



Equality, Diversity and Inclusion Policy and Procedure

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1. Purpose

As a leading provider of education and training and a holder of public and private funds, Educ8 Group incorporating Haddon Training ('Educ8') and its sub-contractors have a duty to ensure that everyone has equal and fair access to its services and that cultural diversity is celebrated.

Educ8 goes beyond compliance with equality law and aspires to be the champion of best practice in all aspects of equality, diversity and inclusion. Educ8 and its sub-contractors aim to create an inclusive environment where all can learn, work and reach their full potential in an environment free from bullying, harassment and discrimination.

This policy and procedure is set in the context of the company mission statement and is firmly embedded in the core business values. It supports the company's aim of actively promoting and maintaining a positive ethos and image that represents Educ8 and its sub-contractors commitment to equality, diversity and inclusion.

The purpose of this policy and procedure is to outline the organisations approach to fulfilling its commitments and make it clear to all involved what they can expect from Educ8 and its sub-contractors.

2. Scope

This policy and procedure relates to employment practices and education and training both within the organisation and within the client groups it supports. The policy and procedure applies to employees, learners, employers, visitors and sub-contractors. This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following policies:

- Educ8 Complaints Policy and Procedure
- Educ8 Continuous Professional Development Policy
- Educ8 Freedom of Speech and Expression Policy and Procedure
- Educ8 Health and Safety Policy and Procedure
- Educ8 Intervention Policy
- Educ8 Prevent Policy and Procedure
- Educ8 Safeguarding Policy and Procedure
- Educ8 Safer Recruitment Policy
- Educ8 Teaching, Learning and Assessment Policy
- Educ8 Access Arrangements & Special Considerations Policy
- Educ8 Appeals Policy
- Educ8 Visitors and Events Policy and Procedure
- Educ8 Welsh Language and Culture Policy
- Educ8 Whistleblowing Policy and Procedure
- Haddon Training additional
- Initial Assessment of Prior Learning Procedure (HT)
- Training & Development Policy (HT)
- ECHP and ALS Process (HT)

Educ8 and its sub-contractors will comply with all reasonable requirements from the Welsh Government, ESFA, Estyn, Ofsted and other regulatory bodies.

3. Impact on the Learner

The implementation of this policy and procedure will support the creation of a safe learning environment, where learners are treated fairly and with respect. This will ensure that all learners, no matter their background, values or beliefs are able to learn effectively, achieving their full learning potential.

4. Definitions

Equality is about creating a fairer society where everyone can participate and has the same opportunity to fulfill their potential. It is about everyone's right to live in a society free from discrimination and harassment.

Diversity is about respecting, valuing and celebrating aspects that make each individual unique. It is about recognising the contribution individuals make to society because of these different aspects, not in spite of them.

Inclusion means that all people, regardless of their abilities, disabilities, or health care needs, have the right to be respected and appreciated as valuable members of their communities.

5. Legal and regulatory framework

Educ8 is fully aware of its obligations within the following legal framework, covered by the Equality Act 2010 and its predecessor legislation, and is committed to meeting its legal requirements. The Act, and this policy and procedure, identify nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Act defines the following types of illegality, and this policy recognises these:

- **Direct discrimination** is when someone is treated unfairly or less favourably than another individual because they have a protected characteristic.
- **Indirect discrimination** relates to the application of processes, policies or procedures that intends to treat everyone equally but disadvantages individuals from a protected group.
- **Perception discrimination** is direct discrimination against an individual because they associate with a person who has, or is perceived to have, a protected characteristic.
- **Associative discrimination** occurs when someone is treated less favourably than another individual because they associate with a person who possesses a protected characteristic
- **Dual discrimination** occurs when someone believes that they have been treated less favourably because of a combination of two or more protected characteristics.
- **Harassment** happens when someone who behaves in such a way that their conduct creates an environment that is hostile, degrading, humiliating or intimidating.
- **Third party harassment** occurs when someone is harassed by an individual not directly linked to them such as a client or customer.

