

Wandsworth Lifelong Learning

Equality & Diversity Policy

| | |
|---------------------------------|------------------------------------|
| Version no: | 3 |
| Original policy issued: | December 2012 |
| Last revision/update: | February 2016 |
| Next review/date: | December 2017 |
| Owner: | Joss New, Deputy Lifelong Learning |
| Target audience: | All |
| Name originator/author: | Joss New |
| Job title of originator/author: | Deputy Head of Lifelong Learning |
| Contact details: | jnew@wandsworth.gov.uk |

Related policies & publications

Wandsworth Council

Equality Objectives Strategy (3 year plan) 2012

Equality Impact Assessments 2013

Staff grievance procedure

Staff disciplinary procedure

Bullying and harassment policy

Lifelong Learning

Safeguarding policy

Prevent policy

Learner handbook

Tutor handbook

Learner complaints procedure

Wandsworth Lifelong Learning Equality & Diversity Policy

Mission Statement

All Wandsworth's residents will have access to a wide range of high quality learning opportunities in a safe learning environment.

Provision will be demand-led, flexible and held at times and in places designed to meet the needs of learners, employers and the local community.

The Lifelong Learning Team aims to improve the quality of life, skills and employability of residents in the Borough, making Wandsworth a vibrant, prosperous, learning community.

Introduction

Lifelong Learning (LLL) takes issues of equality and diversity very seriously, and ensures equality of opportunity by welcoming learners and staff from all backgrounds and communities. Equality of opportunity is of paramount importance in everything we do, and we promote an ethos of treating all individuals with dignity and respect. We will ensure that all partners and subcontractors are aware of the commitment we have to the elimination of discrimination, by fostering good relations between different groups of people, and promoting, advancing and celebrating diversity across the organisation.

LLL will regularly seek advice and guidance from the Council's Adult and Children's Safeguarding Board and from the Council's Prevent Overview & Strategy Group via the Prevent Co-ordinator.

Equality and Diversity Objectives

- To understand that the journey to success starts with recognising the needs of the individual, their goals, aspirations and realising the potential in everyone.
- To help remove barriers to achievement, and move people toward the place they aspire to be, in order to meet their personal ambitions, whether through learning or employment.
- To provide a wide range of individualised support; develop appropriate assessment methods, offer continuous professional development and training for staff, and extend opportunities for achievement.
- Where appropriate we will make reasonable adjustments that may include additional arrangements for people with dyslexia, learning difficulties, sight impairment, hearing impairment or physical disabilities, and we will endeavour to support people both in their learning and working environment.
- We will promote our zero tolerance approach to victimisation, discrimination, harassment or bullying on the grounds of all the protected characteristics.

- We will promote the elimination of discrimination by association with another person, or unfavourable treatment based on perception, relating to the protected characteristics of the 2010 Equality Act.

Disability and the 2010 Equality Act

The 2010 Equality Act replaced most of the Disability Discrimination Act (DDA); however the Disability Equality Duty still applies, and makes it unlawful to discriminate on the grounds of disability in education, training and services.

LLL will meet its duty under the 2010 Equality Act not to treat disabled people less favourably than others by making reasonable adjustments to ensure that individuals have the same rights to fully participate and have access to the full range of services, achievements and successful outcomes, and that these rights remain unaffected by a disability or a learning difficulty.

Ensuring that additional learning needs and social needs are discussed during the interview/recruitment process and taking into account initial assessments and key skills diagnostic assessment results, to enable staff to make an informed decision on individualised learning.

Race Equality

We will engage with a diverse workforce and learner groups, including people from a variety of racial, ethnic, national backgrounds and disadvantaged groups, and will create an environment based on positive relations between members of different racial groups.

Gender Equality

We will aim to eliminate discrimination and harassment relating to gender and gender reassignment, and promote equality of opportunity between men and women.

We will address gender imbalance, and will actively promote and encourage participation from under-represented groups within areas of learning and employment, relating to non-traditional roles.

Gender Reassignment Equality

We will provide time off for employees and learners who require medical or therapeutic sessions in relation to gender reassignment, and will support individuals through referrals to external support groups, who may be able to provide confidential advice and guidance.

Sexual Orientation Equality

We will challenge homophobic language or behaviours, and will ensure that everyone demonstrates respect and tolerance of different sexual identities.

