



London College of Beauty Therapy

Equality Opportunity and Diversity Policies and Procedures

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EQUALITY AND DIVERSITY POLICIES AND PROCEDURES

1. Policy Statement

The London College of Beauty Therapy is committed to equality and diversity. The aim of our policy is to ensure that no applicant, learner, employee or visitor receives less favourable treatment on grounds of sex, age, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, and family responsibility, and disability, political or religious belief.

Selection criteria and procedures are kept under constant review to ensure that our equal opportunity aims are secured. Individuals are selected and treated on the basis of their relevant merits and abilities.

Applications for employment and training from persons with disabilities are welcomed. All employees will be given equal opportunity and where appropriate training to progress within the organisation

We will take positive measures to introduce, implement, monitor and review policies, practice and procedures, equality and diversity impact measures are set to ensure our commitment to this policy is fully effective, for all who study and work here in the college.

We are committed to increasing awareness amongst staff and learners, of the nature of sexist and racist attitudes and practices and have taken steps to eradicate them.

We will take action under our disciplinary procedure against any member of the college responsible for sexual or racial harassment

If you are being harassed in any way there are people who will listen to you and take your complaint seriously:

- Your personal tutor/line manager
- Equality and Diversity officer
- Any other member of staff that you trust

Any conversation that you have with these people will be absolutely confidential and you are welcome to bring a friend with you. Action will then be taken, with your permission, in line with college regulations, to prevent further unwelcome behaviour. Any learner or member of staff who breaks the college Equality and Diversity policy runs the risk of disciplinary proceedings, which could lead to permanent exclusion from the college. If you have a complaint regarding any Equality and Diversity issues, please contact our Equality and Diversity officer from the main reception desk.

2. Equality and Diversity for All

London College of Beauty Therapy is the largest Further Education College in inner London specialising in Beauty Therapy. Our mission is to provide accessible, responsive and high quality training, employment opportunities and services for all our learners, and customers.

In the endeavour to achieve our mission, London College of Beauty Therapy operates its Equality and Diversity Policy in the provision of.

- Education, training, progression and achievement
- Recruitment, selection, promotion and development
- Services and the use of our facilities

Our policy operates regardless of ability, sex, age, race, colour, nationality, ethnic or national origins, marital status, sexual orientation, family responsibility, and disability, political or religious belief.

Achieving equality and diversity in all areas of the college is the responsibility of us all.

London College of Beauty Therapy welcomes and values the diversity of all its learners, staff and customers. We will continue to work towards the development and implementation of these policies and practices.

3. Synopsis of Primary Strategic Points

- The policy contains a commitment by college senior managers and managers to ensure the awareness of staff, learners and users of their legal and moral responsibilities to support and implement the policy.
- Information, training and support are available to all managers and staff to assist in the implementation, monitoring and reviewing of the policies and guidelines.

The policy framework includes recruitment, selection, promotion, training and development, access to learning opportunities, the curriculum, the college environment, marketing and publicity, action against offensive behaviour including harassment and discrimination.

The college managers will continue to strive towards the creation of a healthy, safe welcoming and enjoyable learning environment.

- a) The college welcomes diversity and it will support all legislative measures including the Race relations Act 1976, Race Relations (Amendment) Act 2000 the Sex Discrimination Act 1975 and 1986, the Disability Discrimination Act 1995 and SENDA 2001, The Employment Equality (Religion or Belief) Regulations 2003, The Employment Equality (Sexual Orientation) Regulations 2003, in working towards the elimination of all forms of discrimination, harassment, stereotyping and prejudice, and fair and equal access in employment, admission, training and development, progression, and the use of facilities and services.
- b) LGBT managers and staff believe that education, training and development are a basic entitlement for everyone. Training and support will be provided to promote the understanding and implementation of this policy.
- c) The college is committed to ensuring fair and equal reasonable access to courses, the building and services as and when necessary to maintain and support this policy.
- d) The college is committed to maintaining appropriate policies and procedures to address complaints, grievances and disciplinary matters and to consult with staff, learners and users of the college facilities and services as and when necessary to maintain and support this policy.
- e) The college is committed to ensuring fair and equal reasonable access to courses, buildings and college facilities. All arrangements will be reviewed on an annual basis to ensure that there is no unequal discriminatory stereotyping or unfair restrictions to admissions, curriculum, services, facilities, and progression, safety and support arrangements.
- f) The college is committed to providing the most supportive learning and working environment, maximising opportunities, services and facilities for all learners and staff and to promoting positive and supportive relationships with the community it serves.
- g) The college will continue to take appropriate and special measures to attract and support adult returners, the unemployed and long term employed, mature learners, male learners, black and ethnic minorities and people with particular learning needs, especially in areas where such learners are under represented and to create the most accommodating, friendly accessible and supportive framework in their learning and progression.

