



Equality, Diversity & Inclusion (EDI) Policy 24/25

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Final

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Impact Assessment Completed

Yes

Date of Next Review:

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Principal's Signature

Equality Impact Assessment Form

The completion of the Equality Impact Assessment (EIA) will help us to ensure that our policies, procedures and practices do not discriminate or disadvantage people and also improve or promote equality.

In relation to: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

1. Please explain if you identified any inequalities or possible discrimination in the policy, procedure or practice?

No inequalities or areas of discrimination identified.

2. If identified, how have you changed the policy, procedure or practice to remove or mitigate the inequality or discrimination?

Not applicable.

3. Any follow up actions required?

Not applicable.

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1. Policy Statement

Shipley College:

- 1.1 Is committed to enabling equality of opportunity, achieving equity and creating opportunities to celebrate the diversity and cultures of our students, staff, governors, partners, employers and the community we serve.
- 1.2 Aims to have a workforce representative of our students' diversity and the community we serve.
- 1.3 Recognises the potential in all people, and aims to recruit from as wide and diverse a pool of talent as possible.
- 1.4 Will ensure that the language used, behaviour and actions of all staff, students, governors, partners, visitors, and contractors reflects the core values of the College.
- 1.5 Will make all staff, students, governors, partners, visitors, and contractors aware of our Equality, Diversity & Inclusion (EDI) core values and commitment as set out in this Policy.

2. Purpose of the Policy

- 2.1. To state the College's intent and actions regarding EDI and indicate how this Policy through our values-led behaviours is applied throughout the College.
- 2.2. To promote equality of opportunity and equity through good employment policies and practices in respect to all staff. Eliminating unlawful direct or indirect discrimination.
- 2.3. To provide guidance on issues relating to equality, diversity and inclusion, and equip managers and staff to meet their legal obligations under the Equality Act (2010) and all other underpinning equality legislation.
- 2.4. To ensure the College is meeting its specific legal obligations under the public sector equality duty, section 149 of the Equality Act (2010); namely to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - Advance equality of opportunity between persons who share one or more relevant protected characteristics and persons who do not share;
 - Foster good relations between persons who share one or more relevant protected characteristics and persons who do not share it.
- 2.5. To provide staff and students with continuing understanding, information and knowledge of EDI topics, legislation, processes and good practices.
- 2.6 To ensure that no existing or prospective employee, student, governor or visitor is subject to victimisation, discrimination or harassment, including any form of unfavourable or detrimental treatment.

3. Scope of the Policy

- 3.1. The College seeks to ensure that its commitment to advancing equality of opportunity, promoting good relations for all and tackling discrimination is reflected in the behaviour and actions of staff, students, governors, volunteers, partners, visitors, and contractors.
- 3.2 All staff will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.
- 3.3 The College expects the values of staff, students and stakeholders to be aligned with the College's values of treating everyone with dignity and respect at all times.
- 3.4 The College strives to create an inclusive, positive and respectful learning and working environment that fosters good relations between people of all backgrounds, and does not tolerate prejudice or discrimination in any form.
- 3.5 Any employee who feels they have been subject to bullying or discrimination in relation to one or more protected characteristics by a member of staff should raise the matter under the Grievance Policy and Procedure. HR will investigate the complaint and ensure that the member of staff reporting the complaint is supported. If appropriate, HR will instigate disciplinary action.
- 3.6 Any inappropriate or less favourable treatment or behaviour directed towards College staff by students will be dealt with in line with the Positive Behaviour Policy & Student Disciplinary Procedure.
- 3.7 The College will provide regular training and development on equality, diversity and inclusion, as appropriate, to staff, students, governors and other relevant stakeholders.
- 3.8 The College will publish workforce monitoring data on an annual basis, and seek to take action where specific groups remain underrepresented in certain roles, leadership positions, etc.
- 3.9 The College will promote a culture of inclusion in which all feel comfortable disclosing their protected characteristic(s) and accepting any subsequent support offered.
- 3.10 Ensure equal opportunities data is stored confidentially in line with Data Protection Act 2018 which currently governs data protection in the UK, as well as the General Data Protection Regulation (GDPR) and other related legislation. These laws affect how organisations gather, store and use data and individual rights over access to information.

4. Responsibility for Implementing the Policy

- 4.1 Everyone has a responsibility to ensure:
 - The Policy is understood and implemented.
 - Their behaviour at all times takes account of the sensibilities and legal entitlement of others.
 - They treat everyone with respect and dignity.

- They challenge any behaviour in breach of the EDI Policy.
- They comply with any agreed EDI Actions.

