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| Document title: | Equality, Diversity and Inclusion Policy | Owner: | Beverley Ellis, Operations Director |
| Version Number: | 23-2 | Previous Version: | 23-2 |
| Date of Issue: | 20/12/2023 | Date for review: | 20/12/2024 |
| This policy has been reviewed and approved by the Operations Director: | | | Signed...  |

1. Policy Statement

- 1.1. Equality of opportunity is a key and integral part of TRS’s values. We want to be a truly inclusive, accessible and diverse organisation, and are committed to meeting the requirements of the Equality Act 2010. The aim of this policy is to define how we will do that.
- 1.2. All potential employers or employees whether part time, full time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit and set criteria will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the work force will be fully utilised to maximise the efficiency of the organisation.
- 1.3. All applicants and learners will be treated fairly and with respect. They will be helped and encouraged to develop their full potential and maximise their talents within a safe and respectful learning environment.
- 1.4. We recognise and value the benefits of a diverse workforce, which includes people with different cognitive processing styles. We are committed to understanding, supporting, and celebrating neurodiversity in our workplace.

2. Scope of Policy

- 2.1. This document sets out our policy and must be adhered to by all employees (except where there are legal limitations on employment to particular posts). Disciplinary action may be taken when there is a breach of policy.
- 2.2. This policy applies to all our learners, employers, staff, stakeholders, supply chain members and all those to whom we come into contact with as an organisation.
- 2.3. When referring to “staff” we mean this to include a permanent, temporary and voluntary staff and board members, as well as subcontractors and external training associates.
- 2.4. Sections referring to recruitment, training and performance include all those activities that relate to the recruitment and activities with apprentices and employers.
- 2.5. This policy is relevant to all areas of employment, but in particular in relation to:

- Recruitment and selection processes, practices and procedures within the Company
- Job descriptions and job specifications in all areas
- Training and career development opportunities available to all employees
- Terms and conditions of employment for all employees
- Access to employee benefits and facilities
- Application of all policies and procedures including grievance, disciplinary and redundancy policies or procedures

2.6. This policy describes we will:

- promote our commitment to equality, diversity and inclusion.
- train our staff to implement the policy effectively
- ensure the protection of applicants, learners and staff and the prevention of abuse.
- provide information on how to raise, record and investigate concerns.
- drive our values and mission through fair and inclusive practices.
- create safe and respectful learning and working environments.

3. TRS Values

3.1. This policy underpins our commitment to our values, with particular reference to:

- RESPECT – All individuals and their unique talents
- SUPPORT – A strong ethos of care, guidance and support for all
- RESPOND – Listening to our customers, partners and stakeholders and being equipped to meet their changing needs
- PARTNERS – Developing sustainable partnerships where everyone involved benefits from the relationship
- QUALITY – Providing outstanding teaching, learning and customer service
- ACHIEVEMENT – Recognising and celebrating success with learners and staff
- DEVELOPMENT – Supporting continuous professional development for all staff

4. Related policies and procedures

This policy should be read in conjunction with the following policies:

- Safeguarding policy and procedure
- Grievance policy and procedure
- Disciplinary policy and procedure
- Whistleblowing policy
- Confidentiality policy
- Bullying policy
- Online safety policy
- Social Value Policy

5. Definitions

- Equality – the state of being equal, especially in status, rights or opportunities.
- Diversity – understanding that each individual is unique and recognising our individual differences.
- Inclusion - the range of approaches to teaching that consider the diverse needs and backgrounds of all students to create a learning environment where all students feel valued and where all students have equal access to learn.
- Discrimination – treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc
- Protected Characteristics – Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.
- Neuro-diversity - the unique ways people's brains work. While everyone's brain develops similarly, no two brains function just alike. Being neurodivergent means having a brain that works differently from the average or “neurotypical” person. The term can be used to encompass conditions such as autism, ADHD, dyslexia, and others.
- Equality and Diversity Impact measures – a set of targets aimed to address identified variation between different groups. EDIMs ensures all learners have the same opportunity to access our services, and study in an inclusive environment that will allow them to achieve to the same high standard and progression opportunities as all our learners.
- British Values – democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

6. Implementation Principles

6.1. TRS will not discriminate on the grounds of the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- gender identity

6.2. Equal and fair access to high quality teaching and learning, as well as the promotion of British Values will be promoted through a range of pedagogical strategies and activities within the curriculum, as well as actively promoting throughout the working partnerships of all our partners, employers and stakeholders.