Marriage and Civil Partnerships Equality

We will respect marital status and civil partnerships, and ensure that no one is placed at a disadvantage relating to recruitment, employment, learning and progression.

Pregnancy and Maternity Equality

We will respect pregnancy, maternity and paternity rights, and make reasonable adjustments where appropriate to support flexible working arrangements.

Age Equality

We will address age imbalance in learning, working and recruitment, and will address misconceptions relating to age. We will ensure that recruitment decisions are based on the skills and abilities of an individual, and we will remove age-biased language from our advertising. We will ensure that training, development and career advancement is not aged-linked.

Religion and Belief Equality

We will respect all individuals who have a religion or belief, and where practical or appropriate, we will make reasonable adjustments to ensure that no one is placed at a disadvantage because of their religion or belief. LLL policies, practices and procedures will reflect consistent, fair and equitable treatment for all individuals, no matter what their religion or belief.

Religion, Beliefs and Practices include:

- Community – social and religious aspects or religious belief, and non-belief that may bring communities together.
- Creed and Doctrine – beliefs and ideas, creation, salvation, gods and divinities.
- Rituals – the practice of a belief to express commitment.
- Faith – a commitment to a group in order to feel a sense of belonging and/or a belief in something greater than oneself.
- Ethics – behaviour relating to beliefs or non-beliefs.

Persuasion associated with a religion or belief:

- LLL will eliminate all radical behaviour that can perpetuate and encourage radicalism.

Sensitive to the needs of individuals relating to their religion or belief by:

- We will give consideration to the needs of diverse groups and religious activities where requests are made to observe or celebrate religious events, festivals or holy days.
- Where possible we will provide a suitable room for praying.
- Where possible we will take into account dietary requirements if we provide food for an individual.
- We will take into account dress requirements for religious observance; in some circumstances there may be justifiable reasons for requesting that particular clothing or jewellery is not worn. For example, health and safety or security reasons.

How to React to a Disclosure

It is important to listen carefully to the information a child, young person or adult discloses. When listening, the following good practice is required:

- React calmly so as not to frighten the child, young person or adult.
- Listen to the child, young person or adult.
- Do not show disbelief.
- Tell the child, young person or adult that he/she is not to blame and that he/she was right to tell.
- Take the information seriously, recognising the difficulties in interpreting what a child, young person or adult says.
- Always avoid projecting your own reactions.
- Keep questioning to a minimum to ensure clear and accurate understanding of what has been said.
- Listen but do not probe, speculate or ask for additional information.
- Use open-ended questions, non leading questions.
- Do not introduce personal information from your own experiences.
- Reassure the child, young person or adult.
- Do not approach an alleged perpetrator.
- Do not guarantee confidentiality.

What if a Member of Staff is Accused?

Immediately contact the Quality Manager who will seek advice from the Council's Human Resources team if the member of staff should be suspended and/or an investigation will take place. Notification of the suspension and reasons will be conveyed in writing to the member of staff in accordance with the Council's disciplinary procedures.

Reporting & Recording an Incidence

As part of your job role within LLL, children, young people and adults may disclose information to you about a person that leads to a suspicion or allegation of misconduct.

This disclosure may be about an incident that occurred during working hours or outside the workplace:

- Listen to the child, young person or adult.
- Acknowledge the information received.
- You need a reasonable suspicion not definite proof at this stage.
- Inform your manager, Deputy or Head of LLL immediately.
- Is there a need to protect evidence?
- Make a full written record of the disclosure on the day you receive it using the individual's own words.
- Complete an incident referral form, date and sign and pass to the Quality Manager, your manager or Head of LLL.
- Subcontractors must inform LLL of any incidences.
- **All cases of suspected misconduct MUST be notified to the Quality Manager or Head of Lifelong Learning immediately.**

The Deputy of LLL will clarify the basic facts to establish whether there is a reasonable cause to suspect or believe that misconduct has occurred. If the basic facts support a suspicion of misconduct by a member of staff, or a learner, the matter will be dealt with in accordance with the disciplinary procedures.

