

Embedding equality and diversity into everyday practice

This pack covers everything from the basic concepts of equality and diversity, the equality profile in the sector and the legal picture. It then goes on to look at the quality processes of inspection and self-assessment before looking in detail at embedding equality and diversity in teaching and learning and learning support.

Equality and Diversity UK



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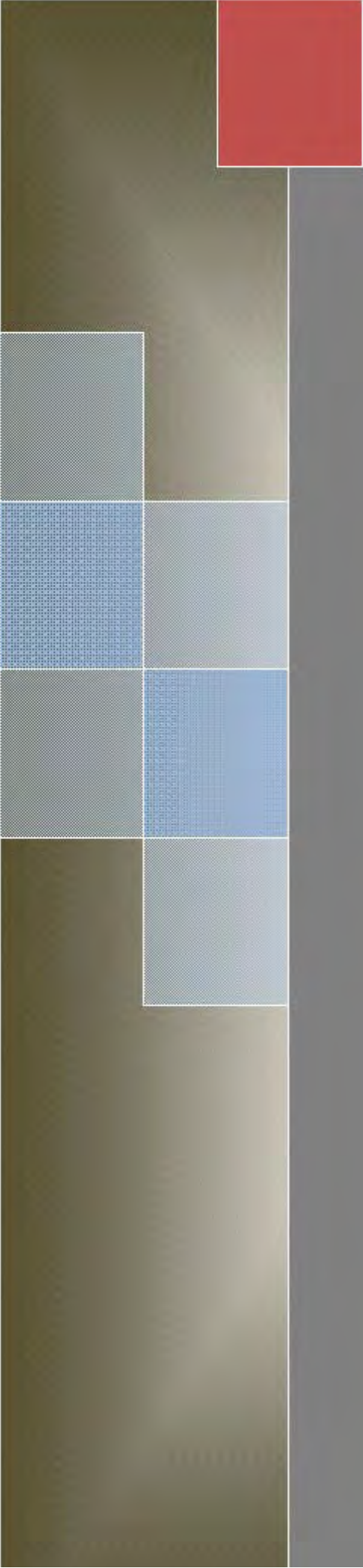
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Embedding equality and diversity into everyday practice

Introduction



Introduction



Further education is probably the most responsive, flexible and innovative sector of the education system with learners at the heart of the work and development of its colleges and work based learning providers. The welfare, progression and achievement of learners and trainees are paramount for all staff and the self-assessment cycle of each organisation is focused on improving outcomes and the quality of the learner journey for all.

Right at the centre of the learner experience lies their need to feel that they are being treated fairly, that they have an equal chance alongside everyone else to achieve their goals and potential and that they are valued for who they are as well as what they do.

Every year and with ever increasing success tutors, trainers, support staff and managers rigorously analyse their work in order to see how they can improve the experience and outcomes for learners. For many years now, practitioners have been focused on fully understanding their individual learners and learner groups so that they can utilise the talent and experience of those learners as they journey to achieve their ambitions and goals.

Through their work and improvement processes, staff have sought to ensure that their practice is free from prejudice and discrimination, that they truly celebrate difference and that the organisation in which they work truly offers every member of staff and learners equal respect and an equal opportunity to succeed and achieve their full potential.

If this is the case, and we have been addressing equality and diversity issues for so many years, what more do we need to do?

Well, one of the great joys of working on equality and diversity is that there is always something fresh to learn; always a possibility to improve our practice, always a new way to come together to appreciate and celebrate both our wonderful differences and exciting similarities, and above all to find ways to extend our appreciation of and respect for the outstanding individuals, groups and communities with whom we work and learn.

In addition, the equality legislation (covered in the first, second and seventh modules of the pack) places new duties on our organisations and ourselves as practitioners. This pack is a real gift in helping us to be clear about our rights and personal and professional responsibilities in relation to equality and diversity.

Sometimes you can hear staff (and indeed learners) say, “But it’s all so complicated. We don’t know how we can improve further.” More and more organisations are eager for support in their journey to ensure that they offer the very best learning and training and embed equality and diversity at the heart of everything they do.

This pack provides the very support that people are looking for and covers everything from the basic concepts of equality and diversity, the equality profile in the sector and the legal picture. It then goes on to look at the quality processes of inspection and self-assessment before looking in detail at embedding equality and diversity in teaching and learning and learning support.

For managers, business support staff, teachers and trainers and especially anyone who works directly with learners, the pack provides help and advice in how to further embed equality and diversity in every aspect of our work. Often, ‘front-line’ workers express concern as to how to challenge and help to change the behaviour of others. After all, there is a vast range of training and support to enable us to ensure that our own personal and professional practice is of the highest standard.

This pack provides outstanding support of this kind but goes further to identify the kinds of behaviours which we need to challenge in others and strategies for successfully so doing. The information and resources provided within the pack are excellent and the activities (signposted throughout and grouped at the end of the pack) provide a wonderful range of opportunities for training and development for ourselves, our teams and our learners.

Equality and diversity will truly flourish when we actively embrace these concepts in our lives and our practice and when we fight to ensure that every learner and member of staff has the rights, opportunities and happiness that we would fight for on behalf of those whom we hold dear to us – our friends, children, parents and partners. In this exciting challenge we must conceive of ourselves as powerful leaders, whoever we are and whatever our role in the organisation.

Very few of us in the work-based learning and further education sector feel as though we are powerful leaders; in fact, sometimes we feel completely the reverse. We tend to associate the word ‘leader’ with the principals and chief executives of our organisations or sometimes with other charismatic individuals in our teams or perhaps in our unions and professional organisations. However, the fact of the matter is that each and every individual on the planet has the capacity to exercise and demonstrate leadership, whether it is with groups of friends, within the family, within our team or (in the case of educationalists) with our learners in the classroom or training environment.

It is a human trait to compare ourselves with others and to look to people who stand out (either because of their role, their actions or their charisma) in order to gauge

and formulate our own behaviour. It is crucial, therefore, that when colleagues and learners look at us and our practice they see that we visibly commit to our values and priorities and, wherever possible, provide strong leadership by example.

