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Knowsley Council

Liverpool City Region Adult Education Budget

# Equality, Diversity and Inclusion

## Strategy

### 2024 -2025

The document is also available in other languages, including



For further information please telephone 0151 443 5062

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## **Contents**

The legal framework for the Equality Strategy

- Section 1 Introduction
- Section 2 Equality, Diversity and Inclusion Vision
- Section 3 Context
- Section 4 **Corporate Plan 2017-2020: Knowsley 'Our Plan'**
- Section 5 Community Cohesion
- Section 6 Safeguarding
- Section 7 FACE Key Equality, Diversity and Inclusion Principles
- Section 8 Merseyside and Cheshire Curriculum Improvement Group
- Section 9 English Language Development (ELD)
- Section 10 Staff Recruitment
- Section 11 Staff Development
- Section 12 Marketing and Publicity

## **Appendices**

APPENDIX 1 KMBC Initial Impact Assessment Proforma

## The legal framework for the Equality Strategy

The Equality Act 2010 places a general duty on public sector organisations to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who do and do not share a protected characteristic\*.
- Foster good relations between people who share a protected characteristic and those who do not.

Knowsley FACE must meet this general duty both as an employer and as a provider of adult education and show due regard to the duty across all of our functions.

\*The 9 protected characteristics and their associated definitions are:

**Age** - referring to a person belonging to a particular age (e.g., 32 year olds) or range of ages (e.g. 18 - 30 year olds).

**Disability** - a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender reassignment** - the process of transitioning from one gender to another.

**Marriage and civil partnership** - marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

**Pregnancy and maternity** - pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race** - refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins, including gypsies and travellers.

**Religion or belief** - Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex** – (Gender)

**Sexual orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

The general duty is underpinned by the specific duties:

From 31 January 2012 and annually thereafter the Knowsley FACE/local authority must publish information demonstrating compliance with the general duty.

From 6 April 2012 and at least every four years thereafter, Knowsley FACE/Local Authority must publish equality objectives setting out how the requirements of the Equality Act will be met.

## Section 1 Introduction

### Introduction

The purpose of this Equality, Diversity and Inclusion Strategy is to describe Knowsley Family And Community Education (FACE)'s commitment to equality, diversity and inclusion and how we translate this commitment into reality.

We seek to promote an **inclusive** service which addresses the needs and rights of its service users. We are committed to ensuring that all staff and learners receive fair and equal treatment whilst engaged either as a staff member or learner. These steps are in accordance with Knowsley MBC's Equality and Diversity Policy Statement (2017-2020). This document is available on the Council's website, through your Community Education Officer or from Knowsley FACE in the Directorate of Children Services. We have, however, summarised our commitment to Equality and Diversity in the following statement:

<b>Equality and Diversity Statement for Learning with Knowsley FACE</b>	
<p><b>Equality of Access</b></p> <ul style="list-style-type: none"> <li>○ Seeking a service open to all regardless of gender, race, ethnic origin, disability, age, actual or perceived sexual orientation, gender identity, marital status, nationality, religion, belief or any other individual characteristics which may impact upon a person's opportunities in life.</li> <li>○ Providing a service which supports staff and learners and prevents discrimination or harassment</li> <li>○ Promoting equal access to courses for all potential learners and equal access to recruitment for all potential staff</li> <li>○ Equal opportunity for the most disadvantage people in the Borough</li> </ul>	<p><b>Equality of Outcome</b></p> <ul style="list-style-type: none"> <li>○ Seeking to ensure equality of outcome in terms of completion and achievement for all learners in line with the Equality Act 2010 and the 9 protected characteristics</li> <li>○ Reporting on Equality, Diversity and Inclusion in the annual Service's Self-Assessment Report (SAR) including narrowing the achievement gap between different cohorts of learners</li> </ul>
<p><b>Diversity in Learning</b></p> <ul style="list-style-type: none"> <li>○ Seeking to provide a service which recognises and respects the differences between learners and where possible to accommodate individual learner needs</li> <li>○ Promoting respect for individual and cultural diversity through family and adult learning</li> </ul>	<p><b>Diversity of Learners</b></p> <ul style="list-style-type: none"> <li>○ Aiming to reflect the breadth and diversity of the Knowsley adult population in the profile of learners by actively encouraging learners from under-represented groups</li> <li>○ Aiming to develop provision in the local community to engage with individuals who have not traditionally participated in family and adult learning</li> <li>○ Targeting learners from communities where participation in adult learning is low</li> </ul>

