

# Equality, Diversity and Inclusion – Our Policy



## Equality, Diversity and Inclusion

Version: 6.1; effective from August 2024

Policy Summary: The Equality, Diversity and Inclusion Policy is a summary of the Cheynes Training approach to ensuring discrimination does not occur within our programmes; the policy incorporates our equality objectives that are designed to meet our responsibilities under the Public Sector Equality Duty. The policy is promoted and distributed to each academy prior to the effective date and training on the policy is provided to senior managers and team members.

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### 1 Statement on the Equality, Diversity and Inclusion Policy

The aim of this policy is to set out our vision and values of equality, diversity, and inclusion so we can identify, prevent, and eliminate any unfair discrimination within our programmes, especially against any learner aged under 18 and others who may be vulnerable.

We have developed this policy to make very clear the importance the leadership team at Cheynes Training places on equality, diversity and inclusion; we will promote this policy and our views widely and we will strive to ensure everyone involved with our programmes understands, engages and fully supports this policy.

Equality means treating everyone with fairness and respect and recognising the needs of individuals. Diversity means understanding, valuing, and taking account of people's different backgrounds, knowledge, skills and experiences. Inclusion means increasing the participation in our programmes of all those who can benefit regardless of all other factors.

The policy also aims to protect employees and representatives of Cheynes Training and the employers we work with so we meet our responsibilities under the Public Sector Equality Duty.

Cheyne Training aims to create a work and learning environment that:

- Provides equality of opportunity.
- Respects and celebrates difference.
- Strives to ensure that all who work and learn within our organisation feels valued and empowered to reach their full potential.

This is regardless of the ways that people are different which includes race, learning difficulty, disability, medical condition, gender, gender reassignment, nationality, sexual orientation, age, pregnancy and maternity, faith, marriage or civil partnership. This list is not exhaustive.

Melanie Mitchell, Managing Director  
Cheynes Training  
July 2024

## **2 Scope of the Policy**

This policy applies to all those who work or learn at Cheynes Training and at the academies we operate and the subcontractors we work with.

## **3 Principles**

This policy works towards the implementation of four principles:

- Quality - working for the highest possible standards in the services we provide.
- Equality - endeavouring to remove disadvantage, discrimination and deprivation.
- Empowerment - creating commitment and giving people responsibility and influence.
- Equity - being impartial, rational and fair in all activities and dealings.

## **4 Objectives of the Policy**

The main objectives of the Cheynes Training Equality, Diversity and Inclusion Policy are:

- To allow Cheynes Training to contribute to a more just society.
- To create a culture of continuous improvement with equality at the core.
- To encourage the celebration of diversity throughout our programme.
- To eliminate victimisation, harassment and direct or indirect discrimination.

## **5 The Need for Further Improvement**

This policy is necessary for the following reasons:

- To reflect our determination to embrace the changing equality agenda.
- The development of a policy framework and strategy to help meet our objectives.
- The pursuit of objectives to underline our determination to maintain our reputation and standing within the sectors we work in and the training industry in general.

## **6 Respecting Diversity**

We recognise that people contribute to a work or learning environment because of aspects of identity not despite these aspects. We very strongly believe that a diverse working and learning environment bring a richness of experience and expertise. We also recognise that embracing diversity is not just about identifying differences but accepting, valuing, and celebrating the differences.

## **7 Implementing the Policy**

Cheyne Training has a commitment to equality. We place this at the centre of what we do. We will strive to achieve equality within our own organisation and within those organisations we consider as our partners in training.

This Equality Policy is an indication of our determination to hold ourselves accountable. Our long-term aim is for Cheynes Training to become the benchmark against which to measure other training organisations.

We will continue to promote and train our employees and others acting on behalf of Cheynes Training on equality, diversity and make them aware of any changes to this policy. We will also ensure everyone understands they are individually responsible for complying with this policy and responsible for actively working towards ensuring discriminatory attitudes and practices do not exist within our programmes.

## **8 Communication**

Communication can influence people's perceptions and attitudes. Cheynes Training is committed to ensuring that all our communications and literature will promote words and images that reflect the diversity of society.

## **9 Working with Employers**

When contracting with employers, Cheynes Training shall:

- Establish standards for companies that wish to contract with us.
- Monitor compliance of our standards by the employers contracting with us.
- Maintain channels of communication contracting employers.
- Provide guidance and advice to employers contracting or wishing to contract with us.
- Ensure each employer is aware of our Complaints and Dispute Resolution Policy.

## **10 Cheynes Training's Values**

### **Valuing Our Team**

We appreciate we cannot exist without the efforts of our team. We aim to create an atmosphere which encourages positive and innovative attitudes in everyone involved with Cheynes Training and which allows people to develop their many talents to the full.

### **Valuing the Learners we Work With**

Our approach is based upon respect for all and a total commitment to safety, fairness and equality of opportunity, especially for young people under the age of 18 and others who may be vulnerable and who are involved in our programmes. Our aim is to help our learners to become the best that they can be.

### **Valuing the Employers we Support**

Cheyne Training aims to attract and engage with highly committed employers with whom we contract. We exist to help these highly committed companies grow their people through apprenticeship education and we are totally committed to achieving this aim.