This was never more true than in the area of equality and diversity. Early modules of the pack have explored the compelling moral and legal cases for embracing equality and diversity issues. Other modules on self-assessment, on teaching and learning, on supporting learning and on dealing with challenging behaviour demonstrate the many ways to integrate excellent equality and diversity practice in our daily work. However, in addition it is important to consider the ways in which we can provide strong, positive and visible leadership in relation to equality and diversity.

Your actions will vary depending on your role in the organisation. It can sometimes be easier to influence if you are in a management position but equally providing peer influence and 'standing up and being counted' can be very powerful.

So, with the aid of this pack, ensure that you are well trained and have the ongoing knowledge and expertise to provide powerful leadership in relation to equality and diversity matters. From within your role, whether as a manager or a team member, ensure that equality and diversity matters have a high profile with opportunities to raise concern and share good practice. Within your organisation, team or learning group, ensure that you recognise and applaud the behaviour and practice that you want others to adopt. If you have control over budgets, ensure that there are resources to address the issues and challenges identified, to make improvements and to back the good ideas that people put forward in relation to equality and diversity. Very often quite big results can be achieved with quite small outlay. If you are in a position so to do, encourage the sharing and collective solving of challenges and problems so that people do not feel isolated.

Above all, walk the talk. Get out and about in the organisation and ensure that you provide enthusiastic and positive feedback on those things which you note are consistent with positive equality and diversity practice and (in private if possible) sensitively challenge those elements and behaviours which you notice are falling short of the desired standard.

Lastly, remember that for many people you are the person who has the power to open or close the door of opportunity. Every day something you say or do will make a difference to one or many people, so make it count! Let this pack be your 'guide on the side' as you work to become an even more positive force in the lives of the people with whom you have chosen to work, teach and learn with equality and diversity at the heart of everything you do.

About the resource



Context

Embedding equality and diversity into everyday practice in further education and work-based learning provision has never been more important. Not only is it 'a good thing', but more and more it is becoming a requirement: the consequences of not embracing equality and diversity can result in damaging litigation and/or a Skills Funding Agency notice to improve as a result of an Ofsted inspection judgement of 'inadequate' for the overall effectiveness of provision.

Embedding rather than enforcing equality and diversity means getting people on board. When putting forward the case for equality and diversity – whether to colleagues, learners or stakeholders – it is useful to have the evidence and arguments at your fingertips.

Over the years the concept of embracing equality and diversity has assumed greater significance. Associated legislation, statutory and non-statutory requirements, education policy and guidance have been produced – each making its own demands on further education and work-based learning providers. However, having a written policy and communicating it is not enough. It must be accompanied by actions to implement it in order to help people flourish in learning and work, prevent discrimination, harassment and bullying and deal with it effectively when it occurs.

Self-assessment is the foundation of continuous improvement – you have to know where you are now, what you do well and where you need to improve in order to focus your resources on maintaining your strengths and addressing your weaknesses.

Good equality and diversity outcomes are requirements of both the public sector equality duty and the Common Inspection Framework. Implementing good equality practices in your organisation greatly reduces the likelihood of unlawful discrimination or poor inspection grades. Fortunately, tried and tested good practice has been formalised into processes for reviewing personal and organisational performance and helping you to make sure your equality policy and equality training are having an effect.

Equality and diversity needs to be embedded into all aspects of the curriculum: from session planning and teaching methods to assessment procedures; from inclusive resources and materials to teaching which focuses on discrimination, harassment

and victimisation because of disability, race, sex, sexual orientation, transgender, religion or belief, age and so on.

Effective learner support is important to the success of all learners. It is especially important in the further education sector, where a relatively high proportion of learners have socially and economically disadvantaged backgrounds and/or are from minority groups. Learner support impacts on retention, achievement and recruitment and can help organisations to achieve the outcomes related to learner engagement strategies and the Common Inspection Framework.

About the pack

Managers, business support staff, teachers and trainers in the further education and work-based learning sector, and especially anyone who works directly with learners, should find this pack of use to them.

It aims to:

- provide help and advice in how to further embed equality and diversity in every aspect of work within the further education and work-based learning sector
- offer practical tips on embedding equality, diversity and inclusion in curriculum design, planning and delivery
- identify the kinds of behaviours which we need to challenge in others and strategies for doing this successfully
- provide a range of activities that can be used as opportunities for training and development for individuals, teams and learners
- ensure you have the ongoing knowledge and expertise to provide powerful leadership in relation to equality and diversity matters

This pack:

- takes you through the equality characteristics of the further education sector workforce and the learners that depend on it, the drivers of change, the moral, legal and business cases for embracing equality and diversity and the dangers of institutional discrimination
- helps you to piece together the demands of equality legislation, Ofsted requirements and government policy, and put them into words to produce meaningful and effective policies
- provides useful tips on integrating equality and diversity into planning and delivery, including collecting equality information, engaging with stakeholders

and learners, undertaking equality analysis and setting equality objectives, and ensuring staff have the knowledge and skills they need through continuing professional development

- examines the features of an effective self-assessment process, how to incorporate the learner voice in your development and implement review processes
- explores personal good practice and dealing with a range of challenging behaviours from resistance to strong views and discriminatory behaviour, and how to handle reported rather than witnessed behaviour
- offers practical hints and tips on mainstreaming equality and diversity and designing, planning and delivering inclusive programmes
- looks at what action is required by law, including protection from discrimination, harassment and victimisation, provision for learners with special educational needs and disabilities, making reasonable adjustments, the role of learning support staff, pastoral care and specialist provision and aids, along with ideas for general good practice that are likely to benefit everybody
- provides Appendices on Further Information, listing useful publications that will allow you to explore the issues discussed in further detail and good practice appendices on Dealing with Harassment and Bullying, Creating Accessible Learning Materials and Creating Accessible Physical Environments.

The information in the pack is supplemented by a range of activities to help you test your understanding and apply your learning to your own situation and learning environment. Many of the activities will kick start the preliminary thinking, planning and information gathering processes you will need to embed equality and diversity into your area of work.

The following icons help to guide you around the pack.



