

EQUALITY AND DIVERSITY POLICY PRINCIPLE STATEMENT

Reflections Training Academy are passionate about inclusion, respect and enabling all learners and team members to reach their full potential. The Equality & Diversity Policy strives to address the needs and rights of everyone employed, training or involved within the Training Academies to be treated fairly and with respect and dignity.

This Policy describes Reflections Training Academy's:

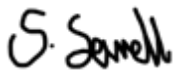
- Vision and commitment to Equality, Diversity and Inclusion
- Legal duties under the requirements of The Equality Act 2010 in employment, facilities, goods and services and admission and treatment of learners#
- General and specific equality duties
- Practical steps for implementation of the policy

Our vision for Equality, Diversity and Inclusion is to create an aspirational, motivated and diverse team and learner community that is able to thrive in a changeable global economy. We aim to respond to the huge range of needs expressed by learners, employers and other stakeholders and celebrate the benefits of difference.

This Policy applies to Reflections Training Academy only and is, in addition to, the corporate Equal Opportunities Policy contained within the Company Handbook

Safeguarding (DSO)

Reflections Training Academy



This policy was considered and adopted by the following Directors:



Clare Barrett
Company Managing Director



Lucy Agnew
Divisional Director of Training



Phil Davis
Director of Bristol Training Academy

Kate Sperring
Director of Next Level Training

Policy Owner	Director sign off	Details of update	Date of Update	Version number
Jason Timms	Lucy Agnew	Policy re-write	25/06/21	18
Jason Timms	Lucy Agnew	Policy review & update	10/06/22	19
Jason Timms	Lucy Agnew	Policy Review	12/06/23	20
Suzanne Sewell	Lucy Agnew	Policy Name Review	10/01/24	21
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Kate Sperring	Lucy Agnew	Policy Review	10/12/2025	23

Next review date: December 2026

As an inclusive training provider, we will continue to recruit talent from all sectors of society, fully develop the talent of all our team members and learners and build collaboration and a sense of community with our employer partners and other stakeholders. We aim to go beyond statutory requirements to ensure our team, learners and partners have the best experience possible. We aim to continue to develop a corporate culture that is inclusive at all levels and in every system and process. Our Equality & Diversity mission is underpinned by the following values:

- The learner is at the heart of what we do. We create and deliver opportunities for success to learners, employers and the wider community.
- We value professionalism, passion, care, quality and excellence in our team members. We practice and promote respect, wellbeing and empowerment for all. We are committed to all involved with training and champion innovation in our learners.
- We develop strategic partnerships with employers and wider stakeholders to ensure we lead and shape the sectors we work in. We work positively with and value our partners.
- We promote personal development, build confidence and ambition in our team and learners. We manage our resources responsibly for the benefit of our learners.

1. Scope

This policy has direct implications for all other Training Division policies. We believe that delivering Equality, Diversity and Inclusion is one crucial strand of our approach to overall quality improvement and we place it at the very heart of everything we do. Anyone who comes into contact with the Reflections Training Academy will benefit from this policy. All members of Reflections Training Academy – team members and learners are subject to this policy. The policy is also binding on our external contractors, employers and other partners that the Academy work with. The policy applies to all sites and premises used by Reflections Training Academy to carry out its functions.

2. Responsibilities

Overall responsibility for Equality and Diversity across the Training Division is that of **Clare Barrett, Company Managing Director**.

The E&D Leads are responsible for the development, monitoring and review of all equality & diversity policies and procedures within the Training Division in line with legislative and contractual requirements, learner and team member Equality & Diversity training and the setting of Equality & Diversity improvement targets and objectives.

Academy Directors / Senior Managers have responsibility for ensuring Equality & Diversity policies and procedures are followed by all learners and team members throughout their relevant Academy buildings.

Tutor/Assessors have the responsibility of ensuring equality is practised in all sessions and assessments and learners are adhering to Equality and Diversity policies procedures at all times.

All Team Members have the responsibility to follow all Equality & Diversity instruction and training and to adhere to all Equality & Diversity policies and procedures.

