



BCTG Equality, Diversity, and Inclusion Policy	
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Equality, Diversity and Inclusion Policy

Introduction

BCTG has a duty under the Equality Act 2010, to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality between different groups
- Foster good relations between different groups
- Promote mental health and wellbeing.

Policy Aim

The aim of this policy is to provide equality of opportunity for BCTG learners and staff alike to ensure the development of their full potential in an environment in which individual differences and the contributions of our staff, learners and sub-contractors are recognised and valued.

BCTG are committed to delivering excellence, providing the best possible experience and effective IAG for all our learners, staff, and sub-contractors alike; with a strong emphasis on equality, diversity and inclusion and a commitment to Safeguarding all of our learner, staff, and stakeholders to ensure they feel safe, and are safe.

Policy Purpose

- Provide equality, fairness, and respect for all in our employment, whether temporary, part-time, or full-time, learners and other stakeholders
- Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race (including colour, nationality, and ethnic or national origin)
 - Religion or belief
 - Sex
 - Sexual orientation
- Oppose and avoid all forms of unlawful discrimination.

Our Objectives

BCTG as a training provider has a responsibility to ensure:

- Equality, fairness and respect for all learners and employees is promoted through a culture of inclusion and collaboration.
- Good practice is in our everyday activities incorporating and promoting equality, diversity, and inclusion in all that we do.
- That learning and working environments are free of bullying, harassment, victimisation, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all employees and learners are recognised and valued.

- All teaching and training resources and curriculum reflect and promote equality, diversity, and inclusion, where appropriate.
- Training employees and learners about their rights and responsibilities under the Equality, Diversity, and Inclusion Policy.
- Employees conduct themselves to help the organisation provide equal opportunities in employment, and prevent bullying, harassment, victimisation, and unlawful discrimination.
- Monitoring of make-up of the workforce and learners regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity, and inclusion, and enable improved recruitment and opportunities.
- Review the action plan, annually and taking action to address any issues.
- Complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, learners, employers, sub-contractors, visitors, the public and any others during the companies work activities are responded to appropriately.

Scope

This policy relates to all staff and learners including those at our sub-contractors.

Legal Framework

This policy has due regards to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

Protected characteristics

We will not discriminate against, harass, or victimise an employee, learner, or other stakeholder, or prospective customer because of their:

- Sex
- Race
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

We will not discriminate against an employee, learner, or other stakeholders because of a characteristic related to a person. We will not discriminate against an employee, learner, or other stakeholders, because of a characteristic which they are believed to have, even if the belief is mistaken.

Definitions of Discrimination

Direct discrimination - treating someone with a protected characteristic less favourably than others.

Discrimination by Association – direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Discrimination by Perception – direct discrimination against an individual because others think they possess a particular characteristic.

Indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.

Harassment – when a person experiences unwanted conduct relating to a relevant protected characteristic, which has purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment for that harassment.

Victimisation – when a person is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act: or because they are suspected of doing so.

Bullying and Harassment

Unlike bullying, harassment is unlawful under the Equality Act, if the harassing behaviour is related to the protected characteristic of sex, gender reassignment, race, disability, age, sexual orientation, or religion and belief. Bullying and harassment in the workplace can have an impact on confidence, self-esteem, health, and wellbeing. Bullying and harassment can also affect both performance and morale of teams.

Under the Equality Act there are three types of harassment:

- Harassment related to certain ‘protected characteristics’.
- Sexual Harassment
- Less favourable treatment as a result of harassment

It is also possible that serious harassment could also be a hate crime.

Unwanted behaviour can include a serious one-off incident, repeated behaviour and spoken or written words, imagery, graffiti, gestures, mimicry, jokes, pranks, physical behaviour that affects the person. The person being harassed might feel disrespected, frightened, humiliated, insulted, intimidated, or threatened.

Menopause

Menopause can happen for a number of reasons, naturally, genetics, surgery, and cancer treatments. The menopause can cause a range of both physical and psychological symptoms. Menopause symptoms can have a significant impact on women at work.

If menopausal symptoms have long or substantial impact on a woman’s ability to carry out normal day-to-day activities, the symptoms could be considered a disability, and employers have a legal obligation to make reasonable adjustment to support work duty and performance.

The menopause is covered under three protected characteristics: age, sex, and disability discrimination. Women experiencing menopause symptoms may also be protected from direct and indirect discrimination as well as harassment and victimisation on the ground of age and sex. Employers have a legal obligation to make reasonable adjustments. Under health and safety legislation, employers have a legal obligation to conduct an assessment of their workplace risk. BCTG support the same principles to adult learners.

British Values

BCTG further support equality legislation through our active promotion of British values
The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours with employees, learners and stakeholders that are contrary to fundamental British values.

The Teachers' Standards expect teachers this same principle applies to BCTG trainers, to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of BCTG. This includes not undermining fundamental British values. Staff will receive training in order to uphold their duty to promote British values.