Signposts you to another section of the pack where you can find out more on the topic



Signposts you to an activity to help you develop skills or plan strategies for promoting equality and diversity



Signposts you to an **Appendix** where you will find further information and/or practical tips

The following icons are used within the text to help you quickly identify useful tips

	Practical tip for making sure that everyone can participate		Practical tip for making sure content appears relevant to all learners
	Practical tip for fostering good relations		Practical tip for check the quality of your EDI activities



Embedding equality and diversity into everyday practice

Module 1: The case for equality in further education



1 The case for equality in further education



Why promote equality and diversity?

Equality and diversity is a complex issue, not least because it can be sensationalised in the media. It is useful to go back to basics and clarify what equality and diversity really means for individuals and for the organisation before embarking on persuading others – whether they are colleagues, learners or stakeholders – of its value.

When putting forward the case for equality and diversity it is useful to have the facts and arguments at your fingertips. You need to truly understand what you are talking about and believe in it yourself in order to be convincing.

In this section we look at:

- the equality profile of the further education workforce and its learners
- the drivers of change
- the moral, legal and business cases for embracing equality and diversity
- the dangers of institutional discrimination.

Equality characteristics of the sector's workforce and learners

The UK's further education sector is made up of around 384 general further education colleges, specialist colleges and sixth form colleges of which 336 are in England, 26 are in Scotland, 16 are in Wales and 6 are in Northern Ireland¹. In England the sector employs almost 131,000 full-time equivalent staff and supports almost 1.9 million learners². The work-based learning (WBL) sector comprises over 1,000 publicly funded WBL providers, including FE colleges, in England³. This workforce is integral to meeting the learning and skills needs of millions of individual learners across the UK.

¹ Association of Colleges *Key further education statistics* webpage

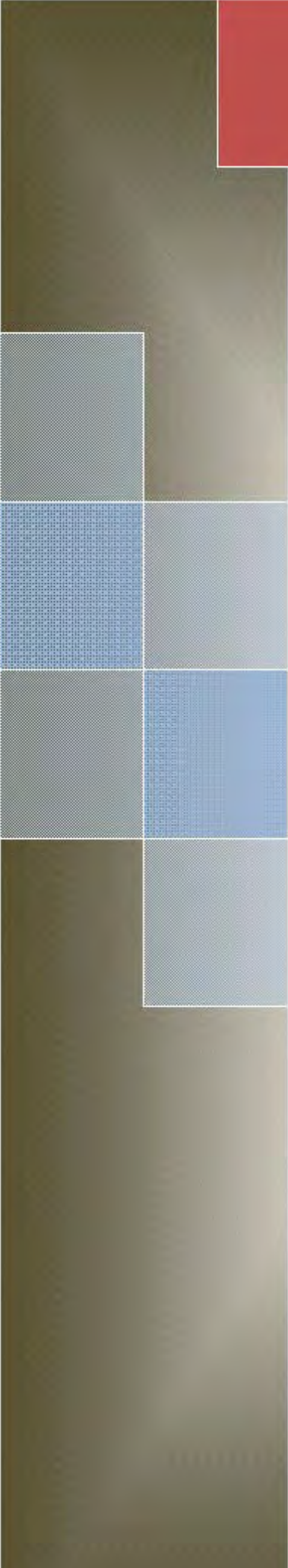
<http://www.aoc.co.uk/about-colleges/research-and-stats/key-further-education-statistics>

² Education and Training Foundation (2014) *Further education workforce data for England*

<http://www.et-foundation.co.uk/wp-content/uploads/2014/09/SIR-Report.pdf>

³ Skills Funding Agency webpage

<https://www.gov.uk/government/organisations/skills-funding-agency/about>



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Module 2:
The equality and diversity
jigsaw pieces in further
education



2 The equality and diversity jigsaw pieces in further education



The jigsaw puzzle

As the importance of embracing equality and diversity has been recognised and assumed greater significance over the years, so legislation, statutory and non-statutory requirements, education policy and guidance have been produced each making its own demands on further education and work-based learning providers.

The piecemeal nature of these demands can seem confusing and making sure your organisation can show that it 'ticks all the boxes' can seem a daunting prospect, but truly embracing and mainstreaming equality and diversity will do this for you.

In this section we look at:

- what learning providers are required to do
- how to develop an effective equality and diversity policy that covers all the requirements
- translating the policy into action and making sure it works.

What are learning providers required to do?

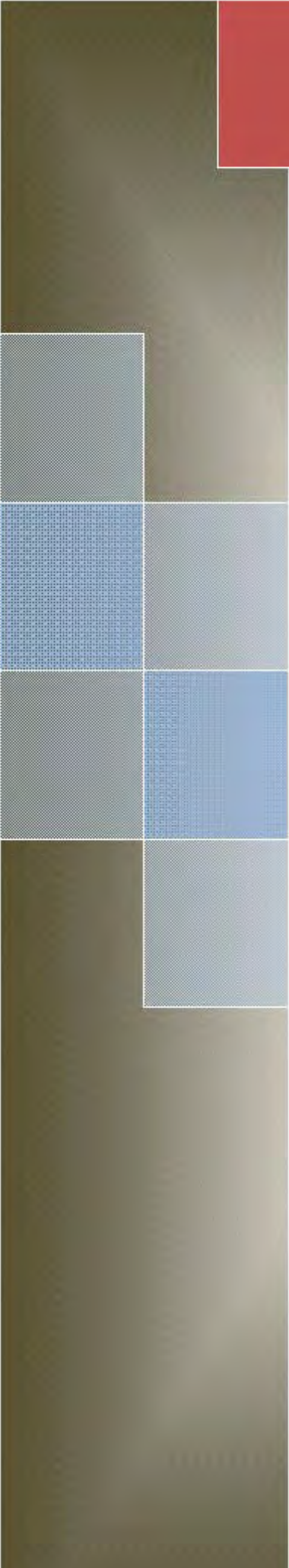
Equality legislation

Prohibited conduct

Learning providers must comply with equality legislation appropriate to their roles as employers and as education and vocational training providers, public bodies or private and voluntary sector organisations carrying out 'functions of a public nature' on behalf of public bodies and/or as service providers.

The legislation outlaws direct discrimination (including discrimination by association, discrimination by perception and discrimination arising from a disability), indirect discrimination, harassment and victimisation because of protected characteristics such as age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief and sexual orientation.

The following chart provides a brief summary of the types of discrimination that are protected by law.