All learners have the responsibility to follow all Academy Equality & Diversity rules, training and instruction, to respect others differences and to not stereotype whilst attending the Training Academies.

Partner Employers have the responsibility to ensure they practice non-discriminatory recruitment of apprentices, that their apprentices are treated equally and fairly and are given fair and equal access to all areas of their training programme

The **Governance Board** have specific responsibility for ensuring that Reflections Training Academy:

- Have relevant policies are in place, up to date and effectively implemented and monitored for impact.
- Set and monitor challenging equality targets.
- Promote equality of opportunity and celebrate diversity.
- Not discriminate on the grounds of any protected characteristic in any aspect of our work.
- Listen to the voice of our learners and use it to make improvements that support inclusion and drive equality forward.
- Ensure that all in the Academy community are protected from bullying, and discrimination wherever they may be learning or working.

3. Equality Duty

As it receives Public Sector Funds Reflections Training Academy will follow the Public Sector Equality Duties to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups; and
- Foster good relations between people from different groups.

4. Protected Characteristics

The Equality Act 2010 protects nine characteristics: age, disability, race, religion or belief, gender, sexual orientation, gender reassignment, marriage and civil partnership, and pregnancy and maternity. These are known as 'protected characteristics'.

The definition of disability now explicitly includes consideration of a person's ability to participate in working life on an equal basis [DavidsonMorris](#). This means when assessing reasonable adjustments for learners, we consider not only their ability to carry out day-to-day activities but also their ability to participate fully in their apprenticeship and future employment.

Types of Discrimination:

It is unlawful to discriminate directly or indirectly in recruitment, admission, or treatment of learners because of any protected characteristic. Some key forms of discrimination include:

- **Direct Discrimination:** Treating someone less favourably because of a protected characteristic
- **Associative Discrimination:** Discriminating against someone because they associate with a person who has a protected characteristic (e.g., a learner who cares for a disabled family member)
- **Perceptive Discrimination:** Discriminating against someone because you believe they have a protected characteristic, even if they don't
- **Indirect Discrimination:** Having a rule, policy, or practice that applies to everyone but particularly disadvantages people with a protected characteristic (unless it can be objectively justified)
- **Indirect Discrimination by Association (2023 Amendment):** Individuals can now claim indirect discrimination even if they don't personally share the protected characteristic, provided they suffer the same disadvantage as someone who does [Penningtons Manches Cooper](#)

No learner should receive unfair or unlawful treatment due to protected characteristics. Reflections Training Academy will act upon any unfair or unlawful discrimination which denies individual opportunities.

For glossary of terms please refer to Appendix 1.

5. Provision of Services, Functions and Associations

The Equality Act 2010 makes it unlawful for team members to discriminate directly or indirectly, or harass learners, employers, clients or others because of the protected characteristics of age, disability, marriage and civil partnership, gender reassignment,

pregnancy and maternity, race, religion or belief, gender and sexual orientation in the provision of goods and services.

Reasonable adjustments will be provided for team members, learners and clients who may be experiencing barriers due to disability. Reasonable adjustments will also be provided to the other protected characteristics where applicable.

The recruitment, retention and achievement of learners will be monitored by ethnicity, disability/learning needs and gender to determine trends and enable the focused support where it may be needed to ensure success. Decisions on which protected characteristics will be monitored are determined by, reasonableness, meaningfulness and resources available.

All forms of oppressive behaviour/bullying/harassment will be directly and appropriately challenged by team members at all times in accordance with our Learner Conduct and Behaviour Policy and Bullying & Harassment Policy. The Bullying & Harassment Policy and the Complaints Procedure will enable those who believe they have been victims of discrimination and harassment to raise concerns and achieve redress without undue delay or difficulty. A room will be available on request for Prayer, or spiritual refreshment, for people of any religious persuasion.

Learner induction and curriculum will continue to use all opportunities to embed the principles that underpin Equality, Diversity and Inclusion.

