



Derbyshire Adult Community Education Service

Equality, Diversity and Inclusion Policy

Final

Approved by Governance Board:

February 2019

Posted on Virtual Learning Environment:

April 2019

Posted on the website/online booking (if applicable):

To be reviewed by:

November 2021

1. **Purpose:**

This purpose of this policy is to set out:

- The service's commitment to equality, diversity and inclusion (EDI)
- What the service aspires to in relation to equality and diversity, especially in teaching, learning and assessment
- What the responsibilities of staff and learners and stakeholders are in relation to equality, diversity and inclusion.

2. **Policy Statement**

Derbyshire Adult Community Education Service (DACES) believes that equality is one of the key values of the service and must be embedded in everything the service does.

We are fully committed to ensure, that everyone, whatever their circumstances or background, will:

- Be fully respected and valued
- Have equality of opportunity
- Have full access to all activities (wherever possible)
- Be treated as an individual.

This will be achieved through:

- adopting a 'whole organisation' approach to equality, diversity and inclusion
- ensuring awareness of equality, diversity and inclusion across the service and at all levels of staff
- ensuring effective recording and monitoring of data on participation, retention, and success to narrow the achievement gap of key EDI groups
- ensuring staff receive EDI training appropriate to their role
- adopting clear lines of communication with staff and learners, keeping them up to date on legislation and procedures, including keeping them within the law and supporting them to act in non-extremist ways
- ensuring adequate links are kept with outside agencies and partners to promote equality, diversity and inclusion
- ensuring all teaching, learning and assessment documents and materials support the concept of equality, diversity and inclusion
- ensuring clear and timely reporting procedure.

3. **Scope**

This policy statement covers all staff, volunteers, employers, partners and learners of the Service. It also includes visitors, contractors and suppliers.

4. **Monitoring, Evaluation and Reporting:**

The DACES Equality, Diversity and Inclusion Group, led by an identified member of the DACES Senior Management Team (SMT), will act as the forum to monitor and evaluate EDI activity.

The Group's activity will be reported to the Service SMT, Children's Services Senior Management Team (via the relevant Service Director – Schools and Learning) and DACES Governance Board.

5. Equality, Diversity and Inclusion:

This policy will be used to promote fairness in all aspects of practice within the service and support the service's commitment to be fully inclusive. The service recognises that some groups of learners may be more vulnerable to abuse and exploitation (e.g. learners with learning difficulties, mental health issues, young people, children, etc.).

All learners regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity have the right to equal protection from all types of prejudice and the risk of radicalisation.

6. Associated Policies and Procedures:

- Equality, Diversity and Inclusion Statement
- Derbyshire County Council Equality and Diversity Policy
- Disability Statement
- Health and Safety Policy
- Safer Learner Policy
- Learner Support Policy
- Information, Advice and Guidance (IAG) Policy
- Curriculum Policy
- Marketing and Communications Policy
- Safeguarding Adults Procedure
- Safeguarding Children and Young People Procedure
- Child Protection Procedure
- The Prevent Duty
- Code of Behaviour for Learners and Visitors
- Code of Behaviour for Staff and Volunteers

7. Postholder to Contact

Senior Management Team Member with responsibility for Equality, Diversity and Inclusion.

8. Review:

The policy will be reviewed again in November 2021.

Appendix 1:

Roles and Responsibilities in relation to Equality, Diversity and Inclusion

1. The Senior Management Team lead is responsible for:

- giving a consistent high profile lead on equality, diversity and inclusion issues and promoting EDI both internally and externally
- being aware of statutory duties in relation to EDI legislation as an employer and service provider
- being responsible to ensure that the service complies with EDI legislation and the codes of practice supporting it
- ensuring that EDI targets are embedded in all service planning
- ensuring that service roles and responsibilities are complied with
- ensuring that appropriate action is taken against individuals working on behalf of the service who do not act in accordance with the policy.

2. The Senior Management Team is responsible for:

- consideration of a termly report to ensure that the EDI Policy and resulting Action Plans are implemented effectively
- ensuring the service's strategic plan includes a commitment to EDI and is reflected fully in the service SAR and QIP
- ensuring publicity materials, communications and feedback present appropriate and positive messages about minority and marginalised groups
- ensuring that EDI training is part of the service's strategic workforce development plan
- receiving and responding to monitoring information on EDI target groups, participation, retention and success.

