KSVN Equality, Diversity & Inclusion

KSVN is committed to being an inclusive training Centre, where all feel safe & valued. We want our students to study safely & with dignity with staff who work effectively to adopt an atmosphere of respect & understanding where discrimination not tolerated.

Our intention at all times is to be:

Responsible & accountable

Supportive & caring

Open & transparent

Honest & reliable

Professional & efficient

Inclusive & welcoming

All individuals are encouraged to reach their full potential through the development of their skills & knowledge. We recognise their unique contribution & individuality regardless of age, disability, gender, race, sexual orientation, religion or belief, marital status or pregnancy.

The Equality Act 2010 brings together under one single piece of legislation, previously published single equality legislation, in particular:

- Disability Discrimination Act 1995 and 2005 (DDA)
- Special Educational Needs and Disability Act 2001 (SENDA)
- Employment Equality (Age) Regulations 2006
- Employment Equality (Religion and Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Equality Act 2006
- Equal Pay Act 1970
- Human Rights Act 1998
- Race Relations Act 1976
- Sex Discrimination Act 1975

The aim is to make the law more consistent, clearer and easier to follow in order to make society fairer.

The Equality Act 2010 harmonises and in some cases extends the previous equality legislation.

KSVN has a legal duty to comply with the Equality Duties stipulated in the Equality Act 2010, of which there are three:

1) Eliminate unlawful discrimination; including harassment, victimisation and other inappropriate behaviours.

2) Advance equality of opportunity.

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

3) Foster good relations between people who share a protected characteristic and people who do not share it.

Purpose of the E,D & I Policy & meeting the Equality Duties

The Equality, Diversity and Inclusion Policy brings together in a single equality and diversity policy document all aspects of the Equality Act 2010.

The Equality Act 2010 states the individual characteristics which are protected by law. The three Equality Duties apply to the following Protected Characteristics:

Age, Gender, Disability, Race, Gender Reassignment, Sexual orientation, Marriage and Civil Partnership, Pregnancy and Maternity, Religion or Belief.

Note: The Socio-economic background of an individual is not one of the Protected Characteristics under the Equality Act 2010. From an educational stance, the social and educational background is relevant when guiding and supporting learners through their education. When students are from an area of high deprivation, they may have poor prior educational attainment and low expectations which may impact negatively on the success of the individual if they are not identified and supported appropriately.

The Policy outlines the focus of the equality ethos of KSVN, grouped under the Equality Duties:

 1) The promotion of equality of opportunity for all.

2) The elimination of unlawful discrimination for students, staff and other stakeholders through Equality Analysis, of the full range of Curriculum, Student Support and Human Resource Policies, Practices, Plans and Procedures and every day practices.

3) The fostering of good relations and promotion of positive attitudes between and towards those with a particular characteristic and those without through training materials and resources for staff, students and other stakeholders.

In addition, the following KSVN activities will help achieve the equality duties. These include:

*Ensuring the accessibility to materials, facilities, products, services and resources for all students, staff and stakeholders, including the impact of KSVN policies on individuals or groups.

*Ensuring the diversity of students is positively recognised and supported at interview and throughout training by embedding differentiation and promoting equality of opportunity into teaching and learning and curriculum planning, reducing the differences in outcomes of learners.

 *Developing a staff development programme in order to raise awareness of equality and diversity and how everyone can contribute to achieving the equality duties.

 *Ensuring that the diversity of staff is positively recognised and supported and that equality and diversity is embedded into the staff recruitment and promotion procedures enabling all to participate and benefit.

 *Developing student resources and materials which promote and celebrate differences and diversity in order to raise awareness and increase tolerance towards each other.

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

*Encouraging student engagement through participation and contribution to KSVN activities such as student reps attending the KSVN team meetings.

*Working with employers to promote the concept of E,D&I and supporting recognition of the benefits of these factors during recruitment, promoting of student application for the programme and throughout training. The E,D&I policy of the employers is applied when recruiting apprentices and by the employer HR team throughout training & employment.

 *Data capturing and monitoring of key information, throughout the year will be carried out by the tutors during tutorials, at CC events and the annual TP evening and reported on each term to the Directors. Progress against the Equality Duties and Equality Objectives will be published within the annual self assessment review.

Details about Protected- & non-protected characteristics

Within the overall equality objectives there are priorities which link specific to the different Protected Characteristics.

Age

People of all age are protected, though for people under the age of 18 years, the Children's Act applies. People sharing the same age group share the same protected characteristic. It does allow however, for differences in ages when certain services and goods are being provided such as travel passes.

Actions:

Gather and analyse data for staff and students. Outcome: age profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

Robust IAG for all age groups regarding accessibility to curriculum. Outcome: review curriculum planning to ensure equality of opportunity within educational constraints.

Management monitoring of age ranges across cohorts.

 Analysis of Staff Profile. Outcome: to identify gaps in employment and inequality of opportunity.

