

The Adult College of Barking and Dagenham

Equalities, Diversity, and Inclusion Policy & Procedures

Lead Responsibility	Service Manager Business Support
Designated Officer	Quality & Performance Manager
Advisory Officer(s)	Service Curriculum & Community Partnership Service Manager Business Support
Approved by	Service Manager Business Support
Date of approval	February 2023
Date of next review	November 2023

A note to all teaching staff:

Please click [here](#) using a curriculum device to find a full list of Work and Skills polices & procedures

Please click [here](#) using an LBBD device to find a full list of LBBD policies

Borough related Polices:

[Equalities and Diversity Strategy](#)

[Equalities and Diversity in Employment](#)

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Policy Statement

Rationale

Work and Skills has a strong record of providing fair access for all to education and employment opportunities.

The Service aims to ensure equal treatment and to eliminate discrimination for staff and service users. It strives to provide a safe environment and promote good relations between all groups in Work & Skills, and equality of opportunity for everyone. A key aspect of this is the implementation of the General Equality Duty, an objective of which is the fostering of good community relations.

The word 'discrimination' is used to describe less favourable treatment applied to all people, but particularly relating to protected characteristics:

- age
- disability
- sex
- gender reassignment
- race
- religious belief
- marital or civil partnership status
- pregnancy and maternity
- sexual orientation

This policy aims to provide a clear framework to protect staff and service users from all form of discrimination, including direct and indirect, discrimination by perception and association, victimisation, and harassment.

All decision making will also consider the potential impact of changes on those with protected characteristics, minorities and others who may be disadvantaged by changes in practice. In particular, the development of new policies, procedures and processes should consider Equalities. If necessary, proposed changes based on evidence should be reconsidered in the light of this assessment.

An analyses of Equalities data is presented as part of the annual Self-Assessment.

Aims

The purpose of this policy is to establish clear Service guidance regarding equality and to establish key principles, structures, and monitoring arrangements for the service. The guidance is applicable to everyone in the service, including service users, volunteers, staff, and visitors.

Key Principles

All staff are responsible for ensuring that they are aware of the Service's statutory duties with regards to the Equalities Act 2010.

All staff are responsible for ensuring that the Service addresses discrimination, whether witting or unwitting, whenever it occurs.

The Service believes that all forms of prejudice and discrimination are wrong and that everyone deserves to be treated with respect and dignity.

The Service positively promotes diversity and aims to have a workforce and service user body representative of the community they serve.

All staff should be vigilant and have responsibility for ensuring the Service maintains an environment in which equality flourishes.

The Service will pro-actively support staff and service users who are subject to (or alert us to incidents of) prejudice or discrimination.

The Service will monitor processes (recruitment, enrolment, assessment, accreditation, CPD, etc.) and act where shortfalls are identified.

The Service will work in partnership with relevant bodies (trade unions, learner representatives, etc.) to ensure staff and service users are aware and supported in the implementation of this policy.

Responsibilities

Work and Skills Advisory Board

- The Work and Skills Advisory Body will ensure that the Service monitors Equalities, ensuring that the SAR contains Equalities monitoring information.
- The Work and Skills Advisory Body will receive regular profiles of service users analyses against equalities criteria.

Head of Service

- The Head of Service has overall responsibility for ensuring that strategy and action plans are fully considerate of the specific needs of all groups.

Senior Leadership Team (SLT)

- SLT will monitor equalities across the Service.

Managers

- Managers at all levels will use equalities data to set and monitor targets and ensure all policies are sensitive to potential equalities issues.

Implementation

- The Work and Skills Advisory Board, service users, and staff will be made aware of this policy and related procedures and targets via handbooks, training, and other relevant opportunities.
- Service user & staff inductions will specifically cover our zero tolerance of discrimination and any incidents will be addressed as a disciplinary issue.

- Service users or staff displaying discriminatory behaviours and/or attitudes will be dealt with under the appropriate disciplinary procedures.
- Employment policies and procedures will be as prescribed by LBBD and are recorded separately.
- Employment and enrolment decisions will be made solely on the basis of criteria, merit against agreed standards, national and local priorities.
- Positive action will be applied where it is required to ensure people with a protected characteristic are assisted and their needs met.
- Positive action may be considered when advertising or selecting between two equally qualified candidates for employment or promotion. Where applied, it will be subject to ongoing evaluation and review.
- The Service's publicity materials will always present appropriate and positive messages about all groups of people.
- Marketing materials will positively promote the different equalities groups and will be representative of the broader community.
- Information boards around the Service will contain relevant data, targets and progress information and be updated annually.
- Regular progress reports and analyses will be supplied to the Senior Leadership Team (SLT) and from the Quality and Performance Managers.
- Equality audits through self-assessments and impact assessments will be carried out routinely.
- SLT Statistics will be made publicly available, and where a shortfall is identified SLT will set targets for improvement and monitor progress in the Quality improvement Plan.
- The Work and Skills Advisory Board and the Leadership team have access to comprehensive information which enables them to plan, implement and monitor their responsibilities under the policy.

