



London
Vocational
College

Equality, Diversity, and Inclusion Policy

Lead Responsibility	Centre Manager	Approved by	Board of Directors
Version	V2	Reviewed	Dec 2022
Policy applicable to	All stakeholders	Date of next review	Dec 2023

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MAYOR OF LONDON



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Apprenticeships

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Policy Statement

LVC is committed to the promotion and advancement of equality and diversity for its staff and students including apprentices. 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.

We state to all employees that any acts of discrimination, including harassment, will be grounds for serious disciplinary action and complaints will be raised through the grievance procedure.

We will monitor the implementation of the policy via a programme of action which will be regularly reviewed and updated.

Overall responsibility for the application of the policy rests with London Vocational College Directors, however, all employees of London Vocational College have a personal responsibility under the policy, in particular all managers and supervisors.

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

Responsibilities

All staff and students

Staff and students 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 student have a responsibility to question their own prejudices and assumptions. It is the duty of all staff and students to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy.

The Organisation

The SMT are responsible for ensuring that we comply with the Equality Act 2010 and the Single Equality Duty. The SMT are responsible for setting the policy framework and for monitoring the delivery against the key priorities and targets.

Equality, Diversity and Inclusion

SMT will discuss at monthly meetings, chaired by the Centre Manager:

- the Equality Action Plan and monitor its impact.
- to complete equality impact assessment of policies, procedures, and practices.
- to consult with groups within LVC and the wider community.
- to collect and publish equality data.

Line Managers

Line 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 organisations' 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, students, and employers providing work experience to students.

External Partners

External partners with which we work must comply with our Equality and Diversity Policy and share our commitment to equality and diversity.

When drawing up agreements or contracts with external partners, SMT 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.

In the delivery of Apprenticeship this policy must be discussed with employers, and they must agree with the policy. Their agreement must be reflected in the Commitment Statement.

Visitors and Contractors

Visitors and contractors must comply with this Equality and Diversity Policy.

Staff who meet visitors and/or employ contractors are responsible for making them aware of this Equality and Diversity Policy.

Statutory Duties

We will abide by its current statutory duties for students 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

Students

Recruitment and admissions

We 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 students 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 students are made aware of the Equality and Diversity Policy and the behaviour expected of them during induction, through the student handbook and the information published on the Moodle website. Apprentices will be made aware of this through their initial induction and as part of the commitment statement

Teaching and learning

We will ensure that:

- the range, content and delivery of the curriculum reflect the needs of students 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 students, 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 students to feel comfortable and valued as an individual.

Support services and facilities

We will:

- provide a range of support services and facilities which will enable students with particular physical, social and cultural needs to participate fully in organisations' life, including:
 - tutorial support
 - additional support with learning, for example English and math
 - additional learning support, for example dyslexia, hearing and autistic support specialists
 - financial and welfare advice
 - personal counselling
 - social, recreational, and catering facilities where possible
 - prayer facilities or indicating where these are near the college
- ensure that its support services and facilities are publicised to students and potential applicants through recruitment and publicity materials, our website, the student



handbook, and at induction.

- seek to make continuous improvements to physical access to all of its buildings and make reasonable adjustments to ensure that students, staff and visitors with access requirements due to disability are not disadvantaged.

Staff

Recruitment and selection

We 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.

Training and development

We will:

- identify annually training and development needs through the Development Review and training and development planning 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

We will:

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

Harassment

LVC will not tolerate the harassment of any learner or staff.

Harassment is defined as 'any conduct which is unwanted by the recipient, or any such conduct based on characteristics which affect the dignity of any individual, or group of individuals. Such characteristics could be gender, race, sexual orientation, religious belief, age, or disability. Harassment may be repetitive, or an isolated occurrence against one or more individuals and may be:



- **Physical:** contact, assault or gestures, intimidation, or aggressive behaviour.
- **Verbal:** unwelcome remarks, suggestions and propositions, malicious gossip, jokes, and banter based on characteristics as defined above.
- **Non-verbal:** offensive literature or pictures, graffiti and computer imagery, isolation or non-co-operation and exclusion from social activities.
- **Bullying:** persistent, offensive, abusive, intimidating, or insulting behaviour, abuse of power or unfair sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence, and which may cause them to suffer stress.

It is the duty of every member of the Company to take responsibility for their behaviour and modify it if necessary, as harassment is not acceptable under any circumstances. In the event that an individual has suffered alleged harassment, then the process for the Resolution of Discrimination is followed. If the individual wishes to make a formal complaint, then the Procedure for Investigating Formal Complaints is followed.

Learners under the age of 18: In the event that the person alleging harassment is under the age of 18, then the matter will proceed according to the Company's Child Protection Policy and Procedures.

Victimisation and Discrimination

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

Students who feel they have been discriminated against, or otherwise treated unfairly within the scope of this policy, may raise their concerns with their personal tutor in the first instance. Alternatively, they may discuss the issue with their personal tutor, 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 students whose conduct breaches this policy through discrimination, or victimisation of others will be dealt with through the disciplinary procedure for staff or students, as appropriate.

Complaints and Grievance Procedures

It is our policy that all complaints raised by staff, learners or other stakeholders be dealt with fairly openly and as quickly as reasonably possible.

