



# Equality and Diversity, Accessibility & Single Equality Scheme Policy

Reviewed	Date of Next Review	Responsibility
July 2021	July 2024	HR Manager

## Our Mission:

'To enable young people to live and work without barriers'

## Our Values:

- **Teamwork** – we hold ourselves and each other to account and are better when we work together
- **Compassion** – we act with trust, honesty and kindness in everything we do
- **Inclusion** – we treat each other fairly and with respect
- **Innovation** – we encourage thoughtful, creative and aspirational ideas
- **Pride** – we encourage each other to be proud of who we are and what we do

## 1. Policy Documentation

1.1 This policy is supported by the following legislation and regulations. This list is not exhaustive:

- The Equal Pay Act 1970 (amended 1983)
- The Sex Discrimination Acts 1975 and 1986, Gender Reassignment Regulations 1999 and Amendment Regulations 2003
- The Race Relations Act 1976 & (Amendment) Regulations 2003
- The Race Relations (Amendment) Act 2000
- Disability Discrimination Acts 1995 and 2005
- Special Educational Needs and Disability Act (SENDA) 2001
- Rehabilitation of Offenders Act 1974 (Exemptions Amendment Order 1986)
- Children Act 1989
- The Education Act 2002
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Age Discrimination Act 2006
- Equality Act 2006: Gender Equality Duty
- Mental Capacity Act 2005
- Equality Act 2010
- Children and Families Act 2014

1.2. This policy should be read in conjunction with:

- Statement of Purpose
- Student, parent guidance
- Employee handbook
- Student Codes of Behaviour
- Staff Codes of Conduct
- Student support policy
- Anti-bullying policy
- E Safety policy
- Whistle blowing policy
- Learning policy
- Single equality scheme policy.

1.3. Fairfield Farm Trust (FFT) will monitor the effectiveness of this policy by analysing relevant information, evaluating it and carrying out the appropriate actions as detailed in the FFT Single Equality Scheme.

1.4. The FFT's commitment to equality of opportunity and elimination of discrimination extends to applicants, students, staff, volunteers and visitors irrespective of age, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity status, religion or belief and race.

## **2. Philosophy Statement**

2.1. All students and staff including volunteers of FFT are required to support the following philosophy statement in accordance with the principles contained within the Acts and regulations listed above. FFT believes:

- all individuals have the right to live their lives free from discrimination
- all individuals have a right to confidentiality in respect of personal information, if this does not infringe the rights of other people
- all individuals have the right to the protection of the law and access to the judicial process.
- all individuals are unique and valuable, this is demonstrated by providing learning opportunities which enable young people with differing abilities to achieve their potential.
- it is important to celebrate diversity amongst its students, staff and visitors and recognise the contribution which individuals with a wide range of backgrounds and experiences can make to the life of FFT
- that some individuals and groups experience discrimination and disadvantage in their access to education, training and employment. The FFT is committed to redressing this through its policies and practices which promote equality and anti-discriminative practice within the current legislative framework
- that no individual or group should receive less favourable treatment as a consequence of their age, disability, gender, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity status, religion or belief, race or social & economic status. These are collectively known as "Protected Characteristics"
- that no individual or group should be subjected to any of the 7 different types of discrimination i.e. direct discrimination, associative discrimination, indirect discrimination, harassment, harassment by a third party, victimisation or discrimination by perception. These types of discrimination are amplified at Annex A.

## **3. Recruitment**

- 3.1. Selection procedures, for students, staff and volunteers from the first contact, will promote equality and counter discrimination.
- 3.2. FFT will advertise vacancies in a way that attracts applicants and will take account of protected characteristics.
- 3.3. Procedures for student and staff recruitment will be transparent with respect to equality and diversity and applied consistently to all applicants.
- 3.4. Patterns of applications and selection across FFT will be monitored and procedures reviewed to ensure, as far as possible that the student and staff population reflects the composition of the local population and FFT's aims.
- 3.5. The staff terms of reference and the employee handbook will include equality and diversity information.

#### **4. Staff Training**

- 4.1. Appropriate training will be provided for staff, where appropriate on all aspects of Equality and Diversity including specific training on the requirements of the Equality Act 2010.
- 4.2. Staff will be encouraged to review their practices and techniques to ensure that they meet the needs of individual students and are free from bias.
- 4.3. Staff will be trained to record E&D issues and the teaching of anti- discriminatory prejudice in order to demonstrate that they are embedded in all aspects of the curriculum and culture.

#### **5. Promotion of E&D and Protected Characteristics**

- 5.1. FFT is committed to promoting equality of opportunity and celebrate diversity. Therefore, it will:

- aim to eliminate unlawful or unfair discrimination
- promote equality of opportunity
- promote good relations between people of different groups
- promote practices which are not anti-discriminatory.