Gender

Men and women are both protected. An example is equality in the work place which prohibits less favourable treatment between men and women in terms of pay and conditions of employment.

Actions:

Gather and analyse data for staff and students. Outcome: Gender profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

EDIMs monitoring of recruitment. Outcome: break down stereotypical ideas of male and female jobs, careers, educational and professional pathways. Actively promote and encourage staff and students into industries and jobs associated with the opposite sex.

 Actively address student and staff recruitment through robust IAG. Outcome: Increase males and females into industries and jobs traditionally associated with the opposite sex.

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

Actively support students and staff that may be of an underrepresented gender within their area of study or work. Outcome: Create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Management monitoring of gender across cohorts reflecting the profession.

Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long term (usually more than 12 months) adverse effect on that person's ability to carry out normal day to day activities. A person does not have to disclose a disability therefore we should take the lead and always ask if there are any needs that need accommodating. It is unlawful to ask about a job candidates health before offering them work.

Actions:

Gather and analyse data for staff and students. Outcome: Disability profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

Management monitoring of ALS support needs. Outcome: monitoring of students receiving ALS support or where reasonable adjustment is made and groups where no support or reasonable adjustment is made.

Improve disability disclosure rate of staff and students through targeted and appropriate IAG at recruitment and induction stages. Outcome: increased opportunity to make timely reasonable adjustment and raise awareness of disabilities with staff on a need to know basis to ensure health and safety compliance.

Review accessibility of physical work and learning resources, services and facilities. Outcome: identify and address accessibility barriers which have a negative impact on learning or employment.

Review curriculum timetabling and staffing consideration for students and staff with disabilities. Outcome: appropriate support and logistical access to

Services and facilities ensure increased RAS for students and increased staff morale and productivity for staff.

Focus within teaching and learning on differentiation and positively promoting disability with society. Outcome: Increased equality of opportunity for all.

Provide training materials and staff development for staff. Outcome: raise awareness of the barriers to learning and social development as a result of a range of disabilities. To understand the negative impact specific disabilities have on learning and develop strategies to overcome learning and employment barriers by making reasonable adjustments.

Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly disability (though all are treated equally). Outcome: eliminate discrimination and victimisation due to any form of disability.

Race

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

The Equality Act 2010, "Race" refers to a group of people defined by their race, colour, nationality including citizenship and ethnic or national origins. Physical attributes can be classed as race, though culture which may be linked to a particular nationality is not protected for example, language, which may define the race but is not classed as "Race".

Actions:

Gather and analyse data for staff and students. Outcome: Race and Ethnicity profile and identification of equality issues regarding accessibility, discrimination and learning outcomes.

Management monitoring of any gaps between different ethnic groups and those from minority groups.

Raise Awareness with staff and students of different ethnic groups and nationalities. Outcome: To break down barriers to learning, improve tolerance and acceptance between all. Foster good relations between different groups. Eliminate discrimination, victimisation and harassment through improved understanding and awareness of ethnic differences.

Embed into teaching and learning diverse examples. Outcome: create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

EDIMs monitoring of staff and student profile. Outcome: match the staff race profile to the student race profile. Increase the staff race profile to match the local community profile in order to increase the number of students into education from the underrepresented groups.

Promote and celebrate nationality themes to match the staff and student profile within the College community. Outcome: visibly and actively embrace different nationalities to raise awareness amongst the student and staff body and to create an inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.

To provide staff development on behaviour management. Outcome: to enable all staff regardless of role within the college the necessary tools and strategies to tackle inappropriate behaviours amongst colleagues and students with regard to any of the Protected Characteristics, particularly race (though all are treated equally). Outcome: eliminate discrimination and victimisation due to race.

Gender Reassignment

Gender reassignment refers to a person who has proposed, started or completed a process to change his or her sex. The person is protected by the Equality Act regardless of whether they are undergoing medical supervision. Gender reassignment does not apply to transvestites.

Actions:

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

See Gender bullet points

Ensure facilities and services are accessible in an unobtrusive and respectful manner. Outcome: inclusive environment where students and staff feel valued and safe. Increase moral, productivity and success.

Sexual Orientation

This refers to a person's sexual orientation towards a person of the same sex, opposite sex or either sex.

Actions:

Actively promote/support LGBT groups within KSVN and local surroundings. Outcome: To create an inclusive environment where all students and staff regardless of their sexual orientation feel safe, included and supported.

Promote zero tolerance to bullying, harassment, victimisation and discrimination based on any of the Protected Characteristics, particularly sexual orientation (though all are treated equally). Outcome: eliminate discrimination and victimisation due to sexual orientation. To raise awareness around trans/bi/homophobia and the negative impact this may have on an individual.

Marriage or Civil Partnership

The Equality Act protects employees who are in a civil partnership or married though only in relation to unlawful discrimination.

