



QUEEN ETHELBURGA'S TRAINING ACADEMY

EQUALITY, DIVERSITY AND INCLUSION POLICY

1. Introduction

- 1.1. This policy applies to Queen Ethelburga's Training Academy and is prepared for the benefit of all employees, learners, visiting instructors, training delegates and visitors.
- 1.2. The policy confirms the commitment of the Queen Ethelburga's Collegiate Board to encouraging equality, diversity and inclusion among all stakeholders.

2. Aims

- 2.1. This policy's purpose is to:
 - 2.1.1. Provide equality, fairness and respect for all employees, whether temporary, part-time or full-time and all learners, visiting instructors, training delegates and visitors to QE Training Academy.
 - 2.1.2. Not unlawfully discriminate against any employee, learner, visiting instructor, training delegate or visitor because of any Equality Act 2010 'protected characteristic':
 - age
 - disability
 - gender reassignment
 - pregnancy and maternity
 - race (including colour, nationality or ethnic origin)
 - religion or belief
 - sex or sexual orientation
 - marriage or civil partnership status (this characteristic is not included in the education duties of the act)
 - 2.1.3. 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
- selection for employment, promotion, training or other development opportunities

3. Our Commitments

- 3.1. Promote a **culture that values equality, diversity and inclusion**, both as a workplace and as a training provider.
- 3.2. Create an **environment free of bullying, harassment, victimisation and unlawful discrimination**, promoting dignity and respect for all, where individual differences and the contributions of all are recognised and valued.
- 3.3. Strive to provide a **welcoming and safe** working and training environment, whereby all staff feel supported and have access and opportunity to learn, develop and **thrive**.
- 3.4. Apply the **principles of equal opportunities and non-discrimination** in our interactions with all employees, learners, visiting instructors, training delegates, visitors, suppliers and business partners.
- 3.5. Provide a dedicated **Equality, Diversity and Inclusion Officer** to champion this policy and proactively share guidance and training, supporting staff as required.
- 3.6. Provide **training** (at least annually) to staff about their rights and responsibilities for equality, diversity and inclusion and adhering to this policy in their daily work. Responsibilities include everyone being accountable for providing equal opportunities in employment, and preventing bullying, harassment, victimisation and unlawful discrimination.
- 3.7. Identify to staff the following **types of discrimination** that are prohibited and other 'prohibited conduct' under the Equality Act 2010:
 - 3.7.1. **Direct discrimination** – this is treating someone less favourably (or, in the case of pregnancy and maternity, unfavourably), because of a protected characteristic.
 - 3.7.2. **Indirect discrimination** – this is treating a group of people in the same way, but in a way which adversely affects those with a protected characteristic.
 - 3.7.3. **Victimisation** – this is treating someone less favourable because they have alleged discrimination or assert their right not to be discriminated against because of a protected characteristic.
 - 3.7.4. **Harassment** – this is unwanted conduct, related to a protected characteristic, which has the purpose or effect of creating an intimidating, hostile, degrading or humiliating or offensive environment for someone or violating their dignity. Harassment may also be of a sexual nature. It may occur where someone harasses the victim, the victim either rejects or submits to the harassment and, because of that rejection or submission, that person then treats the victim less favourably.
 - 3.7.5. In the case of disability only, **discrimination arising from disability** – this is unfavourable treatment of a person with a disability because of something arising in consequence of their disability. Such treatment is unlawful unless it can be objectively justified.
- 3.8. Fulfil, in the case of disability only, our **duty to make reasonable adjustments** – this duty comprises of three requirements, each of which arises where a person with a disability is at a substantial disadvantage in relation to a 'relevant matter':

- where a provision, criterion, or practice puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
 - where a physical feature puts a disabled person at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to avoid the disadvantage.
 - where a disabled person would, but for the provision of an auxiliary aid, be put at a substantial disadvantage in relation to a relevant matter in comparison with persons who are not disabled, to take such steps as it is reasonable to have to take to provide the auxiliary aid.
- 3.9. **Take seriously complaints** of bullying, harassment, victimisation and unlawful discrimination by fellow employees, learners, visiting instructors, training delegates, visitors, customers, suppliers, visitors, suppliers and business partners and any others in the course of the QE Training Academy's work activities. Our grievance procedures can be found here: [07. Human Resources \(HR\)](#).
- 3.10. Ensure all staff should understand they, as well as QE Training Academy, can be held **liable** for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, learners, visiting instructors, training delegates, visitors, customers, suppliers, visitors, suppliers and business partners. Our disciplinary procedures can be found here: [07. Human Resources \(HR\)](#).
- 3.11. Make decisions concerning staff based on **merit** (apart from in any necessary and limited exemptions and exceptions allowed under the Equality Act) and review employment practices and procedures when necessary to ensure fairness, and to reflect any changes in the law.
- 3.12. Monitor the **composition of the workforce** to see how this policy's commitments to equality, diversity and inclusion policy are working in practice, reviewing them annually, and considering a supporting action plan as required.