6.3. TRS will monitor the impact of this policy through learner, employer and staff voice activities, such as surveys, regular monitoring of EDIMs, governance reports, and reviewing organisation activity in line with changes to legislation and guidance from regulatory bodies.

6.4. Social Inclusion Policy Statement

‘To create a safe secure learning environment which is free from discrimination and prejudice of any kind and which encourages and helps all learners reach their full potential’

6.3.1. TRS is aware that learners can become excluded from the learning process. We recognise that this can happen when people or areas suffer a combination of linked problems such as unemployment, poor skills or low incomes.

6.3.2. Discrimination can be a major factor which contributes to an individual becoming excluded due to race, age, gender or sexuality, disability, mental health, unemployment, low income, lack of basic skills, because English is not their first language, offending behaviour, homelessness or refugees. Individuals may be excluded for more than one reason. In addition to being excluded because of one or more of these factors, many live in geographic communities which are themselves deprived and experience additional discrimination because of where they live. There may be no family experience of employment.

6.3.3. Without support or active intervention, many vulnerable young people will grow up to be excluded adults.

6.3.4. TRS will strive to help young people to combat and overcome social exclusion in training in the following ways:

- Proactive approach to the individual’s barriers to be discussed at Initial Assessment stage i.e. what can we do which would make it easier for them to enter training, discuss and agree an action plan
- Recognise their achievements to date and agree their personal goals/development in small steps.
- Raise their awareness of their rights and responsibilities
- Provide the learner with support and guidance

6.4. Social Value statement:

6.4.1. Our Social Value Policy outlines our commitment towards measuring and managing the social value our organisation is creating. We understand that this process is important for four reasons:

- To be accountable to our stakeholders and ensure that we are taking responsibility for the role we are playing in their lives.
- To manage our activities to be able to maximise the social value we are creating.
- To enable best practice as an organisation.
- To reduce our assumptions about the way our activities create value through outcomes to stakeholders.

6.4.2. The policy contains five separate sections, each specifically addressing the UK Government’s Social Value Model, and outlines how they will be incorporated into the way we run and review our activities.

6.4.3. Our activities are also consider the United Nations 17 Sustainable Development Goals during our curriculum choices, design and delivery. We give thanks to the Education Training Foundation (ETF) for the documentation they have provided to help us track our progress.

6.5. Neuro-diversity policy statement:

6.5.1. TRS aim to:

- Foster an inclusive workplace where neurodivergent individuals can thrive.

- Raise awareness and understanding of neurodiversity among all staff.
 - Provide reasonable adjustments to reduce barriers for neurodivergent staff
- 6.5.2. TRS are committed to fair recruitment practices. We will make reasonable adjustments to our recruitment processes for neurodivergent applicants, such as providing additional time for assessments.
- 6.5.3. We will work with neurodivergent staff to identify what adjustments or support may be beneficial. This could include changes to the working environment, flexible working hours, or provision of assistive technology.
- 6.5.4. We will provide training on neurodiversity for all staff, with additional training for managers and those involved in recruitment.

7. Promotion

7.1. TRS will promote this policy by:

- Complying with its legal obligations
- Monitoring the success of different groups and responding to any disparities in achievement gaps
- Conducting an annual audit and analysis of our performance in respect of EDIMS
- Ensuring any imbalance or evident variation in learner, staff or other stakeholder group participation or performance is not as a result of unfair or unequal access, treatment or opportunity.
- Promoting equality and diversity through internal and external communications
- Ensuring staff and learner support services are accessible to all.
- Ensuring that wherever practicable we adapt our services to meet the individual needs of staff and learners in respect of their protected characteristics.
- Treating all potential and existing staff and learners fairly and judged solely on merit.
- Ensuring that all contractors and service providers operating on behalf of TRS are aware of this policy and adhere to it.
- Setting an example through our own practices, behaviours and communications
- The inclusion of our commitment to equality, diversity and inclusion in employer, learner and associate handbooks

7.2. All apprentices will receive training on Equality and Diversity, and the contents of this policy during their induction. Their understanding, and further exploration of this subject will take place during quarterly reviews. Further specific training will be provided to individuals at the trainer's discretion if required.