### **Valuing Our Services**

We are proud of the services we provide. We know that to gain the success we seek we must offer our customers a far higher level of innovation, service and support than any other organisation. To do this, we need to position ourselves at the leading edge of apprenticeship education, aiming for our programmes to become the standard by which others are judged.

## **11 Consultation and Participation**

Consultation and participation enable Cheynes Training to better understand and serve the needs of all those involved with our programmes. A consistent approach to consultation and participation will result in a better understanding between leaders, team members, learners, employers and partner organisations and with others who come into contact with Cheynes Training.

## **11 Consultation and Participation (continued)**

We will consult in different ways to the following groups:

- Learners involved in our programmes - via one-to-one reviews involving members of our Regional Training Advisor team and by encouraging learners to participate in surveys conducted by Cheynes Training, Ofsted, and others.
- Employers, employees and representatives from the salons and academies we work with during quarterly review meetings and Regional Training Advisor team visits.
- Cheynes Training employees and representatives during performance reviews by senior managers.

## **12 Obligations on the Leadership Team**

The Cheynes Training leadership team have essential obligations to promote equality, diversity and inclusion within Cheynes Training. These obligations include:

- Leading by example and embodying the values of equality, diversity and inclusion in all actions and behaviours.
- Setting the tone for an inclusive workplace culture where all employees feel respected, valued, and empowered to contribute.
- Challenging and addressing any biases, discrimination, or non-inclusive behaviours within Cheynes Training.
- Ensuring policies, procedures and practices are fair, equitable, and promote diversity and inclusion, and that these policies are reviewed regularly.
- Implementing diversity and inclusive initiatives, strategies, and training programmes to raise awareness and build competencies (as set out in section 16 Training and Development below).
- Collecting and analysing diversity data (as outlined in 18/19 Monitoring section below)
- Encouraging diversity at all levels of the workforce, including leadership positions.
- Implementing inclusive recruitment and promotion practices to attract and retain a diverse pool (as set out in 15 Recruitment and Selection below).
- Providing reasonable accommodations and adjustments for employees with disabilities or other needs.
- Holding themselves and others accountable for upholding diversity and inclusive commitments.
- Ensuring complaints related to discrimination, harassment, or victimisation are addressed promptly and effectively
- Continuously assessing and improving diversity and inclusive efforts based on feedback and data.

## **13 Obligations on Our Team**

Employees and representatives need to be aware of their own obligations towards Cheynes Training's commitment to equality, diversity and inclusion. These obligations include:

- Acting in accordance with Cheynes Training's commitment to follow the principles of equality, diversity and inclusion in all dealings with others at work and in training, including engagement with employers.

- The need to co-operate with measures introduced to ensure there is no discrimination in any aspect of the learning services Cheynes Training provides.
- Ensuring that all those responsible for delivering learning do not discriminate.
- Not persuading or seeking to persuade other employees or representatives to practice unlawful discrimination in employment or service delivery.
- Drawing the attention of more senior colleagues to any suspected discriminatory acts or practices in employment or in the delivery of services.
- Not victimising individuals on the grounds that they have made complaints or provided information about instances of discrimination or harassment.

## **14 Obligations on Other Organisations**

Other organisations including the employers we work with, the consultants and other service providers we work with, especially those who need to be aware of their own obligations towards Cheynes Training's commitment to equality, diversity, and inclusion. These obligations include:

- Acting in accordance with Cheynes Training's commitment to follow the principles of equality, diversity and inclusion in all dealings with others at work and in training.
- The need to co-operate with measures introduced to ensure there is no discrimination in employment or in training and service delivery within their operations.
- Ensuring that all those responsible for service delivery arrangements or for selection decisions in recruitment, promotion, transfer, and training, do not discriminate.
- Not persuading or seeking to persuade their own employees to practice unlawful discrimination in employment or service delivery.
- Drawing the attention of Cheynes Training any suspected discriminatory acts or practices in the service delivery on behalf of Cheynes Training.
- Not victimising individuals on the grounds that they have made complaints or provided information about instances of discrimination or harassment.

## **15 The Legislative Framework**

The key legislation in this area is the Equality Act, 2010. We will strive to ensure everyone involved with Cheynes Training remains aware of their legal responsibilities under this Act.

## **16 Recruitment and Selection**

Cheyne Training recognises that fair and equitable recruitment and selection practices are crucial in delivering equality. With respect to apprentices, all employees and others involved in the recruitment and selection of learners must abide by the provisions of our Equality, Diversity, and Inclusion Policy and all those engage in delivering apprenticeship training and working with employers and their apprentices.

When recruiting team members including tutors, assessors and others who work closely with learners and employers, Cheynes Training will ensure that:

- A positive statement about Equality of Opportunity appears in all job advertisements.
- Job vacancies are advertised widely.
- Job criteria are determined solely on the essential requirements of the job, and people are selected and appointed on merit and on their ability to do the job.

Cheyne Training aims to develop initiatives to support our employees and representatives in combining work and their other responsibilities. In doing so we recognise that many of our team fulfil demanding roles outside work which often inhibit their ability to commit themselves to full-time involvement with Cheynes Training.