**Equality** emphasises equal outcomes, including equal opportunities for all. **Equality does *not* mean that everyone must be treated in the same way all the time.**

**Diversity** refers to **respecting, valuing and celebrating the differences** between people who come from (for example) different backgrounds, have different abilities, have a different sexual orientation or are in a different age group to you. Diversity is linked to *equality* as everyone, no matter what their differences may be, have equal opportunities and strive for equal outcomes.

**Inclusion** is about embracing all people in a community irrespective of race, gender, disability, medical or other need. The aim is to give equal access and opportunities and remove discrimination and intolerance.

**Discrimination** is treating you less favourably because:

- you are a woman or a man
- you are married or have a civil partner

- you are transsexual
- you have a disability
- you are straight, gay, lesbian or bisexual or transgender
- you are pregnant or have recently had a baby
- of your age
- of your race
- of your religion or belief

## Definitions of Discrimination

**Direct discrimination** – this occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have; or because they associate with someone who has a protected characteristic.

**Associative discrimination** – this applies to race, religion or belief and sexual orientation. It is now extended to cover age, disability, gender reassignment and sex. This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perceptive discrimination** – this applies to age, race, religion or belief and sexual orientation. This has now been extended to cover disability, gender reassignment and sex. This is direct discrimination against individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect discrimination** – this occurs when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others. The Equality Act says it puts you at a particular disadvantage.

**Harassment** – this is “unwanted conduct relating 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”. Harassment applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Individuals are now able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant does not have to identify/possess the relevant characteristic themselves.

**Third party harassment** – this already applies to sex and has now been extended to cover age, disability, gender, reassignment, race, religion or belief and sexual orientation. The Equality Act makes an organisation potentially liable for harassment of their employees by individuals (third parties) who are not employees of the organisation, such as service users (learners). An employer will only be liable when harassment has occurred on at least two previous occasions, the employer is aware that it has taken place, and have not taken reasonable steps to prevent it from happening again.

**Victimisation** – this occurs when an individual 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 individual 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. The legislation imposes positive duties on all public bodies to promote race, disability and gender equality in everything they do.

## **Section 2 Equality, Diversity and Inclusion Vision**

The service has an inclusive mission statement that aligns with the Councils Vision and Priorities:

**Vision:** Learning for Life

**Mission:** FACE supports individuals to engage in the widest range of learning opportunities to improve confidence, raise self-esteem, enable personal, creative and social development, support with the challenges of modern life, reduce social isolation and improve employability, skills and health. FACE encourages individuals to be aware of and achieve their own potential in order to progress successfully in learning, work, health and life.

### **Objectives:**

1. Strengthen communities in order to support groups or individuals who are in greatest need of learning
2. Enhance employability by developing specific skills required in the labour market, in particular English, Maths and Digital Skills (Modern Technologies)
3. Develop individuals through learning in order to improve health, resilience and well-being
4. Support families by promoting and developing family learning, positive parenting and increasing parental engagement

The equality, diversity and inclusion vision for FACE is

**“To ensure a service which is welcoming and responsive to the needs of all the communities of Knowsley”.**

FACE is a service which attracts staff and students from a whole range of diverse backgrounds and is seen to be a positive service in which to live, work and learn. The environment and culture within FACE supports and values difference. All learners are encouraged to achieve their full potential.