- **Victimisation** happens when someone experiences disadvantage because they have either directly made a complaint or allegation of discrimination or supported someone else with this process.
- **Discrimination arising from a disability** occurs when someone is treated less favourably due to their disability, where such treatment cannot be justified.

Educ8 is dedicated in supporting the new **Additional Learner Needs and Educational Tribunal (Wales) Act 2018**, whilst it is not mandatory in WBL Educ8, where possible have fully embraced the Act and will implement working with external agencies, such as local authorities, governing bodies, referral units from school as and when it is a requirement (ALN Policy).

Educ8 will ensure compliance with the requirements of any future equality legislation.

6. Strategic Aims

Educ8 is committed to promoting equal opportunities and celebrating cultural diversity and inclusion across all aspects of the business. Educ8 and its sub-contractors will ensure policies, procedures and processes do not, directly or indirectly, discriminate against individuals or groups with 'protected characteristics'.

Educ8 and its sub-contractors recognise the under-representation of minority groups within its learner population and are committed to addressing this through working with learners, employers and other stakeholders to remove potential barriers and to actively promote learning opportunities to these minority groups.

Educ8 and its sub-contractors are committed to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity between those who share a relevant protected characteristic and those who don't.
- Fostering good relations between those who share a relevant protected characteristic and those who don't.
- Create conditions which contribute to the full development and potential of all its members.
- Create an environment which promotes equality and inclusion of opportunity in education and employment and actively celebrates diversity.
- Create a climate where employees and learners are empowered to have the confidence to challenge acts and behaviour which contravene Educ8 and its sub-contractors equality, diversity and inclusion policy and the law.
- Respect equally all employees, learners and users of its services.
- Judge fairly and appropriately each applicant for a job vacancy, promotion or training course.
- Make reasonable adjustments to ensure equality of opportunity
- Promote teaching and learning styles and resources which fully encompass the concepts of equality, diversity and inclusion.

Educ8 and its sub-contractors support the following aims:

- 6.1. **To raise awareness of equality, diversity and inclusion issues, actively promoting the ethos of equality, diversity and inclusion to staff, learners and employers to tackle discriminatory practices in the workplace by:**

- Ensuring all staff are fully aware of their responsibilities through clear emphasis within job descriptions, employee handbooks, effective staff induction and annual update training in equality, diversity and inclusion.
- Establishing an inclusivity group to champion equality and diversity
- Providing information, via Learner and Employer Handbooks and induction materials, embedding equality and diversity matters within all areas of teaching, learning and assessment as appropriate
- Ensuring all strategies, policies and procedures promote inclusion and do not place any disadvantage on those from the protected characteristic groups.
- Actively tackling discrimination and supporting others to do so where appropriate.

6.2. To increase participation and achievement of under-represented minority groups within the learning sector areas delivered by:

- Tackling under-representation through promotion of available courses to young people, adults, those from minority and disadvantaged groups and those from rural areas.
- Regularly attending Careers and school open days to promote courses to young people, including those from minority or disadvantaged groups.
- Developing progression routes for unemployed and young learners which positively address under-representation in subject sectors.
- Developing relationships with 'link workers', charities and third sector organisations to widen participation of minority groups.
- Developing a range of promotional case studies for displaying at centres
- Using promotional materials which reflect and reinforce the diversity of society and where appropriate counter stereotypes.
- Ensuring the early identification of potential barriers to learning and providing support in order to succeed in learning.
- Gathering learner feedback through learner interviews, OTLA's and learner/employer surveys
- Liaising with learners and employers to develop action plans to address any negative trends identified.

6.3. To ensure parity of achievement for all groups of learners through:

- Frequent monitoring of appropriate Key Performance Indicators (KPIs) to measure participation and achievement rates of learners from specified groups including BAME, age, gender, Welsh speaking and those with additional learning needs
- More detailed evaluation of achievement and participation trends which are externally benchmarked.
- Annual and periodic evaluation of sub-contractor participation and achievement by age, BME and disability group through the Educ8 contract management review
- Effective evaluation of Learner Voice Wales results by key demographics.
- Evaluation of performance trends as part of the self-assessment process with actions incorporated within the Quality Development Plan.