How Learners' Report an Incidence

The learner must know how to report an incident and be assured they can talk to a tutor or another member of staff with any concerns. This must be covered in the Learner's Induction and the learners should be given practical examples covering safeguarding and equality and diversity:

- Learner speaks to the tutor.
- If the tutor is part of the problem;
- Then contact the LLL Quality Manager

Statement of intent

We will promote and advance equality of opportunity, and celebrate diversity by ensuring that:

- We promote a learning and working culture where diversity is valued.
- Treat everyone equally and with dignity and respect.
- Operate a zero tolerance of all forms of victimisation, discrimination, bullying and harassment.
- Address inequalities and inappropriate behaviour and personal conflict by implementing appropriate actions, and updating policies, practices and procedures and resolve issues fairly and amicably.

Our key priorities for the advancement of equality of opportunity are to:

- Make changes to our policies, practices and procedures for the right reasons, in order not to disadvantage any individual or particular group of people, and develop a culture of **'building on strengths and changing attitudes.'**
- Increase the success rates of all learners, particularly where performance gaps have been highlighted through regular data monitoring and analysis.
- Maintain high success rates between particular groups of learners by gender, disability, race or learning difficulty.
- Conduct a robust learner review process, which is well-planned, supports retention, encourages personal achievement, develops progression routes and offers rewards in the form of a ceremony or event and is audited regularly.
- Enable all learners to have equal access to learning, support, and resources, and to carry out quality assurance checks and sampling on ILPs, individualised learning, reviews and progression.
- Advance opportunities for enrichment, social skills and personal well-being by offering appropriate information, advice and guidance that is individualised. Where appropriate offer access to events, social networks, speakers and role models to inspire learners to achieve.

- Offer staff opportunities for personal development and training, and access to resources, to equip them with the skills to embed equality and diversity in their job role.
- Educate staff on equality and diversity, and disseminate information at training sessions, the LLL website, newsletters, forums, notice boards and lunch and learn events etc.

Our Key Priority is to Help Learners Achieve More:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Be Healthy

Promoting health and well-being through regular campaigns and provide access to information, advice and guidance.

Stay Safe

Ensuring that learners and staff understand their rights and responsibilities, associated with personal safety in learning, working and online environments.

Enjoy and achieve

Ensuring that learners feel happy and safe, monitoring attendance, progression and achievement.

Maximizing confidence and skills to enable individuals to reach their full potential.

Developing strategies to support responsible behaviour, using role models, disciplinary procedures and raising awareness of personal rights and responsibilities.

Make a positive contribution

Encouraging learners to explore and discover opportunities to make a positive contribution to their local community and the global community, by becoming active citizens.

Encouraging learners to express their views, needs, perspectives and make recommendations through forums, surveys, working groups and networks.

Achieve economic well-being

Preparing learners for the next stage in life, and providing opportunities for learners to achieve and excel.

Supporting learners with the means to understand money matters and operate in the 'real' world.

Equality Impact Assessments

From September 2015 LLL intends to introduce Equality Impact Assessments (EIAs) to measure the implications of decisions based on policies, procedures, practices and functions of the business, in respect of the planning and delivery of our services with all relevant members of staff.

Responsibility

It is everyone's responsibility to ensure that the Equality and Diversity policy is implemented across LLL, and provision with subcontractors, that we remove barriers that may impact upon any individuals or groups of people.

Complaints Procedure

Please contact:

| | | |
|--|---------------|--|
| Santino Fragola, Head of Lifelong Learning | 020 8871 8491 | sfragola@wandsworth.gov.uk |
| Joss New , Deputy Lifelong Learning | 020 8871 5372 | jnew@wandsworth.gov.uk |
| Pat Beales , Community Learning Manager | 020 8871 7469 | pbeales@wandsworth.gov.uk |

All individuals who believe they have been discriminated against, harassed or victimised have the right to make an informal or formal complaint. A complaint will be dealt with fairly and taken seriously without exception.

Contacts for Safeguarding, Equality & Diversity Advise & Reporting Incidences

| | | |
|--|---------------|--|
| Santino Fragola, Head of Lifelong Learning | 020 8871 8491 | sfragola@wandsworth.gov.uk |
| Joss New , Deputy Lifelong Learning | 020 8871 5372 | jnew@wandsworth.gov.uk |
| Phil Michel, Quality Manager | 020 8871 5374 | pmichael@wandsworth.gov.uk |

[PLEASE SCROLL TO THE NEXT PAGE FOR THE E&D REPORTING FLOW CHART](#)

Procedure for reporting E&D issues – tutors

Remember to assess the situation, always record what you have done and why

Do not share information with anyone except through your line manager or designated person