Publicising Our Policy and Progress

To the Public (including service users and the community):

- Our commitment to equality and diversity will be highlighted in the service brochure, annual SAR, and our Business Plan.
- A summary of the results of monitoring will be included in our SAR and Annual performance statistics.

To Service users:

- The induction programme for service users will highlight the service's commitment to equality, action to be taken by service users who suffer discrimination and the action to be taken against any perpetrators of discrimination.
- Staff will reinforce this information.

To Staff:

- All staff will have access on request to a full copy of this and the borough equalities policy (link available on page one).
- The induction programme will highlight the service's commitment to equality, the action to be taken by staff who suffer discrimination.
- Tutors and assessors will demonstrate differentiation (ensuring access to provision by all) in lesson plans, schemes of work and teaching resources.
- Internal Verification will ensure that all equality and diversity issues are addressed in assessment processes.

Equalities Benchmark targets 2022-23

(Based on the September 2022 Education Inspection Framework)

- Leaders, managers, and governors will effectively focus public funding on people who are disadvantaged and least likely to participate in education and training, and work with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances.
- Leaders and managers will use community learning funding well to develop learning programmes and projects that develop stronger communities, where appropriate.
- Where appropriate, providers will record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals.
- Apprentices, including those with SEND and those who have high needs, are supported to progress quickly, gain new knowledge, skills, and behaviours, and achieve to their full potential.
- Leaders, managers, and governors wisely use the funding for learners with high needs so that their individual learning programmes challenge learners to develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life.
- Learners will successfully participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships, and apprenticeships) and/or to greater independence in their everyday lives.
- Leaders and managers will effectively coordinate all specialist support, including speech and language development, and behaviour management, so that learners develop the skills they need.
- The choice of accreditation helps learners progress towards further learning, vocational training, employment, and independent living.
- Procedures for recognising and recording learners' progress and achievement are rigorous and purposeful and support the achievement of all learners.
- Staff are suitably qualified and/or have appropriate expertise to support learners or specific groups of learners. They will determine whether learning resources, including assistive technology and online/remote learning resources, are to the required standard and specification and whether they are used effectively to support learners to overcome their barriers to achieving their challenging learning goals.
- Learners successfully develop skills to enhance their employment opportunities and independence in their everyday lives in real-life situations, including

meaningful work experience, and how well they take an active part in their local communities.

- Learners following academic or vocational qualifications make good progress and achieve, compared with all learners on the same programme. Learners progress into appropriate paid or voluntary employment, further learning, or other activities.
- The curriculum ensures that all learners benefit from high academic, technical, and vocational ambitions. The curriculum is ambitious for disadvantaged learners or those with SEND, including those who have high needs.
- The curriculum remains ambitious and is tailored, where necessary, to meet individual needs, including those with SEND and those who have high needs.
- Learners have consistently high levels of respect for others. They play a highly positive role in creating an environment that values and nurtures difference. Bullying and harassment are never tolerated.
- Programmes develop responsible, respectful, and active citizens who play their part and know how to become involved in public life.
- Programmes develop and deepen learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.
- Programmes promote equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.
- Programmes promote an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy.
- Programmes develop learners' character, which is defined as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity, and cooperate consistently well with others, giving them the qualities, they need to flourish in our society.
- Programmes ensure that learners understand the protected characteristics and how they can promote equality and diversity, and how they celebrate the things we have in common.
- Programmes reflect the extent to which leaders' and managers' high ambitions are for all learners, including those who are difficult to engage.

Work and Skills Service Equality Targets 2022-23

Metric	21/22 Outturn	21/22 %	22/23 Target
Starts in the Adult College (baseline: average 3500; 4500 in 2021-22)	4607	100%	4000
Number of learners in the Adult College	1754	100%	1750
New learners (not in previous 3 years)	1083	62%	1094 (62%)
Learners without qualification on enrolment	1322	75	1312 (75%)
Starts from 5 most deprived wards (Abbey, Gascoigne, Longbridge, Thames, Whalebone)	1128	24	1080 (27%)
Learners who are unemployed	1099	62.5	1111 (63.5%)
Starts on employability courses	526	11	12%
Starts on Community Learning and Wellbeing Engagement	2672	58	60%
% BAME Learners based on 21/22 outturn	1365	78	80%
% Disabled Londoners Learners based on 21/22 outturn	159	9	12%
% Older Londoner Learners aged 50+ based on 21/22 outturn	329	18	22%
Retention rate (baseline 94%)	96.68	97	97%
Achievement (from GLA Delivery plan)	92.47	92	93
Achievement AEB (from GLA Delivery plan)	87.14	87	87.5
Achievement CL	98.35	98	98.5
Multiply Learner Numbers	N/A	N/A	259
Welfare Learners / Starts	N/A	N/A	450