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Module 3:
**Integrating equality and
diversity into planning and
delivery**



3 Integrating equality and diversity into planning and delivery



Building equality and diversity into everyday practice

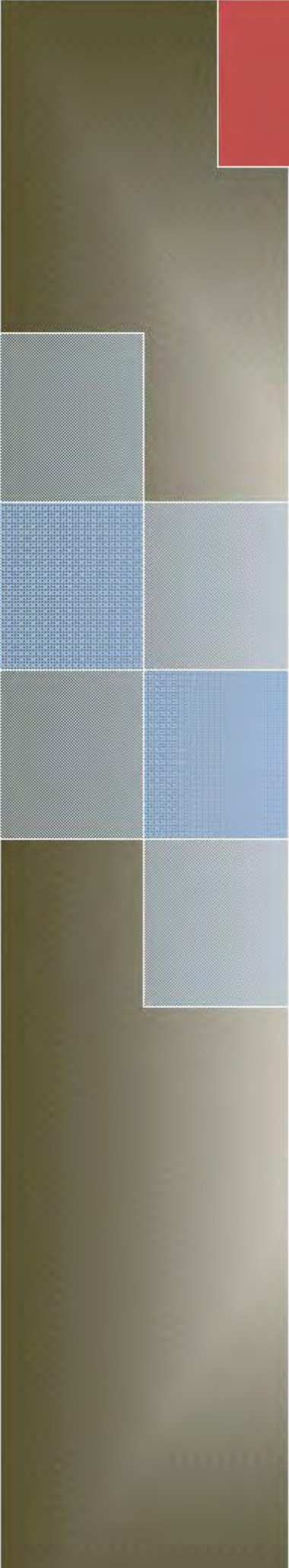
Having a written policy is not enough. It must be accompanied by actions to help people flourish in learning and work, prevent discrimination, harassment and bullying – whether deliberate or inadvertent – from occurring, and for dealing with it effectively when it does. At a minimum these practices and procedures must ensure compliance with the law and meet Ofsted's requirement that teaching, learning and assessment promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping or bullying.

To this end, learning providers may put in place systems to ensure:

- fair recruitment and selection of staff
- training, development and promotion opportunities are open to all staff
- staff undertake robust CPD and EDI training to learn and understand more about how to effectively embed EDI into everyday practice
- course entry requirements are fair and inclusive
- learners or staff with disabilities have the same access to work and learning as non-disabled learners and staff
- a sensitive response to the religious needs of staff and learners
- concerns, complaints and grievances can be expressed and addressed without fear of reprisal
- data about engagement, performance, progression and attainment of learners and staff can be analysed by different protected characteristics to identify and address variation between different groups
- new and existing policies and procedures undergo equality analysis to determine whether there are any unintended consequences for some groups and whether the policy are fully effective for all target groups.



See the **Activity 7: Familiarising yourself with relevant policies and procedures** to identify what is expected of you and others to ensure everyone is treated fairly



Embedding equality and
diversity into everyday practice

Module 4:
The self-assessment process



4 The self-assessment process



Securing continuous improvement in further education

All learning providers are required to adopt strategies for securing continuous improvement.

Continuous improvement involves:

- self-assessment
- development planning and target setting
- monitoring
- reviews of progress in achieving plans and targets
- sharing of good practice
- external inspection.

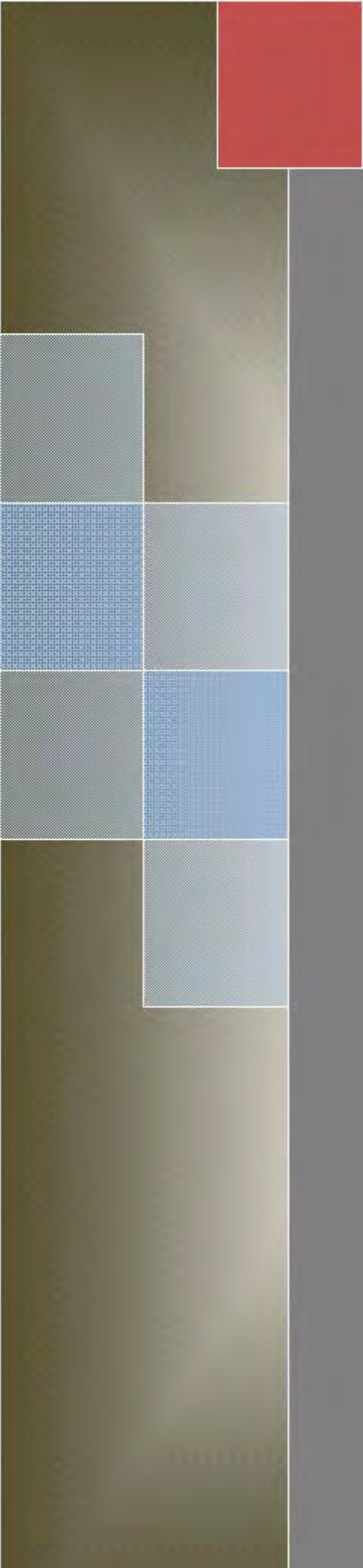
Self-assessment is the foundation of continuous improvement – you have to know where you are now, what you do well and where you need to improve in order to focus your resources on maintaining your strengths and addressing your weaknesses. The equality and diversity perspective needs to be embedded throughout the process rather than being a ‘bolt on’ section at the end which may appear to be an afterthought.

The self-assessment report and inspection

The government’s *New Challenges New Chances* reform of the further education and skills system set removed the requirement for providers to submit a self-assessment report to the Skills Funding Agency. However, the self-assessment report is viewed as a valuable tool for self-improvement and the government therefore “would encourage all providers to continue to produce them and to submit them annually on a voluntary basis”¹.

Ofsted does not require a self-assessment report to be provided but there is an expectation that providers will rigorously evaluate the quality of their provision so that they can make continuous improvements.

¹ Department for Business Innovation and Skills (2011) *New challenges, new chances*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/145452/11-1380-further-education-skills-system-reform-plan.pdf



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diversity into everyday practice

**Module 5:
Dealing with Challenging
Behaviour**

5 Dealing with challenging behaviour



Personal good practice

In order for you to be convincing when promoting equality and diversity to learners and others, you need to be a role model for respecting and protecting the rights of others and valuing their contribution to the learning environment and workplace.

