



# **LETTA SCITT and Apprenticeships**

## **Equality, Diversity and Inclusion Policy**

|                                   |                |                        |             |
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| <b>Approved &amp; adopted on:</b> | September 2022 | <b>To be reviewed:</b> | Autumn 2023 |
|-----------------------------------|----------------|------------------------|-------------|

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## 1. Purpose and principles

LETTA welcomes and celebrates diversity within our learning community and is fully committed to securing equality of opportunity for everyone.

Equal opportunities are created by the way we live and conduct our business, and the respect and dignity we show to ourselves and others. LETTA are fully committed to ensuring our policies, procedures and practices comply with all relevant legislation, including the Equality Act 2010, and will always strive to exceed the minimum expectations specified by the existing statutory framework. LETTA aims to provide a safe and vibrant learning environment for its diverse population of learners.

## 2. Equality Act 2010

The Equality Act 2010 introduced a new single public sector duty for people who share the following protected characteristics:

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

The Equality Act 2010 includes prohibited conduct, as well as requirements regarding adjustments required for disabled persons and regulations as set out below:

### **Prohibited conduct**

- Discrimination
- Direct discrimination
- Combined discrimination: dual characteristics
- Discrimination arising from disability
- Gender reassignment discrimination: cases of absence from work
- Pregnancy and maternity discrimination: non-work cases
- Pregnancy and maternity discrimination: work cases
- Indirect discrimination

### **Adjustments for disabled persons**

- Duty to make adjustments
- Failure to comply with duty

## **Regulations**

### **Discrimination: supplementary**

- Comparison by reference to circumstances
- Irrelevance of alleged discriminator's characteristics
- Reference to particular strands of discrimination

### **Other prohibited conduct**

- Harassment
- Victimisation

LETTA is committed to creating a culture where everyone is treated fairly and with respect, and where prejudicial behaviour of any sort is not tolerated and is treated as a matter of the utmost importance.

## **3. Our commitment**

### **Marketing**

All marketing and advertising materials are designed to represent our commitment to diversity, and to attract a diverse range of applications. Our marketing and advertising materials will be available in alternative formats where necessary. We will promote our commitment to equality in all our marketing materials, including those promoting events.

LETTA will work with partners to promote the recruitment of applicants representative of the locality in which we work, and we are committed to widening participation from underrepresented, disadvantaged or excluded groups.

Equality data will be collected as part of our review of recruitment and induction processes. This data will be used to inform future decisions on our approach to recruitment.

### **Learning environment**

All working environments, both centrally and in the workplace, are a welcoming and safe place for learners. We choose our employer partners carefully, and with this in mind.

Our training venues will be accessible to all learners, and we are committed to making adjustments in consultation with learners if they feel there is more that could be done to ensure accessibility for their particular circumstances.

Where necessary, LETTA is committed to a multi-agency approach that meets the aims and obligations of the 'Keeping Children Safe in Education' policy. This is further reflected in our Safeguarding Policy.

### **Teaching, learning and assessment**

We are committed to ensuring that all learning resources avoid bias, stereotyping or discrimination of any kind. We actively seek opportunities to embed equality and diversity into the teaching and learning process.

Our initial assessment and induction processes ensure that learners identified as having a recognised language need, a disability or a learning difficulty will be provided with the necessary support to meet their learning goals.

Our curriculum is regularly reviewed by our school improvement team and based on feedback from our learners. Additional feedback is also collected in our annual self-assessment process.

### **Recruitment and continuing professional development**

LETTA is committed to maintaining a psychologically safe working environment where individuals are treated with respect, dignity and are free from bullying, harassment or victimisation.

We are committed to developing a workforce that is representative of the communities that we serve, and we strive to ensure that opportunities for career progression and professional development are open to all and awarded fairly. We listen to the views of our staff and work hard to ensure their professional development needs are met.

LETTA will not treat any applicant less favourably based on disability, age, gender, race, religion or belief, pregnancy or maternity, marriage or civil partnership, gender reassignment and sexual orientation. We are committed to operating within the statutory duty imposed by the Equality Act 2010, which includes:

- Eliminating discrimination, harassment and victimisation and any other conduct prohibited by the Act,
- Advance equality of opportunity between those that have a protected characteristic and those that do not,
- Foster good relations between those who share a protected characteristic and those that do not.

### **Promoting the policy**

This policy is shared with new employees at the point of induction. Changes and updates are shared with all staff electronically. The policy is also made available to learners and employers via our website, and they are directed to this at the point of enrolment.

### **Achieving commitment**

Equality and diversity are embedded into the learning experience across all our qualifications. Staff and learners receive training as part of the induction process, with refresher training for staff happening regularly. Equality and diversity are reflected in our vision and values, and our culture playbook.

