

EQUALITY, DIVERSITY AND INCLUSION POLICY (EDI)

(including)

DISABILITY DISCLOSURE AND CONFIDENTIALITY POLICY/PROCEDURES

2021-22 (v2.21)

Responsibility

Head of Education is responsible for Equality, Diversity and Inclusion

Together with: Head of Training and Senior Management Team (who are responsible to the Directors for implementing the EDI policy)

Equality and Diversity Policy Statement

The Equality Act came into force in 2010. It provides the context and direction for the practices the Aeros Flight Training, Aeros Engineering and Cat3C TKI ('The Group') adopts for equality, diversity and inclusion. The Directors of The Group are committed to equality and diversity. They wish that directors, employees, students and visitors should be treated fairly.

The Equality Act recognises a number of protected characteristics, known in The Group by the acronym: 'GRADERS'

- Gender, transgender, pregnancy, parenting, marital status
- Race
- Age
- Disability
- Economic and social background
- Religion or belief
- Sexual orientation

Group Ethos

In all aspects of life at The Group we will show due regard to the question:

What is the potential and actual impact of what we do on staff and students with protected characteristics?

We will record our consideration in terms of what we do to:

- eliminate unlawful discrimination, bullying, harassment and victimisation.
- 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.

The Directors support the right of all individuals to respect and fair treatment. The policy applies to all aspects of life at The Group.

The Senior Management Team will ensure that the policy is developed, implemented, monitored and reported on to the Directors at appropriate intervals.

The Directors also support the student body in its equality and diversity activities.

Each of the following aims links with The Groups strategic objectives 1 – 8 and 10 – 11 and underpins strategic objective 9 to ensure equality and diversity in the delivery of all strategic Group objectives.

1. Student guidance

Each stage of advice and guidance will be accessible to all, considering individual needs to ensure that students choose the most appropriate training course and achieve their maximum potential.

The Group will seek to ensure that employment and education are positive experiences and that stereotyping or reinforcement of ‘traditional roles’ does not occur.

2. The Curriculum

As far as is reasonably possible, each individual student will have access to all areas of the examined and non-examined curriculum appropriate to their needs, qualifications, ambitions and potential, and be made aware of this entitlement.

Possible barriers to learning should be removed if it is reasonable to do so. Equality and diversity will be an integral part of the delivery of every curriculum area.

3. Physical resources (accommodation and equipment)

The Group will strive to continue to modify its facilities to improve access for all members of, and visitors to, the Group's flight bases (Doncaster, Coventry, Gloucester, Wellesbourne, Cardiff).

4. Human resources

The Group will ensure that appointment procedures are non-discriminatory and will endeavour to integrate all staff, whether involved in teaching or non-teaching work.

All staff will be equally entitled to appropriate professional development. Group policies will encourage a barrier-free environment, where reasonable, to ensure all staff reach their full potential.

5. Governance and management

The appointments to, and the operation of, the Directors will be free from discrimination and in accordance with government legislation.

The appointment, development and operation of the management of The Group will be free from discrimination.

6. External links and

7. Marketing

The Group will seek to reflect its Equality, Diversity and Inclusion Policy through communications with students, parents, employers and other members of the community in line with legislation governing this area.

8. Quality assurance

The Group will carry out analysis of equality data and enrolment, achievement, retention and progression when revising and implementing its quality assurance strategy and procedures. Due regard to its impact of equality and diversity will be considered.

This document states the general aims of the policy and will be reviewed annually and is subject to updated versions as needed or required.

9. Equality and diversity

This strategic objective is central to the delivery of all others.

10. Widening participation

The Group aims to achieve equality and diversity through all its strategies and activities for widening participation.

The Group will record students' needs especially regarding their protected characteristics and respond with how to meet those needs at the earliest opportunity.

11. Collaboration

Equality and diversity are central to The Groups collaboration with other providers to ensure that every learner in the country has access to high quality appropriate education or training within a current coherent programme.

Equality and diversity procedures

All Group procedures will take account of the aims detailed in the Equality, Diversity and Inclusion Policy, including the following:

- Student application procedures
- Group marketing procedures
- Staff recruitment procedures
- Staff questionnaire
- Student questionnaire
- Analysis of examination results and retention data
- Lesson and tutorial observations.

Equality, diversity and inclusion steering groups will be set up regularly to review existing policies and practice to advance equality, diversity and inclusion.

Equality and diversity procedures are monitored, as appropriate, by all meetings across The Group and the Senior Management Team will review their minutes. One elected student representative (as part of our Student Council) will help to promote awareness of equality, diversity and inclusion amongst the student body and to assist with monitoring the implementation of the Equality, Diversity and Inclusion Policy and Procedures.

Plans for action

The general aims of this policy are also supported by specific objectives in The Groups Equality and Action Plan, which will be published on the Groups Website. The Senior Management Team monitors how well we are meeting these objectives and progress is reported to the Directors.