4. QE Training Academy – Venue and Provision

- 4.1. QE Training Academy believes all learners should have the opportunity to learn, grow and thrive through bespoke training and personalised support to help learners 'pursue their potential'. To ensure equality of opportunity we will;
- 4.1.1. Promote a **culture that values equality, diversity and inclusion**.
 - 4.1.2. Display contact information for our **Equality, Diversity and Inclusion Officer**, for staff and learners should they need advice or guidance at any time.
 - 4.1.3. Ensure our training booking, enrolment and assessment processes are clearly communicated, fair and inclusive, including for applicants with learning development needs, to eliminate possible barriers to participation.
 - 4.1.4. Invite and encourage learners to discuss any learning needs with the Head of QE Training Academy or the specific course instructor prior to attending training. This is to ensure the necessary adjustments can be made to the training resources/delivery method/learning environment, to ensure needs can be met and progress optimised.
 - 4.1.5. Ensure information about our training courses and the training content itself, is accessible, written in plain English and available in different formats and languages where appropriate. Learners with English as an Additional Language and visual

learners are also supported by images, diagrams and subtitled videos, wherever possible to illustrate text/verbal explanations.

- 4.1.6. Make reasonable adjustments for learners with disabilities, to participate and achieve their goals by carefully arranging groupings and adapting resources for any identified disability, or emerging learning/access needs.
- 4.1.7. Provide a wheelchair accessible site, training venue and facilities.
- 4.1.8. Provide qualified instructors/teachers/coaches and mentors, who are experienced in meeting a variety of learning needs in the classroom and also identifying adult learners who perhaps are unaware that a learning need exists.
- 4.1.9. Provide DBS checked staff, who have completed either Level 2 or Level 3 in both the Safeguarding of Children and Safeguarding of Vulnerable Adults.
- 4.1.10. Challenge any conduct that falls short of the aims and commitments laid out in this policy.
- 4.1.11. Celebrate successes of all to promote equality and diversity and encourage others to achieve.
- 4.1.12. Consult regularly about equality, diversity and inclusion with our staff, learners and instructors to inform continuous improvement

5. QE Training Academy – Access to Assessment

- 5.1. In complying with the Equalities Act 2010, QE Training Academy will remove any barriers that unfairly disadvantage learners when undertaking assessments, whilst maintaining the integrity, validity, and reliability of the assessment process.
- 5.2. QE Training Academy will transparently communicate any minimum eligibility criteria or standard that must be met for assessment with each training qualification.
- 5.3. QE Training Academy invites and encourages learners to discuss any access needs with the Head of QE Training Academy or the specific course instructor prior to attending training. This is to ensure the necessary reasonable adjustments, special considerations or language translation requests can be made or applied for with the relevant awarding body.
- 5.4. Reasonable Adjustments may include, using a coloured overlay/ruler, allocating a reader or scribe, providing additional time, or delivering courses and assessments using British Sign Language or an alternative language to English due to a disability.
- 5.5. For learners who are unaware of access needs and for whom these emerge and are identified during the training, should the learner wish, the Head of QE Training Academy can liaise with colleagues in the Collegiate's dedicated Learning Development department, who have the necessary qualifications to assess for any additional access requirements in order to inform future reasonable adjustments.
- 5.6. Special Considerations may include changing an assessment outcome, mark or grade when a learner has been impacted by adverse circumstances beyond their control at the time of the assessment, such as temporary illness, injury or accident, bereavement, domestic crisis, or disadvantage caused by inadequate provisions by QE Training Academy.
- 5.7. Language Translation Requests may include the use of a translator/dictionary, learners providing assessment responses in an alternative language, or providing assessment instructions for learners in an alternative language.
- 5.8. QE Training Academy is responsible for following the assessment policies and access requirements of the relevant awarding body for each training course/qualification.

- 5.9. Should a learner be dissatisfied with an awarding body's decision regarding reasonable adjustments, special considerations or language translation requests, QE Training Academy will signpost to the customer complaints and appeals policy of the relevant awarding body.

Version Control Table

Version Number	Purpose/Change	Author	Date