



Equality and Diversity Policy

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Policy Statement

London Centre For Training and Development is committed to the promotion and advancement of equality and diversity for its staff and learners. We aim to provide a learning and working environment which values individuals equally and does not disadvantage individuals by discriminating on any grounds including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender), and sexual orientation.

For information on the definitions of the protected characteristics listed above please see www.equalityhumanrights.com and search for protected characteristics.

LCTD has a commitment to diversity, which is about:

- Recognising and valuing difference
- Recognising and seeking to redress inequality and disadvantage
- Treating all in a fair, open and honest manner

Responsibilities

Staff and learners are responsible for their own conduct and should ensure that their behaviour does not make any other person feel uncomfortable. Every member of staff and every learner have a responsibility to question their own prejudices and assumptions. It is the duty of all staff and learners to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy.

LCTD managers are responsible for ensuring that all sites within the College comply with the Equality Act 2010. The Chief Executive is responsible for setting the policy framework for the college and for monitoring the delivery against its key priorities.

Managers are responsible for ensuring their staff understand equality and diversity issues and how to report any perceived discrimination or unfair treatment. They also allocate development opportunities for their staff on a fair, objective basis based on individuals' and College needs. In addition, they are responsible for ensuring their part-time staff are not disadvantaged in any way and that complaints of discrimination or offensive behaviour are dealt with promptly.

All Managers are responsible for ensuring proactive dialogue about equality opportunities issues and practices with partner organisations, contractors, customers, learners and employers providing work experience to learners.

External partners with which LCTD works with must comply with the College's Equality and Diversity Policy and share the College's commitment to equality and diversity.

When drawing up agreements or contracts with external partners, the College must ensure that external partners are made aware of the above requirements and must ensure that the external partner has appropriate policies and procedures in place regarding equality and diversity.



Visitors, contractors and sub- contractors must comply with the LCTD Equality and Diversity Policy.

College staff who meet visitors and/or employ contractors and sub-contractors are responsible for making them aware of the College's Equality and Diversity Policy.

Statutory Duties

LCTD will abide by its current statutory duties for learners and staff, in line with its obligations under the Equality Act 2010 and resulting duty to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between different groups

Discrimination

LCTD will not unlawfully discriminate against or harass other people including current and former employees, job applicants, volunteers, learners, suppliers and visitors. This applies in the workplace, outside the workplace (when dealing with learners, suppliers or other work-related contacts), and on work-related trips or events including social events.

The following forms of discrimination are prohibited under this policy and are unlawful:

Direct Discrimination: Treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views or because they might be gay.

Indirect Discrimination: A provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified. For example, requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified.

Harassment: This includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.

Victimisation: Retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.

Disability Discrimination: This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.



Learners

Recruitment and Admissions

LCTD will ensure that:

- recruitment and publicity materials are designed in a range of formats to ensure they are free from bias and stereotypes, and encourage applicants from all groups in the community;
- applicants for courses are considered on the basis of their ability to meet the entry criteria, as specified in course information;
- applicants are not treated less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender) and sexual orientation;
- applicants are interviewed on the basis of their academic ability and/or potential to succeed;
- application and enrolment procedures give learners the opportunity to identify any additional learning support available for their needs;
- where assessment(s) form part of the application process for a particular course, all applicants will take the same assessment(s), with adjustments being made for identified additional learning needs;
- new learners are made aware of the Equality and Diversity Policy and the behaviour expected of them during induction, through the learner handbook.

Teaching and Learning

LCTD will ensure that:

- the range, content and delivery of the curriculum reflect the needs of learners and the community and promote widening participation;
- all aspects of teaching are sensitive to, and promote, equality and diversity, including language used, timetabling, delivery methods, materials, group organisation and activities;
- teaching and learning materials and delivery methods avoid stereotypes and bias, and promote the rich cultural diversity of the local community;
- resources are available in formats appropriate to the needs of individual learners, including the use of specialist equipment where appropriate;
- equality and diversity and access for everyone to develop their potential are embedded in the teaching and learning strategy;
- there is an ethos and learning environment which is inclusive and enables learners to feel comfortable and valued as an individual.



Support Services and Facilities

LCTD will:

- provide a range of support services and facilities which will enable learners with particular physical, social and cultural needs to participate fully in college life, including:
 - tutorial support
 - additional support with learning, for example English and maths
 - additional learning support, for example dyslexia, hearing and autistic support specialists
 - financial and welfare advice
 - personal counselling
 - social, recreational and catering facilities
 - prayer facilities;
- ensure that its support services and facilities are publicised to learners and potential applicants through recruitment and publicity materials, the College website, the learner handbook, and at induction;
- seek to make continuous improvements to physical access to all of its buildings and make reasonable adjustments to ensure that learners, staff and visitors with access requirements due to disability are not disadvantaged

Staff

Recruitment and Selection

LCTD will:

- when a vacancy arises, prepare a person specification identifying the essential and desirable levels of qualifications/training, knowledge/experience and skills/abilities required for the job;
- advertise jobs internally and/or externally to attract applicants who meet the person specification;
- consider applicants on the basis of their suitability for the job and their ability to fulfil the requirements set out in the person specification.

Part-time and Fixed Term Work

Part-time and fixed-term employees should be treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

Training and Development

LCTD will:

- identify training and development needs through the Appraisal and development processes;
- make available a range of training opportunities to meet these needs;



- include Equality and Diversity training as part of the induction for new staff.

Working Environment

LCTD will:

- make reasonable adjustments to premises or working arrangements to ensure that employees are not disadvantaged on the grounds of any protected characteristics.

Harassment, Victimisation and Discrimination

LCTD will not tolerate harassment, victimisation or discrimination and has procedures in place to deal with such incidents.

Learners who feel they have been harassed or discriminated against, or otherwise treated unfairly within the scope of this policy, may raise their concerns with their tutor/assessor in the first instance. Alternatively, they may discuss the issue with the Office Manager, who will advise and assist them should they wish to pursue the matter through the student grievance or anti-bullying procedures.

Staff who feel that they have been unfairly treated within the scope of this policy may raise their concern through the staff grievance procedures.

Staff or learners whose conduct breaches this policy through discrimination, harassment or victimisation of others will be dealt with through the disciplinary procedure for staff or learners, as appropriate.

Monitoring

LCTD monitors the profile of its learners and staff by age, gender, disability and ethnicity. Monitoring of the whole learner population is undertaken by the Head of Adult Learning, research and Enterprise and, for staff, by the Chief Executive. The outcomes are reported:

- Quality Committee

Any actions are fed into quality improvement plans and monitored regularly.

Quality Assurance of this Policy

Quality assurance activity will take place at least annually to ensure the arrangements set out in the policy are having a positive impact on staff and learners,



Documents Associated with this Procedure

Name	Stored