

## **Equality and Diversity Policy and Strategy**

The Equality and Human Rights Commission champions equality and human rights for all. Listed below are the aspects of diversity.

### **Age**

Age discrimination will probably affect everyone at some point in their life. Age discrimination can be explained when someone treats a person less favourably because of that person's age, and uses this as a basis for prejudice or unfair treatment of that person. However, age discrimination laws are in place to help ensure that an individual is not denied a job, an equal chance of training or a promotion because of age.

The Employment Equality (Age) Regulations came into force on the 1<sup>st</sup> October 2006. These regulations render discrimination in recruitment, promotion and training unlawful, prohibit unjustified retirement ages below 65 and remove the current age limit for unfair dismissal and redundancy rights.

### **Disability**

The Disability Discrimination Act came into effect in 2002 and is divided into three main areas:

- Disability discrimination duties which provide protection for disabled students by preventing discrimination against them at school on the grounds of disability.
- Planning duties which require schools to draw up accessibility plans to improve access to education over time
- Special Educational Needs – these include identifying, assessing and assisting in getting provision for a student's educational needs. Students with disabilities may also have special educational needs. A student with a disability has a special educational need if they need any special educational provision to be made for them to access school education.

## **Gender**

It is unlawful to discriminate against someone on the basis of their gender. Harassment is unwanted conduct on the grounds of the recipient's sex or unwanted verbal, non-verbal or physical conduct of a sexual nature.

## **Race**

Whatever your birth place, country of origin or skin colour everyone has the right to be treated fairly. Legislation is such that it is unlawful to discriminate against people on any racial grounds. The Race Relations (Amendments) Act 2000 became law in 2002. It was introduced to eliminate unlawful discrimination, promote equal opportunities and good relations between people from different racial groups.

## **Religion and Belief**

There are many different faiths across the planet, but there are six main religions (Buddhism, Judaism, Christianity, Islam, Hinduism and Sikhism). The Racial and Religious Hatred Act 2006 became law in 2007 and makes a criminal offence of stirring up hatred against a person on religious grounds.

## **Sexual Orientation**

Whether a person is attracted to people of their own sex, the opposite sex or both sexes, there is legislation protecting individuals from discrimination on the basis of their sexual orientation.

## **Policy Statement and Strategy**

Campbell Harris is committed to taking all reasonable steps to ensure that a person with a disability is not placed at a disadvantage in comparison with his/her peers. The college recognises the rights of students with disabilities to access the curriculum fully and understands that risk assessment is about ensuring that these rights are safely exercised. Campbell Harris acknowledges that each student with a disability is unique and so risk assessment must be undertaken in that light without any stereotyping of the particular disability. Risk assessments are carried out to identify and minimise any potential hazards that could arise from an individual's participation in an activity, and the identification of ways in which students with disabilities can participate is done earlier, at the scheme of work/lesson planning stage. This is an extension of the "differentiation" that teachers build into their programmes to address students with differing academic abilities.

### **The School Building**

Campbell Harris is sited at 185 Kensington High Street, London W8 6SH. It was built in the Edwardian era and was redesigned for Campbell Harris at the start of the lease in 1992. The property consists of an entrance way at street level and a further four floors. The front carpeted staircase links all floors but there is no lift in the building. Having assessed requirements, there is no internal capacity for the installation of one. The only other option is the creation of an exterior structure to the building in order to house one. It is thought that planning permission would not be granted given the layout of the site and the part-residential area in which we are located.

### **Procedure and Accessibility Plan**

Campbell Harris can only adapt and respond to a particular student's needs if we are aware of their disability. Every effort is made during the admission process, enrolment process and during the academic year through monthly Personal Tutor reviews to identify a student's needs.

Although the College is hindered by its physical constraints as outlined earlier, we are committed, where reasonable, to review the improvement of the physical environment, and the provision of those physical aids that are necessary to ensure that all students have equal access to our educational provision. Any renovations/alterations will be undertaken with full regard to access by students with disabilities.

The College aims to carry out regular reviews to identify improvements to the delivery of information to students with disabilities, particularly those with learning disabilities or visual or hearing impairments.

We are committed to ensuring that all areas of the curriculum can be accessed by students with disabilities. The College will ensure that its staff are made aware of the Disability Policy and given appropriate training to implement it annually.

#### Review

The Equality and Diversity committee will review this policy annually ensuring that the policy and procedures have been adhered to and identifying areas which need to be updated either as a result of better practice, or due to new legislation coming into force. It will also identify and address any staff training needs to ensure that students with disabilities are treated in a fair and equal way.

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