## **Race Equality**

Discrimination has often taken place on the grounds of nationality, colour, religion race, and national origin. Cheynes Training acknowledges that people from ethnic minorities have historically faced discrimination in many areas of their life.

Cheyne Training is committed to do all we can to eradicate direct or indirect racism and racial discrimination in every area of our work. Prejudice is often defined as unreasonable feelings, opinions, or attitudes, especially of a hostile nature, directed against a racial, religious or national group.

## **Gender Equality**

Many of Cheynes Training's team members, employers, and learners are female and when planning and delivering services we recognise that many females have particular concerns about equality. Cheynes Training will ensure that, whenever identified, we will acknowledge these concerns and take action to address any concerns.

Cheyne Training will continue to initiate and develop family friendly employment policies and provisions and when dealing with partner organisations, Cheynes Training will challenge any sexist attitudes, structures, and practices.

## **Lesbian, Gay, Bisexual and Transgender Equality**

Lesbian, gay, bisexual, transgender, questioning, intersex, and asexual (LGBTQIA+) or allied persons may face discrimination and because of changing social attitudes, discrimination could occur when they are accessing training or attempting to access training or job opportunities.

Cheyne Training realises that policies, procedures and practices should take account of the fact that not everyone is heterosexual and that everyone has the right to define their own sexual identity. Discrimination against lesbian, gay, bisexual and transgender persons can be decreased by offering support, help, recognising need and encouraging participation.

## **Issues Relating to Age and Equality**

Ageism leads to discrimination against people based on assumptions and stereotypes about age. The stereotypes are based on perceived notions of an individual's ability and potential. Young people under the age of 18 and older people are the groups most likely to suffer from ageism.

Cheyne Training will strive to recognise and understand the requirements of all individuals, especially those of younger people (aged 16-21) given that the majority of those involved in our training programmes fall into this group.

## **Religion and Belief**

Religion plays an important role in society. The Race Relations Act 1976 has defined members of two religions, Judaism and Sikhism, as ethnic groups. As a result, Jews and Sikhs have legal protection from discrimination in employment and the provision of services.

## **16 Training and Development**

The success of this policy and the effective delivery of our services relies heavily upon the provision of the high-quality teaching and learning. Cheynes Training designs our training and development programmes to meet a variety of needs and circumstances related to equality of opportunity.

We provide training to our team for the following purposes:

- To enhance and develop the skills, knowledge and abilities of new and existing team members to realise their full potential irrespective of background or status.
- To enable all team members to be sensitive and responsive to the needs of the wider communities so that they deliver even better services.
- To equip team members with the skills to provide personal and organisational solutions to discriminatory practice and behaviour and to promote anti-discriminatory behaviour.
- To promote greater awareness of equal opportunities and the contribution that team members at all levels can make.
- To gain commitment to our pursuit of equality of opportunity within Cheynes Training.

Training for our team includes:

- Induction training – to make sure all new members of the team understand our commitment to equality, diversity and inclusion.
- Training on equality and diversity issues (including on the Prevent Duty), and the potential effects and consequences for individuals and Cheynes Training.
- Relevant updates on equality and diversity issues in our monthly e-ne which is circulated to head office team members, educators and assessors.

## **17 Complaints Procedures**

Cheyne Training regards any breach of our Equality, Diversity and Inclusion Policy as a very serious matter; we have developed procedures to deal with complaints of discrimination or harassment. These procedures recognise that the use of internal procedures does not prevent an employee from bringing an appropriate case to an Employment Tribunal.

Anyone who wishes to raise a concern or make a complaint should do so in writing to the Managing Director, Cheynes Training, 16 Rutland Square, Edinburgh, EH1 2BB.

## **18 Monitoring**

Monitoring is a crucial aspect of our Equality, Diversity and Inclusion Policy, it can provide important information by which we can measure our performance against our aims and objectives. More important, certain statistical information enables Cheynes Training to detect where potential or actual imbalances exist and allows us to take steps to correct them.

We undertake monitoring in the following areas on an annual basis:

- The composition of the workforce by gender, race, disability, and age.
- Learner recruitment trends by gender, race, disability, and age.
- The take up of training opportunities by our team.
- The use of complaints procedures currently in force.

In addition, to enable continuous feedback Cheynes Training will 'monitor' the workforce through the following processes:

- Surveys of learners on our programmes.
- Surveys of employees and representatives of Cheynes Training.
- Generally encouraging on-going dialogue between colleagues.
- Exit interviews.

We will monitor the use and impact of services to:

- Improve take-up.
- Identify gaps in services.
- Identify where changes can be made.
- Better target resources.
- Highlight possible inequality.
- Investigate causes of any discrimination.
- Remove any unfairness or disadvantage.

## **19 Related Policies**

The Cheynes Training Equality, Diversity and Inclusion Policy should be read together with other related policies including:

- Safeguarding
- The Prevent Duty
- Anti-harassment

Monitoring and Evaluating the Policy: we will review this policy prior to the start of each new academic year.

Last review: July 2024

Next Review: July 2025

Melanie Mitchell, Managing Director, July 2024