DISABILITY DISCLOSURE AND CONFIDENTIALITY POLICY AND PROCEDURES

Responsibility

Head of Education is responsible for Equality, Diversity and Inclusion

Together with: Head of Training and All Staff

Aim

The Group aims to ensure that it complies with the requirements of the Equality Act, 2010. Students are encouraged to disclose a disability in order that the Group can make all reasonable adjustments to help them succeed.

This document sets out The Group's procedures to enable students to disclose a disability.

Integral to these procedures are the rights of a student to confidentiality and to meaningful consent before information is passed on within The Group.

Definition of a Disability

The Equality Act 2010 defines a disability as an impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Students:

Points of Disclosure and Communication of a Disability

1. Application Form

The Group invites all potential students to disclose a disability on the application form. This information is passed directly to the Head of Training or Head of Education.

2. Pre-enrolment Interview

A member of the Operations or Career Advisor Team will carry out a pre-enrolment interview for any potential student who has disclosed a disability on the application form. The interview enables the Head of Training or Head of Education to prepare appropriate support for the potential student.

3. Enrolment Interview

To identify any student with learning support/medical needs who has not disclosed a disability on his/her application form, Training and Career Advisors ask all students if they have any learning support and/or medical needs. The names of these additional students are collated for the Head of Training who then arranges appropriate support.

4. On-going Opportunities for Disclosure

To identify students who do not disclose a disability on application or on enrolment, The Group ensures that on-going opportunities are made available to students to disclose a disability.

(a) Personal Instructor Interviews

Throughout the student's time at The Group, the Instructor gives the student the opportunity to disclose and complete the disclosure check box on the student's electronic record.

The instructor, with the student's permission, passes the name of any student who has disclosed a disability to the Head of Education or Training. A member of the Training/Education Team then meets with the student, assesses his or her needs and prepares appropriate support. The Safety/Compliance Manager is made aware as appropriate.

(b) Other Referral Routes

Students are encouraged, at any time, to disclose to any member of Education and Operations Team. With the student's permission, this disclosure is then passed onto the Head of Education or Training. A member of the Education Department then meets with the student, assesses his or her needs and prepares appropriate support.

Meaningful Consent

Situation A

Once a student has disclosed a disability a request must be made for permission for his or her name to be passed to the Training/Education Department. The student is encouraged to give meaningful consent for the disclosure to be communicated to the staff and external agencies of his or her choice.

Situation B

Once a student has disclosed a disability to any member of The Group staff but has exercised his or her right to confidentiality and has not given permission for his or her name to be passed to the Education/Training Department, a Confidentiality Agreement must be drawn up between the student who has disclosed and the member of staff. (Appendix A)

The Confidentiality Agreement should record the student's conversation with the member of staff and the implications for the student of not giving permission for information to be passed on.

The Confidentiality Agreement should then be placed in a sealed envelope, labelled "confidential" and placed in the student's personal file in the locked office of the Head of Education or Training.

The envelope should also be marked with the date of the agreement and a date four weeks after the agreement when the member of staff and the student should meet again. At this meeting, the member of staff and the student should discuss again the implications of not giving permission for information to be passed on.

The aim of this meeting is to encourage the student to give permission for information to be passed on at least as far as the Education/Training Department. If permission is not given by the student, the member of staff should seek advice, without naming the student, from the Head of Education.

Monitoring and Evaluation of the Disability Disclosure and Confidentiality Policy and Procedures

This document will be reviewed as part of the Education/Training Department's annual self-assessment and will involve students, staff and appropriate external agencies in the process. Recommendations for change in procedures will be made to the Head of Training/Education responsible for Equality, Diversity and Inclusion.

Staff:

This policy will be given to all new staff in advance of starting employment. Applicants are invited to disclose a disability on the application for Employment form, which is a separate sheet to the main application form and not seen by the Interview Panel.

This allows us to:

- Guarantee an interview for people with disabilities
- Make reasonable adjustments, both for the Interview and in advance of employment
- Monitoring Equality, Diversity & Inclusion.

This information is ignored by the interview panel as part of its decision-making process. If an applicant discloses a disability at Interview, the applicant will be asked about whether reasonable adjustments could be made during the recruitment process.

All staff are invited to disclose a disability at any time, by talking to their line manager, the Director of Education responsible for Equality, Diversity & Inclusion. Every two years, staff are also invited to disclose a disability in an annual Equality, Diversity & Inclusion questionnaire used for monitoring and identifying reasonable adjustments.

CONFIDENTIALITY AGREEMENT (Appendix A)

The notes written here are a record of your conversation with me.

NOTES:

This sheet will be put in a sealed envelope, labelled 'confidential' and placed in your personal file with the Head of Education

I will see you in 4 weeks to check if anything has changed.

Signed Member of Staff

Signed Student

Date

This date must also be written on the outside of the envelope along with the date for the follow up meeting four weeks later