**EQUALITY, DIVERSITY AND INCLUSION POLICY**

**Equal Opportunities Statement**

Reynolds Training Academy aims to attract a diverse workforce of high calibre staff with a wide range of abilities, experience and skills. Recruitment, selection, promotion and general Policies will be regularly monitored and reviewed to ensure that Reynolds Training Equality, Diversity and Inclusion Policy is being implemented and that it is still robust with regards to current legal and legislation requirements.

Reynolds Training Academy is committed to being an inclusive Academy/College, where all feel safe and valued. The aims and values reflect an environment where learners, staff and visitors are treated with dignity, respect and equity and staff are effective in nurturing an understanding atmosphere where discrimination is not tolerated.

**The Academy/College Purpose, Vision and Mission is:**

To enable an exceptional, industry relevant faculty to passionately enhance and develop individuals’ skills and abilities through inspiration, motivation, and education in a supportive, caring atmosphere.

To discover, nurture and develop individuals, inspiring them to imagine, conceive, strive, progress and achieve all that is possible.

* To be valued
* To be passionate
* To be knowledgeable
* To be tolerant, impartial and aware

Every individual is encouraged to achieve their full potential by excellent differentiation enabling them to develop their skills and knowledge regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (as identified under the Equality Act 2010 as 'protected characteristics'). RTA consider the protected characteristics of ‘gender reassignment’ will be considered as gender identity (see Appendix). Disability covers physical and sensory impairment, learning disability and difficulty, mental health and neuro-diverse conditions.

Although socio-economic or educational background are not protected characteristics, from an educational stance it is relevant to consider these in order to fully support learners by identifying any needs relating to this. Throughout this Policy these are the protected characteristics referred to.

**Aims**

Reynolds Training Academy has the following Aims with regards to Equality, Diversity and Inclusion:

To promote Diversity by recognising, valuing and encouraging the differences of staff, learners and within the wider community:

* To eliminate discrimination within the workplace and Academy/College environment
* To treat everyone, with respect and dignity creating an environment where differences are valued
* To not tolerate any form of intimidation, bullying, harassment, or any acts, which may breach this Policy and those that breach this Policy will be fully investigated and may be subject to the relevant disciplinary procedure
* To strive for the highest levels of achievement in professional training in key areas of expertise for all learners
* To create a high-quality environment, by regular training, for all staff and learners which promotes Equality, Diversity and Inclusion in all areas
* To ensure that all members of staff and learners receive equal opportunity regardless of their (or a family member’s) protected characteristics and to select future staff and learners on the basis of aptitude, potential and ability

**Legal and Statutory Framework**

The legal framework that concerns this Policy is:

* The Equality Act 2010
* Children Act 2004
* Education and Inspections Act 2006
* Human Rights Act 1998

The Equality Act 2010 Statutory Duties Regulations 2011 has 3 general aims:

* To eliminate unlawful discrimination, harassment and victimisation
* To advance equality of opportunity between different groups
* To foster good relations between different groups

Reynolds Training has a legal duty to comply with these aims. Reynolds Training is keen to maintain an ethos that goes beyond compliance with the law. This Policy sets out how we intend to fulfil our statutory duties and further these.

**Reynolds Training Academy**

The Academy will comply with all legislation, regulations, statutory and non-statutory codes of practice relating to Equality, Diversity and Inclusion.

Stereotyping will be challenged at every opportunity as it encourages discrimination.

Senior staff will ensure staff and learners are aware of and have access to the Academy’s/College’s Equality, Diversity and Inclusion Policy and the Equal Opportunities Statement during the Induction process.

Staff training will take place on a regular basis to ensure that staff continue to be aware and updated of their responsibilities within the law with regards to Equality, Diversity and Inclusion.

All staff and learners are obligated to comply with these Policies, their requirements and promote fairness throughout Reynolds Training.

Whilst ultimate responsibility lies with the Senior Staff and Governors at Reynolds Training Academy, it is the responsibility of every member of the Academy/College community to ensure Reynolds Training Academy’s Equality, Diversity and Inclusion Policy is maintained and implemented.