## Section 3 Context

Equality, Diversity and Inclusion is both a key ESFA (Education & Skills Funding Agency) objective but also a Knowsley MBC corporate objective. The challenge for all services in Knowsley is to ensure that issues of equality, diversity and inclusion are at the forefront of everything we do. Knowsley FACE contributes to the Council's priorities:

- Strengthen communities in order to support groups or individuals who are in greatest need of learning
- Enhance employability by developing specific skills required in the labour market, in particular English, Maths and Digital Skills (Modern Technologies)
- Develop individuals through learning in order to improve health, resilience and well-being
- Support families by promoting and developing family learning, positive parenting and increasing parental engagement

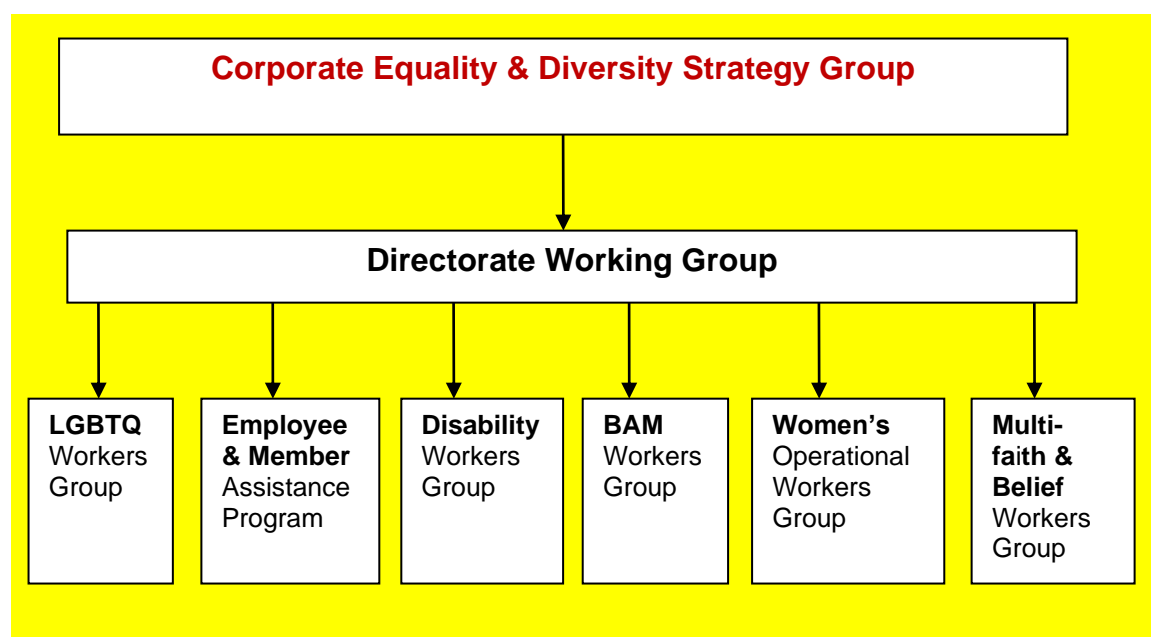
Knowsley MBC has published its Equality and Diversity Policy (2017-2020). We have simplified our commitment in an Equality and Diversity Statement for learners as shown on page 5. These documents seek to incorporate our commitment to equality, diversity and inclusion in terms of the management and operation of Knowsley FACE.

Knowsley FACE:

- supports family and adult and community learning in Knowsley's Learning Academies and High Schools
- contributes to the activities of area based Children's Centres' programmes
- contributes to the developing community engagement strategy by leading on a parental engagement strategy as well as supporting other engagement strategies in support of older people, Community and Voluntary Sector and Employment and Skills strategy
- supports community based education in the borough's learning Academies, in libraries in Knowsley and various outreach centres.