4.2 Specific responsibilities:

Corporation:

- To nominate an EDI Liaison Governor
- To ensure that the College complies with the requirements of the equality legislation, and the general and specific duties set out in the Equality Act 2010.
- To set the College's commitment to EDI as outlined in this policy.
- To ensure that the College provides adequate resources for the implementation and promotion of EDI.
- To receive and respond to data produced in line with our reporting requirements, including recruitment and retention data, workforce monitoring data, student success rates, etc.
- To endorse the Annual Equality, Diversity & Inclusion Report and Equality Objectives to ensure that EDI issues are implemented and monitored appropriately by the Senior Leadership Team, managers and staff.

Senior Leadership Team (SLT):

- To be responsible for the overall implementation of EDI commitments, both within and external to the organisation.
- To monitor and review this Policy, EDI Annual report and the Action Plan.
- To take the lead in fostering a positive, inclusive and respectful learning and working environment for all staff and students.
- To monitor that EDI is embedded in all aspects of College policies, procedures and processes.
- To ensure College facilities and premises are accessible to all.
- To ensure that managers who have responsibility for staff recruitment, complete safer recruitment training.
- To ensure staff are compliant with EDI training.

Staff:

- To champion EDI in all aspects of college life.
- To work towards eliminating discrimination and fostering good relations - promoting a positive, inclusive and respectful learning and working environment free from discrimination, harassment or prejudice.
- To embed EDI in teaching, learning and assessment.
- To undertake regular training on EDI as required, and identify opportunities for further learning and development.
- To challenge and report any incidents of discriminatory behaviour or harassment, including hate incidents.
- To monitor and follow up agreed actions to address any disparity in student achievement rates or student participation aligned with the Protected Characteristics.
- To ensure students are assigned appropriate support to remove any barriers to learning.
- To deal promptly and appropriately with any inappropriate student behaviour or conduct.
- To implement any agreed EDI objectives.

- To complete all mandatory EDI training.
- To report any instances of discrimination, harassment, bullying or victimisation against students or staff, in particular if relating to the Protected Characteristics.

Visitors, external partners and stakeholders

- To comply with the EDI policy and College's commitment to EDI.

5. Commitment

- 5.1 The College celebrates and values the diversity of all who make up the College community and, as such, will ensure that diversity is promoted throughout all of its services and activities.
- 5.2 The College opposes any form of discrimination.
- 5.3 The College will champion a positive working and learning environment, free from discrimination, harassment or victimisation for all staff and/or students.
- 5.4 If it is identified that a group assigned one or more protected characteristics is underrepresented because of the disadvantage they face, the College may consider positive action measures to help minimise that disadvantage (refer to point 7) .
- 5.4 The College will actively engage with staff, students and all stakeholders on key matters relating to EDI.
- 5.5 In line with its legal duties, the College will publish an annual Equality, Diversity and Inclusion Report, including workforce monitoring data, student achievement data and College's EDI priorities.

6. Key Principles

- 6.1 The College considers all forms of prejudice and discrimination to be unacceptable, and will:
 - Oppose all forms of discrimination.
 - Continuously monitor practices and procedures to improve access to College services for all.
 - Analyse data to identify trends, measure impact and implement improvements.
 - Create a curriculum offer which meets the needs of the diverse community it serves.
 - Ensure that students from all backgrounds receive balanced representation within any materials published by the college.
 - Consult with staff, students, governors and other stakeholders on key issues related to EDI.
- 6.2 Equality Principles related to employment:
 - Ensure that no employee or job applicant is disadvantaged or treated less favourably because of conditions or requirements that are not related to the job.
 - Ensure managers involved in the recruitment process have been trained in College

Safer Recruitment procedures.

- Make all reasonable adjustments to ensure equality of opportunity for staff or potential employees who disclose their disability.
- Ensure EDI is embedded into all College policies, practices and procedures.
- Seek to employ a diverse workforce which reflects the diversity of the community it serves and the student population.
- Ensure information and support to staff is available through Human Resources and their line manager.
- Ensure staff have access to EDI training and resources.
- Champion an open culture in which mental and emotional wellbeing is taken seriously, staff are confident about disclosing information and feel that they will receive appropriate support.