6. Team Member Recruitment & Selection

It is unlawful to discriminate directly or indirectly in recruitment or employment because of any of the nine "protected characteristics" in the Equality Act 2010. All team member recruitment and selection processes are non-discriminatory with applications to work within Reflections Training Academies welcomed from all aspects of the community. All applications are considered on merit, although applications are encouraged from underrepresented groups. Reflections Training Academy will act upon any unfair or unlawful discrimination which denies individual opportunities due to the criteria mentioned above. All team members involved within the team member follow a standardised safe recruitment policy & process. Equality and Diversity may be discussed at interview and on appointment, staff complete an Equality Monitoring Form as to monitor the Equality and Diversity breakdown of the workforce to ensure it is reflective of the community we work in. All team members engaged in recruitment and selection decisions are inducted into Reflections Training Academies Equality & Diversity policies and procedures and implements throughout the recruitment process. All recruitment / promotional / advertising literature reflects Reflections Training Academy commitment to Equality of Opportunity.

7. Gender Pay

Reflections Training Academy Training pay structure is non-discriminatory. Each role has a standard pay scale which is based on qualifications and each role is subject to standardised levels of qualification required.

8. Learner Recruitment & Selection

The learner recruitment policies of the Reflections Training Academy support non-discriminatory access. Every effort will be made to support non-discriminatory access and support equality of opportunity for all learners to access all services and facilities at Reflections Training Academy. Learner Recruitment targets are set annually (for ethnicity, disability/learning needs and gender) in line with ESFA EDIM (Equality & Diversity Impact Measures) requirements and national training/industry statistics. Recruitment Statistics are produced on a monthly basis and are reviewed by E&D personnel periodically.

Recruitment and selection procedures are reviewed annually as a result of analysis and actions put in place to combat any targets not met and/or further encourage underrepresented groups to apply for training in line with academy QA processes.

Reflections Training Academy actively work towards ensuring that the composition of Team, Learners and Work Placements reflects the local community.

9. SEND

Reflections Training Academy welcomes and actively encourages learners with additional needs to partake in our training programmes.

Reflections Training Academy are situated in fully accessible buildings with no access restrictions and no barriers to training for persons with a disability/learning needs.

Both Training Academy buildings have an extensive range of equipment and resources that are available in a range of formats to ensure people with disabilities are able to access all course materials and information essential to the successful completion of training.

Learners identified as having a disability would be subject to a Learner support meeting during the induction process where their support needs are discussed and required plans agreed to ensure that all required reasonable adjustments are put in place

A separate SEND policy is in place to support any learners identified as SEND

10. Equality & Diversity during Training

The intent of Reflections Training Academy is to prepare learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society;
- developing their understanding of fundamental British values;
- developing their understanding and appreciation of diversity;
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

All teaching and training resources and curriculum will ensure that they reflect and promote Equality, Diversity and Inclusion, where appropriate.

All learners take an initial assessment of English and Maths during interview to identify individual learner training needs. All assessment results are kept confidential and feedback of the results are given to learners on a one-to-one basis, in confidence.

If not already with an apprenticeship employer potential learners are supported with sourcing suitable workplaces to meet their individual requirements by the Recruitment and Placement team members.

On commencement of induction, each learner will carry out diagnostics of their English & Maths, and complete a learning styles assessment to identify their individual requirements. On completion of diagnostics, learners complete a functional skill endorsement plan and if an area of support need is identified by Initial Assessments and diagnostics an ALN endorsement plan completed, to meet their individual needs.

All learners undergo a one to one meeting on day 3 of their induction where their individual needs and requirements are discussed and recorded on their Individual Learning Plan (ILP), this working document holds information regarding Learners training, Initial Assessment results and any Additional Learning Needs and ensures Learners Training Programmes meet their individual requirements. During this process, they also complete a confidential pen portrait where their individual needs are discussed.

Dedicated Learner Skills Support Tutors are available to assist and support all learners and are trained to offer specialised training to learners with Additional Learning Needs. An extensive range of equipment and resources are available in a range of formats to ensure that learners that require additional support are able to access all course materials and information essential to the successful completion of training.

Reflections Training Academy are vigilant to learners with Special Educational Needs and operates a SEND Policy.

All learners are inducted to Reflections Equality & Diversity Policy and receive structured Equality & Diversity workshops that are integrated within the Training Scheme of Work and additional workshop schedule.