## Knowsley Council Equality & Diversity Structure



### Section 4 Corporate Plan 2017-2020: Knowsley, 'Our Plan'

The Council has developed a Corporate Plan 2017 – 2020 'Our Plan' which sets its vision for residents, businesses and agencies in Knowsley. The Corporate Plan has **5 strategic priorities**:

1. maximise the Council's contribution to education in Knowsley
2. Maximise the Council's contribution to the health and wellbeing of Knowsley residents
3. Provide high quality and sustainable adult social care
4. Accelerate business growth, new jobs and housing
5. Create a sustainable borough

Knowsley FACE will support the Council achieve its priorities through:

- Raising the attainment of children and adults
- Working with other directorates and agencies to identify and support adults returning to learning
- Delivering a diverse range of provision to meet the changing population

### Section 5 Community Cohesion

Community cohesion is about developing a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The Council has developed a **Community Cohesion Strategy (2018-2023)**. The vision for community cohesion within the borough is:

**“For Knowsley to be a place where everyone has a sense of belonging where people from different backgrounds have enduring and positive relationships with each other and where opportunity is open to all”.**

The Aims of the strategy are:

- 1. Strong leadership and engagement are essential**
- 2. Developing shared values**
- 3. Preventing the problems of tomorrow**
- 4. Good Information**
- 5. Visible work to tackle inequalities**
- 6. Involving young people**
- 7. Partners such as local third sector organisations**
- 8. Cross generational activity**

Knowsley FACE will work contribute to the borough’s community cohesion strategy by providing a learning environment which is fully inclusive and welcoming to all residents and learners.

## **Section 6 Safeguarding**

We believe that all adults have a right to enjoy life that is free from violence and abuse, a right that is enshrined within the Human Rights Act 1998. As part of Knowsley MBC’s Safeguarding Adults Policy, we are committed to providing learning opportunities in safe environments. We operate a whole service approach to safeguarding learners; addressing our responsibilities to ensure the safety of all our learners. In addition to the Council’s Safeguarding Policy, the service has a policy. A copy of Knowsley FACE’s Safeguarding Policy is available upon request.

FACE’s safeguarding policy and procedures applies to all staff who are involved in the delivery of Knowsley FACE provision as well as partner agencies. It gives practical guidance on how the service deals with safeguarding and includes compliance by all for GDPR.

**In the event of a concern, suspicion, or allegation of abuse, all staff should contact a Nominated Safeguarding Officer as soon as possible:**

Michael Atherton Service Manager (Knowsley Family Learning Service) 0151 443 5062

Gill Downey (Knowsley Family Learning Service) 0151 443 4502

## **Disclosure and Barring Service (DBS)**

As part of its safeguarding commitment all teaching staff within the service are required to possess enhanced DBS clearance. Support staff are also required to possess DBS clearance. All staff within the service have been issued with identity badges which must be worn at all times.

The type of check required is based on 'regulated activity'. This is being scaled back to only work which involves close and unsupervised contact with vulnerable groups. The service has produced a Safeguarding Policy which provides information on keeping safe and takes into account the requirements of the Prevent Duty and promoting Fundamental British Values.

## **Prevent Duty 2015**

To have due regards to the need to prevent people from being drawn into terrorism. All staff are required to undertake Prevent/Channel training on an annual basis.

All staff, learners, partner agencies are encouraged to respect others with particular regard to the protected characteristics as set out in the Equality Act 2010: Promote Equality, Diversity, Fundamental British Values, challenge stereotyping and discrimination.

## **Internet Safety**

The Internet provides opportunities for individuals to conduct a whole range of activities including, accessing resources, make online purchases, manage their bank accounts. In addition, there are a number of social networking sites such as Myspace, Facebook etc which enable users to meet new/old friends. It is important to ensure that procedures are in place to ensure safe usage of the internet. The service has produced some guidance on safe internet use which can be found in the service's safeguarding policy.

The Service has set up its own Facebook which enables learners to stay in touch with their tutors and each other. A number of Creative Art courses have set up their own Facebook in order to stay in touch, share ideas and record their progress.

## **Section 7 FACE Key Equality, Diversity and Inclusion Principles**

- 1. Ensure diversity in the workforce and among learners**
- 2. Encourage engagement and participation from under-represented or disadvantaged groups**
- 3. Treat everyone with mutual respect whilst valuing difference**
- 4. Quality assure equality and diversity performance**

Each of the above key principles are now described in more detail.