This year the LSC has requested colleges to set their own measures, we have set three that we want to achieve over the next 3 years, and these are listed below.

1. To increase the number of male learner participation to 2 % on the Advanced Apprenticeship programme within 3 years
2. To increase the number of black and minority ethnic learners participating on the Advanced Apprenticeship programme by 21% to 30% by August 2007.

3. To increase the representation of learners with a disability on Advanced Apprenticeship programmes from the current baseline participation of 4 % to 10 % by August 2007.
- h) Senior managers and managers will regularly monitor, analyse, review and report on progress in the implementation of the Equality and Diversity (ED) Policy, this is also addressed in the ED committee meetings that are held twice a year , necessary actions will be taken to update and amend policies, guidelines and procedures, set priorities and targets, and consult with staff, learners and the community to ensure continuing progress towards achieving equality of opportunity across the whole organisation.
 - i) The college is committed to providing a wide range of courses, to ensure flexibility, accessibility and participation by people from all over the sections of the community.
 - j) Courses are flexible in content to satisfy the needs of particular groups of people such as adult returners and learners who attend on a part-time basis.
 - k) All learners on application will under take a diagnostic assessment; this allows the level of learning to be ascertained, therefore ensuring that all learners are working towards the right level of study. On starting the programme, learners will undertake a further assessment to ascertain and identify learning needs. Language, Information communication technology (ICT) and numeric support are available to assist people with individual learning needs. Learners have access to assessment to enable them to plan and to follow the courses most appropriate to their needs.
 - l) The college is mindful of legal requirements under the Disability Discrimination and SENDA, Race Relations and Sex Discrimination Acts, and The Employment Equality (Religion or Belief or Sexual Orientation) Regulations 2003, and seeks to take positive action to avoid any direct or indirect discrimination.
 - m) The college is committed to working closely together and in partnership with a range of providers and employers to ensure the widest range of educational, training and learning opportunities are available to the greatest number of people, whatever their educational, social, cultural, economic or demographic circumstances.

4. Equality and Diversity Committee

An Equality and Diversity Committee meets on a twice annual basis in January and July to discuss related issues in college that have arisen and where necessary make improvements and changes to the Equality and Diversity Policies and Procedures Manual. The Committee consists of the Equality and Diversity Officer and one representative member from Central Admissions, the Job Shop, Reception and the lecturing department, as well as a student representative.

5. Race Equality Statement of Intent

Position Statement

LCBT recognises that learners and staff can often be discriminated against because of their colour, race, ethnicity, nationality, national origins, or religious belief.

We support all legislative measures including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000.

Racism is in our society and requires decisive and specific action to eradicate it. It operates in very complex, covert and overt ways and is a serious barrier to the educational aspirations, achievement and employment prospects of all parties involved.

The College will take positive action to eliminate institutional racism and its effects. Racial harassment will not be tolerated in any area of College life

Policies

- a) We take a positive action to encourage the recruitment and increase the success rate of black and minority groups of learners on all courses and at all levels and especially on higher-level courses. Our annual monitoring and quality improvement procedures evaluate performance on all programmes.
- b) We will implement actively anti-racist strategies, which challenge racial stereotyping and promote high levels of achievement.
- c) We will ensure that the curriculum addresses anti-racism, this starts from the induction process.
- d) We will value and accredit experiences and qualifications gained outside the UK.
- e) We will work to create a learning environment, which is welcoming and supportive of all racial groups of learners and staff.
- f) We will seek to increase the number of staff, particularly senior staff, from black and minority groups, our advertising for new job positions strives to reach all minority ethnic groups
- g) We will work to secure the fullest participation of all racial groups of learners and staff in College life, including the College's planning and decision-making process.
- h) We will work actively with employers and their organisation to ensure that all racial groups of learners gain quality work experience and employment.

This Statement complements all other Statements of Intent specified as part of this policy.

6. Statement of Intent on Belief

Position Statement

The right to freedom of thought, conscience and religion is absolute. The College will welcome and support diversity of belief providing the manifestation of those beliefs are not contrary to the College's values of inclusiveness, transformation and success. The College respects the heritage that diversity of belief represents, and recognises that diversity enriches our culture and is the natural outcome of a free society.

LCBT is aware that people are often discriminated against because of their religious and political beliefs. LCBT aims to promote tolerance, understanding and the mature development of beliefs and value systems.