8. Reporting and complaints

8.1. Staff, learners and employers who make a complaint of discrimination have the right to do so without fear of victimisation and TRS will make every effort to ensure victimisation does not occur and that all complaints are dealt with promptly and fairly. Further information about how to make a complaint can be found in our Complaints, Compliments and Comments policy. Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously. Any member of staff or learners found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including, where appropriate, dismissal for gross misconduct. Proportionate actions will be taken against any member of the public, visitor or service provider involved in discrimination or harassment.

9. Staff Training

- 9.1. All staff must complete annual staff development activities in relation to equality, diversity, inclusion, and neuro-diversity, including staff training days, online learning and self-directed study.
- 9.2. Trainers must continually update their knowledge so that they can provide high quality and relevant advice and training to their apprentices and employers.

10. Roles and Responsibilities

10.1. The board takes responsibility for ensuring:

- TRS complies with Equality Act 2020 and supporting legislation. They ensure that this policy is implemented correctly and measuring its efficacy.
- arrangements for learners, staff and stakeholders are inclusive and ensuring fair access for all.
- that all complaints in relation to equality and diversity are investigated thoroughly and addressed correctly.

10.2. Managers are responsible for:

- Ensuring staff and learners know how to report discrimination, bullying, harassment and other behaviour that does not reflect British Values.
- Ensuring reported incidents do not result in victimisation.
- Dealing with complaints and concerns, fairly, professionally, promptly and confidentially where appropriate
- Investigating reported incidents and ensuring appropriate action is taken where discrimination or prohibited behaviour takes place.
- Facilitating reasonable adjustments and to ensure that staff are not subjected to discrimination because of their neurodivergence.

10.3. All staff (including subcontractors) are responsible for:

- Adhering, supporting and promoting this policy
- Attending mandatory staff training, as well as keeping themselves abreast of developments within the subject area
- Challenging and responding to unacceptable behaviour
- Reporting and contributing to the resolution of complaints professionally, promptly and confidentially where appropriate
- Familiarising themselves with the contents of this policy and referring to their line manager if they have any questions.

10.4. Learners and employers are responsible for:

- Familiarising themselves with the contents of this policy and referring to their line manager or TRS representative if they have any questions.
- Contribute to safe and respectful learning environments, demonstrating British Values.
- Reporting unacceptable behaviour

10.5. The designated safeguarding lead is responsible for monitoring the effectiveness of the Equality and Diversity Policy, together with the overall responsibility for its implementation and supervision. Where it appears that any employee/applicant, learner is not being offered equality of opportunity, the circumstances will be investigated by management, to see if there has been breach of this policy to be addressed. Appropriate action will be taken where necessary to address the breach.

11. Policy Monitoring and reporting arrangements

11.1. Equality and diversity impact measures will be reported and scrutinised at board meetings.

11.2. This policy will receive ongoing review to ensure we respond to the needs of our learners and reflect external updates and guidance, and bi-annually as a minimum.

12. Summary of Revisions

| Version | Date | Revision |
|---------|------------|---|
| 23-2 | 20/12/2023 | Inclusion of Section 1.4 – Neuro-diversity |
| 23-2 | 20/12/2023 | Inclusion of Section 2.5 – Recruitment themes |
| 23-2 | 20/12/2023 | Change of logo to new version |
| 23-2 | 20/12/2023 | Inclusion of bullet point in 10.2 referring to neurodiversity |
| 23-2 | 20/12/2023 | Inclusion of Section 6.5 – Neuro-diversity statement |
| 23-1 | 31/10/2023 | Inclusion of Social Value Policy in Section 4 |
| 23-1 | 31/10/2023 | Addition of Section 6.3.5 – Social Value Policy statement |