7. Prevent Duties

Educ8 and its sub-contractors recognise the importance of implementing its duties to the Prevent agenda, whilst ensuring that these actions do not have a negative impact on any learners or members of staff based on one or more of the protected characteristics. Risk assessments in relation to these duties will be reviewed to ensure the avoidance of any negative impact on

protected groups as far as possible. Further information is available in the Educ8 Safeguarding and Prevent policies and procedures.

8. Responsibilities

The following outline the requirements of Educ8; however they may be adapted to suit individual organisational structures without diluting the overarching responsibility.

8.1 Board of Directors:

- Ensuring Educ8 fully meets its legal requirements.
- Ensuring the policy and procedure and associated action plan, meets the requirements of relevant legislation.
- Ensuring effective implementation and monitoring of strategy and action plan.
- Ensuring the strategy is continuously reviewed and that all employees receive adequate training.

8.2 The Senior Management Team

- Providing a consistently high-profile lead on all issues contained within the policy and procedure.
- Ensuring all aims and objectives of the policy and procedure are effectively implemented.
- Ensuring all employees are fully aware of their individual and collective responsibilities.
- Providing appropriate training and development activities to ensure employees have the skills and knowledge to support this policy and procedure.
- Setting and monitoring of targets associated with widening participation.
- Ensuring that appropriate action is taken against anyone found to be in breach of the content of this policy and procedure.

8.3 Managers:

- Proactively communicating commitment to this policy and procedure to learners, employers, employees and external stakeholders.
- Ensuring their team members are made aware of their responsibilities and are provided with appropriate training and support.
- Taking action against any discriminatory practices.
- Not discriminating unfairly when involved in recruitment, promotion and performance management of employees.
- Providing services which fully meet the needs of our diverse client group

8.4 Employees:

- Practically demonstrating the core principles of equality, diversity and inclusion by treating others with dignity and respect.
- Effectively identifying and challenging discriminatory behaviour and attitudes.
- Actively participating and contributing to creating an inclusive learning environment that values difference.
- Ensuring that equality, diversity and inclusion is effectively integrated into the professional practice of teaching, research and service delivery.
- Maintaining an awareness of equality legislation by attending employee development programmes.
- Taking equal responsibility in ensuring that we create a learning environment where people are

valued and respected.

- Effectively challenging any form of discrimination.
- Expressing opinions constructively with sensitivity and respect.
- Speaking out if they witness or are aware of discrimination, bullying, unfair treatment or harassment.

8.5 Learners:

- Taking equal responsibility in ensuring that we create a learning environment where people are valued and respected.
- Effectively challenging any form of discrimination.
- Expressing opinions constructively with sensitivity and respect.
- Speaking out if they witness or are aware of discrimination, bullying, unfair treatment or harassment.

9. Implementation

Appropriate training and development activities will be provided to ensure employees are equipped with the skills and knowledge to fully implement this policy and procedure. An annual impact assessment will be undertaken to ensure the principles of this equality, diversity and inclusion policy and procedure is embedded into all processes and procedures.

10. Communication

This policy and procedure will be made available in hard copy in every location and in an electronic format on the Educ8 Team8. Training activities will be introduced to ensure all employees are fully conversant with the content of this policy and procedure. Employers and learners will be provided with access to this policy and procedure at the start of the training programme.

This policy is available bilingually on the Educ8 website and may be provided in large print on request.

11. Complaints procedure

Educ8 and it's sub-contractors will not tolerate abuse, prejudice, harassment or bullying and will use the appropriate disciplinary procedures to investigate and address any complaints. All complaints will be taken seriously and dealt with in a timely and sensitive manner, in accordance with the Educ8 Complaints Policy and Procedure.

12. Monitoring and Review processes

This policy and procedures will be reviewed on an annual basis, and where there are changes to regulatory requirements, by the Senior Management Team.

Data and performance targets associated with this policy and procedure will be reviewed by the Quality Manager within the self-assessment process