You need to be aware of your own biases and do regular 'reality checks' on your perceptions to ensure that you continue to behave fairly and professionally. There will be occasions when you don't warm to someone – you may even actively dislike them – but this should not prevent you from treating them with the same level of respect and degree of professionalism as you do to everyone else you come into contact with.

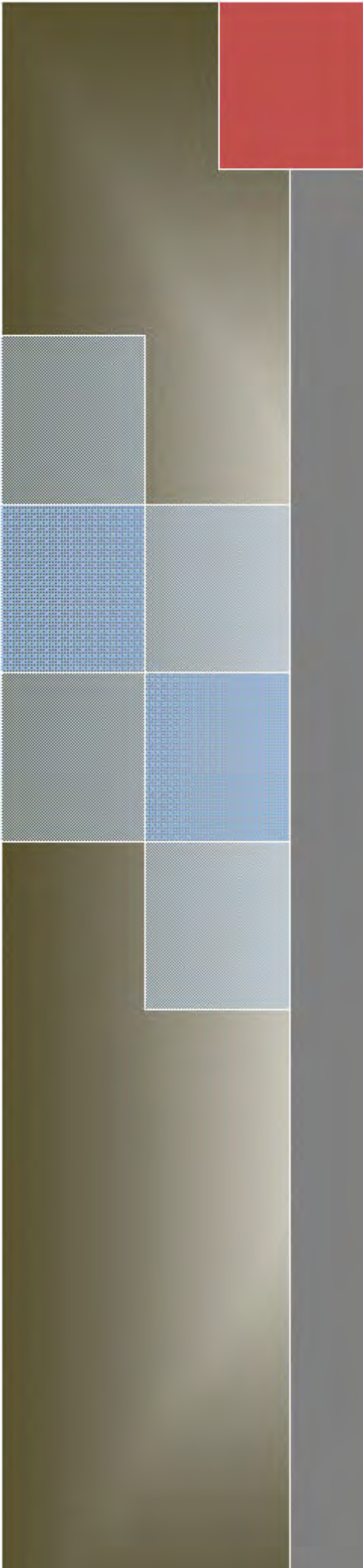
Making assumptions about people leads to:

- **prejudice** – making your mind up about someone before getting to know them
- **stereotyping** – assuming that everyone with similar characteristics is the same
- **discrimination** – treating people differently because of your beliefs

This means that you need to work on 'equality-proofing' yourself by:

- admitting you make assumptions and have prejudices – we all do
- being honest about what they are
- getting into the habit of questioning your motives
- making sure your behaviour isn't based on any assumptions you've made or prejudices you have
- looking out for signs of them in unguarded quips or comments
- not letting a person's appearance lead to assumptions about their nationality or cultural background, religion, belief or sexual orientation
- finding out how people would like to be treated – what they prefer to be called, the terms they use to describe themselves, what assistance they might want if they have a disability and so on.

Improving your sensitivity to equality and diversity issues and your awareness of what is happening around you is an important first step.



Embedding equality and
diversity into everyday practice

Module 6:
**Building equality into teaching
and learning**



6 Building equality into teaching and learning



Mainstreaming equality and diversity

Although most further education providers have a cosmopolitan and varied learner population, some educational institutions do not have this mix of learners. However, all learning providers should recognise that learners move on and out into different geographical areas for study and work. On exit, they should have the skills and experiences that prepare them for today's multi-cultural and diverse society.

Equality and diversity in teaching and learning should be delivered by mainstreaming these issues into the curriculum. Equality and diversity has to be embedded into all aspects of the curriculum: from session planning and teaching methods to assessment procedures; from inclusive resources and materials to teaching which explores the nature and impact of discrimination, harassment and victimisation because of disability, race, sex, sexual orientation, transgender, religion or belief, age and so on.

Effective mainstreaming will happen when 'equality and diversity' permeates every aspect of curriculum design, planning, and delivery. It is not occasional 'good practice' simply bolted on to what usually happens in the classroom.



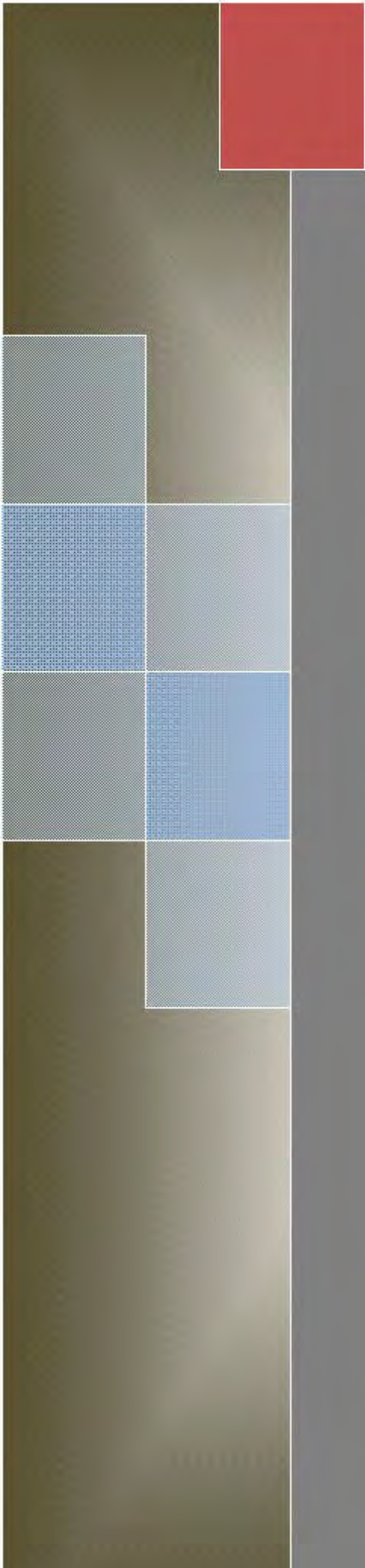
See **Activity 14: How well do you mainstream equality and diversity?** to help you identify the areas where you are performing well and where there is room for improvement



See **Activity 15: Equality and diversity professional health check** to help you identify the areas where you personally are performing well and where there is room for improvement

The impact of EDI activities on learners includes:

- preparing them for society in which they will live and work
- instilling confidence in them as individuals to be who they are
- EDI becoming the norm and not a 'bolt on'
- fostering good relationships between a diverse range of learner



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**Module 7:
Supporting learning**



7 Supporting learning



The legal framework

People are protected by law from discrimination because of their race (including colour, nationality and ethnic or national origin), sex, gender identity, disability, religion or belief, sexual orientation, age, marriage and civil partnership status, and pregnancy and maternity. This protection covers people in employment, education and training, when providing goods, services and facilities, and when buying or renting property.

