

Our Vision

To be the training organisation of choice because by experience and reputation our products and services are exciting and innovative, delivered with skill and professionalism resulting in a quality learning experience

SBC Training is committed to providing an environment free from discrimination, bullying, harassment or victimisation where staff, learners and partners are treated with respect and dignity. We aim to create and support a culture of diversity and inclusion amongst all; providing a dynamic working and learning environment, where all members are valued for their contribution and individuality.

The Equality Act (2010)

Under provisions of the Act, SBC Training has a single equality duty to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

In addition, we also have specific duties that require us to:

- Establish sufficient information to illustrate our compliance with the general equality duties across all of our functions
- Prepare and publish objectives to demonstrate how we meet one or more of our general equality aims

We are committed to providing equality of opportunity for all, irrespective of:

- Race
- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Religion or belief
- Sex
- Sexual orientation
- Ethnicity (including race, colour, nationality)

Equality and Diversity Policy

Our Vision for Equality

“Helping people grow ...” the statement which underpins our vision for Equality and Diversity; we want to achieve excellence through inclusion.

Both staff and learners must be able to develop in an atmosphere of positivity, reciprocity and support.

By “helping people grow” we will perpetuate good practice and create a motivated and diverse workforce able to contribute to the demands of the ever changing globalised economy.

We aim to respond to the wide range of needs expressed by our learners and stakeholders and celebrate the benefits of difference.

Every Learner Matters

We are committed through our continuing interactions with our learners to support each individual to achieve the goals of:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Economic well-being

These themes were first published in the Green Paper ‘Every Child Matters’ (2003) and remain relevant and fundamental to our commitment.

All staff, whether part-time, full-time or temporary will be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All staff will be helped and encouraged to reach their full potential and everyone will be encouraged to use their talents and abilities to contribute to the success of the company.

Equality and Diversity Policy

Our Commitment:

- To create an environment in which individual differences and the contributions of all our staff are recognised and valued
- Every team member is entitled to work in an environment that promotes dignity and respect for all. No form of intimidation, bullying or harassment will be tolerated
- Training, progression and development opportunities are available to all
- Equality and diversity in the workplace is good management practice and makes good business sense
- We will review all our employment practices and procedures to ensure fairness
- Breaches of our equality policies will be treated as misconduct and may lead to disciplinary procedures
- This policy will be monitored and evaluated annually

Equal Pay

SBC Training Ltd actively works towards achieving our policy of equal pay based upon formalised pay scales encompassing qualifications and experience, seniority and range of duties. All pay awards are fairly assessed and based upon performance data.

Provision of Services

In accordance with the Equality Act 2010:

- SBC staff will not discriminate directly or indirectly or harass customers or clients in relation to any protected characteristic they may have, apparent or perceived; nor will we unfairly treat an associate of anyone with an apparent or perceived characteristic
- Reasonable adjustments will be made for staff, learners and customers who may be experiencing barriers due to disability
- The recruitment, retention and achievement of learners will be monitored by their Protected Characteristics, where possible, to determine trends and enable the provision of focussed support where it may be needed to ensure success
- Inclusive access to learning will be afforded to each potential learner by providing initial assessment and enabling learner's to access personal support
- All forms of bullying and harassment will be challenged by staff who will support learners, employers and customers to counter and prevent further occurrence

Equality and Diversity Policy

- SBC Training provides facilities for learners, staff and visitors to use for purposes such as prayer, multi faith acts and reflection

Safeguarding our Staff and Learners

We work with learners both individually and in groups, some of whom may come from vulnerable groups, all of whom vary in age and background; at SBC we work to ensure that each learner is treated fairly by staff and other learners.

We deplore acts of harassment, bullying and victimisation and will not tolerate them in any form whether these are a primary (obvious and visible) or secondary (less obvious and less visible), physical or electronic.

We aim to protect our learners by raising awareness of the impact of such acts on victims and the effects on society.

We make it easy for learners, staff and other colleagues to report incidents of harassment, bullying, victimisation and unfair treatment. We always conduct fair and unbiased investigations into complaints.

Our staff are subject to a Disclosure and Barring System (DBS) check to work with children and vulnerable adults to meet the requirement of the Safeguarding Vulnerable Groups Act (2006).

SBC also has procedures for ensuring that our staff remain aware and conscious of their own safety and possible vulnerability in certain situations; our Lone-Working Policy supports staff to estimate risk and ensure safety.

Equality and Diversity Policy

Appendix 1

Types of Discrimination

Direct Discrimination

This occurs when someone is treated less favourably than another person because of a protected characteristic.

Associative Discrimination

This is direct discrimination against someone because they associate with another person who possesses a protected characteristic (for example a mother of a disabled child).

Perceptive Discrimination

This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination

Indirect discrimination can occur when an employer has a condition, rule or policy or a practice in the company that applies to everyone but which particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if employers can show **they acted reasonably in managing their business.**

Harassment

Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

Equality and Diversity Policy

Third Party Harassment

The Equality Act makes employers potentially liable for the harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients. Employers will only be liable when harassment has occurred on at least two previous occasions and they were aware that it has taken place but did not take reasonable steps to prevent it happening again.

Victimisation

Victimisation occurs when an employee 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. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint. There is no longer a need to compare treatment of a complainant with that of a person who has not made or supported a complaint under the Act.

Failure to make reasonable adjustment

The duty to make reasonable adjustments comprises three requirements for service providers and those exercising public functions, these requirements are:

- Where a provision, criterion or practice puts disabled people at a substantial disadvantage compared with those who are not disabled, to take reasonable steps to avoid that disadvantage
- Where a physical feature puts disabled; people at a substantial disadvantage compared with people who are not disabled to avoid that disadvantage or adopt a reasonable alternative method of providing the service or exercising the function
- Where not providing an auxiliary aid puts disabled people at a substantial disadvantage compared with people who are not disabled, SBC Training Ltd will provide that auxiliary aid

Equality and Diversity Policy

The Director of Training is charged with responsibility for:

- Raising awareness of Equality and Diversity issues and developments throughout SBC and our business partners
- Ensuring the implementation of this policy and that progress is being made towards the attainment of its aims in the terms of the Equalities Act 2010 and anti-discrimination
- Review Equality and Diversity materials used by learners and trainers and regularly review content and use
- Review Equality and Diversity Impact assessment in respect of new procedures and policies
- Gather and analyse data on specific incidents of breaches of Equality and Diversity Policy and provide guidance to resolve situations
- Monitor applications, achievement and retention of learners by: ethnicity, disability, gender and age
- Report results of analyses to Senior Management

Rhian Chadwick (Quality Manger)

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