



## **Equality, Diversity & Inclusion (EDI) Policy**

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Final

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**Impact Assessment Completed**

Yes

**Date of Next Review:**

June 2026

**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.

In reviewing the Equality, Diversity & Inclusion (EDI) Policy in relation to the protected characteristics, no instances of inequality or discrimination within the policy itself were identified. On the contrary, the policy aligns with the Equality Act 2010 and demonstrates a clear commitment to fostering an inclusive and respectful environment for staff, students, governors, and visitors.

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.

# Summary of Changes

Section No.	Rationale
3.8	Broadened the scope of equity to encompass the entire organisation, and not just specific roles.
Appendices	Removed link to glossary of LGBTQIA+ terms, to enable this to be updated more regularly than a policy document would allow.

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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.
- 1.5 Our teaching, learning, innovation, and wellbeing support are designed to empower all students, regardless of background, to make informed, positive decisions and develop the skills and cultural capital needed to reach their full potential.

## **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 employment policies and practices for 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 them.
  - Foster good relations between persons who share one or more relevant protected characteristics and persons who do not share them.
- 2.5. To provide staff and students with continuing understanding, information and knowledge of EDI topics, legislation, processes and exemplar 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. People & Culture will investigate the complaint and ensure that the member of staff reporting the complaint is supported. If appropriate, People & Culture 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 within the organisation.
- 3.9 The College will promote a culture of inclusion in which all feel comfortable disclosing their protected characteristic(s) and accepting any support offered.
- 3.10 The College will 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 actively challenge any behaviour that breaches the EDI Policy or report it to the appropriate managers.
- 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 commitment.
- To monitor and review this Policy, the 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 where possible, that our world heritage 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 People & Culture 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, innovation 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).
- Deliver a comprehensive, student focused PSHE and Future Leaders Programme, grounded in the principles of the Equality Act (2010), to encourage students to become responsible, respectful, and active citizens, both within their local communities and as informed individuals aware of global issues.
- 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 wellbeing support to students to promote positive mental health and wellbeing and students to fully participate in college life and achieve their best.

## 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 specific post, especially if there is

underrepresentation in that role. This approach can help attract a broader pool of talented, skilled, and experienced candidates for recruitment.

## 7.2 Positive Action includes:

- Placing job advertisements in targeted publications to encourage applications from underrepresented groups, with the aim of increasing diversity among applicants.
- Including statements in job adverts to encourage applications from under-represented groups.
- 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 People & Culture 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	Treating someone with a protected characteristic less favourably than others.
Indirect discrimination -	Putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
Harassment	Unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates an offensive environment for them making a complaint.
Victimisation	Treating someone unfairly because they’ve complained about discrimination or harassment.
Diversity	In workplaces, schools, or communities, diversity means including people from a wide range of backgrounds and ensuring they have equitable access and opportunities. True diversity also values and respects these differences, rather than merely acknowledging them.
Equality	Equality means ensuring that every individual is treated fairly and given the same rights, opportunities, and access to resources, regardless of their background or personal characteristics.
Equity	Unlike equality, which means giving everyone the same, equity refers to fairness and justice in the way people are treated, recognising that different individuals may require different levels of support or resources to achieve similar outcomes.
Inclusion	<p>Inclusion is the practice of ensuring that everyone feels valued, respected, and able to fully participate, regardless of their background, identity, or abilities.</p> <p>It means creating environments, such as workplaces, schools, or communities, where all individuals feel welcome, heard, and supported.</p>

## 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** - Protection against unfair treatment due to age. A person belonging to a particular age (for example 32 year olds) or range of ages (for example, 18 to 30 year olds).
2. **Disability** - A person has a disability if she or 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.
3. **Gender Reassignment** - Where a person undergoes, or proposes to undergo, a process to reassign their sex.
4. **Marriage and Civil Partnership** - Marriage is a union between a man and a woman or between a same-sex couple.
5. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
6. **Pregnancy, 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.
7. **Race** - A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.
8. **Religion or Belief** - Religion refers to any religion, including a lack of religion. Belief refers to 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.
9. **Sex** - A man or a woman - following the UK Supreme Court ruling on 16 April 2025, a person's sex is as recorded on their birth certificate.
10. **Sexual Orientation** - Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.