There is no direct protection against discrimination – including harassment and bullying – on other grounds, although behaviour that leads to an employee resigning may be viewed as ‘constructive dismissal’ and undue stress may become a health and safety issue.



See **Module 2: The Equality and Diversity Jigsaw Pieces** for further information on equality legislation as it applies to learning providers

Children and young people in England with special educational needs or disabilities are also protected by Part 3 of the Children and Families Act 2014 and associated legislation.

Amongst other things, Part 3 of the Act is designed to support high quality provision to meet the needs of children and young people with SEN and a focus on inclusive practice and removing barriers to learning.

According to Part 3 of the Children and Families Act 2014:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

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**Appendix 1:
Further information**



Appendix 1

Further information



Common Inspection Framework

Ofsted (2015) *Handbook for the inspection of further education and skills from September 2012*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393485/Handbook_for_the_inspection_of_further_education_and_skills.pdf

This handbook is in two parts:

- Part one is *Conducting further education and skills inspections*. It provides guidance for inspectors and providers on preparing for inspections and how they will be conducted.
- Part two is the *Evaluation schedule for the inspection of further education and skills*. It provides guidance on how the Common Inspection Framework is used by inspectors to award the grades for each aspect and for overall effectiveness

Ofsted (2014) *Common inspection framework for further education and skills 2012*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379353/Common_20Inspection_20Framework_20for_20further_20education_20and_20skills_20from_20September_202012.pdf

The Common Inspection Framework summarises the judgements inspectors will make during inspection.

Good equality practice

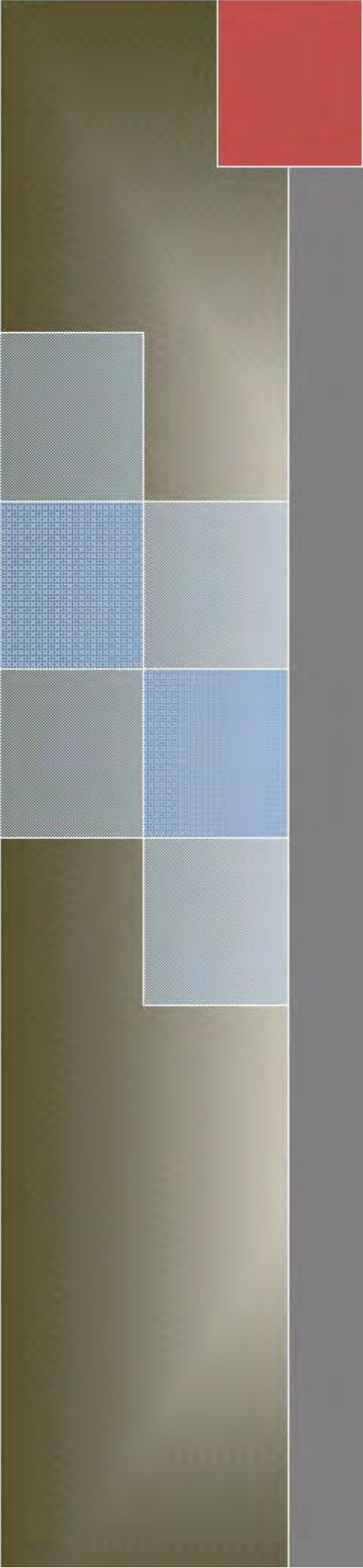
Association of Teachers and Lecturers (2013) *Achievement for all*

<http://www.atl.org.uk/Images/AchievementForAll2013.pdf>

This is a publication packed with practical information and ideas on teaching learners with special educational needs and disabilities in mainstream schools and colleges. Subjects covered include sensory and physical impairments, speech and language problems, emotional and behavioural difficulties and gifted and talented learners.

Excellence Gateway website

<http://www.excellencegateway.org.uk/>



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**Appendix 2:
Dealing with harassment
and bullying**

Appendix 2

Dealing with harassment and bullying



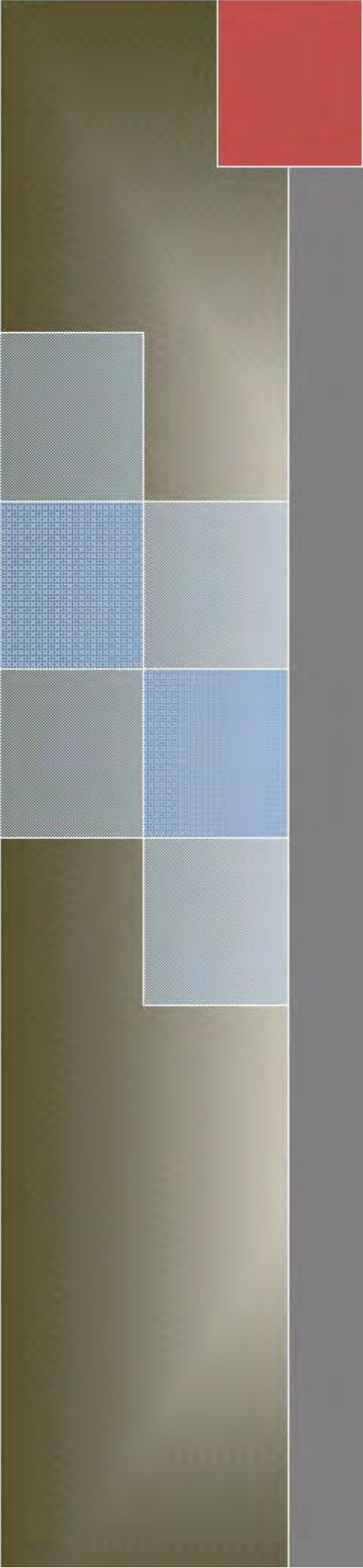
Investigating a complaint

If harassment or bullying is reported a clear consistent response is essential. The member of staff to whom it is reported should immediately investigate so as to understand the nature of the concern.

