



Equality & Diversity Policy Statement

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1. Introduction

TRT values the diversity of the communities in which it operates and has a strong commitment to removing barriers to equal opportunities for both learners and staff.

TRT is totally opposed to discrimination of any kind, whether active or by omission, and will counter all forms of discrimination on the grounds of gender, marital status, family responsibility, health status, sexuality, age, disability, ethnic or national origin, colour, religious or political belief, class and mental health.

TRT also recognises the existence of institutional discrimination and works within structures and systems to counter discrimination, for example in terms of provider and staff recruitment, the social and physical environment, staff development and employment practises. TRT work within the remit of Equality Act 2010.

TRT has a complaints and grievance procedure for the reporting of events which contravene the ethos of fair treatment.

TRT will actively promote this equal opportunity and diversity policy in the pursuit of equality and widening participation in learning.

Our aim is to ensure that all learners and staff have the opportunity and freedom to develop to their full potential. We actively encourage students to join us in ensuring that they learn in an environment that welcomes them and acknowledges their individual needs.

2. Policy Statement

As an employer we undertake to:

- Ensure that equality principles, with regard to contract status and career development opportunities, apply equally to all staff

- Ensure that equal opportunities and practice inform all staffing policy
- Encourage members of ethnic minorities, men and women to apply for posts in grades or areas of work where they are under represented
- Pay due regard to the special needs of individuals, including those with physical or sensory disabilities, who may require support
- Have equally high expectations of all staff and providers irrespective of race, social background, gender and age
- To work and offer support to all staff equally
- Inform and consult staff on developments with the Equality Policy
- Address Equality issues and Complaints with immediate and appropriate action

As a provider of education we undertake to:

- Offer a supportive and welcoming environment to all learners
- Have equally high expectations of all learners irrespective of:
 - Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- Pay due regard to the special needs of individuals, including those with physical or sensory disabilities, who may require additional support.
- Seek to widen participation by ensuring that marketing and admissions policies promote access for all potential learners.
- Deliver services to learners in a way which is sensitive to their cultures, backgrounds and which respects all learners as individuals
- Where possible, to make reasonable adjustments to the learning environment and improve access for those with disabilities or special needs
- Provide all learners with clear information on Equality and Diversity and the complaints procedure. Ensure that all new learning initiatives in the centre take account of the needs of the learners and community
- Request feedback from learners on their course and service they receive from the centre
- Ensure policies and practices are reviewed and updated accordingly and work in line with quality policies
- Log all complaints, advise funding bodies and take appropriate action where possible without delay

3. Implementation of Policy

To achieve the above we will:

- Ensure that all staff and learners recognise that the implementation of good equal opportunities practices is the responsibility of everyone.

- Identify a named member of staff (or where appropriate a group) with responsibility for ensuring equal opportunities and perspectives are actively implemented in all aspects of the centres work.
- Work with the management team to ensure policies are in line with current legislation.
- Distribute policy statement to all members of staff and to learners.
- Ensure that the centre's ethos and environment create a welcoming and harmonious atmosphere.
- Provide staff with equal opportunities awareness training as appropriate.
- Monitor the group identity of persons applying for, and being accepted onto, courses and people applying for staffing posts. Review policies as necessary.
- Maintain and publicise mechanisms for investigating alleged breaches to the Equality and Diversity Policy Statement taking appropriate action if required.
- To explain and provide a clear complaints policy and to treat all complaints fairly.
- Marketing of opportunities for learners and staff impartially without discriminating against any group
- Monitor and review this policy (detailed below)

4. Learner Policy

- Where possible TRT will aim to ensure that the information about us is made available to the widest possible audience. Advertising and publicity materials will avoid stereotyping and prejudice.
- Marketing activities will be aimed at encouraging participation from groups of learners who are underrepresented.
- During initial Information Advice and Guidance learners will have an opportunity to identify additional support needs. TRT will, within resource constraints, meet those needs.
- TRT will seek to make continuous improvements to physical access in its buildings and within resource constraints facilitate access to all its learning provisions.
- As part of their induction programme, all learners will be made aware of their responsibilities in putting the Equality and Diversity Policy into practice and the measures we will take to counteract all forms of bullying and other harassment.
- Data on learners (including age, gender and ethnicity) will be monitored against success criteria such as retention and achievement and the results will be used to inform policies (marketing, course development etc).

5. Discrimination and Harassment

The centre does not tolerate any form of discrimination or harassment or bullying, including racism, sexism, homophobia, discrimination on grounds of disability or age, and discrimination against people with illnesses. (Definition of these, and other, terms provided in section 6).

All complaints of discrimination or harassment will be dealt through the Complaints policy detailed below. All complaints will be monitored.

6. Definition of terms

- **Equality** – Condition of being equal, between two or more
- **Diversity** – unlikeness, different kind, variety