All learners undergo a regular review process between training, learner and employer where individual learner progress and support requirements are discussed with areas to discuss equality understanding and need. In the training session prior to reviews, a pre-review is completed with the learner to give the opportunity to raise concerns in a confidential manner. Pre-reviews are quality assured by the relevant person in line with academy QA processes.

Learner equality understanding and experience form part of the academy IQA processes with this being evidenced within the IQA reports and fed back to individual team's members to ensure consistency to all learners.

Opportunities to celebrate diversity and to share experiences and knowledge will be offered via the curriculum and cross academy activity with Equality, Well Being and Safeguarding are embedded within the monthly 'Topics of the Month' and the regular promotions and activities to enrich learner understanding and participation within these areas and create a culture of inclusiveness.

All learners have access to facilities that are welcoming and inclusive of accessible/gender-neutral facilities.

11. Discrimination, Bullying, Hate Crime and Harassment

Reflections Training Academy Equality & Diversity Policy is to ensure all practices within the Training Academy are non-discriminatory and to educate and innovate everyone associated with the Training Academies to become non-judgemental and to celebrate diversity.

Reflections Training Academy do not tolerate:

- **Any act of discrimination or hate crime** in line with the protected characteristics by/against a person associated with the Training Division.
- **Any form of hate incident/harassment or victimisation** i.e. single or successive acts of bullying, verbal or physical abuse, ill-treatment, offensive acts, intimidation, any form of stereotyping, any abuse of position of authority, any form of unwelcome physical, verbal or nonverbal conduct.
- **Any display of offensive, abusive or inappropriate material.**
- **Any form of extremist activity** including (but not exclusive to) vocal or active opposition to fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas
- **The refusal to work or cooperate with an individual** because of their protected characteristics

All allegations of discriminatory practice are investigated and where necessary further actions are identified to eliminate these practices. May result in police action

All allegations of discriminatory behaviour are sensitively and confidentially investigated and if necessary corrective actions and /or disciplinary procedures will be implemented.

The internal investigation may lead to a number of conclusions:

- There are grounds that the allegation may be or is true. The offender will be addressed in line with the Learner Conduct and Behaviour Policy

- The alleged perpetrator is a team member and has acted inappropriately. The team member will be addressed via the company disciplinary process
- The alleged perpetrator has acted outside expected Academy standards of conduct and a training need is identified.
- There is no basis for the allegation or suspicion. No further action is to be taken under these procedures.

All outcomes and conclusions for any incident will be recorded within the MyConcern report of the incident, and where identified case closed.

Anyone found to be responsible for any of the above acts may lead to the termination of a learner's programme or a person's involvement with Reflections Training Academy.

Any team member found to be responsible for any of the above would be dealt with under the Reflections Group Disciplinary Procedure (found in the company Handbook).

12. Sexual Harassment and Abuse

Reflections Training Academy takes a **zero-tolerance approach** to sexual harassment, sexual violence, and harmful sexual behaviour in all learning environments, including workplace placements. We are committed to creating a culture where such behaviour is not accepted, victims are supported, and all learners can learn safely.

Definitions:

Sexual harassment includes (but is not limited to):

- Sexual comments, remarks, jokes, or "banter"
- Physical behaviour of a sexual nature
- Online sexual harassment, including sharing sexual images or unwanted sexual messages
- Upskirting
- Sexting or sharing of youth-produced sexual imagery
- Sexual comments about appearance, body, or clothing

Sexual violence includes:

- Rape
- Assault by penetration
- Sexual assault

Prevention Measures:

All learners will:

- Receive comprehensive induction training on what constitutes sexual harassment and abuse
- Be educated on consent, healthy relationships, and respectful behaviour
- Understand that sexual harassment is never acceptable, even as a "joke"
- Know how to report concerns safely and confidentially
- Be informed that all reports will be taken seriously and investigated

All Tutor/Assessors and staff will:

- Challenge any incidents of sexual harassment or inappropriate sexual behaviour immediately
- Create a learning environment where learners feel safe to report concerns
- Complete regular training on recognising and responding to sexual harassment and abuse
- Discuss safeguarding and reporting mechanisms with learners during regular reviews
- Use pre-review meetings to provide opportunities for learners to raise concerns confidentially

Reporting and Response:

- Learners can report concerns through multiple channels: directly to their Tutor/Assessor, DSL, via pre-review meetings, or through MyConcern

- All reports will be logged, investigated, and acted upon promptly
- Victims will be supported and believed
- Where criminal offences may have occurred, appropriate authorities will be notified
- Perpetrators will face consequences in line with the Learner Conduct and Behaviour Policy, which may include programme termination

Employer Placement Responsibilities:

Partner employers must:

- Provide a workplace environment free from sexual harassment and abuse
- Take apprentice concerns seriously and act on them promptly
- Work with Reflections Training Academy to address any issues
- Understand that learners over 18 experiencing sexual harassment in the workplace may be victims of criminal activity

Reflections Training Academy will not work with employers who fail to address sexual harassment or who demonstrate discriminatory practices.

13. Equality & Diversity within Employer placements

Employer placements employing learners who are on a training programme with Reflections Training Academy are assessed on their Equality Provision and guidance and direction is offered to employers to ensure learners are treated fairly. Employers commit to a training contract with dedicated equality commitments along with adopting equality policy offered during the setup process.

Learners are monitored on Equality and Diversity understanding and have the opportunity to confidentially raise any concerns via pre-review carried out prior to regular workplace reviews. Pre-reviews are quality assured and any concerns followed up by the relevant person in line with academy QA processes.

Equality understanding/application and any concerns within work placements are recorded via the Tutor that is completed during the regular reviews and if an issue is raised then this will be reported through MyConcern.

All concerns are investigated and where necessary meetings are arranged with the employer to discuss the matter and a mutual agreement is reached.

Reflections Training Academy will not refer learners to work placements that operate discriminatory practices or make requests of a discriminatory nature.

14. Team Member Development & Training

All team members are inducted into the Reflections Training Academy Equality & diversity Policy and practices as part of a comprehensive company induction schedule/checklist. Team members receive ongoing monitoring, mentoring and development of the application and understanding of equality and diversity relevant to their role which forms part of each team member's development and CPD inclusive of the appraisal process. Specialised training and development are carried out to specific roles in ensuring the needs of the learner are met inclusive of (but not limited to Dyslexia awareness or Mental Health First Aid). Regular (as a minimum annually) equality & diversity training events are held. Reflections Training Academy utilise the educational resources provided by the ETF inclusive of the Equality & Diversity e-learning package and this is embedded with the staff CPD.

15. Religious Observance

Reflections Training Academy respect the religious beliefs and practices of all team members and learners and will make arrangements for any reasonable requests relating to religious observance and practice.

16. Monitoring & Evaluation

Quantitative & qualitative learner E&D data is produced and reviewed by Directors monthly and by E&D personnel periodically.

Recruitment and selection procedures are reviewed annually as a result of analysis and actions put in place to combat any targets not met and/or further encourage underrepresented groups to apply for training.

Academy Equality & diversity provision and delivery form part of the annual Self-Assessment process and Quality Improvement Plan.

Learner understanding is monitored through regular review & pre-review processes.

Team application is monitored via established Quality Assurance processes.

Staff equality breakdown monitored annually in line with the annual SAR.

17. Types of Discrimination

Direct Discrimination This occurs when someone is treated less favourably than another person because of a protected characteristic.

Associative Discrimination This is direct discrimination against someone because they associate with another person who possesses a protected characteristic (for example, a mother of a disabled child).

Perceptive Discrimination This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination can occur when an employer has a condition, rule, policy or practice in the company that applies to everyone but which particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if employers can show they acted reasonably in managing their business.

Harassment is “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual” even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. People are also protected from harassment because of perception and association.

Third-Party Harassment This is harassment by people (third parties) such as customers or clients. Organisations will only be liable when harassment has occurred on at least two previous occasions and they were aware that it has taken place but did not take reasonable steps to prevent it from happening again.