- 5.2. FFT will also:

- agree a policy which is compliant with the legislation
- establish an action plan and timetable for the implementation of the policy
- communicate the policy to staff and students
- train staff as appropriate
- provide the resources necessary to implement the policy
- monitor the impact of its protected characteristics in its action plan
- identify and implement changes to bring about improvements in all equality practice and outcomes
- monitor, by reference to protected characteristics, the recruitment and progress of students and staff
- publish its arrangements for communicating the results of its monitoring processes.

#### **6. Responsibilities**

- 6.1. FFT Trustees are responsible for:
  - ensuring that FFT complies with legal requirements and meets all its duties, including the general and specific duties
  - ensure this policy and its procedures are followed.
  - monitoring the performance of the recruitment process.

6.2. Managers are responsible for:

- giving a consistent and high-profile lead on equality & diversity and inclusion issues
- promoting this policy inside and outside of FFT
- making sure this policy and its procedures are followed
- putting the policy and its strategies and procedures into practice
- ensuring that all students and staff know their responsibilities, and receive support and training in order to carry these out
- following the relevant procedures and taking action against students and staff who unlawfully discriminate against others
- providing resources to enable staff to promote equality to ensure that learners are better prepared for moving on to diverse communities
- notifying the Trustees of adverse Equality and Diversity impacts that affect any individuals or groups.

6.3. All staff including volunteers are responsible for:

- recognising and challenging discriminatory incidents, bias and stereotyping
- promoting equality of opportunity and good relations, and avoiding unlawful discrimination against others
- keeping up to date with the FFT policy on Equality and Diversity and participating in training and learning opportunities
- ensure that no individual is treated less favourably on the basis of their protected characteristics
- ensure that students are supported to follow an appropriate course of action if they feel that they have been discriminated against
- ensure that all aspects of the curriculum promote equality and diversity and positive images of all groups with protected characteristics
- challenge and report all incidences of discriminatory behaviour including inappropriate/offensive comments relating to protected characteristics
- ensure students understand how to address discriminatory acts when in the wider community.

6.4. All students are responsible for:

- participating in the learning of E&D and discrimination
- ensuring that they do not make remarks which are discriminatory
- working with other students and staff without discrimination against their protected characteristics
- reporting incidents of verbal or other discrimination to a member of staff.

## **7. Fairfield Farm Trust Publicity and External Relations.**

7.1. There is a requirement for the FFT to promote Equality and Diversity through its publicity material and external relationships. This will be achieved by:

- publicity that reflects positive images of differing protected characteristics
- making information relating to FFT accessible to all sectors of the community
- an equal opportunities statement on the website and on all staff recruitment advertisements.
- promotional events that reflect the diversity of FFT
- developing local links to raise awareness of Equality and Diversity.

## **8. Fairfield Farm Trust Environment and Facilities**

8.1. FFT will endeavour to provide an environment together with facilities that are conducive to inclusion. This will be achieved by:

- making areas accessible to people with disabilities
- providing facilities and services that are equitable to all students
- displaying images within FFT that positively reflect diversity and counteract stereotypes
- not displaying offensive or stereotypical images within FFT
- providing facilities and opportunities for observance of various faiths
- providing a physical environment to ensure that students, staff and visitors feel safe and secure eg a well-lit campus, ground surfaces and signage which does not disadvantage those with disabilities
- providing diverse menus reflecting dietary needs and preferences
- auditing the FFT environment and facilities, preparing and implementing an action plan to ensure compliance with legislation.

## **9. Behaviour**

9.1. FFT is committed to the eradication of discriminatory behaviour. Offensive racist, sexist or homophobic language, harassment or other unacceptable behaviour will not be tolerated. All complaints of such behaviour will be investigated and treated seriously according to the FFT's complaints policy.

9.2. Unacceptable behaviour includes:

- unwanted physical contact, insulting or abusive behaviour or gestures, physical threats or assault
- unwanted comments or unwelcome advances, patronising titles or nicknames, propositions or remarks, innuendoes, lewd comments, jokes, banter or abusive language which refers to a person's protected characteristics
- arranging meetings that would exclude individuals of certain protected characteristics
- unwanted non-verbal conduct such as racially or sexually based graffiti referring to an individual's characteristics or private life, abusive or offensive gestures, leering, whistling, display of pornographic or suggestive literature, pictures or films/videos or inappropriate use of the network systems or mobiles for this use
- conduct which denigrates, ridicules, intimidates or is physically

- abusive of an individual or a group
- to discriminate against any individual in respect of an activity, service or opportunity because of an instance of misconduct for which an appropriate sanction has already been applied.

