



Equality, Diversity and Inclusion Policy

1. Statement

- 1.1 Airco Centre of Excellence (Airco CoE)** is fully committed to all aspects of Equality, Diversity and Inclusion as they relate to and impact on all stakeholders. By placing Equality, Diversity and Inclusion at the heart of our organisation, we will, as a result, embrace and reflect all the many aspects of our diverse workforce and learner population. Airco CoE will challenge all forms of prejudice, discrimination and oppression whether by reason of gender, marital status, age, race, disability, sexuality, religion or any other form of social disadvantage. Training and awareness raising of these standards will be ongoing

The aim of this policy is to provide equality, diversity and inclusion to all we work with, irrespective of their gender, race, ethnic origin, disability, age, nationality, national origin, sexuality, religion or belief, marital status and social class mandated by the Equality Act 2010.

The purpose of the Equality, Diversity and Inclusion Policy is to demonstrate Airco CoE's commitment to ensuring all learners, staff and stakeholders are treated equally without discrimination.

2. Scope

- 2.1** This policy relates to:

- All staff
- All learners
- All associates, partners and contractors
- All visitors and volunteers

- 2.2** This policy applies to staff/associates (current and future) and their recruitment and selection for employment, promotion, training and development, conditions of service, health and safety, conduct at work, disciplinary procedures or any other benefit. Every member of staff is responsible for supporting this policy and the law. Therefore, Airco CoE will implement the above policy through ensuring that all staff will promote equality and diversity and ensure inclusion and differentiation through:

- Applying and embedding the values of the policy in their work and roles
- Promote equality and diversity and ensure inclusion and differentiation
- Support and assist learners to follow the policy by:

- Encouraging learners to think about their responsibilities towards each other in class.
- Helping learners understand how prejudice and discrimination hurt people, damage relationships and stop real communication which can ultimately have a negative impact on their own and others education and ultimately upon society as a whole
- Ensuring that all learners are fully included in any group activity and being aware if group dynamics sometimes exclude and individual.
- Take immediate action in the event of a blatant disregard for this policy by any stakeholder who harasses or unfairly discriminate against another and report the incidents to the appropriate staff

2.3 This policy applies to learners regarding their admissions, all teaching and learning, control, health and safety, facilities, student support, personal conduct and disciplinary procedures. Every learner is expected to support our commitment to Equality, Diversity and Inclusion and follow this policy by:

- Treating everyone with respect, fairness and understanding
- Abiding by the law
- Using language carefully, without swearing, saying rude, hurtful or disrespectful things about others
- Reporting any concerns they have for themselves or others
- Resolving difficulties and disagreements amicably

2.4 With regard to contractors, partners and third-party providers this policy applies to work and services provided on behalf of Airco CoE. We expect contractors/sub-contractors that are undertaking building, maintenance or repair work in any of our buildings to comply with this policy.

3. Responsibilities

- The Managing Director of Airco Refrigeration and Airconditioning Ltd has overall accountability for Equality, Diversity and Inclusion
- The Training Manager and the Equality, Diversity and Inclusion lead have responsibility for overseeing, implementation and promotion of Equality, Diversity and Inclusion policy
- All staff and associates are responsible for implementing the Equality, Diversity and Inclusion policy and be proactive in its promotion

- All learners, visitors and volunteers have a responsibility to comply with the parts of the policy that relate to behaviour and conduct.

4. Definitions and Relevant Legislation

4.1 The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society on the grounds of:

- **Age:** Where this is referred to, it refers to a person belonging to a particular age (for example 32 years old) or range of ages (for example 18 to 30).
- **Disability :** A person has a disability if they have 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. Under the Act a claimant does not have to show that their impairment affects a particular capacity such as mobility, speech, hearing or eyesight.
- **Gender reassignment:** The process of transitioning from one gender to another. The Equality Act 2010 says that you must not be discriminated against because you are transsexual, when your gender identity is different from the gender assigned to you when you were born. For example: a person who was born female decides to spend the rest of his life as a man
- **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 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. The word 'gender' is often used in place of the word 'sex' in equality issues. 'Gender' does not appear in legislation (except for 'gender re-assignment' - see above) but 'sex discrimination' and 'gender discrimination' are generally interchangeable.

- **Sexual orientation:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. Assumptions and perceptions of a person's sexuality are also covered by law.