British values will form part of the expected curriculum delivered to all learners.

Leadership and Governance

Equality, diversity, and inclusion will form part of the Safeguarding Agenda and will be reported on as part of the Governance and Advisory Board meetings.

The Governing and Advisory Board will be responsible for ensuring that BCTG complies with the appropriate equality legislation and regulations and that BCTG take all reasonable steps to ensure employees, learners and other stakeholders will not be discriminated against, harassed, or victimised in relation. That the SLT are actively involved in the administration of the policy.

The Senior Leadership Team (SLT) will:

The SLT will implement and champion this policy, ensuring that all employees, learners, and stakeholders, apply its guidelines fairly in all situations.

Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.

Receive and be actively involved with any concerns and complaints that are made.

Produce and monitor data that gives focus to narrowing the gap and accessibility of learners from protected characteristic groups and/or with diverse backgrounds.

Will demonstrate behaviour and attitudes that are conducive to a culture that promotes equality, diversity, and inclusive practice.

Staff will

Will demonstrate behaviour and attitudes that are conducive to a culture that promotes equality, diversity, and inclusive practice.

Act as a role model for equality, diversity, and inclusion across the whole community.

Be alert to the possible harassment of employees, learner, and other stakeholders, both inside and outside of BCTG and to deal with incidents of harassment and/or discrimination using the reporting process.

Carry out their statutory duties relating to equal opportunities and inclusivity and pertaining to their specific roles.

Have due regard to the sensitivities of learners, and not provide material that may cause offence.

Staff Training

Staff will receive relevant training on the provisions of this policy during their induction. Staff will be updated through the Safeguarding Communication Brief on a monthly basis and receive annual updates relevant to the policy.

The Curriculum

We believe that learners should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a learners may have.

We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes. The observation of inclusive teaching strategies is a key aspect of BCTG Quality and Safeguarding programme of monitoring.

Engagement with External Partners

All sub-contractors will be made aware of BCTG's Equality, Diversity and Inclusion Policy processes and their duty by means of meeting the various requirements for responsibility, reporting, training, and curriculum.

Referral Pathways

If a learner has concerns about themselves, or a learner has concerns about a learner being treated unfairly, bullied, harassed, and discriminated against.

The learner should contact:

Key Contacts

Designated Safeguarding Lead/Single Point of Contact (DSL/SPOC) BCTG

Kayley Hogg – kayley.hogg@bctg.org.uk Mobile: - 07801 573 815

Deputy Designated Safeguarding Leads

Adele Hackett – adele.hackett@bctg.org.uk Mobile: 07801 573 606

The employer should contact:

If an employer has concerns about themselves, or an employer has concerns about another employee being treated unfairly, bullied, harassed, and discriminated against.

The employee should contact their line manager or BCTG DSL by email or phone.

The Public Sector Equality Duty (PSED)

BCTG will meet the PSED duty by showing due regard to the need to:

Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share protected characteristic and people who do not share it; and

Foster good relations between people who share protected characteristic and people who do not share it.

We will meet our duty to report and monitor information to demonstrate how BCTG is complying with the Public Sector Equality Duty, considering the specific circumstances surrounding learners who have any of the protected characteristics.

Monitoring date monthly and produce an annual report.

Set and review equality objectives outlining how we may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and staff, learner and stakeholder will not be pressured into providing information related to any characteristic which they may identify with.

Monitoring and Review

This policy will be reviewed by the DSL, SLT and Governance and Advisory Board annually and updated where appropriate – any amendments will be duly communicated to staff.

The Equality, Diversity and Inclusion Objectives Action Plan integrated into the PSED QIP

Some Key Terms

- **Equity** – equity is often conflated with the term “Equality” (meaning sameness). In fact, true equity implies that an individual may need to experience or receive something different (not equal) in order to maintain fairness and access.
- **Diversity** – the recognition that there are many different groups of people in society; the practice of including and involving people from a range of different groups, including but not limited to, social and ethnic backgrounds, different genders, sexual orientations, and disabilities.
- **Inclusion** – the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised. It is the process whereby different groups or individuals are culturally and socially accepted, valued, and welcomed. This is an organisational effort.
- **VME (Visible Minority Ethnic)** – the sum of people who self-define their ethnicity as other than White British. Includes the Asian, Black, Other and Mixed categories only.
- **LGBTQ+** – including, but not limited to, individuals who self-define as Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, Ally, Pansexual, Agender, Gender Queer, Bigender, Gender Variant, Pangender.
- **Neurodiversity** – the range of differences in individual brain function and behavioural traits regarded as part of normal variation in the human population. Neurodiversity is the idea that neurological variations are known and valued as any other human variation. These variations can include but are not limited to: Developmental Coordination Disorder (DCD or dyspraxia), Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Dyscalculia, Autistic Spectrum Condition (ASC), Tourette Syndrome (TS), Pathological Demand Avoidance (PDA), Oppositional Defiance Disorder (ODD) and others.