A specific team for Equality, Diversity and Inclusion comprised of staff and learner volunteers meet three times a year to discuss the Policy and its implementation in Academy/College life and to ensure adequate training of staff and learners is taking place.

**Learner Admissions**

Reynolds Training Academy Admissions Procedures aim to promote Equal Opportunities, while at the same time selecting learners who have the ability and motivation to benefit from the course they intend to follow and who will make a positive contribution to Academy/College life.

* Admissions practices will reflect the needs of all learners and maximise available opportunities
* Potential attendees will be informed that Reynolds Training Academy has an Equality, Diversity and Inclusion Policy
* Learner IAG will make reference to the Equality, Diversity and Inclusion Policy
* Where appropriate, current advice regarding sources of financial support will be offered
* Recruitment of both genders to areas where they are traditionally under-represented will be actively encouraged
* Learners will be encouraged to identify and will be assessed for any additional needs at admission stage and throughout their programme of study in order to ensure their needs are fully met through differentiation where appropriate
* Induction programmes will include training to increase learner awareness of the Academy’s/College’s Equality, Diversity and Inclusion Policy
* Reynolds Training Academy will target recruitment of under-represented groups where appropriate by specific advertising, free workshops and male only auditions for maximum accessibility to training
* People of all minority groups and backgrounds will be encouraged to apply and positive action (in accordance with the Equality Act 2010) will be taken when appropriate to ensure under-represented groups are recruited where ability and aptitude are equal in candidates. This could include any of the protected characteristics
* Reynolds Training Academy have systems that aim to ensure learners are not discriminated against. These include but are not limited to scholarships, bursaries, payment plans, specific training for frontline staff and a learner Counsellor

**Teaching, Learning and Assessment**

Teaching, learning and assessment methods will be carried out with awareness of the different needs and talents of learners and will be directed towards the encouragement of individual improvement and personal development.

* Learners will take Initial Assessments and Personal Tutors will ensure individual learning plans are made that identify where learners may need specific support
* Learners’ individual needs will be effectively communicated to all staff
* In planning and validating new programmes, the needs of learners with learning difficulties and disabilities will be considered and differentiation embedded in teaching and planning
* Lesson materials will be free from prejudice images and language and positive images and role models will be promoted
* Learners will be offered individual, flexible programmes of study, where necessary
* Opportunities will be provided for study skills training and assessment techniques;
* Lessons will incorporate relevant industry topics to incorporate discussions around Equality, Diversity and Inclusion to reject stereotypes and promote tolerance and respect
* Tutorials will specifically educate learners with regards to the protected characteristics and British Values to develop their understanding of equality, diversity and inclusion within the Academy/College and the wider community
* Staff and learners will have access to materials, facilities, products, services and resources to support learning
* Staff will continue to have regular training and updates on ways in which they can incorporate Equality, Diversity and Inclusion in their teaching
* Learners will be encouraged to have a voice through learner representatives, where they can raise any issues and be part of the community of the Academy/College

**Definitions**

The following forms of discrimination are prohibited under this Equality and Diversity Policy and are unlawful: This applies within the Academy/College, externally and on any work-related trips or events, including social events.

**Direct Discrimination**

A person is discriminated against (treated less favourably) because of a Protected Characteristic.

**Indirect Discrimination**

A person is discriminated through the application of a provision, criterion or practice which though applied to everyone it adversely affects people with a particular protected characteristic. and is not justified as a proportionate means of achieving a legitimate aim.

**Harassment**

The Academy/College aims to create an inspiring and supportive environment for learning. This is not possible if learners or staff are subjected to harassment. This includes sexual harassment, aggressive behaviour, and other unwanted conduct related to a Protected Characteristic which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for individuals or groups.

**Victimisation**

Learners and Staff who make a complaint are protected from Victimisation under the Equality Act 2010. Victimisation is defined in the Act as:

“Treating someone badly because they have done a protected act (or because you believe that a person has done or is going to do a protected act)”.

A ‘protected act’ is:

* Making a claim or complaint of discrimination (under the Equality Act)
* Helping someone else to make a claim by giving evidence or information
* Making an allegation that you or someone else has breached the Act
* Doing anything else in connection with the Act

**Complaints Procedure**

Any types of discrimination will be viewed as a serious matter which could result in serious action being taken as outlined in the Learner Handbook and staff Contracts.

Applicants, staff and learners who believe that they have been treated in a way that does not meet the terms of the Equality, Diversity and Inclusion Policy or the laws with which it complies, will be given a full hearing.

If an individual feels that they have been discriminated against, in the first instance they should raise this with either their Programme Manager (learners) or Line Manager (staff). If the individual feels it would be inappropriate to raise the matter in this way, they should report their complaint to the Principal. Complaints will be dealt with in-line with the Academy/College Charter and Complaints Procedure. Any complaint will be treated in confidence and there will be no victimisation or retaliation against any individual who makes a complaint regarding discrimination, but deliberate false allegations will be treated as misconduct and subject to the relevant Disciplinary Procedures.

**Marketing**

All Academy/College marketing will encourage application and enquiries from staff, learners and all areas of the community, reflecting the aims of this Policy.

All material to be published will be scrutinised to ensure that there are no discriminatory attitudes reflected in the language or visual imagery. Marketing and publicity materials will project a positive, multicultural image.

**Disability Statement**

Reynolds Training Academy enrol learners from all sections of the community and from all backgrounds. The Academy/College believes that everyone can benefit from all training and education to make the most of life and work. Every learner and employee is valued and supported as an individual. We know that learners and staff with learning difficulties and/or disabilities may need additional support to become successful on their course/ within their job role. We recognise that they need clear information about the services, facilities and the people who can support them whilst attending or employed by the Academy/College.

We aim to anticipate and continue to attempt to meet our duty to make reasonable adjustments for learners and staff.

**Educational Facilities and Support**

The level of support required is discussed with each learner. The Academy/College aims to remove any barriers to any learners’ achievements. We can provide support by offering one or a combination of the following:

* One-to-one support sessions
* Supported Learning Programme
* Personal facilitator support (communicators)
* Classroom learning facilitator support
* Specialist equipment
* Support and information
* Literacy and numeracy support

Additionally, the Academy/College will work closely with any outside agencies to provide cohesive support for learners with any learning or physical disabilities.

**Assessment/ Examination Arrangements**

Assessment/Exam concessions are available in specific circumstances. Refer to the specific Awarding Body guidance and Reynolds Training Academy Learner Assessment and Recognised Prior Learning Policy for clarification.

**Information about Policies**

While all Policies consider the Equality, Diversity and Inclusion Policy and the Academy’s/College’s duties with regard to the Equality Act 2010, the following documents are specifically relevant:

* The Health and Safety Policy
* The Academy/College Charterand Learner Complaints Procedure
* The Staff Charter
* Learner Handbooks
* Safeguarding Policy
* The Information, Advice and Guidance Policy
* Admissions Policy
* Prevent Policy
* Learner Assessment and Recognised Prior Learning Policy
* Anti-bullying and Harassment Policy
* Staff Discipline Conduct and Grievance Procedures
* Learner Conduct and Disciplinary Procedure
* Special Consideration and Reasonable Adjustments Policy
* Recruitment Policy

**Appendix**

[**https://www.forbes.com/sites/jamiewareham/2020/09/16/non-binary-people-protected-by-equality-act-in-landmark-ruling-against-jaguar-land-rover/?sh=c19d11c79be8**](https://www.forbes.com/sites/jamiewareham/2020/09/16/non-binary-people-protected-by-equality-act-in-landmark-ruling-against-jaguar-land-rover/?sh=c19d11c79be8)

**RTA Equality, Diversity and Inclusion Policy – reviewed 8-8-2023 / 1-3-2024**