6.3 Equality Principles related to teaching, learning and assessment:

- Make courses accessible to as wide a range of students as possible by ensuring, where set, entry requirements are relevant, appropriate and transparent.
- Implement appropriate adjustments and arrangements that accommodate individuals needs in teaching, learning and assessment.
- Provide the highest quality of teaching, learning and training to all students, including the use of adaptive teaching and stretch and challenge to allow students to reach their potential.
- Make use of learning resources and delivery methods within teaching, learning and training which actively promote diversity, and celebrate a wide range of cultures and positive images to support the cultural and linguistic needs of students.
- Regularly review and update key learning texts and resources, to ensure that authors and creators are as diverse as possible for the field of study, and that a lack of diversity in any particular field is highlighted and problematised where appropriate with the students.
- Reflect the identity and lived experiences of our students in the delivery of the curriculum.
- Provide a positive and high quality learning experience which is underpinned by Careers education, information, advice and guidance (CEIAG).
- Provide wide-ranging and student-relevant PSHE and future leaders programmes, underpinned by the Equality Act (2010), encouraging students to be responsible, respectful and active citizens.
- Encourage students with Special Educational Needs and Disabilities (SEND) to self-disclose and, where learning needs are identified, provide an appropriate level of support to allow full participation in teaching and learning and wider college life, including enrichment opportunities.
- Offer pastoral support to students to promote positive mental health and wellbeing and students to fully participate in college life and achieve their relative goals.

7. Positive Action

- 7.1 Positive action can be used to meet a protected group's particular needs, lessen a disadvantage they might experience or increase their participation in a particular activity. For instance, the College may consider Positive action as an appropriate way to increase the diversity of candidates applying for a particular post, especially if there is underrepresentation in that role. The action may lead to a wider pool of talented, skilled and experienced people applying from which to recruit.

7.2 Positive Action includes:

- Placing job adverts to target particular groups, to increase the number of applicants from that group.
- Including statements in job adverts to encourage applications from under-represented groups, such as 'we welcome female applicants'.
- Offering training or internships to help certain groups get opportunities or progress at work.
- Offering shadowing or mentoring to groups with particular needs.
- Hosting an open day specifically for under-represented groups to encourage them to get into a particular field.
- Favouring the job candidate from an under-represented group, where two candidates are 'as qualified as' each other.

8. Complaints Procedure

- Complaints made to the College regarding any unfair or discriminatory treatment experienced will be dealt with sensitively.
- Students can make a complaint following the College's formal Complaints Procedure or, if they find it easier, by speaking to a member of the Student Services Team, their Course Lead, SEND Team Leader, Tutor, Learning Coach or member of the Learning Support Assistant.
- College staff can raise complaints with the Human Resources (HR) Manager or their line manager. The College grievance procedure will be used to manage staff complaints. All efforts will be made to resolve complaints/grievances informally in the first instance.
- All complaints will be fully investigated in line with the Grievance Policy and Procedure.

9. Monitoring and Reporting

- 9.1 The Annual Equality, Diversity & Inclusion Report will be provided to the Corporation, and will include an EDI Action Plan and progress updates to the EDI objectives. The report will:
- Monitor curriculum to ensure that College policies, processes and practices are inclusive and offer equality of achievement to all students.
 - Provide student retention and achievement rates, disaggregated by ethnicity, gender, sex, age and disability.
 - Provide staff and recruitment analysis on workforce composition, recruitment and selection disaggregated by ethnicity, gender, sex, age and disability.
- 9.2 The Annual Equality, Diversity & Inclusion Report will be published on the College website.
- 9.3 The Equality, Diversity & Inclusion Policy will be reviewed annually and updated in line with any new legislative developments.

10. Related Policies, Procedures or Supporting Information

10.1 The following documents are accessible to staff and students, and relevant to this policy.

- Access Arrangements Policy and Procedure
- Acceptable Use Policy
- Additional Learning Support Policy
- Admissions Policy and Procedure
- Assessment & Verification Policy
- Capability Policy & Procedure
- Compliments & Complaints Procedure
- Data Protection Policy
- Disciplinary Policy
- Display Screen Equipment Policy
- Exams Policy and Procedure
- Fee Policy
- Fitness to Study procedure
- Flexible Working Policy and Procedure
- Freedom of Expression Policy
- Grievance policy and Procedure
- Learner Financial Support Policy
- Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy
- Mental Health & Wellbeing Policy
- Non-examination Assessment Policy
- Other Leave Policy & Procedure
- OTLA Policy
- Policy and Procedure for Events Involving External Speakers
- Positive Behaviour Policy and Student Disciplinary Procedure
- Probationary Policy and Procedure
- Phased & Flexible Retirement Policy
- Recruitment, pre-employment & DBS Policy
- Safeguarding Policy and Procedure
- Sickness Absence & Medical Capability Policy & Procedure
- Staff Code of Conduct
- Staff Appraisal Policy
- Staff Development Policy
- Supporting Learners with Medical Conditions and Medication Policy & Procedure
- Teaching and Learning Policy
- Whistle Blowing Policy and Procedure
- Quality Policy and Strategy

