



Equality, Diversity and Inclusion Policy

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Owner	Philip Waters

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1. Background

This policy incorporates issues of race, disability and gender so as to eliminate discrimination and advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. Part One sets out **Pellars & Crafters'** aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

2. Outline Policy

Pellars & Crafters is an inclusive and aspirational sole-trading business, but with a social and environmental ethos. As a business, we will provide a secure, stimulating and healthy environment in which we can bring out the best in everyone and in everything they do.

At **Pellars & Crafters** we actively advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within our work, practices, and relationships with external agencies and organisations, and in everyday relations onsite and off-site.

This means:

- We will take reasonable and necessary steps to meet people's needs by using a variety of approaches, and planning reasonable adjustments for disabled people, enabling them to take as full a part as possible in all the activities of the organisation.
- We will make reasonable adjustments to ensure the environment and its activities are as accessible and welcoming as possible for all visitors to the site.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards visitors and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which our activities help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

- We will regularly consider the ways in which our activities promote common values, and help people understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor our activities and consult with visitors and external agencies to ensure [Pellars & Crafters](#) is being inclusive in practice, and trends are identified which inform the setting of our equality objectives stated here.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff and volunteers have equality of opportunity.
- We will ensure our activities are accessible to all visitors and seek support and advice where necessary to make such provisions that we are inclusive and accessible.
- We will seek the views of advisory staff and outside agencies and partnerships with other organisations where this is needed.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff and volunteers to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- We will ensure staff/volunteers/visitors/external agency consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of visitors to [Pellars & Crafters](#), to ensure that the organisation's environment is as safe and accessible as possible to all users. We will regularly review our accessibility plans (taking into consideration that some of our provision is outside and semi-wild), and ensure accessibility is always on the agenda for new installations and/or conversions.
- We welcome a diverse range of people and encourage those who are currently under-represented to approach us with ideas and support.
- We will ensure that all staff and volunteers are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.

- We will provide training and awareness sessions for all new staff/volunteers.
- We will consult with stakeholders, i.e. children, parents/carers, staff, volunteers and relevant community groups, to establish equality objectives. These equality objectives will be reviewed and reported on biennially within the biennial review of this policy (every March).
- When drawing up policies, we will carry out consultation with external advisory agencies to ensure our policy does not, even inadvertently, disadvantage groups of people with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary.

3. Summary of Legal Duties and Responsibilities

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

Protected Characteristics within equality law:

- Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education (including non-formal, experiential learning and activities), but it does apply to work.
- Disability - A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but **Pellars & Crafters** will treat Intersex persons with the same degree of equality as persons with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria. (The Intercom Trust supports organisations in supporting persons undergoing gender reassignment).
- Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an organisation from carrying out collective worship or other curriculum-based activities, but persons may withdraw from acts of collective worship.
- Sex - A man or a woman.
- Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is still relevant in an environment providing activities for young children. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are at school, college or at home. Organisations with a particular religious ethos cannot discriminate against lesbian, gay or bisexual persons.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the

person is associated. So, for example, an organisation must not discriminate by refusing to admit a child because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

Prohibited Conduct (acts that are unlawful):

- Direct discrimination - Less favourable treatment because of a protected characteristic.
- Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).
- Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception - For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Organisations are allowed to treat disabled pupils more *favourably* than non-disabled persons, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with persons without disabilities.

4. Public Sector Duties

Although not directly applicable to [Pellars & Crafters](#), public sector duties might become relevant when the organisation undertakes contracts with public sector organisations and agencies, or works in partnership with public sector organisations and agencies.

A public sector organisation must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in organisations must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

5. Reasonable Adjustments and Accessibility Plans

Organisations are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial

disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.

- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 - Increase disabled people's access to the organisation's activities
 - Improve the physical environment
 - Improve provision of information.

The duty is an anticipatory and continuing one that organisations owe to disabled persons generally, regardless of whether the organisation knows that a particular person is disabled or whether the organisation currently employs or provides for disabled persons. The organisation will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant authorities as appropriate.

6. Information and guidance

Equality Human Rights website:

<http://www.equalityhumanrights.com>

Cornwall County Council:

<https://www.cornwall.gov.uk/community-and-living/equality-and-diversity/>

Department for Work and Pensions:

<https://www.gov.uk/government/organisations/department-for-work-pensions/about/equality-and-diversity>

Children's Commissioner

[https://www.childrenscommissioner.gov.uk/sites/default/files/publications/Equality_and_diversity - knowing your rights.pdf](https://www.childrenscommissioner.gov.uk/sites/default/files/publications/Equality_and_diversity_-_knowing_your_rights.pdf)

Unicef – Children's Rights

<https://www.unicef.org/crc/>

7. Responsible Persons

All staff and volunteers at **Pellars & Crafters** have a responsibility to adhere to the characteristics stated in this policy and to operate and deliver services that are reflective of the values of the organisation. The owner will take overall responsibility for ensuring the policy is put into practice and that it is revisited regularly, at least biennially, for amendments and changes based on legislation and current good practice.

The owner will give due regard to the Public Sector Equality Duty when making decisions on behalf of the company, and advise those delivering services as and when necessary.

The delivery and application of this policy on a day-to-day basis is the responsibility of **Philip Waters**. He will:

- Implement the policy and its related procedures.
- Make all staff and volunteers aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff and volunteers understand their duties regarding recruitment and providing reasonable adjustments to staff.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

All staff and volunteers are to enact this policy, its commitments and procedures, and their responsibilities associated with this policy. They will:

- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

Visitors in positions of responsibility (e.g. parent, helpers, contractors) are:

- To be aware of, and comply with, the organisation's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on the organisation's premises.

8. Definitions

Equality

This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive

Making sure everyone can participate, whatever their background or circumstances.

Diversity

Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion

People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community

From the organisation's perspective, the term "community" has a number of meanings:

- The organisation's community – the staff, volunteers, the persons and organisations we serve
- The community within which the organisation is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain.
- The global community.
- The ecological community – people, plants and animals.

Gender Dysphoria

Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.