Arise Tutor Centre

Derby Road

Alfreton

DE557AQ

Equality and Diversity Policy

Introduction

Our organisation is committed to ensure that equality of opportunity is available to all members of the tutor centre community. For Arise Christian Tutor Centre this means, not simply treating everybody the
same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in care, celebrating and valuing the equal opportunity achievements and strengths of all members of the tuition centre community.

Policy aims

This policy aims to:

To provide an environment which is free from unlawful discrimination, harassment or victimisation of any kind.

To educate our pupils in an environment which recognises, celebrates and draws upon the diversity of our community and offers equal respect, appropriate support and fair rewards for all our pupils.

Legislation

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

• Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

• Advance equality of opportunity between people who share a protected characteristic and people who do not share it

• Foster good relations between people who share a protected characteristic and people who do not share it.

• Arise Christian Tutor Centre commits to referring and complying with the Public Sector Equality Duty in all practices across the company. Including recruitment, training and tutoring.

Protected Characteristics under the Equality Act

Everyone in Britain is protected from discrimination under the Equality Act. You will not be discriminated against for any of the following reasons:

1. Age

A person belonging to a particular age (for example 32-year-olds) or range of ages (for example 18- to 30-year-olds).

2. Disability

A person has a disability if she or 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.

3. Marriage and civil partnership

Marriage is a union between a man and a woman or 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 were permitted by the Equality Act).

4. 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.

5. 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.

6. Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

7. Sex

A man or a woman.

More info can be found at:

https://www.equalityhumanrights.com/en/equality-act/protected-characteristics

https://www.equalityhumanrights.com/en/equality-act/equality-act-2010

Equality and Diversity for Tutees

At Arise Chrisitan Tutor Centre, we encourage tutees to develop respect for themselves and for others.

We deliver services that recognise and build on the strengths of children and young people from all cultures, religions, gender, age, ability and backgrounds; in ways that meet their individual needs and help them to achieve their full potential. Every effort is made to ensure that the Tuition centres are welcoming to all students, this is reflected in the communication around the

centre, including: posters, information boards, displays and leaflets. In addition to this, resources used to develop work with children and young people are chosen for their suitability and anti-oppressive nature Tutors are expected to model positive behaviour and challenge attitudes, behaviour and language that are non-inclusive and discriminatory, by doing so in a positive way. Managers are expected to monitor the range of children and young people placed within the centre in terms of ethnicity, gender and disability.

Inclusion for Tutees

At Arise Tutor Centre, we believe that all children and young people should be given the opportunity to be cared for and educated. Tutees are encouraged and supported to understand their rights and be well-informed about ways of challenging discrimination. Religious dietary requirements are taken into consideration when planned cooking activities take place. Respect for other people's culture and beliefs is a set expectation outlined in the Behaviour and Sanction Policy and Tutor Code of Conduct. Staff acknowledge the importance of maintaining a link between the tutee's home and the Tuition Centre in meeting the individual's learning needs. Staff are expected to offer appropriate support to aid inclusion and ensure that students participate as fully as possible in their lesson plans for e.g. adapt lesson plans to accommodate educational learning needs.

Learning and Tutoring

We aim to provide all our tutees with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, tutoring and learning will:

• Ensure quality of access for all pupils and prepare them for life in a diverse society.

• Use resources that reflect a range of cultural backgrounds, without stereotyping.

• Promote values that will challenge discriminatory behaviour.

• Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.

• Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.

• Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.

• Encourage all subject leaders, where appropriate, to promote during their session and celebrate the contribution of different ethnic groups to the subject matter.

• Seek to involve all parents/carers and guardians in supporting the child's education.

• Take account of the performance of all pupils when planning for future learning and setting challenging targets.

• Make best use of all available resources to support the learning of all groups of pupils.

• Identify resources that support tutor development

• Provide auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.

Equality in Employment

We aim to ensure that no job applicant or employee is discriminated against either directly or indirectly on the grounds of race, colour, creed, nationality, ethnic or national origin, religious belief, political opinion or affiliation, sex, marital status or disability. We will ensure that a copy of the policy will be made available for all employees and made known to all applicants on employment/ induction. The policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity. The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance.

Recruitment and Selection

The recruitment and selection process are 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 subconsciously, in making these decisions.

The 'Equal Ops' monitoring part of the form is detached prior to the short-listing process. 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. 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 Person Specifications We will make public the selection criteria used for transfer or promotion of tutors. We will adopt a consistent, non-discriminatory approach to the advertising of the vacancies. We will not confine our recruitment to areas or media sources, which provide only, or mainly, applicants of a particular group. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job; All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate. More than one person will carry out shortlisting and interviewing where possible. Interview questions will be related to the requirements of the job and will not be of any discriminatory nature. All employees on the interview panel will be up to date with equality training. We will not disqualify any applicant because he/she is unable to complete an application unassisted unless personal completion of the form is a valid test of the standard of English required for the safe and effective performance of the job.

Rights of Disabled People

We believe in providing a welcoming, comfortable and accessible environment that is safe and easy to use for pupils, parents, relatives, tutors, visitors and other users of the premises. We will endeavour to achieve equality of opportunity for all to ensure equal access to its facilities. Where possible, we

will avoid physical features that make it difficult for people with a disability and make reasonable adjustments to improve the environment. Arise Christian Tutor Centre recognises the importance of ensuring their services are accessible to disabled people. Under the terms of this policy, managers are required to:

• make reasonable adjustments to maintain the services of an employee who becomes disabled, for example, training, provision of special equipment, reduced working hours. (NB: managers are expected to seek advice on the availability of advice and guidance from external agencies to maintain disabled people in employment);

• give full and proper consideration to disabled people who apply for jobs, having regard to making reasonable adjustments for their aptitudes and abilities to allow them to be able to do the job.

• Review services on an ongoing basis to ensure they are inclusive and accessible to disabled service users. If necessary, Arise Christian Tutor Centre would take action to address any arising issues.

Responsibilities of Tutors

Responsibility for ensuring that there are no unlawful discrimination rests with all tutors & Volunteers and the attitudes of tutors and volunteers are crucial to the successful operation of fair employment practices. All members of staff should:

• comply with the policy and arrangements.

• not discriminate in their day-to-day activities or induce others to do so.

• not victimise, harass or intimidate other staff or groups who have, or are perceived to have one of the protected characteristics.

• ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic.

• inform their manager if they become aware of any discriminatory practice or feel they have been discriminated against

Grievances / Disciplines

Employees have a right to pursue a complaint concerning discrimination or victimisation via the organisations Grievance Procedures. Discrimination and victimisation will be treated as disciplinary offences and they will be dealt with under the organisation's Disciplinary and Grievance Policy.

Discrimination from Tutees

Any discriminatory language or behaviour from tutees are treated as a Very Serious Incident as outlined in our Behaviour Policy and Anti-bullying Policy. Staff must report any discriminatory language/ behaviours as a safeguarding concern following the procedures outlined in the centre's Safeguarding Policy.

Policy reviewed 21/7/2027