## 1. **Ensure diversity in the workforce and among learners**

FACE encourages an environment which is supportive of staff and learners from a wide range of backgrounds. We encourage an environment and culture where everyone is encouraged and supported to develop their full potential regardless of gender, race, ethnic origin, disability, age, actual or perceived sexual orientation, gender identity, marital status, nationality, religion, belief or any other individual characteristics which may impact upon a person's opportunities in life. As a learning organisation FACE recognises the individual needs of learners and differentiates their learning and support in response to these needs.

This principle is translated as **Equality of Access** in the Learner E&D Statement.

## 2. **Encourage engagement and participation from under-represented or disadvantaged groups**

We recognise that we can reduce the disadvantage experienced by many people by making our activities more responsive to the different and various individual and community needs evident throughout Knowsley. The Council values the diversity of the population of the borough and wants its activities to be accessible, relevant and meaningful to everyone. Planned courses within FACE seek to improve the engagement and participation of individuals from disadvantaged or under-represented groups. This approach also seeks to address actions to achieve agreed Equality and Diversity Impact Measures (EDIMs) agreed with the ESFA which target

- Learners with disabilities or difficulties
- Learners from different ethnic groups
- Male Learners
- Learners from deprived areas

FACE is aware of the barriers to inclusion presented by cultural, socio-economic and other factors. We will enhance our partnership working with others in the borough to overcome such barriers and improve access and take up of course provision.

This principle is translated as **Diversity of Learners** in the Learner E&D Statement.

## 3. **Treat everyone with respect whilst valuing difference**

Knowsley FACE has an active role to play in developing and supporting wider messages of respect as well as valuing differences of all cultures and communities in Knowsley.

What this means is that FACE treats everyone with respect which is further supported by a commitment that any problems that arise either for/from students or staff are dealt with quickly and sensitively.

This principle is translated as **Diversity in Learning** in the Learner E&D Statement.

#### **4. Quality assure equality and diversity performance**

We will ensure that any differentials in performance between different groups are identified and removed. This means we will capture, monitor, measure and report against equality and diversity aspects/categories through a number of quality assurance activities including those identified in the Quality Improvement Plan which is produced following the annual Self Assessment Review:

- EDIMs; including
  - Learners aged 50+
  - Black, Minority Ethnic
  - LLDD
  - Gender
  - Armed Forces Staff
- Success Rates
- Learner Questionnaires
- Learner Involvement Groups
- Tutor Inductions
- Tutor Training
- Observations of Teaching, Learning and Assessment
- Learner Support

The above list is not exhaustive.

This principle is translated as **Equality of Outcome** in the Learner E&D Statement shown on page 5 of this document.

All complaints/issues relating to Equality and Diversity are reported to the service's Equality and Diversity Officer and responded to immediately in a fair and equitable manner.

### **Section 8 Merseyside & Cheshire Curriculum Improvement Group**

The service is a member (and chair) of the Merseyside & Cheshire Curriculum Improvement Group Equality & Diversity Group. The group meets termly to share best practice in relation to Equality and Diversity and to identify alternative sources of funding to secure activities.

Examples of shared practice includes cross moderation of Self Assessment Reviews (SARs), tutor workshops to promote Equality, Diversity and Inclusion within the curriculum and annual fee policies.

## **Section 9 English Language for Development (ELD)**

The percentage of BME (Black and Minority Ethnic) in Knowsley is low in comparison to neighbouring authorities; and is made up of a number of nationalities including Polish, Syria, African, Caribbean, Arab, Bangladeshi, Indian, Pakistani, and Chinese. The number of BME residents is growing year on year. There is a small Polish community in Stockbridge Village. The service supports this community by providing translation services by one of its ELD tutors. The service works closely with the Syrian community who recently settled in the borough.

## **Section 10 Staff Recruitment**

The service will ensure that staff responsible for recruitment are suitably trained and have received guidance on their responsibilities in line with The Equality Act 2010 and the service's Equality, Diversity and Inclusion Policy.

