



# TRAINING FOR ELECTRICIANS



## Equality, Diversity and Inclusion Policy

2023-24



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## 1. Purpose

The purpose of this policy is to ensure that no individual student or member of staff at Training for Electricians Ltd is disadvantaged in realizing their goals by factors such as race, religion, gender, gender reassignment, sexual orientation, age, additional caring responsibilities, religion or belief, socio-economic background or disability.

This policy describes Training for Electricians Ltd

- Vision and commitment to Equality and Diversity
- Legal Duties under the requirements of The Equality Act 2010 in employment, facilities, goods and services and admission and treatment of students.
- General equality duty to eliminate unlawful discrimination, harassment and victimization 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.
- Practical steps for implementation of the policy.

## 2. Scope

Every employee, student and visitor to Training for Electricians Ltd is required to support and uphold the Policy and Procedure so that we can truly and honestly say that equality of opportunity genuinely exists at Training for Electricians Ltd.

This policy applies to all employees, students, visitors and workplace providers of the college; it is the responsibility of all to comply with The Equality and Diversity Procedure.

The Governing body requires the college to:

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



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### 3. Responsibility

Training for Electricians Ltd will publish equality objectives each year as required by the specific duties of the Public Sector Equality Duty.

Training for Electricians Ltd will publish information to demonstrate compliance with the specific duties of the Public Sector Equality Duty. Operational responsibility for the implementation of the Policy, Procedures and guidelines.



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## 4. Our Vision

To achieve its aim, Training for Electricians is to achieve excellence through inclusion. Staff and students must be able to flourish at the College and feel that any unfair disadvantage is eradicated. To work towards excellence, we need to allow individual talent to be shared and create a motivated and diverse workforce which can thrive in a changeable global economy. It is our aim to respond to the wide range of needs expressed by our students and stakeholders and celebrate the benefits which difference can bring to our organization.

As an inclusive college we will recruit from all sectors of society and develop our workforce and students to work in collaboration to build our sense of community. We aim to create a corporate culture that is inclusive at all levels and in every system and process.

Through our Equality and Diversity Statement and Equality and Diversity Action Plan we will work with people from across the College, with our partners and stakeholders and with the local community to deliver and exceed our statutory responsibilities.

## 5. Equality Statement

Training for Electricians is committed to being an Inclusive college and in response to the Public Sector Equality Duty requirements we are publishing evidence which outlines how this is being achieved. We aim to ensure that the college's educational provision, services, policies and procedures meet the needs of all our learners, staff and stakeholders.

We are committed to fostering an environment free of all forms of discrimination, actively promoting inclusion, equality of opportunity and celebrating diversity. Under no circumstances will the College condone an act of unlawful discrimination.

Leadership and commitment at all levels of the College are central to the success of the policy and we will work proactively to reinforce the benefits of a diverse student-staff population, enhancing the learning process, the programmes we offer and our local and regional impact and reputation.



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## 6. Procedure

The Equality Act came into force in 2010 which covers specific equality strands or protected characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation, pregnancy and maternity, marriage (including civil partnerships).

The single public sector Equality Duty (April 2011) requires public authorities to eliminate discrimination, harassment and victimization by

- Advancing equality of opportunity.
- Fostering good relation
- Employment: we will not discriminate directly or indirectly in recruitment or employment because of any of the nine 'protected' characteristics in the Equality Act 2010.
- Equal Pay: a structured pay system and will conduct pay audits following the Equal Pay Code. Any equalities in the area of equal pay will be tackled through equal pay action plans.
- Reasonable adjustment will be provided for staff, students and customers who may be experiencing barriers due to disability, including alternative formats for other relevant 'protected characteristics.
- The recruitment, retention and achievement of learners will be monitored by 'protected characteristics' where possible to determine trends and enable the College to provide focused support where it may be needed to ensure success.
- The Admissions Policy of the College supports equal access and equality of opportunity for all providing suitable support for all learners to access all services and facilities at Training for Electricians
- For children and young people whose circumstances have made them vulnerable to underachievement, the College provides support to enhance the participation of vulnerable peoples in learning and improve their achievement.
- All forms of oppressive behavior/bullying/harassment will be directly and appropriately always challenged by staff and students in accordance with the Anti-Bullying Policy and Dignity at Work Policy. Training will be available to staff to support them in this activity.
- A contemplation room will be available for multi-faith worship.
- Learner induction and tutorial programmes will be developed using the recognized consultative frameworks to understand the principles that underpin Equality and Diversity and our approach to respect and what to do if they feel this is not being adhered to.
- A range of activities will be used to identify learner perceptions of the College environment and the quality of their experience.





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## 7. The Quality of Provision

### Effective Teaching, Training and Learning

- All teaching and training resources and curriculum will ensure that they reflect and promote Equality and Diversity where appropriate.
- Curriculum Areas will take systematic steps to ensure that learners have access to all opportunities irrespective of protected characteristics.
- English for Speakers of Other Languages (ESOL) support will be available to those learners who need it to maximize learning outcomes and opportunities in the UK economy.
- Admissions processes and initial assessment prior to courses beginning will be used to personalize support for learners, including those with additional support needs.
- Educational technology will be used to help our students to reach their full potential; to give them the chance to engage in a number of different ways, to identify tools that help them understand and be understood.
- Educational technologies will give our students improved choice and power over their own learning in order for them to remove barriers for themselves e.g. what they need to do their best work, where and how to work, how to display, present or share their learning.
- All students who require assistive technology resources will be provided access and support appropriate to their needs e.g. Read & Write Gold, MOTE, Speechify
- Curriculum teams will design learning experiences in order to expose students to different ideas, perspectives and information and provide them with the opportunity to see a successful future for themselves. Lessons and workshops will be personalised to make sure that our students see themselves represented in the curriculum and the resources used.
- Every opportunity will be given throughout each academic year for learners/staff to disclose any disabilities or learning difficulties or other needs relating to 'protected characteristics' that they may have. The College will, through a culture of inclusivity, ensure an environment in which people feel able and confident to disclose and to see disclosure as the right course of action. The College will always provide reasonable adjustments in response to disclosure and will never disadvantage a learner/staff on the basis of such needs.
- Opportunities to celebrate diversity and to share experiences and knowledge will be offered via curriculum and cross College activity. Based on consultation and need the College will support development of learners' networks e.g. Lesbian Gay Bisexual Transgender Questioning (LGBTQ+) group and Student Disability Forum, to further the equality objectives relating to protected characteristics.

The College wishes to provide the highest standard of access in all consultation processes and serve the needs of all existing and potential service users. The College will consult with a range of organisations/individuals including staff, students and other stakeholders such as the Council, community groups and specific interest groups. Consultation and participation enables the College to better meet and serve the needs of the local community.





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## 8. Learner Guidance and Support

- Information, advice and guidance will be delivered in ways accessible to different groups with protected characteristics and in ways that challenge stereotypes and equip learners to defend their rights to fair treatment.
- Support services will meet the needs of learners from diverse backgrounds and communities.

## 9. Consultation and Participation

### Training and Development

In conjunction with this policy, Equality and Diversity training will be updated and offered to all staff and other relevant stakeholders to raise knowledge of equality legislation, develop equality and diversity competencies and tackle discriminatory practice and behaviours. This will include the on-line training, annual Safeguarding Training, and Professional Development to include promoting respect for the different protected characteristics in learning experiences.

## 10. Complaints

The College has a number of ways in which staff and students can raise concerns in relation to any breach of this Policy, e.g. the Complaints Policy, the Anti-Bullying Policy, the Grievance Policy and the Dealing with Harassment and Bullying Procedure. The Disciplinary Procedure for staff and the Behaviour Management and Disciplinary Procedure for students will be followed where necessary.

## 11. Monitoring

The effectiveness of this Policy will be monitored through student and staff and culminate in the Equality & Diversity Annual Report which will reflect on the College Equality Action Plan.

## 12. Other Legal Duties

In putting this policy into practice, the College will work to meet all other duties introduced under the following laws and regulations and will be ready to implement future legislation in this area:

- The Equality Act 2010.
- Rehabilitation of Offenders Act 1974
- The Protection from Harassment Act 1997
- Human Rights Act 1998



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## 13. Equality Objectives

Our Equality Objectives focus on:

- Undertaking a strategic review of Foundation Learning, Entry and Level 1 provision to including SEND and the inclusion of MPLD and alternative education pathways.
- Rapidly developing the college's capacity to engage in educational technology and advanced digital pedagogy, assess its efficacy and impact – holistically – on learning.
- Ensuring the college can invest in the rapid development of educational technology and advanced digital pedagogy.
- Further developing the college's approach to staff wellbeing and their good physical and mental health.
- Further developing the college's approach to learners' wellbeing and their good physical and mental health.
- Ensuring no learner is left behind - a level playing field - with a particular focus on (broader categories of) vulnerable learners and social mobility.
- Implementing the college's People Plan to recruit and retain a highly skilled workforce, ensuring that the college has the right mix of staff and staff capabilities - technical, pedagogic and leadership - to support growth and the aspirations of the curriculum plan.
- Developing strategies to improve the progress and achievement, to further narrow achievement gaps.



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## 1. Types of Discrimination

### Direct Discrimination

This occurs when someone is treated less favorably 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

Indirect discrimination can occur when an employer has a condition, rule, policy or a 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

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”. Employees will now be able to complain of behavior that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

### Third Party Harassment

The Equality Act makes employers potentially liable for harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients. Employers 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.

### Victimization

Occurs when an employee 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. An employee is not protected from victimization if they have maliciously made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimization if they have maliciously made or supported victimization made or supported an untrue complaint. There is no longer a need to



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compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

### **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.

### **Discrimination arising from disability.**

- Treating disabled people unfavorably when using their services for a reason connected with disability.
- 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.