We want to make sure that complaints are not ignored. Our three stage complaints procedure for equality of opportunity issues is designed to give effect to this.

First Stage

Raise the matter with the centre administrator who will investigate the complaint and endeavour to resolve it to the satisfaction of all parties. The centre administrator will report



the matter whether or not resolved to the Center Manager for purposes of monitoring and possible disciplinary action. If the issue is not resolved:

Second Stage

Raise the matter with the Centre Manager who will also be informed by the centre administrator. He/she will review the investigation, make such further enquiries as he feels appropriate and will then decide upon appropriate action which may take the form of disciplinary action, training or in serious cases summary dismissal or termination of course. If the issue is not resolved:

Third Stage

Raise the matter with the referring body and/or funder and follow their complaints procedures. Details will be given at the end of the Second Stage if the matter has not been satisfactorily dealt with.

All parties have the right of appeal to the College Directors at the end of the Second Stage.

We undertake to deal with each stage of the process in a supportive and co-operative manner and as quickly as reasonably possible and in any event within seven days.

Our Equal Opportunities Statement

We are committed to promoting equal opportunities in all our activities as a training provider.

1. We value diversity and encourage fairness and justice.
2. We want equal opportunities for all in work, access to work and learning and for all to live free from discrimination and victimisation.
3. We will not tolerate discrimination within our own organisation and will use our position as a training provider, wherever possible, to help overcome discriminatory barriers
4. We will treat all our learners, employees, contractors, and those with whom we come into contact fairly and as individuals taking into account their individual needs, circumstances and aspirations
5. We will ensure all staff, learners, contractors, and stakeholders to embrace this Policy and abide by its terms
6. We will comply with and promote the aims of the general equality duties namely to
 - a) eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equalities Act 2010.
 - b) advance equality of opportunity between people who share a protected characteristic and those who do not.
 - c) foster good relations between people who share a protected characteristic and those who do not.
7. We will always as a minimum act in accordance with the provisions of the Equalities Act 2010 or any like legislation or regulation which may from time to time be in force and the related Public Sector Equality Duty which will apply to all staff, learners, volunteers, stakeholders, subcontractors and others with whom we work.



Monitoring

We monitor the profile of its students and staff by age, gender, disability and ethnicity. Monitoring of the whole student population is undertaken by the MIS team and, for staff, by the Centre Manager. The outcomes are reported:

- to the SMT (staff and student population)

Monitoring at course level is integrated into the course review and self-assessment processes. Course teams and programme areas monitor enrolment, retention, achievement and success data. They evaluate this data in their self-assessment reports and, where there are differences in the data for different groups of people, identify actions to eliminate these differences. These actions are fed into quality improvement plans and monitored regularly.

Equalities Monitoring of the GLA AEB Programmes Delivery

The criteria for the Programmes identify target groups for both lots as follows

1. unemployed participants (including long term unemployed)
2. economically inactive participants
3. participants over the age of 50
4. participants from ethnic minorities
5. female participants
6. participants without basic skills
7. participants with a disability
8. participants who are lone parents
9. participants under the age of 25

We will on a monthly basis

1. monitor recruitment, achievement, outcomes and progression against these target groups
2. evaluate performance against these target groups
3. identify significant shortfalls in target groups or relative achievement and outcomes between target groups
4. take such steps as are necessary to ensure (insofar as reasonably possible) that recruitment is in line with target group requirements and relative achievements and outcomes
5. record the results of our monitoring, evaluation and actions and the effect of such action

This commitment will be implemented in the light of the general equalities duties, the Equality Act 2010 and obligations set out in this Policy.

Action Plan

The College will prepare an action plan to support this Policy which will be monitored by senior management. The Action Plan will be updated not less frequently than quarterly.

Responsibility

Overall responsibility for the implementation of this Policy lies with our Centre Manager – Gertrude Logose.

Review and Evaluation of The Policy

The nominated Director has overall accountability for the review and evaluation of the Equal Opportunities Policy. The Policy is presented to the Board of Directors for ratification annually.

Legislation

This policy is written and implemented with reference to the following legislation:

- [The Children Act 1989](#)
- [The Data Protection Acts 1984 and 1998](#)
- The Disabled Persons Acts [1958](#) and 1994
- [The Disability Discrimination Act 1995](#)
- [The Equal Pay Act 1970 \(and its amendments 1983\)](#)
- [The Equality Act 2006](#)
- [Equality Act 2010](#)
- [The Race Relations Act 1976](#)
- [The Race Relations \(Amendment\) Act 2000](#)
- [The Sex Discrimination Act 1975](#) (and its amendments, 1986)
- [The Sex Discrimination \(Gender Reassignment\) Regulations 1999](#)
- [The Working Time Regulations 1998](#)
- [The Rehabilitation of Offenders Act 1974](#)
- [The Human Rights Act 1998](#)
- The Employment Equality (Age) Regulations [2006/ 2007/ 2008](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

Review of Policy

This policy was last reviewed in December 2022. The next review date is December 2023, and this will be completed by the Centre Manager supported by the Senior Management



team. The policy will then be approved by the Board of Directors and signed by one of the two directors.

Policy Approval

Director's Name: Beatrice Nanteza



Director's Signature

Date: 05/12/2022