Actions:

Consideration of marital or civil partnership in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.

Gather and analyse data for staff and students. Outcome: "Marital Status" profile and identification of equality issues regarding accessibility and discrimination. Identification of possible inequalities between single staff and staff who are married or in a civil partnership. The law does not protect single persons and inequality of treatment may occur towards single staff that are treated less favourably than those who are married or in a civil partnership, and therefore protected under the Equality Act 2010.

Pregnancy and Maternity

A woman is protected on the grounds of pregnancy and maternity. Maternity refers to the period after the birth, which reflects the period of a woman's ordinary maternity leave entitlement in the employment context.

Actions:

Consideration of pregnancy or maternity in relation to HR policies. Outcome: to ensure equality of opportunity and to eliminate discrimination.

Gather and analyse data for staff and students. Outcome: Pregnancy and Staff Maternity profile and identification of equality issues regarding accessibility and discrimination.

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

Ensure Risk Assessment is carried out. Outcome: Put in place reasonable measures to ensure equality of opportunity leading to reduced likely hood of health complications and increased likelihood of RAS for students and productivity and increased moral for staff.

Religion or Belief

For a religion to be protected under the Equality Act, it must have a clear structure and belief system. Belief, on the other hand must be an important and significant aspect of human life and behaviour. Sustainability is an important element of belief, for example, Green belief. If belief is worthy of respect in a democratic society it too is protected, such as political belief.

Actions:

Gather and analyse data for staff and students. Outcome: to identify the student and staff religion and belief profile and identification of equality issues regarding accessibility and discrimination.

Ensure students have access to multi-faith facilities and/or can freely express their faith. Outcome: To create an inclusive environment where students and staff are shown respect for their different religions and beliefs resulting in raised staff morale and productivity and student RAS.

Investigate local places of worship and community links. Outcome: improved support for students and staff of different religions and faiths, particularly minority faiths.

Provide materials and training opportunities for staff. Outcome: To raise awareness of the impact of specific religions and faiths on teaching and learning and employment.

Socio-economic background

Although this is not a protected characteristic under the Equality Act 2010, it is important to recognise that students and staff can be a victim of discrimination, inequality of opportunity and poor social inclusion due to their actual or perceived social and economic background.

In some cases students from a poor socio-economic background are disadvantaged initially due to poor social skills or underdeveloped educational knowledge and skills. KSVN is committed to raising the achievement gap and providing all with an equal opportunity to succeed.

Actions:

Gather and analyse data for students. Outcome: to identify the student socioeconomic profile and identification of equality issues regarding equality of opportunity, accessibility and discrimination.

Review curriculum offer. Outcome: to ensure students with poor prior educational experience and results can access education and training at KSVN.

Monitoring & reporting

The KSVN Directors will review the information presented at meetings & interview and respond as appropriate, reporting details & resolutions in Directors Meetings minutes & in the annual self-assessment report

Policy promotion

Created October '19 & reviewed annually. CG. Reviewed 15 Aug '20 CG. Reviewed 3.9.21. CG. Reviewed 28.9.22 CG. Reviewed 19.4.23 CG. And 24.9.23. CG

This policy is shared via the public page of the KSVN website www.ksvn.co.uk

Employers and their representatives are reminded of the E,D&I policy & its principles in the events held throughout the year including in termly employers rep events, annual employers meetings, as necessary during visits to the workplace and if any incidents arise. Employers are encouraged to recognise the positive aspects of E,D&I during recruitment of apprentices, supporting modelling of training to the advantage of the individual. Employers maintain an effective E,D&I policy, confirmed annually by a member of the Centre team. The diversity of experiences provided by the cross section of workplaces is used to best advantage during the student's apprenticeship.

The staff recruitment process includes application of the qualities of the E,D&I policy with reference made during the process and all new staff being required to read the policy in full as part of the induction process. All staff attend annual training which includes promotion of the policy and its principles and each year review the updated Centre policies, including this policy to ensure maintain valid knowledge & understanding of these principles. Following this, all staff signed a declaration annually confirming they have read & understood the information of the Policy. The diversity of the staff teams experiences and qualifications are used to best advantage for all.

The principles of equality, diversity and inclusion are applied during apprentice recruitment and interview when applying to join the programme. Close reference is paid to the E,D&I policy of the awarding organisation & the professional regulatory body when interviewing apprentices to determine support needs and to ensure these are recognised and remain within the requirements of both these organisations, reflecting the fitness to practice status of the qualification. Learners are informed and reminded of the principles and elements of equality, diversity & inclusion throughout training, including at Induction, in termly updates, embedded in lessons with the use of differentiation & promotion of individual's achievements/status as applicable & with general information displayed on the Centre noticeboards. The diversity of learner's experiences are used to best advantage all during lessons.

The daily workings of the Centre and by association, training in the workplace, are consistently referred back to this Policy.