Appendix 1 – Definitions

Key word	Definition
Direct Discrimination	Someone is treated less favourably than another person because of a protected characteristic.
Direct Discrimination by Association	Someone is treated less favourably because they associate with another person who has a protected characteristic.
Direct Discrimination by Perception	Someone is treated less favourably than another person because others think they have a particular protected characteristic.
Discrimination arising from a disability	A disabled person is treated less favourably because of something connected to their physical or mental impairment.
Diversity	Acknowledging, respecting and valuing differences and similarities between individuals and groups of people.
Equality, Diversity & Inclusion impact measures (EDIMs)	EDIMs set out expected increases for particular groups from a baseline position, and sets the impact measure that should be achieved to reduce equality gaps, for instance in recruitment, retention, achievement or progression.
The Equality and Human Rights Commission (EHRC)	The EHRC has duties to promote human rights and equality and to provide advice about the law so that discrimination is avoided. It also has powers to enforce discrimination law in some circumstances.
Equality	Equality is the framework that enables opportunity, access, participation and contribution that is fair and inclusive. Equality is not about treating everyone the same, but recognising the barriers people face and finding different ways to offer the opportunity of equality.
Equality Impact Assessment	This is a process whereby a policy, procedure or practice is reviewed, and if necessary amended, to ensure that it does not discriminate against any group or individual with a protected characteristic.
Equity	The term equity refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognising that we do not all start from the same place and must acknowledge and make adjustments to imbalances.

Harassment	Someone behaves in such a way that their conduct has the purpose or effect of creating an environment that is offensive, hostile, degrading, humiliating or intimidating, even if this behaviour is not directed at the person making a complaint.
Inclusion	A sense of belonging; feeling respected, valued and accepted for who you are as an individual. Workplace inclusion is when people feel valued and accepted in their team and in the wider organisation, without having to conform. Inclusive organisations support employees, regardless of their background or circumstance, to thrive at work
Indirect Discrimination	A rule or policy that applies to everyone, but disadvantages people with a particular protected characteristic.
Protected Characteristics	Protected characteristics are definitions for groups of people given protection under the Equality Act 2010. This includes, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is recognised that an individual may have one or more protected characteristics.
Reasonable Adjustment	<p>The duty to make reasonable adjustments comprises three requirements.</p> <p>For education providers, these requirements are to take reasonable steps to:</p> <ul style="list-style-type: none"> • Avoid the substantial disadvantage where a provision or practice puts disabled student and/or staff at a substantial disadvantage compared to those who are not disabled • Remove or alter a physical feature or provide a reasonable means of avoiding such a feature where it puts disabled students and staff at a substantial disadvantage compared to those who are not disabled • Provide an auxiliary aid where disabled students and would, but for the provision of such an auxiliary aid, be put at a substantial disadvantage compared to those who are not disabled.
Victimisation	Someone is treated badly because they have made or supported a complaint or grievance under the Act.

Appendix 2 – Definitions

The Equality Act 2010

The information below is guidance from the Equality and Human Rights Commission (EHRC)

The College's policies and procedures are in line with the Equality Act which protects individuals from unfair treatment and promotes a fair and more equal society.

Protected Characteristics

Protected characteristics are definitions for groups of people given protection under the Equality Act 2010.

1. **Age** - A person belonging to a particular age (eg 16 year olds) or range of ages (eg 16 - 25 year olds).
2. **Disability** - A person has a disability if they have 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. Long-term means that the disability has lasted or is likely to last for at least 12 months. Substantial means more than minor or trivial.
3. **Gender Reassignment** - This is the process of transitioning from one gender to another. This transitioning process is a personal process, rather than a medical process, i.e. it does not require someone to undergo medical treatment in order to be protected. Transgender refers to a person who has the protected characteristic of gender reassignment. It is important not to confuse gender reassignment with sexual orientation. A transsexual person can be a gay man, lesbian, heterosexual or bisexual.
4. **Marriage and Civil Partnership** - Marriage is defined as a 'union between a man and a woman or between a same-sex couple'. Same-sex couples can also 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.
5. **Pregnancy, Maternity & Adoption**- 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. Adoption is the act of legally becoming a parent of a child not biologically the employee's own. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth or adopting a child, and this includes treating a woman unfavourably because she is breastfeeding. However, an employee can still claim discrimination out of this timescale if they believe they have been treated unfairly by reason of Pregnancy, Maternity or Adoption.
6. **Race** - Race refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.
7. **Religion or Belief** - Religion means any religion and includes a lack of religion. A religion need not be mainstream or well-known to gain protection as a religion. However, it must have a clear structure and belief system. Belief means any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
8. **Sex** - Sex, as recorded on a birth certificate or in a gender recognition certificate.
9. **Sexual Orientation** - A person's sexual attraction towards persons of the same sex (ie a gay man or a lesbian), persons of the opposite sex (ie heterosexual) or persons of either sex (ie bisexual).

Appendix 3 – LGBTQIA+ glossary of terms

Click on the [Link](#) to open LGBTQIA+ glossary of terms