If it is not clear who the perpetrator is, it may be more productive to focus on the future than to spend time while each party denies it. In such cases steps could be taken to agree with the learners how they will behave in future.

When carrying out an investigation:

- Talk with the learner who is complaining. Reassure them that they took appropriate action in reporting the incident or general situation to you.
- Assure them that you will do your best to ensure he or she is safe from retaliation, but you need to know immediately about any such behaviour or ongoing harassment or bullying the victim experiences.
- Ask the learner to tell you the whole story in his or her own words. Listen; take notes. Write down relevant facts such as dates, times, situations, witnesses, and anything else that seems relevant.
- Tell the learner or member of staff accused that a complaint has been made, and that acts of retaliation will not be tolerated. Ask the person to be patient while you conduct a thorough investigation of the complaint.
- Assure the person accused that a fair and just investigation will be conducted on their behalf as well as that of the accuser.
- Interview any potential witnesses in the same manner. Ask open-ended questions and seek facts that support or disprove the learner's allegations.
- Interview the person who is accused of harassment or bullying. Apply the same listening and respectful approach you accorded the person who made the complaint and the other witnesses.
- Take all the information you received and attempt to reach a decision. Make the best decision that you can with the information you have. Consult with other colleagues to do the right thing.



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**Appendix 3:
Creating accessible learning
materials**



Appendix 3

Creating accessible learning materials



Tips for improving the readability of your materials

Whether you are producing PowerPoint presentations or handouts, here are some top tips for ensuring that they are accessible to all learners.

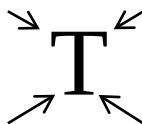
Use a sans serif style font throughout your presentation



There is a huge selection of very attractive font styles available electronically. But if we want to ensure our presentations are inclusive, we should be aiming to use a **sans serif** font each time we produce electronic learning presentations.

A sans serif font is a font style that does not include serifs: the small lines, flicks or strokes that appear at the ends of a character font.

Here is an example of a serif font. The arrows indicate the lines at the ends of the character.



Below is an example of a character in a sans serif style font. As you can see, it is different to the above 'T' in that there are no lines, flicks or strokes at the ends of the character.

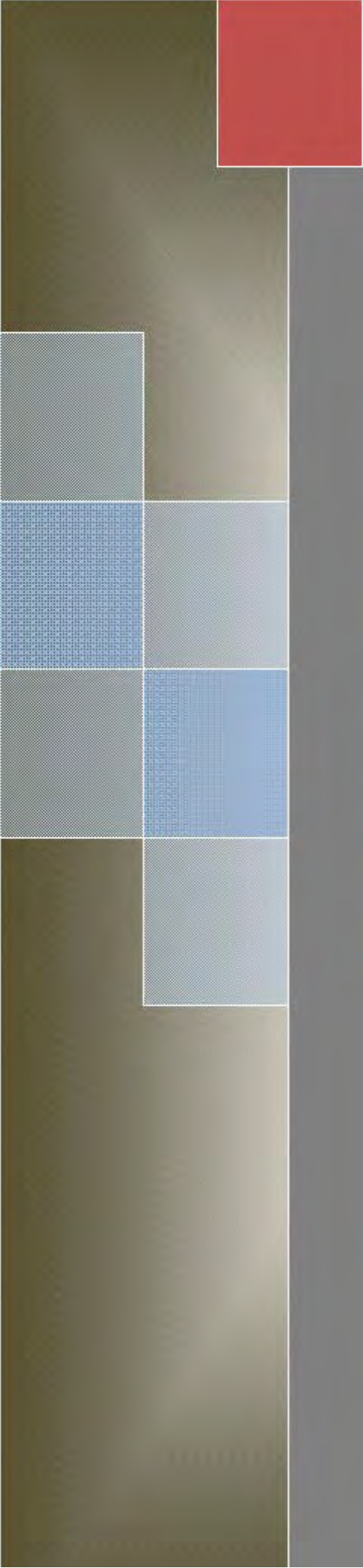


This type of font, the sans serif font, is the most readable and accessible font to use throughout your presentation. Learners with visual impairments find this style easier to interpret and it is also the style that is easiest to interpret from a distance.

Examples of sans serif fonts that you could use include:

- Arial
- Tahoma
- Verdana
- Lucida Sans

Remember to keep your font style consistent throughout your presentation slides.



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**Appendix 4:
Creating accessible physical
environments**

Appendix 4

Creating accessible physical environments



The physical learning environment should be checked in general and in relation to any learner's individual needs **prior** to the delivery of learning. Physical learning environments include any place where learning is delivered such as classrooms, halls, laboratories and workshops.

Assess the teaching area



Always ensure your teaching area can accommodate all learners together so none are segregated for any reason. Assess your learners' needs against any teaching area, including furniture issues such as desk height, well before your class. If you think there is going to be a problem, discuss any reasonable adjustments with your learners and disability support unit.

Check outside of your classroom for any obstacles



For example, is the lighting adequate? Are the floors clear and accessible? If you think there may be learners who require assistance to travel to your teaching area, be on hand to provide it. You may want to check the journey your learners have from different destinations to see if there are any barriers or obstacles.

Ensure doors do not become barriers



Unless it is a fire door, consider opening doors in preparation for the arrival of your learners. It is best to use a hook and catch at the top of the door, rather than a door stop that could cause a tripping hazard.

Also, assess whether the width of doors are appropriate for your learners' needs, for example is the entrance wide enough to accommodate a wheelchair or other accessibility equipment, such as a walker? Entrance doors need to be at least 32 inches wide.