- **Bullying** - the behaviour arising from the deliberate use of strength or power in order to coerce others by threats and fear, with the wilful, conscious desire to hurt. It is a form of harassment and will be treated as serious.
- **Harassment against Lesbians, Gay Men and Transgender People**- may be defined as making or inciting the making of hostile or offensive acts of statements, which are derogatory to their sexuality. Specific examples of harassment include the ostracising of lesbians, gay men and transgender people because of their sexuality.
- **Harassment against People with Disabilities** - may be defined as making or inciting others to make any hostile or offensive act or remark because of a person's disability. Specific examples of such behaviour include ridiculing or taunting people with disabilities.
- **Racial Harassment** - any hostile or offensive act by a person of one racial and ethnic group against a person of another racial and ethnic group or any incitement to commit such an act. Specific examples of racial harassment include ridiculing an individual for cultural differences.
- **Sexual Harassment** - making or inciting others to make unwanted verbal or sexual advances, sexually explicit derogatory statements or sexually discriminating remarks which are offensive, threatening or humiliating. Specific examples of sexual harassment include unwelcome comments about dress and appearance especially if repeated after being asked to desist.
- **Sexism** - attitudes, procedures and patterns (economic, social and cultural) whose effect (though not necessarily conscious intention) is to create, maintain, and extend the power, influence, and privileges of one group of people and over another because of gender.
- **Racism** - attitudes, procedures and patterns (economic, social and cultural) whose effect (though not necessarily conscious intention) is to create, maintain, and extend the power, influence, and privileges of one group of people and over another because of race.
- **Ageism** - attitudes, procedures and patterns (economic, social and cultural) whose effect (though not necessarily conscious intention) is to create, maintain, and extend the power, influence, and privileges of one group of people and over another because of age.

7. Complaints Procedure

Learners are advised to raise their complaints using TRT complaint policy.
All learners and staff will be advised on the complaints procedure during induction.

All complaints logged will be reviewed by the named member of staff and annual action plans and targets will be agreed. Where appropriate, immediate action will be taken.

8. Monitor and Review

The management team monitors and reviews developments, complaints and implements policies and practices concerning Equality and Diversity.

The management team agree annual action plan with targets for improvements in line with review findings.

Strategic responsibility for equality lies with Darren Shanley the Equality & Diversity lead.

Learner and staff views on the policy and implementation are identified by means of sample surveys.

Learner enrolment, retention and achievements are annually monitored by ethnic group, gender, learning difficulty/disability, language and age. The findings inform the management team of further policy development

9. Contact Details

Please contact TRT Equality & Diversity officer, at:

**TRT
G & G
Unit 131
Romford Shopping Hall
43 Market Place
Romford
Essex
RM1 3AB**

Telephone [03455652656](tel:03455652656)

	<u>c) Ensure full promotion of Equality and Diversity commitments throughout the learner journey</u>	<u>All staff</u>	<u>Weekly</u>	<p><u>Policies put in place protect the learner and ensure they feel safe throughout the journey.</u></p> <p><u>c)Learners will be better educated in different cultures and celebrations. Staff will be more knowledgeable when dealing with sensitive topics. Learners will have a better tolerance and understanding of E&D topics.</u></p>
<u>2. Monitor gender profiles</u>	<u>Continue to monitor gender profiles at qualification level and promote provision through imagery and course literature that challenges gender stereotypes eg. Male hairdressers and female mechanics.</u>	<u>Managers and Marketing manager</u>	<u>Quarterly Performance Plans/Monthly Managers Reports</u>	<u>Higher number of females taking part and successfully completing courses that are currently male dominated and vice-versa. Vocational courses will benefit from all sexes taking part and progressing into various industries.</u>
<u>3. Analyse ethnic</u>	<u>a) Continue to</u>		<u>Monthly Managers</u>	<u>Learners will achieve</u>

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<p><u>minority group learner success rate trends</u></p>	<p>undertake a qualification level analysis to evaluate success rate trends for ethnic group learners to identify curriculum team plan actions required to ensure any discernible gap analysis is addressed. b)Continue to consider the ethnic minority of staff compared to learners and any impact on learner performance outcomes</p>	<p>Managers Managers</p>	<p>Reports/Quarterly Performance Plans</p>	<p>in relation to their peers regardless of background of learners and staff. Managers will, through the analysis of data be able to better target any underperforming areas and in turn they will even out as an ongoing impact.</p>
<p><u>4. Produce a mid year report of outcomes for learners in receipt of additional support.</u></p>	<p>a)Establish a mid-year report for the outcomes of learners in receipt of any additional support that integrates with qualification progress tracking to enable targeted interventions of for at risk learners</p>	<p>Managers</p>	<p>31st January 2018</p>	<p>Learners will have a clear indication of where they are and what they need to do in order to successfully complete qualification. More learners that receive additional support will successful complete their programme and in turn raise completion rates and hitting KPI.</p>

				No significant differences in employment progression across gender.
<u>6.. Ensure TRT as an employer is disabled friendly.</u>	<p>a) Ensure that TRT supports staff to access work related opportunities (within reasonable adjustment)</p> <p>b) Ensure TRT has buildings that are accessible (within reasonable adjustment)</p>	<p>H&S Manager</p> <p>Health and Safety Manager</p>	31 December 2017	<p>Ensures that the best candidates are employed regardless of disability</p> <p>Promotes disability awareness amongst staff and learners that breaks down stereotypes.</p> <p>Anyone with a disability will be able to access TRT premises (within reasonable adjustment)</p>
<u>7. Ensure that all learners and staff promote British values</u> <u>1. democracy.</u> <u>2. the rule of law.</u> <u>3. individual liberty.</u> <u>4. mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</u>	<p>a)Embed into induction for all new learners and staff</p> <p>b)Staff to embed where appropriate into the strands of the learner journey</p> <p>c)Centres to display British Values</p> <p>d)Observations to focus on British Values for all graded aspects of the learner</p>	<p>HR, Recruiters and managers</p> <p>Staff</p> <p>Managers</p> <p>Quality team</p>	<p>Ongoing</p> <p>31 Dec 2017</p>	<p>All staff and learners will have an understanding of British values, how they relate to the programme and how they are used in the workplace and in the UK.</p> <p>Learners will know where the relevant information is and how it impacts on</p>

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