## 4. Policy implementation

### Key priorities

To challenge discrimination, bias and intolerance, and in pursuit of the stated commitments in this policy, LETTA will:

| Protected characteristic | Key priorities   | How this will be measured / Activities undertaken   |
|--------------------------|--|---|
| All                      | Create a positive welcoming, supportive culture and environment, promoting equality, diversity and inclusion, based on respect of people's differences and show commitment to challenging stereotypes and preventing discrimination, bias or intolerance including the development of policies and procedures which are free from any form of discrimination, bias or intolerance. | <p>Monitor recruitment data.</p> <p>Monitor withdrawals and reasons.</p> <p>Benchmark data.</p> <p>Monitor employment and subsequent retention.</p> <p>Minimise the risk of not meeting the needs of staff, visitors and learners with disabilities.</p> <p>Include EDI issues in taught programme.</p> <p>Encourage a learning community in each cohort.</p> <p>Knowledge of cultural / faith differences – made explicit within group.</p> <p>Liaise with local groups and schools.</p> |
| All                      | Work to raise awareness among staff and learners about the benefits of diversity and how discrimination, bias and intolerance is inappropriate in all of its forms (including harassment and physical or verbal abuse)   | <p>Information events.</p> <p>Include EDI issues in taught programme.</p>   |
| All                      | Take seriously any reports of incidents of discrimination, bias or intolerance including physical or verbal threat,  | Report to the LETTA Steering Board.   |

| <b>Protected characteristic</b> | <b>Key priorities</b>   | <b>How this will be measured / Activities undertaken</b>   |
|---------------------------------|---|--|
|                                 | abuse or harassment of individuals or groups and take appropriate action in relation to these matters in a timely and confidential manner protecting the dignity of all parties at all times. | Pro forma to support identification, discussion and reporting of outcomes (see Complaints Policy)  |
| All                             | Expect our curricula to contribute to modelling good practice in the protected characteristics, including the use of appropriate role models  | Include EDI issues in the taught training programme. Staff and some facilitators drawn from local community.   |
| All                             | Have procedures for reporting and addressing discrimination, bias or intolerance  | Report to the LETTA Steering Board.<br>Pro forma to support identification, discussion and reporting of outcomes – (see Complaints Policy)                                     |
| All                             | Fulfil legal and moral obligations to promote equitable access to all LETTA activities in line with current DfE &/or ESFA guidelines  | As above and below in this column.   |
| Disability                      | Ensure reasonable adjustments to space and resources to facilitate equitable access. Offer a supportive physical environment.<br><br>Offer equality of provision for staff with disabilities. | Monitor physical space and access.<br>Monitor methods of assessment.<br>Monitor resources used.<br>Monitor web pages for access and readability.<br>Monitor school experience. |
| Disability                      | Ensure curricula reflects a positive and realistic image of disabled people, and that issues of disability are covered by the curriculum as appropriate                                       | Include EDI issues in taught training programme.<br>Seek evaluation from those with disabilities.  |
| Age                             | LETTA embraces the concept of life-long learning and the entitlements of people of all ages to learning opportunities   | Monitor recruitment data.<br>Monitor withdrawals and reasons.  |

| Protected characteristic | Key priorities  | How this will be measured / Activities undertaken               |
|--------------------------|---|---|
|                          | including preparation for employment. Therefore, consideration will be given to enhancing age diversity and access to LETTA activities in line with national frameworks and relevant legislative requirements | Benchmark data.<br>Monitor employment and subsequent retention. |

| Other                                       | Key priorities  | How this will be measured / Activities undertaken  |
|---|---|--|
| Socio-economic background<br><br>(Not a PC) | <p>LETTA is committed to providing education and employment opportunities to people from all socio-economic backgrounds and social classes and will work towards extending access to professions to those social groups who are traditionally under-represented.</p> <p>In support of this, LETTA will work towards raising the awareness, aspirations and achievements of learners and staff from diverse social groups.</p> | <p>Monitor recruitment data.</p> <p>Monitor information events.</p> <p>Use of local press and social media for publicity about recruitment / courses / events.</p> |

NB. This list is illustrative and not exhaustive.



## **Recruitment of learners**

Learner vacancy adverts will explicitly outline our commitment to equality and diversity and encourage applications, regardless of any protected characteristics. We will ensure that advertisements use neutral language and avoid the use of any gender-specific terminology. Applicants will only seek personal information that is relevant to the role.

Our initial assessment procedures are designed to identify learners with additional needs at the earliest opportunity and specialist staff will be provided to ensure extra support where necessary.

## **The learner experience**

LETTA commit to making reasonable adjustments to our delivery model to accommodate learners with learning difficulties or disabilities and ensure equality of opportunity for all.

Our staff are appropriately trained to provide advice and guidance to learners on issues around equality and diversity, and to identify and respond to inappropriate behaviour.

Staff will promote British values throughout the learner experience by contextualising to the learner role and employer environment and seeking to develop understanding from both learner and employer throughout their time on programme.

All learners on our programmes and our members of staff have access to advice and support from the Education Support Partnership. This includes:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations
- Financial, legal and practical support from qualified professionals on a range of personal issues
- Access to online health and wellbeing resources and a specialist information service

Staff will ensure that appropriate advice on next steps is provided at the end of the programme to ensure that all learners are given the opportunity to progress onto further education or training regardless of any protected characteristics.