Victimisation occurs when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare the treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Indirect Discrimination by Association This occurs when a provision, criterion or practice that applies to everyone puts people with a protected characteristic at a disadvantage, AND someone without that protected characteristic also suffers the same disadvantage. For example, if a training policy disadvantages disabled learners and also disadvantages a non-disabled learner who cares for a disabled family member, both could claim indirect discrimination.

Failure to make reasonable adjustments The duty to make reasonable adjustments comprises three requirements for service providers and those exercising public functions.

These requirements are:

- Where a provision, criterion or practice puts disabled people at a substantial disadvantage compared with those who are not disabled, to take reasonable steps to avoid that disadvantage.
- Where a physical feature puts disabled people at a substantial disadvantage compared with people who are not disabled to avoid that disadvantage or adopt a reasonable alternative method of providing the service or exercising the function.
- Where not providing an auxiliary aid puts disabled people at a substantial disadvantage compared with people who are not disabled, to provide that auxiliary aid.

Appendix 1 Glossary of Terms

Ageism	Ageism can be defined as any attitude, action or institutional structure, which through its actions ends up making people subordinate because of their age (sees them as inferior, less, less important, less able...). Age discrimination occurs when a person is treated less favourably because of their age and particularly affects young and older people
Anti-Semitism	Anti-Semitism is hostility to, prejudice, or discrimination against Jews
Autism	Autism is a lifelong developmental disability that affects how people communicate and interact with the world. Autistic people may: <ul style="list-style-type: none"> • find it hard to communicate and interact with other people • find it hard to understand how other people think or feel • find things like bright lights or loud noises overwhelming, stressful or uncomfortable • get anxious or upset about unfamiliar situations and social events • take longer to understand information • do or think the same things over and over
Asperger	Asperger syndrome (AS) is a developmental disorder. It is an autism spectrum disorder (ASD), one of a distinct group of neurological conditions characterized by a greater or lesser degree of impairment in language and communication skills, as well as repetitive or restrictive patterns of thought and behaviour
Asexual	Asexuality is the lack of sexual attraction to others or low interest in sexual activity
Belief	Belief, certainty, conviction refer to acceptance of, or confidence in, an alleged fact or body of facts as true or right without positive knowledge or proof
Bisexual	People experience sexual and emotional attractions and feelings for people of different genders at some point during their lives
Civil Partnership	A civil partnership is a legal relationship that can be registered by two people who aren't related to each other. Civil partnerships are available to both same-sex couples and opposite-sex couples. Registering a civil partnership will give your relationship legal recognition. This will give you added legal rights, as well as responsibilities.
Civil Marriage	A legally recognized marriage that takes place without a religious ceremony.
Deaf	Partially or lacking the sense of hearing.

<p>Disability</p>	<p>A disability is any continuing condition that restricts everyday activities. The Disability Services Act (1993) defines disability as meaning a disability:</p> <ul style="list-style-type: none"> • which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory or physical impairment or a combination of those impairments • which is permanent or likely to be permanent • which may or may not be of a chronic or episodic nature • which results in substantially reduced capacity of the person for communication, social interaction, learning or mobility and a need for continuing support services.
<p>Discrimination</p>	<p>Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics. If you have been treated differently from other people only because of who you are or because you possess certain characteristics, you may have been discriminated against.</p>
<p>Diversity</p>	<p>The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.</p>
<p>Equal opportunities</p>	<p>Equal opportunity is a state of fairness in which individuals are treated similarly, unhampered by artificial barriers or prejudices or preferences, except when particular distinctions can be explicitly justified.</p>
<p>Equal Pay</p>	<p>As set out in the Equality Act 2010, men and women in the same employment performing equal work must receive equal pay, unless any difference in pay can be justified.</p> <p>It is the law and employers must follow it. You are at risk of an expensive employment tribunal case and reputational damage if you do not provide equal pay.</p>
<p>Equality</p>	<p>Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.</p>
<p>Ethnicity</p>	<p>Ethnicity refers to ethnic groups and actually, the terms can be used interchangeably. Ethnicity pertains to a group of people who share a common heritage, language, culture, religion, and ideologies. Oftentimes, ideologies pertain to customary ancestry.</p>
<p>Gender</p>	<p>Gender is the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women. It is illegal to discriminate on the grounds of race, gender or sexual orientation. Gender stereotyping can be as damaging for men as it can for women.</p>