The service will monitor its recruitment process to ensure that appointments are made on merit and from a wide range of applicants.

Staff involved in the recruitment process will be provided with training and guidance on their responsibilities under The Equality Act 2010 and this policy.

## **Section 11 Staff Development**

The service is committed to ensuring that all staff have access to appropriate equality and diversity training opportunities. This may take the form of traditional classroom based learning or signposting to online provision.

## **Section 12 Marketing and Publicity**

All staff involved in marketing and promoting adult education will ensure that:

- all marketing materials reflect the service's commitment to equality and diversity.
- posters and other visual displays are appropriate as well as encouraging those that challenge stereotypes and promote positive and non-stereotypical role models
- learning takes place in appropriate venues to promote the service's education provision
- teaching resources clearly demonstrate equality and diversity to ensure that equality and diversity is fully embedded within the curriculum; and will actively promote British Values.

## **Section 10 Equality Impact Assessment**

The Public Sector Equality Duty as detailed in the Equality Act 2012 requires the Council to assess the impact of decisions on protected characteristic groups. Knowsley Council's method for complying and further documenting its commitment to equality and diversity is through the implementation and completion of equality impact assessments (EIA). An EIA is a robust tool to determine whether a decision affects different groups of people. These assessments must be undertaken to comply with organisational commitments and statutory obligations. As the Council's adult education provider, Knowsley FACE uses EIAs on all its documentation and processes as part of its quality assurance framework - please see Annex A for template.

**APPENDIX 1**

<b>Service area:</b>	<b>Head of Service:</b>	<b>Completed by:</b>	<b>Date:</b>
<b>Title: (Plan/Project/Policy etc.)</b>			
<b>Brief description:</b>			
<p>Give details, with evidence, of the impact of the policy/plan/project on each of the protected characteristics in relation to the general duty:</p> <ol style="list-style-type: none"> <li>1. Eliminate discrimination, harassment and victimisation</li> <li>2. Advancing equality of opportunity between people who share protected characteristics and those who don't share it</li> <li>3. Foster good relations between people who share a protected characteristic and those who don't</li> </ol> <p>Please give special consideration to, (this list is not intended to be exhaustive):</p> <ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Community Cohesion</li> <li>• Delivery of contracts</li> <li>• Human Rights Act</li> <li>• Positive action</li> <li>• Procurement</li> <li>• Reasonable adjustments</li> <li>• Health and Social Care Act 2012</li> <li>• Carer Act 2014</li> </ul>			
Does the proposal have a direct impact on people?		Yes	No
If yes, please complete the grid below. If no, consider whether or not an Equality Impact Assessment is necessary, if not state why not and exit process:			



Have you conducted a consultation? Yes/No (if yes please attach evidence or include link)					
Who did you consult with?			How and when did you consult?		What was the feedback?
	<b>Is there any potential positive Impact?</b>	<b>Is there any potential negative Impact?</b>	<b>What evidence do you have?</b> (E.g. complaints, statistics, surveys etc disaggregated by equality groups.)	<b>What action will you take to mitigate negative impact?</b> Please state if negative impact is intended due to positive action.	<b>How will you monitor and review the actions that you have taken to mitigate the impact?</b>
<b>Age</b>					
<b>Carer's Status</b>					
<b>Disability</b>					
<b>Gender</b>					
<b>Gender Identity</b>					
<b>Offending Past</b>					
<b>Sexual Orientation</b>					
<b>Race (including Gypsies and Travellers)</b>					

<b>Religion or Belief</b>					
<b>Social Economic Status and Child Poverty</b>					
<b>Armed Forces personnel, Veterans and their Families</b>					

R-Race D-Disability G-Gender (including Pregnancy and Maternity) SO-Sexual Orientation RB-Religion & Belief A-Age CR-Caring Responsibility OP-Offending Past  
 GI-Gender Identity SS-Socio Economic Status AFV – Armed Forces, Veterans and their Families

**Cabinet/Portfolio Holder Name:** .....

**Cabinet/Portfolio Holder Signature:** .....

**Date:** .....