3. The EDI Service Group is responsible for:

- overseeing the continuing application and development of the EDI policy in line with legislation and the service strategic objectives
- preparing, monitoring and reviewing the EDI aspects of the service SAR and QIP
- reporting each term to the Senior Management Team on EDI issues
- ensuring publicity materials, communications and feedback present appropriate and positive messages about minority and marginalised groups
- learner induction programmes and tutorials reflecting the service's commitment to promote EDI
- ensuring that EDI is embedded across all curriculum areas and in teaching and learning practice
- advising on the formulation of policies, procedures and resources as necessary
- ensuring that appropriate training and development is provided for both staff and learners to respond effectively to a safe learning environment where learners are protected from harm and the risk of exploitation and radicalisation
- monitoring and ensuring that staff are attending and completing the appropriate EDI training, in a timely manner.

4. Learning and Skills Managers are responsible for ensuring that:

- ensuring that all aspects of service activities are sensitive to matters of EDI, including recruitment, planning and quality assurance
- ensuring that there is a creating a positive, inclusive ethos that challenges inappropriate language and behaviour and celebrates diversity
- ensuring that they are aware of the service's statutory duties in relation to EDI legislation
- ensuring that EDI monitoring data is collected and analysed; ensuring publicity materials, communications and feedback present appropriate and positive messages about minority and marginalised groups
- ensuring that targets on participation, retention and achievement of learners are monitored and evaluated within an area and theme.

5. Programme Development staff are responsible for:

- reflecting EDI issues where appropriate in classroom visits/learning walks
- reflecting EDI issues where appropriate in DELTA actions plans
- ensuring publicity materials, communications and feedback present appropriate and positive messages about minority and marginalised groups and IQA procedures include scrutiny of EDI issues.

6. All staff are responsible for:

- ensuring that they are aware of the service's statutory duties in relation to EDI legislation
- ensuring that they build a culture where people feel confident to disclose/discuss their needs
- challenging discrimination and inappropriate language, influence and behaviour by staff, learners, and other users of our services
- ensuring schemes of work, lesson content and teaching resources demonstrate understanding of and sensitivity to issues of EDI.

7. All learners are responsible for:

- ensuring that they create and maintain an environment where harassment, influence and discrimination are considered unacceptable
- ensuring that they support and comply with the aims of the EDI Policy and procedures
- ensuring that they understand the consequence of contravening EDI legislation and county council or service Policy.

8. Partners, Contractors and Service Providers are responsible for

- adhering to any EDI guidelines in agreements or contracts
- demonstrate their commitment to EDI and have policies and procedures in place to achieve this.

Appendix 2:

Single Equality Scheme

The Single Equality Scheme builds on actions already undertaken by the County Council in preparing action plans to address Race, Disability and Gender Equality. It widens responsibilities to incorporate actions to address the new duties specified in the [Equality Act 2010](#): age; religion or belief; sexual orientation; gender identity; transgender; marriage and civil partnerships; pregnancy and maternity leave.

Actions to implement and develop policy are incorporated in a Single Equality Scheme for the County Council. This sets out how the Service will:

- put learners at the heart of everything we do
- demonstrate our commitment to promoting equality and diversity
- involve staff and students in celebrating equality and diversity and in identifying areas for improvement
- evidence how we are fulfilling our statutory duties
- impact assess all we do
- meet the needs of the local community and build community cohesion; and
- obtain externally assessed benchmark measures of equality practice.

Key actions identified in the Single Equality Scheme include:

- Impact assessment of DACES policies, practices and procedures.
- Collation and analysis of identified staff and student statistics to provide information and inform actions to improve retention and achievement.
- Provision of regular equality updates to staff, and students.
- Development and review of DACES equality and diversity strategy, and action planning on an annual basis, in line with DACES strategic objectives.
- Supporting the development of appropriate teaching and learning, curriculum design and delivery, marketing, recruitment and selection, training, positive action, and support services strategies to embed equality in all aspects of the Service, using evidence from statistical analysis, consultation and diverse socio-economic backgrounds.
- Defining the work of DACES equality Task Groups (See Appendix 3 for details) in supporting strategic outcomes.
- Other project work/tasks as defined by the DACES Equality and Diversity County Group.

Appendix 3:

Protected Characteristics

This is more information on each of the nine protected characteristics within the Equality Act 2010.

Age:	Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).
Disability:	A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
Gender reassignment:	The process of transitioning from one gender to another.
Marriage and civil partnership:	In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
Race	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
Sex	A man or a woman.
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.