4.2 Other Relevant Information

This policy will be implemented within the framework of the relevant legislation, which includes:

- Equal Pay Act 1970 (Equal Value Amendment 1984)
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975 (Gender Reassignment Regulations 1999)
- Race Relations Act 1976
- Disability Discrimination Act 1995
- The Protection from Harassment Act 1997
- Race Relations (Amendment) Act 2000
- Race Relations Act 1976 (Amendment) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Disability Discrimination Act 2005
- Employment Equality (Age) Regulations 2006
- Equality Act (2010)

Further guidance on Equality and Diversity can be found on: www.gov.uk

5. The policy

5.1 Practical Implementation

As well as having a legal duty, we also have a duty to make the classroom feel safe and welcoming for everyone in it, lesbian, gay, bi-sexual and/or transgendered/transsexual learners, and learners from different social classes and cultures, with different religions, abilities and backgrounds and of all ages. Learners who feel left out, who are made to feel different or inferior, who are intimidated or bullied by other learners, won't be happy and they won't learn or continue with their chosen course.

Airco CoE will implement the above policy through ensuring that all staff will promote equality and diversity and ensure inclusion and differentiation through:

- Encouraging learners to think about their responsibilities towards each other in class

- Challenging stereotyping because it makes unfounded, superficial assumptions about people's colour, ability, sexuality, gender, age, race etc
- Helping learners understand how prejudice and discrimination hurt people, damage relationships and stop real communication which can ultimately have a negative impact on their own and others education and ultimately upon society as a whole
- Not assuming that a disability means that a person is unable to do something
- Ensuring that all learners are fully included in any group activity and being aware if group dynamics sometimes exclude and individual
- Where learners are deaf (or partially hearing) speaking directly to the learner and not to the signer, facing the learner when they speak and using visual information where possible
- Where learners are blind (or partially sighted) provide enlarged handouts, discuss with the learner the best seating position and ways of making visual material available
- Learners who have a physical disability who may need simple adaptations to the classroom or assistive technology
- Where learners have a learning difficulty (including dyslexia) ensure that learning materials are age appropriate, find ways of exploring learners' own interests
- Knowing their learner's individual starting points – start from where they are, not where you think they should be and if necessary, set different goals for different learners
- Allowing time to provide appropriate attention to individuals, especially those requiring extra support
- Using learners as a resource in group and pair-work so they learn from each other
- Using a range of learning styles including oral word games, video and verbal instructions for those who learn best by hearing and speaking
- Providing a back-up to oral instructions, pictures, flash cards, PowerPoint, DVD, flip charts and other visual resources for those who learn best by seeing
- Making sure that those who learn by touching or doing have opportunities to use equipment, take part in practical activities and handle real-life materials

5.2 Every employee is entitled to a working environment which promotes dignity and respect to all. No form of intimidation, bullying, harassment or victimisation will be tolerated. The commitment to equality and diversity in

the training environment or workplace is good management practice and makes sound business sense. Airco are committed to advancing equality of opportunity between people from different groups.

- **Diversity:** is recognising that individuals and groups of people are different and that it is important to value and celebrate difference.
- **Direct Discrimination:** is treating someone less favourably than they would treat others because of a protected characteristic. The individual does not need to possess the protected characteristic.
- **Indirect Discrimination:** is where an employer/provider has a condition, rule, policy or practice that applies to everyone but particularly disadvantages people who have a protected characteristic. [It can be justified if it is proportionate means of achieving legitimate reason]
- **Associative Discrimination:** is discrimination directed against someone who associates with another person that possesses a protected characteristic
- **Perceptive Discrimination:** is direct discrimination against someone because they are thought (wrongly) to possess a protected characteristic.
- **Harassment:** is unwanted conduct related to a protected characteristic that has the purpose or effect of violating an employee's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- **Victimisation:** is where an individual is subjected to a detriment because they make, or are suspected of making, or supporting a complaint or grievance under the Equality Act 2010. (No protection if a complaint has been maliciously made or supported an untrue complaint).

5.3 Complaints

If a person (e.g. student, former student, member of the public, employee, third party staff or partner) believes they have suffered any form of discrimination, harassment or victimisation such cases will be taken seriously. All complaints (*including those from whistle blowers*) will be dealt with in accordance with the appropriate procedure

Breaches of our equality and diversity policy will be regarded as misconduct and could lead to disciplinary proceedings.

Name:
Job Title:
Signature:
Date:

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Job Title:
Signature:
Date: