



Single Equality Policy

Policy - Single Equality

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1 Commitment Statement

Learning World will:

- Comply with and where appropriate go beyond specific legal obligations in line with the Single Equality Bill relating to race, disability, gender and age.
- Ensure that equality and diversity is embedded across the organisation by developing systems to ensure that the planning, implementation, and delivery of equality and diversity flows throughout the organisation.
- Promote equality of opportunity as an employer by attracting a diverse and vibrant workforce within the organisation, and provide excellent working conditions that encourage all staff to stay.
- To involve staff, learners and employers at all levels through visible initiatives, including inductions, training, guidance, leadership and feedback, which will support the ongoing development and improvement of policies and procedures.
- Use reporting procedures to inform our progress, and measure the impact of this policy to ensure that no direct or indirect discrimination exists.
- To define lines of accountability and responsibility for employees, learners and employers.
- Demonstrate a commitment to challenging and preventing racism, bullying and discrimination, and encouraging diversity and difference in order to create positive relations between people of different groups.
- Ensure that all learners succeed and can progress in ways that match their abilities and aspirations.
- Promote an inclusive environment in relation to gender, race, ethnicity or national origin, religion, colour, age, caring responsibilities, marital status, sexual orientation, disability, physical ability or mental health, spent or irrelevant convictions,
- Actively promote Equality and Diversity on all appropriate marketing and training literature.
- To review this policy on an annual basis.

2 Introduction

The purpose of this strategy is to underpin the statements made in the Equality and Diversity policy. Learning World sets out to make clear its commitment, development, promotion and the value the organisation places on Equality and Diversity.

Everyone has a responsibility to behave in a non-discriminatory way towards the public, employees, learners and employers. This strategy outlines good practice, and how we will promote equality and diversity throughout the whole organisation. It also addresses the demographic changes which will affect this policy in the future.

Learning World will ensure that we do not discriminate against an ageing population, who should be given opportunities to enjoy employment. Learning World will respond to the effects of migration, and the impact on Britain's ethnic diversity. Learning World will ensure that it does not discriminate against people from different ethnic backgrounds.

The proportion of people with a disability is set to rise in the future, and Learning World will ensure that it does not discriminate against people with both mental and physical disabilities.

2.1 Definitions

Single Equality Bill: Replaces nine pieces of legislation and specifically focuses upon Race, Disability, Gender and Age.

Compliance: A duty to comply with legislation and develop plans to comply with proposed legislation by monitoring updates on appropriate websites.

EDIMs: Equality and Diversity Impact Measures. – *LSC measures to ensure that there is no significant variation in outcomes between different groups of learners, to maximise their potential. *Transition to the Skills Funding Agency in April 2010.

2.2 Background

Learning World has a statutory duty to comply with the legislation as listed in 8.1. Learning World has adopted the Single Equality policy approach as recommended in the proposed Equality Bill and will comply with the *LSC's requirements. *Transition to the Skills Funding Agency in April 2010.

The Equality Bill was published on 27th April 2009. The Bill may be lost if it is not passed before the next general election, however, if it is passed, most of it will come into force in the Autumn of 2010, with some parts being delayed until the Spring of 2011.

2.3 Compliance with Equality Legislation

Learning World has a duty to ensure compliance with the following legislation:

- The Race Relations Act 1976 (RRA) and the Race Relations Amendments Act 2000 and the Statutory Code of Practice on Racial Equality in Employment.

Purpose: To eliminate discrimination on the grounds of colour, race, nationality, ethnic or national origins.

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- The Disability Discrimination Act 1995 (DDA), the Disability Discrimination Act 2005, the Disability Equality Duty 2006, and the Special Educational Needs and Disability Act 2001 (SENDA).

Purpose: To eliminate unlawful disability discrimination.

- Equality Act 2006

Purpose: This promotes gender equality and in particular improves the position of women. Women and men shall be given equality opportunities in education, employment and cultural and professional advancement.

- Employment Equality (Age) Regulations 2006

Purpose: To ensure that applicants are not denied a job and are given equal opportunities for training and career development and where they are not discriminated against in any way relating to their age.

2.4 Aims of the Equality Bill

The Equality Bill consolidates previous legislation and includes the following:

- To reduce socio-economic inequalities.
- Ban secrecy / gagging clauses on pay.
- Positive action to recruit / promote people from under-represented groups.
- Reporting on the gender pay-gap and equality reporting (for employers with 250 or more employees)
- Powers of employment tribunals to make recommendations in discrimination cases.
- Representative actions (trade unions or the Equality and Human Rights Commission) to take cases to court on behalf of a group of individuals.
- Associative and perceptible direct discrimination (discriminating against someone who is associated with a person who is of another sexual orientation, race, religion or belief).
- Changing definitions of 'disability-related' discrimination and extending the law for discrimination for disabled people.
- Third party harassment (employers are liable for sexual harassment of its employees by a third party).

2.5 Principles

We will ensure that equality and diversity is everyone's responsibility by:

- The elimination of discrimination, harassment and bullying is our primary concern.
- Develop good practice in order to raise awareness and embed equality and diversity throughout the organisation.
- Measure the impact of equality and diversity using monitoring processes, and develop transparent reporting and investigation of complaints.

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- Review the achievement of learners, using the Equality and Diversity Impact Measures Report. (EDIMs)
- Ensure that any personal data is processed in accordance with the requirements of the Data Protection Act 1998.

2.6 Responsibilities of Government Funded Bodies

- To support and encourage community cohesion by understanding and supporting the needs and aspirations of individuals.
- To offer a complaints procedure which encourages learners to make both informal and formal complaints.
- Monitoring of learners' participation and achievement, and evaluate who learners are in terms of gender, ethnicity, disability and age.
- To ensure that learners and staff understand their responsibilities relating to equality and diversity.
- To produce a policy for equality of opportunity, that is supported by Standard Operating Procedures (SOPs).
- To ensure that recruitment and selection is carried out fairly.
- To comply with statutory requirements relating to acts of parliaments and codes of practice.

3 Principles of Equality

3.1 Principles of Equality

The key principles underpinning this policy are:

- To regard everyone equally and with respect.
- To enable all individuals to have equal access to opportunities.
- To be treated fairly within the law.
- To ensure that everyone is treated fairly within the law.

3.2 Race, Disability, Gender and Age Equality

- **Race commitment**

Learning World will value and engage a diverse workforce of staff and learners, including people from a variety of racial, ethnic, national backgrounds and disadvantaged groups.

- **Disability commitment**

Learning World believes that staff and learners with a disability should be treated equally and supported in order to help them develop their full potential.

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- **Gender commitment**

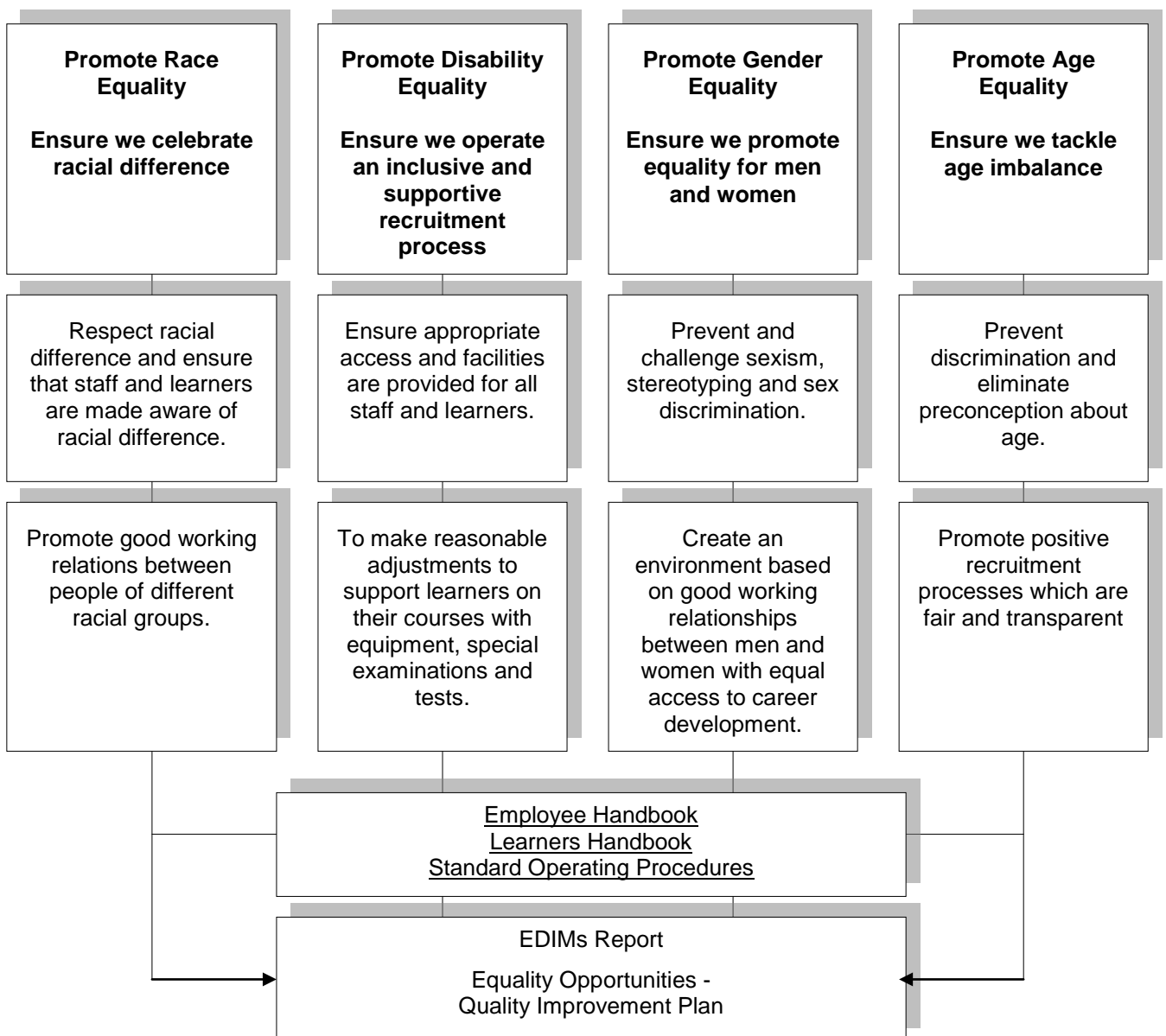
Learning World will address gender imbalance, and will actively promote and encourage participation from under-represented groups within areas of learning and non-traditional occupations.

- **Age commitment**

Learning World will address age imbalance and address misconceptions relating to age.

- **Monitoring**

Learning World will monitor and review the equality of learners from all backgrounds to ensure there is no significant variables in outcomes.



4 Principles of Diversity

The key principles underpinning this policy are:

- To recognise and promote a diverse organisation.
- To be proactive during recruitment and ensure that selection is carried out fairly in order to employ people from a wide range of backgrounds.
- To celebrate differences between people regardless of their cultural beliefs, religion, age, sexual orientation, disability, ethnicity or gender.
- To create positive images of under-represented groups using marketing materials and case studies.
- To value a diverse mix of staff and learners, and understand the unique benefits they can bring to the organisation.

4.1 Creating a Diverse Workplace and Learning Environment

- Learning World will create a diverse workplace and learning environment, by ensuring all buildings are regularly inspected for health, safety and access requirements, and make any reasonably practicable adjustments.
- Learning World will proactively promote inclusions and accessibility to Information, Advice and Guidance (IAG) by regularly updating the website with the latest accessibility tools, in line with the priority level 1 criteria of the World Wide Web consortium's accessibility guidelines.

4.2 Elimination of Discrimination

- Learning World will continue to promote an inclusive workplace and learning environment, and operate a zero tolerance of any form of discrimination.
 - We will ensure we deal with bullying, where persistent and offensive behaviour affects a person's self-esteem and confidence, and may include offensive comments and / or intimidation
 - We will ensure we deal effectively with unwelcome comments. All unwelcome comments will be challenged, and any materials which cause offence or demean others will be removed.
 - We will ensure we do not treat a person less favourably when they have made a complaint or allegation.
 - We will ensure we do not directly discriminate against a person where they are dealt with less favourably than others.
 - We will ensure we do not indirectly discriminate against a person by applying conditions which cannot be justified.

5 Equality and Diversity Strategy

5.1 Responsibility

- All Senior Managers, Managers, Team Leaders and Centre Managers are responsible for the implementation and monitoring of this strategy. Overall responsibility for the strategy is held by the Chief Executive Officer.
- All policy, strategy, SOPS (Standard Operating Procedures) and forms are reviewed and updated annually or when necessary to ensure the documentation reflects current business practices.

5.2 Business Development

- To ensure that an equality and diversity policy statement from each organisation we engage with is placed in the company folder.
- To proactively promote our commitment and responsibility to equality and diversity during telephone conversations and meetings with employers.

5.3 Named Equality and Diversity Representatives

Kevin Pound (LW), Chris Griffiths (LW), Karen Murphy (Blackpool), Mark Hollins (Cannock), Julian Kite (Tamworth), Roy William (Stoke), Lindsay Garthwaite (Rotherham), Richard England (Doncaster), John Depledge (Sheffield), Ian Bradley (Preston) and Terry Wiley (Wolverhampton).

- To act as 'Champions' for Equality and Diversity.
- To act as a point of contact for anyone who may wish to discuss any issue related to equality of opportunity.
- To ensure everyone is aware of the procedure for making a complaint against unfair treatment.
- To escalate any serious issues immediately to the Quality Manager.

5.4 Head of HR

- Recruitment to be targeted in line with local populations and representative of the mix of ethnic groups living within them.
- Targets in relation to the number of females engaged within the industry will also be agreed and plans put in place to improve participation across all occupational areas of delivery.
- All applicants from ethnic minority groups, women and disabled persons will be guaranteed an interview.
- The equality and diversity statement will be included in the employee handbook.
- All staff will have equality and diversity awareness at inductions and ensure that changes in legislation are reflected in induction materials for staff.
- All staff will be informed of the procedures relating to the grievance procedures of unfair treatment, discrimination, victimisation, bullying and harassment as detailed in the employee handbook.

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- Monitor progress against set targets in recruiting a diverse workforce.
- Evaluate all our recruitment processes annually, to ensure that they are not discriminatory.
- Review all terms and conditions of employment to ensure that they do not discriminate unfairly.
- Ensure all employees have equal access to appropriate training opportunities.
- Monitor selection success rates, types of contracts, training, staff development, career advancement, disciplinary proceedings and leaving surveys.
- Provide all staff with effective procedures for dealing with aggression and anti-social behaviour.
- Provide counselling and support for women in non-traditional roles, employees from an ethnic minority, working with a group of an ethnic majority, and disabled employees.
- To comply with the CRB disclosure and Independent Safeguarding Authority (ISA) vetting process, to fairly assess suitability for a position.

5.5 Quality Manager

- To design and produce appropriate training materials that effectively support raising awareness of Equality and Diversity across the whole organisation.
- To manage and coordinate the delivery of Equality and Diversity raising awareness modules to all staff.
- Manage and monitor structured delivery of Equality and Diversity staff training to ensure understanding is reinforced and embedded within the whole organisation.
- To support Equality and Diversity named representatives to develop their understanding and knowledge of equal opportunities.
- Manage and coordinate learner and staff forums to facilitate and develop a culture of equal opportunities. The forums will provide an opportunity for staff and learners to raise and discuss any issues that may affect them individually or as a group.
- Manage the production and circulation of the bi-monthly Equality and Diversity newsletter to all learners and staff, the newsletter covers a variety of strands and religious beliefs. It is interactive and promotes discussions.
- To develop an Equality and Diversity resource library of information, advice and guidance for ongoing training.
- To issue updates and raise awareness for staff on equality and diversity in the form of bulletins when appropriate.
- To ensure that a general policy statement of equality and diversity is displayed in all Learning World's locations.
- To use feedback from staff and learners to implement improvements where they are practicable.
- To promote inclusive and positive attitudes and take positive steps to address areas of imbalance or disadvantage.

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- To promote positive attitudes toward religion by producing a bi-monthly equality and diversity newsletter.
- To investigate through the negative feedback process, the reasons for learners leaving their training early, and assess if this relates to unfair treatment.

5.6 Marketing Manager

- To include a commitment to equality of opportunity by using a statement / strap line on the company website, company newsletters and on all appropriate marketing materials.
- To ensure that brochures / marketing materials feature images that reflects the diversity of the organisation.
- To ensure that the complaints / feedback procedure is promoted on the website, and via other channels.
- To provide welcome signs and information in a variety of languages and symbols to ensure we welcome a diverse workforce.
- To screen marketing materials to ensure they do not stereotype particular groups.

5.7 Learner Interviews and Induction

- To ensure that learners are assessed and recruited in line with their potential abilities to achieve, and are able to make an informed decision about their progression.
- To ensure that learners are aware of their responsibilities towards equality and diversity.
- To ensure that during induction, learners are made aware of the complaints procedure relating to unfair treatment and a copy of a complaints form is kept in their file.
- To ensure that learners understand the process of making a complaint against unfair treatment. In the first instant the complaint should be raised the Quality Team.
- To ensure all learners are offered the appropriate level of support in literacy and/or numeracy, to enable them to achieve their full potential.
- To keep records of selection decisions in case of future complaints arise.

5.8 Learner Support - Skills for Life (Literacy and Numeracy)

- To ensure all learners complete an initial diagnostic assessment to identify their current level of literacy and/or numeracy.
- To offer appropriate coaching and flexible support at times to suit the learner.
- To feedback the results of the assessments in a confidential and supportive manner and offer any additional learning support identified to enhance the learner's achievements.
- To offer information, advice and guidance to learners with a disability / dyslexia to support their learning, e.g. advice on the settings on their computer to change font sizes, backgrounds and screen size. Paper-based diagnostics can be photo-copied onto specific coloured paper if requested.

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5.9 Senior Managers

- To ensure that line managers are responsible for the application of this strategy.
- To ensure that Learning World makes reasonable adjustments to provide suitable working conditions for people who have a learning disability and / or a disability.
- To ensure that staff and learners understand that bullying, discrimination or harassment will not be tolerated, and that everyone has the right to be treated equally with respect and dignity.
- To improve access to learning and promote a positive learning experience.

5.10 Chief Executive Officer (CEO)

- To ensure that Learning World complies with Equality Legislation.

5.11 Impact Measures

- Monitor and develop systems to show evidence of success of implementing the policy, and gain views and feedback from surveys.
- Evaluate the progress made in recruiting a diverse workforce and of demonstrating best practice.
- Ensure that equality and diversity is discussed at all team meetings and at all levels within our organisation.
- Produce annual reports to recognise learners' inequalities and performance gaps. To analyse the findings alongside the Single Equality Scheme and report on the following:
 - Review the variations in participation and success in learning by age, gender, ethnicity and learning difficulties and/or disabilities.
 - Review the trends over the three most recent years 2008/2009 and 2007/2008.
 - Review on a geographical/LCS regional basis and compare any variations.
 - Review Apprenticeships separately, to reflect new emerging responsibilities from the Machinery of Government changes.
 - Review Skills for Life provision separately, reflecting the specific policy focus on this provision.

6 Supporting Documents

6.1 Documents

- EDIMs Reports
- Staff and Learner Recruitment Policies
- Equality and Diversity Staff Training and Development records

6.2 Useful Websites

- Questions / feedback form

www.constructionlearningworld.com/contact

- Equality Bill
www.parliament.uk/documents/upload/equality-bill.pdf
www.equalities.gov.uk/equality_bill.aspx
- Employment
www.direct.gov.uk/en/Employment/index.htm
- Home Office
www.homeoffice.gov.uk
- Equality and Human Rights Commission
www.equalityhumanrights.com
- Improvement and Development Agency
www.idea.gov.uk
- ACAS
www.acas.org.uk
- Directgov
www.direct.gov.uk
- Learning and Skills Council
www.lsc.gov.uk - (*Transition to the Skills Funding Agency in April 2010).
- Acts of Parliament
www.parliament.uk
- Equality and Diversity in Self Assessment – Guidance for Colleges and Providers
www.excellencegateway.org.uk

7 Legislation

7.1 Equality and Diversity Legislation

- The Race Relations Act 1976 (RRA), and Amendment Act 2000
- Racial and Religious Hatred Act 2006
- Human Rights Act 1998 (HRA)
- Equality Act 2006
- Equal Pay Act 1970 and Amendment 1983 (EPA), Part-time Workers Regulations 2006
- Employment Equality (Age) Regulations 2006
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion and Belief) Regulations 2003

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- The Gender Reassignment Regulations 1999 (GRR)
- The Sex Discrimination Act 1975, 1986 and Amendment 2005 (SDA)
- The Civil Partnership Act 2004
- Rehabilitation of Offenders Act 1974
- Protection from Harassment Act 1997
- Special Educational Needs and Disability Act 2001 (SENDA)
- The Disability Discrimination Act 1995 (DDA), and Amendment 2005
- Fixed-term Employees Regulations 2002
- Part-time Workers Regulations 2006
- Employment Act 1989
- European Directive on Equality in the Workforce 2002