

The logo for AIM2 LEARN is a large green 'V' shape. The left side of the 'V' contains the text 'AIM' in white, and the right side contains 'LEARN' in white. In the center of the 'V' is a black '2'.

Equality, Diversity and Inclusion Policy

Version Control						
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Equality, Diversity and Inclusion Policy

Aim2Learn Ltd (A2L) are committed to encouraging equality, diversity and inclusion among our workforce and learners, eliminating unlawful discrimination.

A2L's aim is to have a workforce and learner groups that are truly representative of all sections of society, to ensure each person feels respected and able to give their best.

A2L – in providing educational services and facilities – is committed to eradicating unlawful discrimination of service providers, employers and the public.

Purpose of Policy

The aims of this policy are:

- To promote equal treatment within A2L community, staff and learners
- To communicate the commitment of A2L to the promotion of equal opportunities
- To create and maintain an open and supportive environment which is free from discrimination
- To foster mutual acceptance and positive attitudes so that everyone can feel valued within A2L
- To actively promote and safeguard learners, staff and others who come into contact with A2L

This policy is closely linked to all A2L policies, meeting our obligations under the Equality Act 2010.

Scope

This policy applies to all:

- Employees and prospective employees of A2L
- Former employees with regards to the provision of an employment reference
- All workers, contractors and sub-contractors, and consultants
- Learners
- All employers that engage with A2L

All these groups are expected to adhere to the principles set out in this policy.

Roles and Responsibilities

The Directors have overall responsibility for all matters which are the subject of this policy.

The Directors are aware of their duties under the Equality Act 2010 and the requirement to meet the Public Sector Equality Duty. This means in carrying out their functions the Directors are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not

Senior Management/Management are responsible for:

- Ensuring all employees and learners are aware of this policy, its expectations and the reason why the policy is in place
- Acting as role models to staff and learners, showing the standards that are expected
- Undertaking up to date training and recording this as CPD
- Ensuring that all employees have access to appropriate training with regards to equality, diversity and inclusion
- Ensuring all staff have access to this policy
- Managing their employees in a way which is consistent with this policy
- Following agreed procedures in relation to equality, diversity and inclusion

All employees are responsible for:

- Complying with this policy at all times when dealing with each other, managing other employees, dealing with learners and other stakeholders
- Treating colleagues, staff, learners, other stakeholders and members of the public with dignity and respect
- Embracing a culture that provides supportive and positive working relationships and behavior and taking action to avoid becoming involved in any form of discrimination
- Making colleagues aware if their conduct or behavior is inappropriate and/or reporting this to the Directors
- Providing support to employees and learners who are subject to inappropriate conduct or behavior

- Act as positive role models in their approach to all issues relating to equality of opportunity
- Promoting good workplace and learning relations, to foster and encourage an atmosphere of acceptance and support so that there is no place for behaviours which would negatively impact relationships

Discrimination under the Equality Act 2010

A2L recognizes the benefits of having a diverse community with individuals who value one another, and the different contributions everyone can make. Learners will be taught to value and respect others. A2L is committed to be an equal opportunities training provider and is committed to equality of opportunity for all.

The equality Act 2010 brings together previous legislation to protect people from discrimination in the workplace and in wider society. The Act covers nine 'protected characteristics' which qualify for protection from discrimination. These are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

A2L opposes bullying and unlawful discrimination on the basis that a person has special educational needs or learning difficulties, or because English is an additional language.

Under the Equality Act there are three main types of discrimination, as set out below.

Discrimination may be direct, indirect, or arising from disability and may occur intentionally or unintentionally:

- Direct Discrimination, including direct discrimination by association and direct discrimination by perception, occurs when a person is treated less favourably than another person because of a protected characteristic. For example, rejecting an applicant of one race because it is considered they would not 'fit in' because of their race. This would be a decision based on grounds of their race and would be direct discrimination. Direct discrimination also occurs when a person is treated less

favourably because of their association with another person who has a protected characteristic (other than pregnancy/maternity). For example, if a learner is being harassed due to a family member having a disability, this would direct discrimination against that learner.

- Indirect discrimination occurs when an individual is subject to an unjustified provision, criterion or practice which is applied to all but puts them at a particular disadvantage because of it, for example, sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminated against on grounds of sex.
- Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a learner with cerebral palsy who is a wheelchair user is told they will be unable to attend a site visit because there is no wheelchair access available and other options are not investigated.

Under the Act it is also unlawful to subject learners or staff to harassment or victimization.