## 10. The Curriculum

- 10.1. FFT places great emphasis on the promotion of Equality and Diversity within the curriculum. Therefore, this will be achieved by:
- promoting and progressing the understanding of Equality and Diversity throughout the 24-hour curriculum and recording outcomes on DBMIS
  - session planning will include the recording of Equality and Diversity
  - staff observations, including embedding of Equality and Diversity in the sessions. This will be a limiting grade for tutors
  - inviting the student council to contribute to the development of Equality and Diversity within the 24-hour curriculum
  - providing learning materials which show groups of protected characteristics in a range of positive roles.
  - providing materials that are free from prejudice and stereotypes
  - staff reviewing their practices and techniques to encourage student learning and ensuring that they meet the needs of individuals and are free from bias
  - FFT and its staff ensuring that assessment methods for qualifications and achievement do not disadvantage some groups of students and may seek approval for alternative strategies where this is within the scope of FFT
  - FFT using its student support system to positively promote anti discriminatory practice
- 10.2. Staff will also ensure that every reasonable step is taken to use appropriate formats in language, material or approach in relation to a student's protected characteristics. This will be achieved by ensuring that it:
- is not offensive to members of particular groups
  - is capable of being understood the students
  - is not stereotyped or has biased attitudes
  - does not assume such experiences have been had by all students
  - does not assume contexts are not equally meaningful to all students
  - does not includes terms or concepts or forms of presentation which are unfamiliar to some students
  - does not employ techniques that are difficult for some students to use
  - does not require activities that cannot be performed by some students.
- 10.3. Off-site curricular activities will be provided equitably to all students unless reasonable adjustments cannot be made eg where H&S considerations cannot be met.
- 10.4. FFT will provide equal access to appropriate social, cultural, creative, sports and leisure experiences for all students and wherever possible will seek integration with student's peers and the wider community.
- 10.5. Both the 24-hour curriculum together with the review systems will provide support for students moving on to more diverse communities.

## **11. Work Experience Providers**

- 11.1. As far as possible students should have the opportunity to gain work experience. FFT staff should actively encourage employers to adopt a positive approach to students on work placement regardless of their protected characteristics.
- 11.2. Therefore, FFT will seek confirmation that Work Experience Providers promote or foster an awareness of Equality and Diversity and that they have a policy. Where a provider does not hold such a policy FFT will support them to write a policy if they wish to do so.

## **12. Equality and Diversity Improvement**

- 12.1. FFT will welcome suggestions from both staff and students for improving any Equality and Diversity issues. Where appropriate and approved, FFT will provide resources for their implementation.
- 12.2. Equality and Diversity improvement will also be covered within the Quality Management System under its internal audit process and in both the Business Improvement Meeting and Business Strategic Review Meeting.
- 12.3. The Equality and Diversity action plan will also identify areas for improvement.

## **13. Equality and Diversity Monitoring**

- 13.1. FFT will monitor Equality and Diversity:
  - through the FFT SAR & AQAA and will maintain records of trends covering students and staff from protected characteristics groups
  - through applicants, students and staff compared against relevant published statistics
  - its environment and facilities to ensure they positively reflect students ethnicity, faiths and cultures
  - student trends covering age, race, culture, ethnicity, faith and disabilities
  - trends in equality data covering aspects such as student attendance, participation, success, destinations and learner views
  - the trends of all staff applications covering age, gender, ethnicity, faiths, cultures, sexual orientation and disabilities. This will be compared against the trends of Wiltshire Council
- 13.2. Where appropriate, Equality and Diversity Performance Indicators will be captured and aligned to the Business Strategic Plan.
- 13.3. Self-assessment monitoring will be achieved through the Quality Improvement System procedure. Identified areas of weakness or risk will subsequently be addressed through the Equality and Diversity Sub-Group.
- 13.4. Both the FFT Leadership Group and Trustees will monitor overall progress against the developed Equality and Diversity action plans.

BY ORDER OF THE BOARD

**Tamasin Jones**  
HR Manager

July 2021



**1. Discrimination.**

There are seven types of discrimination:-

1. **direct discrimination** – is discrimination against any of the protected characteristics listed in 2
2. **associative discrimination** – is direct discrimination when someone is associated with another person with a protected characteristic
3. **indirect discrimination** – is when rules or policies applies to everyone but disadvantages a person with protected characteristics
4. **harassment** – is behaviour deemed offensive by the recipient. Others can also find something offensive even if it's not directed at them
5. **harassment by a third party** – the employer is potentially liable for the harassment of their staff or customers by people they don't directly employ i.e. onsite contractors
6. **victimisation** – is discrimination against someone because they've either made or supported a complaint
7. **discrimination by perception** – is direct discrimination against someone because others think the person has protected characteristics (even if they don't)