Policies

- a) Members of any religion or none will be treated with equal dignity and fairness. Harassment, religious or racial discrimination and incitement to religious hatred will be vigorously addressed through College disciplinary procedures.
- b) We will ensure that delivery of the curriculum is not dogmatic and encourage learners to respect other views, think critically and form their own opinions and value judgements. College staff will not use professional interaction with learners as an opportunity to proselytise.
- c) We will respect, and, as necessary, provide for the practices, which support the religious needs of the learners and staff. This includes:
 - Welcoming diversity of appearance and clothing, providing Health and Safety requirements have been met, dress conforms to the majority view in society of what constitutes decency, and clothing does not display discriminatory slogans.
 - Providing quiet and private designated areas for Prayer throughout the day
- d) The delivery of learning programmes – including internal and timed assessments will take account of religious festivals of observances, which may affect learner's ability to participate fully.
- e) Weekend events will be planned to maximise participation from all sections of the community and to ensure colleagues are not required to work in breach of religious observances
- f) The College will evaluate learner and staff feedback to remain alert to patterns of inequality and related concerns which are not identified through statistical monitoring tools

This statement complements all other Statements of Intent specified as part of this policy.

7. Statement of Intent on Disability

Position Statement

LCBT are committed to ensuring that people with disabilities, including those with learning disabilities are treated fairly. We welcome applications from all sections of the community. All reasonable adjustments to provision will be made to ensure that learners, staff and visitors are not substantially disadvantaged.

A range of support services is available to meet specific needs and Improvements are continuing to be made.

LCBT will strive to ensure that no learner is discriminated against or denied any educational or social opportunity on the grounds of disability

The college supports the Disability Discrimination Act 1995 and SENDA Act 2001

Policies

- a) We will value positively learners' achievements and support them to realise their potential.
- b) We will work with learners and staff with disabilities and with access consultants to develop and deliver an ongoing programme of environmental improvements across the College.
- c) We will make reasonable adjustments where necessary to ensure that all learners have access to all learning programmes. This will include adaptations to all promotional literature and learning materials. All of these are available in larger font sizes. All learners have access to ICT at the college.
- d) Everyone who applies to the College for education, training or employment will be assessed on their individual merits and their ability to undertake the course successfully. We will encourage applicants to disclose needs and will provide support from enquiry through to progression.
- e) We will provide an inclusive learning experience, which is challenging, intensive and adds clear value. The College will work with learners to identify individual needs and make every effort to meet these through responsive teaching, specialist staff, study aids, assertive technologies and environmental adaptations.
- f) We will train and resource staff to use inclusive learning strategies and to recognise and meet particular needs.
- g) Learners will be encouraged and enabled to progress and to achieve appropriate outcomes. We will ensure assessment strategies and exam arrangements enable all learners to evidence their knowledge and skills.
- h) We will actively explore with employers opportunities to give learners with disabilities access to quality work experience and to supported employment opportunities if appropriate.
- i) We will guarantee an interview to all staff applicants who meet the required person specification and will make all reasonable adjustments to enable a successful candidate to take up role.
- j) We will ensure that all members of staff with disabilities have an annual opportunity to discuss with their line manager the adequacy of the College response to their needs, and to suggest improvements.
- k) We will act to improve the proportion to staff with disabilities in line with the local population profile.

This Statement complements all other Statements of Intent specified as part of this policy.

8. Equality Statement of Intent on Gender

Position Statement

LCBT is working actively to create a supportive and inclusive environment for both women and men, which enables full participation and success in learning and employment. We will open up choices by actively combating discrimination in every area of College life. LCBT will not allow sexual harassment or unfavourable treatment in any form.

The college supports the Sex Discrimination Act 1975 and amendments.

LCBT recognises that people are often treated unfairly in terms of education, training and employment because of their gender. The College aims to eradicate discrimination on the grounds of gender and to promote equality of opportunity for all.

Policies

- a) We strongly oppose sexism and are committed to taking positive action to identify and remove sexism in the College life.
- b) We will take positive action to develop equality of opportunity for both men and women at every stage of the learner pathway and throughout their College career.
- c) We will monitor the participation, performance and progress of female and male learners and act to address inequalities.
- d) We will take positive action to encourage learners into non-traditional areas of work or study so that gender stereotyping becomes the exception.
- e) Sexual harassment will not be tolerated in any area of College life. College commitments will be made explicit to new learners and staff and sexual harassment and discrimination will be vigorously challenged through College disciplinary procedures.
- f) Employment policies and procedures will be friendly and opportunities for professional development will be organised to ensure that those with external care commitments have opportunities to participate.

This Statement complements all other Statements of Intent specified as part of this policy.

9. Statement of Intent on Sexual Orientation

Position Statement

LCBT is working actively to create a supportive and inclusive environment for all women and men, which is conducive to excellent practice in education, training and employment. We will actively combat discrimination, sexual harassment or unfavourable treatment in every area of College life.

