

# Go Fish Education

## Diversity and Equality

### Statement of Policy

- Go Fish Education recognises that we live in a society where discrimination still operates to the disadvantage of many groups in society.
- Go Fish Education believes that all persons should have equal rights to recognition of their human dignity, and to have equal opportunities to be educated, to work, receive services and to participate in society.
- Go Fish Education is committed to the promotion of equal opportunities through the way we manage the organisation and provide services to the community. In order to express this commitment, we develop, promote and maintain policies that will be conducive to the principles of fairness and equality in the workplace.
- The objective of this policy is that no person should suffer or experience less favourable treatment, discrimination or lack of opportunities on the grounds of gender, race, colour, nationality, ethnic origin, religious or philosophical beliefs, health status, HIV status, age, marital status, parental status, sexual orientation, political beliefs or trade union membership, class, responsibility for dependents, physical attributes, ex-offender status as defined by the Rehabilitation of Offenders Act 1974, lack of formal qualifications where such qualifications are not formally required, or any other grounds which cannot be shown to be justifiable within the context of this policy.
- This policy will influence and affect every aspect of activities carried out at Go Fish Education i.e. promotional work, educational services, casework and other functions linked to the provision.
- In the provision of services and the employment of staff, Go Fish Education is committed to promoting equal opportunities for everyone. Throughout its activities, Go Fish Education will treat all people equally whether they are:
  - Seeking or using our services.
  - Applying for a job or already employed by us.
  - Trainee workers and students on work experience or placements.
  - Volunteer workers.

## **How the policy will be implemented and who is responsible?**

In order to implement this policy we shall:

- Communicate the policy to employees, job applicants, volunteers and relevant others.
- Incorporate specific and appropriate duties in respect of implementing the equal opportunities policy into job descriptions and work objectives of all staff.
- Ensure that those who are involved in assessing candidates for recruitment or promotion will be trained in nondiscriminatory selection techniques.
- Incorporate equal opportunity notices into general communications practices.
- Ensure that adequate resources are made available to fulfill the objectives of the policy.

## **Conduct and general standards of behaviour**

All staff and volunteers are expected to conduct themselves in a professional and considerate manner at all times. Go Fish Education will not tolerate behaviour such as:

- making threats
- physical violence
- shouting
- swearing at others
- persistent rudeness
- isolating, ignoring or refusing to work with certain people
- telling offensive jokes or name calling
- displaying offensive material such as pornography or sexist / racist cartoons, or the distribution of such material via email / text message or any other format.
- any other forms of harassment or victimisation.

The items on the above list of unacceptable behaviours are considered to be disciplinary offences within Go Fish Education and can lead to disciplinary action being taken. Go Fish Education does, however, encourage staff to resolve misunderstandings and problems informally wherever possible, depending on the circumstances. However, whether dealt with informally or formally, it is important for staff who may have caused offence to understand that it is no defence to say that they did not intend to do so, or to blame individuals for being over sensitive. It is the impact of the behaviour, rather than the intent, that counts, and that should shape the solution found both to the immediate problem and to preventing further similar problems in the future.

## Complaints of discrimination

Go Fish Education will treat seriously all complaints of unlawful discrimination on any forbidden grounds made by employees, students or other third parties and will take action where appropriate.

All complaints will be investigated in accordance with the organisation's grievance, complaints or disciplinary procedure, as appropriate and the complainant will be informed of the outcome in line with these procedures.

We will also monitor the number and outcomes of complaints of discrimination made by staff, volunteers, clients and other third parties.

## Legal Obligations

Equal Opportunities and Discrimination (Equality Act 2010)

The new Equality Act came into force in October 2010 and replaces all previous equality legislation in England, Scotland and Wales – namely the Race Relations Act 1976, the Disability Discrimination Act 1995, the Sex Discrimination Act, the Equal Pay Act, the Employment Equality (Age) Regulations 2006, The Civil Partnership Act 2004, the Employment Equality Regulations 2003 (religions and belief and sexual orientation).

The Equality Act 2010 protected characteristics are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief sex and sexual orientation.

In valuing diversity Go Fish Education is committed to go beyond the legal minimum regarding equality.

The Equality Act 2010 harmonises and strengthens and replaces most previous equality legislation. The following legislation is still relevant:

- The Human Rights Act 1998.
- The Work and Families Act 2006.
- Employment Equal Treatment Framework Directive 2000 (as amended).

## **RECRUITMENT AND SELECTION**

1. The recruitment and selection process is crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees, making selection and recruitment decisions will not discriminate, whether consciously or unconsciously, in making these decisions.
2. Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.
3. Job descriptions, where used, will be revised to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any personnel specifications.
4. We will adopt a consistent, non-discriminatory approach to the advertising of vacancies.
5. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do their job.
6. Short-listing and interviewing will be carried out by more than one person where possible.
7. Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.
8. Selection decisions will not be influenced by any perceived prejudices of other staff.

## **MONITORING**

1. We will maintain and review the employment records of all employees in order to monitor the progress of this policy.

Monitoring may involve:-

- The collection and classification of information regarding the race in terms of ethnic/national origin and sex of all applications and current employees;
- The examination by ethnic/national origin and sex of the distribution of employees and the success rate of the applicants; and
- Recording recruitment, training and promotional records of all employees, the decisions reached and the reason for those decisions.

2. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and staff.

Go Fish Education will revise and review this policy regularly.

## Disability Equality Scheme

At Go Fish Education, we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the organisation. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled Students and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Go Fish Education, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Go Fish Education we will have regard to the following checklist:

- ✓ Is information collected on disability with regards to both students and staff? Is this information used to improve the provision of services?
- ✓ Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- ✓ Is bullying and harassment of disabled students and staff monitored and is this information used to make a difference?
- ✓ Is disability portrayed positively in school books, displays and discussions?
- ✓ Is the environment as accessible as possible to students, staff and visitors? Are open evenings and other events accessible?
- ✓ Is information available to parents, visitors, students and staff in formats which are accessible if required? Is everyone aware of this?

## **The Disability Equality Duty (DED)**

### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

### **The Duty**

The Disability Discrimination Act 2005 places a general duty on schools, and at Go Fish Education we will have due regard for the following when carrying out these functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled Students, staff and those using services provided by schools.

## **The Disability Equality Duty (DED)**

### **Monitoring**

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities.

The following are monitored at Go Fish Education:

- Achievement of Students by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

## **Additional implications for schools**

As a service provider Go Fish Education takes seriously its duty to make buildings accessible when we hire out rooms or parts of the building.

## **Contact with parents and carers**

When providing newsletters and information for parents and carers, Go Fish Education will make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, are held in accessible parts of the building.

## **Hiring transport**

Go Fish Education staff will be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

## **The Disability Equality Duty (DED)**

### **Involvement and consultation**

It is a requirement that disabled students, staff and those using school services should be involved in the production of the Disability Equality Scheme.

### **Making things happen**

In order to ensure that action is taken to meet the Disability Equality Duty, Go Fish Education has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and the advice of the Consultative group, and may include some of the good practice examples below.

#### **Good practice examples**

- Promoting positive attitudes towards disabled people (continued)
  - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.

- Encouraging participation in public life by disabled people.

November 2016  
Reviewed November 2017  
Reviewed July 2018  
Reviewed July 2019  
Reviewed July 2020  
Reviewed July 2021  
Reviewed July 2022  
To be review July 2023