Aim2Learn Ltd Environment

Equality, diversity and inclusive practices and principles will be embedded into daily practices, policies and the processes of decision-making.

A2L accepts applications from learners irrespective of age, sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, religion or belief and marriage and civil partnership and will not discriminate on these grounds. Every application will be treated in an equitable, open-minded way.

A2L will afford all learners equal access to all facilities, services and classes irrespective of age, sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, religion or belief and marriage and civil partnership, subject to overriding considerations of safety and welfare.

A2L will provide access to additional education or training to meet the special needs of learners, for example, special language training for groups whose first language is not English.

All efforts are made to ensure teaching and educational materials are made to recognise and be aware of the possibility of bias, so this can be eliminated from A2L's teaching and learning materials and teaching styles.

All learners are encouraged to actively engage with the staff and other learners, having respect for all, irrespective of the nine protected characteristics. Positive attitudes are fostered towards all groups through the curriculum and ethos at A2L, with learners encouraged to question assumptions and stereotypes.

A2L will not tolerate bullying or cyber-bullying for any reason.

Inclusion

Strategic Aims

Provide an ambitious curriculum that meets the needs of all learners.

Identify and remove barriers to learning at the earliest opportunity.

Ensure learners with additional learning needs and disabilities receive effective support.

Promote equality, diversity, British Values and positive learner wellbeing.

Create a culture of belonging, respect and high expectations.

Ensure all staff are equipped with the knowledge and skills to deliver inclusive education.

Monitor the impact of inclusion strategies to continuously improve learner outcomes.

Key Principles – High Expectations for All

Set ambitious targets for every learner.

Avoid lowering expectations due to identified barriers or additional needs.

Provide support and reasonable adjustments to enable success.

Early Identification and Assessment of Need

Gather information during recruitment, enrolment and induction.

Use IAG, initial assessments and discussions to identify support needs.

Encourage learners to disclose additional needs in a supportive environment and noted on group profile.

Review support needs regularly throughout the programme.

Inclusive Curriculum Design

Sequence learning logically to support learner progression.

Adapt teaching strategies to meet individual needs.

Use a range of teaching methods and accessible resources.

Embed literacy, numeracy and digital skills.

Use retrieval practice, scaffolding, modelling and practical activities.

Reasonable Adjustments and Learner Support

Provide reasonable adjustments including assistive technology, adapted resources, sensory support and additional tutor support.

Document and review all adjustments regularly with learners.

Personal Development, Behaviour and Wellbeing

Promote positive behaviour and professional standards.

Deliver safeguarding, Prevent, British Values and wellbeing education.

Provide signpost specialist services where appropriate.

Attendance, Participation and Engagement

Maintain high expectations for attendance and punctuality.

Implement early intervention and intervention plans where attendance concerns arise.

Staff Development

Provide CPD in inclusive teaching, SEND, neurodiversity, trauma-informed practice, mental health, safeguarding and adaptive teaching.

Evaluate inclusive practice through observations, learning walks and appraisals.

Learner Voice

Gather learner views through surveys, forums, reviews and discussions and use findings to improve provision.

Success Indicators

- Learners feel safe, respected and included.
- Learners with additional needs achieve well.
- Achievement gaps reduce over time.
- Staff demonstrate strong inclusive practice.

Equality, Diversity and Inclusion in Employment

Recruitment

All job descriptions and advertisements will be written to ensure that they do not discriminate or exclude any potential candidates due to protected characteristics and that the vacancy is open to all suitable candidates that meet the criteria for the role.

A decision to recruit will be based solely on the merits of the individual and how they performed during the selection process.

Reasonable adjustments during the recruitment process that have been requested by the candidates who have declared that they a disability will be considered. This is to ensure that no candidate suffers any disadvantages during the selection process.

Reasonable Adjustments

Where a member of staff has declared a disability, reasonable adjustments will be considered, following advice from a medical professional and/or Occupational Health.

Positive Action

Underrepresented groups may be encouraged to apply for training and employment opportunities within A2L. Recruitment to all jobs will be strictly on merit.

Managing complaints of discrimination

A2L takes any complaint of discrimination extremely seriously. Where an employee or learner considers they have been unlawfully discriminated against they may use the Complaints and Grievance Policy to make a complaint, or if the complaint involves alleged bullying or harassment they should use the Anti-Bullying and Harassment Policy.

Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then action under the terms of the Disciplinary Policy will be considered.

Training

A2L ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on the role of the individual member of staff. Staff are required to document training on their CPD records which should be submitted monthly.