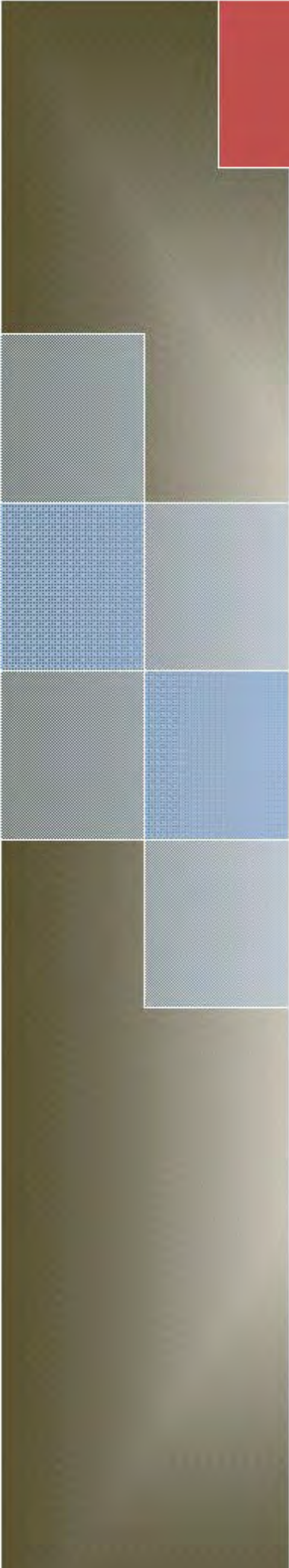
Clear the floor



Check for uneven flooring which could serve as a tripping hazard for some learners.

Before your learners arrive, ensure the floor is free from any clutter including books and wires. Wires that get wrapped around wheels can cause accessibility equipment to malfunction, resulting in unnecessary distress for your learners.

Ask your learners to hang their coats up and move their bags out of the way.



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Activities



Activity 6: Recognising bullying and harassment



Aim

This activity will help you to identify behaviours that constitute bullying and/or harassment.

How to

Find out how your organisation defines bullying and harassment – you will probably find the definition in the organisation's equality and diversity or bullying and harassment policy.

Often-used definitions include the following:

Bullying is behaviour usually repeated over time, that intentionally hurts another individual or group, physically or emotionally.

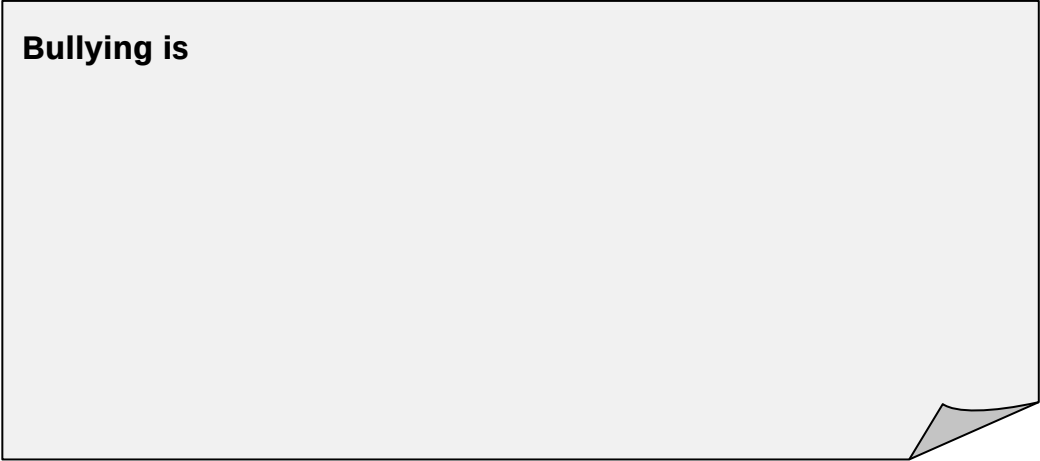
Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Define and give examples of the types of bullying listed on the *What does bullying and harassment look like?* activity sheet. Your organisation's equality and diversity or bullying and harassment policy may help you with this or you could use anti-bullying websites to clarify your ideas.

Activity Sheet: What is bullying and harassment?

How does your organisation define bullying and harassment?

Bullying is



Harassment is



Activity Sheet: What does bullying and harassment look like?

Define and give examples of the following types of bullying behaviour:

Type of bullying	Definition	Examples
Physical		✓ ✓ ✓
Verbal		✓ ✓ ✓
Emotional		✓ ✓ ✓
Cyberbullying		✓ ✓ ✓

Type of bullying	Definition	Examples
'Mindless'		✓ ✓ ✓
Prejudice-based		✓ ✓ ✓
Racist and/or religious bullying		✓ ✓ ✓
Homophobic bullying		✓ ✓ ✓
Sexist bullying		✓ ✓ ✓

Type of bullying	Definition	Examples
Sexual bullying		✓ ✓ ✓
Transphobic bullying		✓ ✓ ✓
Disability or SEN related bullying		✓ ✓ ✓
Appearance or health related bullying		✓ ✓ ✓

What does bullying and harassment look like?

Bullying behaviours include:

Physical	A method of bullying that involves physical contact that could hurt or injure a person and/or aggressive contact such as stealing or damaging the victim's possessions
Verbal	A method of bullying that involves using words to intimidate someone or hurt them emotionally
Emotional	A method of bullying that involves social isolation, such as spreading rumours, deliberate ignoring them, and excluding them from activities
Cyberbullying	A method of bullying that uses electronic media to sending messages, pictures or information to hurt someone emotionally
'Mindless'	Picking on someone for no apparent reason, seizing on some aspect of the victim's appearance, or personality as an excuse to bully them
Prejudice-based	Singling out someone because they belong to a particular group
Racist and/or religious bullying	Any type of bullying behaviour that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
Homophobic bullying	Any type of bullying behaviour that targets someone because of their sexual orientation or perceived sexual orientation
Sexist bullying	Any type of bullying behaviour that targets someone because they are a girl or a boy and singles out something specifically linked to gender

Sexual bullying	Any type of behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls.
Transphobic bullying	Any type of bullying behaviour that targets someone because they are or are perceived to be trans
Disability or SEN related bullying	Any type of bullying behaviour that targets someone with a disability or Special Educational Needs, including such behaviour by people with disability or Special Educational Needs
Appearance or health related bullying	Any type of bullying behaviour that targets someone with health or visible medical conditions, body image issues or other attributes that reflect conditions such as affluence or poverty