LCBT recognises that people are often treated unfairly in terms of education, training and employment because of their sexuality. The College aims to eradicate discrimination on the grounds of sexuality and to promote equal opportunity for all.

Policies

- a) We strongly oppose discrimination on grounds of sexuality and are committed to taking positive action to identify and remove homophobia from College life through disciplinary procedures.
- b) Homophobic harassment will not be tolerated in any area of College life. College commitments will be made explicit to new learners and staff and sexual harassment and discrimination will be vigorously challenged through College disciplinary procedures.
- c) Employment policies and procedures will be family-friendly and will apply equally to households based on same-sex partnerships and to non-traditional parenting and care arrangements.

This Statement complements all other Statements of Intent specified as part of this policy.

10. Statement of Intent on Class Equality

Position Statement

LCBT recognises that class is a key factor in educational achievement. Class is defined by, for example, lifestyle, income, economic status and cultural identity and usually reflects a cluster of disadvantage. Class can impact on people's life aspirations and others' perceptions of their potential and opportunities for success.

Further education has a proud tradition of providing opportunities for working class people. LCBT will explicitly build on that tradition.

Policies

- a) We will raise people's aspirations about education and employment through the provisions of clear advice, guidance and counselling at all stages of the learning programme.
- b) We will do all we can to ensure that people can afford to enrol on, and remain on, courses by campaigning actively for financial support for learners.
- c) We will recognise, accredit and build upon the knowledge and experience, which people bring to their learning.
- d) We will value diverse cultural linguistic experience and encourage our learners to access new cultural opportunities and to learn from each other.
- e) We will work to ensure that our local community develop and sustain confidence, pride and self-esteem through their learning. Their learning will be accredited and designed to increase their life choices.

This Statement complements all other Statements of Intent as part of this policy.

11. Statement of Intent on Age Equality

Position Statement

LCBT recognises that people are often discriminated against and stereotyped because of their age. This is evident in the range of beliefs, assumptions and attitudes, which underpin judgements about an individual's potential, behaviour and preferences. It is also reflected in the stereotyping that categorises people by generation or life phases rather than through recognition of their talent, competence and capability.

LCBT recognises that people can develop throughout their life and that an individual's life experience adds value to their role as a member of the college community and their personal learning experience.

Policies

- a) We will promote actively and support educational achievement for people of all ages.
- b) We will work to remove arbitrary age barriers to educational access and to the realisation of individual potential and success.
- c) We will provide differentiated learning experiences, which meet the needs of particular age cohorts.
- d) We will promote actively up-skilling and re-training programmes for those in paid employment or who wish to re-enter employment.
- e) We will develop teaching and learning and support strategies to meet the particular needs of learners from different age groups.
- f) We will promote positive images of achievement by people of all ages and which recognise and celebrate the knowledge and experience, which people bring to their learning throughout life.
- g) We welcome job applications from all age groups and select on the basis of specified skills and abilities.

This Statement complements all other Statements of Intent Specified as part of this policy.

12. Equality and Diversity Grievance Procedure for Learners

During your time at the College you may have a grievance that you wish to make known which you are entitled to do. To enable you to bring matters to our attention, we have devised a simple complaint procedure. This must always be adhered to in the order presented.

The procedure has been designed to enable the individuals who will be dealing with your grievance, at each level, to have all the relevant information available at hand. This will enable them to deal with the grievance satisfactorily and as quickly as possible.

- a) Make an appointment with your tutor/lecturer and discuss the matter with them. They will record it in your tutorial file;
- b) If the matter is not resolved by speaking to your tutor/lecturer, using the grievance procedure form, write the reasons for your grievance and arrange for it to be passed to the training manager or central admissions adviser. They will then review the matter and give a written response or if necessary arrange an interview. *Where practical the matter will be dealt with within 10 days;*
- c) If you are still unhappy with the outcome so far, you can request that the matter be referred to the principal. After review the principal will reply in writing or if necessary arrange an interview. *Where practical within 10 working days;*
- d) In the case of privately funded learners the principals decision will be final;
- e) In the case of LSC learners. If you are unhappy that your grievance has not been resolved satisfactorily, you can request that the grievance file be passed to the Learning and Skills Council for review and consultation.
- f) Appeals regarding assessment plans or decisions will be directed to the learner's tutor, who will then take this forward to the internal verifier for review. A response where practical will be directed back within 5 working days, providing all the required evidence is provided to the Internal Verifier.
A written report will be held on file and all parties must sign this. If the learner wishes to appeal further then this will be directed to the Lead Internal Verifier, only when this channel has been exhausted then the appeal can be directed to the Quality Standards Team at EDEXCEL, the colleges Awarding Body.