (Tick all categories that apply)

Physical Assault/Threatening Behaviour	<input type="checkbox"/>	Bringing Racist Material into Organisation	<input type="checkbox"/>
Verbal Abuse/Racist Jokes	<input type="checkbox"/>	Accessing Racist Information via Internet	<input type="checkbox"/>
Ridicule	<input type="checkbox"/>	Racist Comments	<input type="checkbox"/>
Racist Graffiti	<input type="checkbox"/>	Isolating Others/Refusal to Co-operate with Others	<input type="checkbox"/>
Wearing Racist Badges/Insignia	<input type="checkbox"/>	Attempts to Recruit to Racist Groups	<input type="checkbox"/>
Encouraging Others to Behave in a Racist Manner		<input type="checkbox"/>	
Other (please specify):			

Location of Incident:

Brief Description of Incident:

DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)

Gender (M/F)					
Ethnic Origin (Use Codes Below)*					
Year Group / Staff / Visitor					
Repeat Victim Y/N					
Previous Incidents Reported Y/N					
SEN / Disability Y/N					
Any other relevant information:					

DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)

Gender (M/F)					
Ethnic Origin (Use Codes Below)*					
Year Group / Staff / Visitor					
Repeat Alleged Perpetrator Y/N					
Previous Incidents Reported Y/N					
SEN/Disability Y/N					
Any other relevant information:					

ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)

AOTH	Any Other Asian Background	MWAS	White / Asian
ABAN	Bangladeshi	MWBC	White / Black Caribbean
AIND	Indian	NOBT	Information Not Obtained
APKN	Pakistani	OOBH	Any Other Ethnic Group
BCRB	Black Caribbean	REFU	Refused
BAFR	African	WOTH	Any Other White Background
BOTH	Any Other Black Background	WBRI	British
CHNE	Chinese	WIRI	Irish
MNBA	White / Black African	WROM	Roma / Roma Gypsy
MOTH	Any Other Mixed Background	TRAVELLER	Traveller / Irish Heritage

***If known. When incidents involve students refer to students’ registration records**

FOLLOW-UP ACTIONS:

To support victim(s) / alleged victim(s):

Involving perpetrators / alleged perpetrator(s):

Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):

Signed:	
Position:	
Date:	

Copies to: Head of Service
Director

Plus: Awarding Bodies as appropriate.

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