Gender Identity	Gender identity is the personal sense of one's own gender. Gender identity can correlate with a person's assigned sex at birth or can differ from it. Gender expression typically reflects a person's gender identity, but this is not always the case.
Gender re-assignment	A decision to undertake gender reassignment is made when an individual feel that his or her gender at birth does not match their gender identity. This is called gender dysphoria and is a recognised medical condition. Gender reassignment refers to individuals who either: <ul style="list-style-type: none"> • Have undergone, intend to undergo or are currently undergoing gender reassignment (medical and surgical treatment to alter the body). • Do not intend to undergo medical treatment but wish to live permanently in a different gender from their gender at birth.
Harassment	Harassment comprises of unwanted behaviour that makes another person feel offended, humiliated or intimidated. Unwanted behaviour could include physical gestures, abuse, jokes, spoken or written words or offensive emails and expressions.
Heterosexual	Someone who is sexually or romantically attracted to someone of the opposite sex.
Heterosexism	Heterosexism (sometimes referred to as homophobia), is defined as: "the marginalization and/or oppression of people who are lesbian, gay, bisexual, queer and/or asexual, based on the belief that heterosexuality is the norm." This means that heterosexism is based on the idea that romantic and/or sexual relationships and feelings between a man and a woman are acceptable, and that all other relationships or feelings are unacceptable or outside the "norm."
Homophobia	Homophobia is the fear, hatred, discomfort with, or mistrust of people who are lesbian, gay, or bisexual.
Intersex	Intersex people are individuals born with anatomy and physiology that differs from contemporary ideas of what constitutes "normal" male and female. Genitalia may be ambiguous, but can often appear totally male or totally female. Often, but not always, people choose to present as either male or female.
Islamophobia	Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.
Lesbian	A lesbian is a woman who is physically and romantically attracted to other women.
LGBTQ+	This is used as the collective term for people who are lesbian, gay, bisexual, transgender, queer or anyone else who consider their identity to be subject to homophobia, transphobia or Heterosexism.
Non-Binary	<i>Non-binary</i> people have a gender identity that does not fit into the male/female binary. They are often included under the umbrella term of transgender, a community that refers to people whose gender identity does not correspond with their sex assigned at birth.

Prejudice	Prejudice comes from the words 'to judge before'. It is forming an unfavourable opinion or feeling about a person or a group of people, without a full examination of the situation.
Protected Characteristics	A protected characteristic is a personal characteristic, such as age, sexuality or religion, which is protected by law. Under the Equality Act 2010, it is against the law to discriminate against a person based on a protected characteristic. There are 9 protective characteristics set out in the Equality Act 2010, these are: <ul style="list-style-type: none"> • Age • Disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race • religion or belief • sex • sexual orientation
Race	A group of people identified as distinct from other groups because of supposed physical or genetic traits shared by the group. A group of people united or classified together based on common history, nationality or geographic distribution.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Religion	Religion is a fundamental set of beliefs and practices generally agreed upon by a group of people. This set of beliefs concern the cause, nature, and purpose of the universe, and involve devotional and ritual observances. They also often contain a moral code governing the conduct of human affairs.
Sex	Sex refers to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions generally male or female. Something that is assigned at birth.
Sexism	Sexism is discrimination based on sex. Traditionally such discrimination has operated against women by limiting employment and other opportunities, or by restricting rights such as voting rights.
Sexual Orientation	Sexual orientation describes patterns of sexual, romantic and emotional attraction – and one's sense of identity on those attractions.
Stereotyping	A stereotype is a widely held but fixed and overly simplified idea of a particular type of person.
Transgender	Transgender is a term that includes the many ways that people's gender identities can be different from the sex they were assigned at birth.
Transsexual	A transsexual person whose bodily characteristics have been altered, sometimes through surgery or hormone treatment, to align them with their gender identity.