

## Equality Diversity & Inclusion

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2	Rosemary Simpson			New template used, reduced pages from previous policy as we've added links to key legislation instead. Revised updates taken from The Key.

### Equality, Diversity and Inclusion

#### 1. Introduction / purpose of policy

Craven College is committed to valuing diversity and the promotion of equality of opportunity for all its users. The College seeks to ensure that no individual or group, because of their protected characteristic, faces discrimination, harassment or victimisation. This work is regarded as the responsibility of all staff, learners, governors, visitors and partner organisations of the College.

This policy brings together the commitments of the College to its users to provide equality of opportunity to all who study with and work for Craven College including those who are defined as having protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including no belief), sex and sexual orientation. The College expresses its opposition to all forms of prejudice, inequality and discrimination.

The College will seek positively to remove conditions and barriers which place people at a disadvantage and will actively promote equality for all and celebrate diversity.

#### 2. Scope

The College is keen to develop a culture that is fully inclusive, promotes equality and embraces diversity.

This policy applies to all staff, volunteers, agency workers, contractors, governors, and students at all College sites.

#### 3. Role, Responsibilities and Objectives

The Board of Governors is responsible for ensuring that the Equity, Diversity and Inclusion (EDI) policy is in place and that the College meets its obligations. A Single Equality annual report will be presented to the Board of Governors in terms of whether the objectives of the policy have been met.

- Meet with the designated member of staff for equality every [frequency], and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Principal is responsible for providing overall direction and leadership in promoting and monitoring the EDI policy and Action Plan.

The Senior Leadership Team are responsible for ensuring the EDI Action Plan is monitored and becomes embedded within the college's self-assessment and strategic planning processes, including employers and off-site provision.

The Senior Leadership Team are responsible for ensuring students experience an open and welcoming environment where support needs are disclosed within a positive process. In addition, the Senior Leadership team will ensure that funding is available to meet agreed support needs, including making adjustments to the physical environment, and sourcing assistive technology.

Heads of Department are responsible for ensuring that the EDI Action Plan is embedded within planning processes, progress review, monitoring impact of interventions and celebrations, responding to student outcomes and any achievement gaps. This also includes ensuring that study programs can be adapted to make reasonable adjustments, equality and diversity is celebrated and promoted and that British Values are embedded within all teaching teams.

Heads of Department are also responsible for identifying staff training needs and tracking progress against these through appraisal.

All staff are responsible for ensuring that equality and diversity is celebrated and promoted, and any issues of bullying or harassment are dealt with swiftly within the parameters of the Student Positive Behaviour Policy.

## Objectives

**Objective 1** - To further develop and promote a socially inclusive, diverse, and accessible College for the recruitment of staff and students.

- Promote awareness and understanding
- Foster an inclusive environment
- Increase diversity in recruitment and promotion
- Support career development and advancement
- Promote diversity in leadership

**Objective 2** - To continue to identify, prioritise, address and reduce any significant gaps in retention, achievement, progression and destination, between groups of learners.

**Objective 3** - To ensure equality and diversity, and British values continue to be fully and explicitly developed within the curriculum and that all discrimination, bullying or harassment is challenged appropriately.

**Objective 4** - To work with employers and actively engage with local community activities to enable a greater understanding of local diverse communities.

## 4. Main part of policy

Craven College must meet this general duty both as an employer and as a provider of further and higher education and show due regard to the duty across all of our functions.

The nine protected characteristics are:

1. Age
2. Disability
3. Sex
4. Gender reassignment
5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief
9. Sexual orientation

The Act explains:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### 4.1 Equality Commitments:

We are committed to:

- Promoting equality of opportunity for all.
- Promoting a good and harmonious environment in which to work and study, and in which everyone is always treated with respect and courtesy and where differences are not only respected but are celebrated.
- Preventing occurrences of unlawful direct discrimination, indirect discrimination, harassment and victimisation.
- Fulfilling our legal obligations under the Equality Act 2010 and associated codes of practice.
- Complying with our own Equality, Diversity and Inclusion policy and associated policies.

- Ensuring all instances of bullying, harassment or discrimination are taken seriously and fully investigated, with appropriate action taken.

For Craven College this will mean:

#### **4.2 Accessibility**

- An open commitment to providing an accessible website.
- All information used to market learning and employment opportunities will convey our positive attitude to equality and diversity and be made available in a variety of formats on request.
- Guidance and admissions procedures will be clear and transparent and free from unfair discrimination.
- The college aims to provide support services during enrolment and on programme to help in the identification of additional student support needs where necessary.
- Effective plans are in place to make the learning environment safe, welcoming and accessible for all groups of learners and staff in terms of timing and location of provision, physical access, amenities and services.
- As a service provider the College has an obligation to think ahead and address any barriers that may impede people with disabilities from accessing the College as a place of study or a place of work.

#### **4.3 Equal opportunities in the Curriculum Offer**

- Our curriculum Offer is inclusive of a person's individual needs, and we educate and advocate for those people who need to upskill to find work or who require moderate learning support to access opportunities.
- We will ensure that high quality, impartial and relevant information, advice and guidance is available to all students at the College, at all sites.
- Relevant study programmes will be offered which are responsive to learner need and enables learners to study at the appropriate level and by increasing the breadth of our curriculum, will secure good prospects for success and progression from all entry points.
- We will create clear 'Progression Pathways' information for students, schools, parents so that the journey to specific careers can be seen and advice given impartially.
- Induction procedures which familiarise learners with the College's policy and commitment to equality and diversity will be delivered via the tutorial programmes and cross College activities.
- The provision of additional learning support will be determined based on the assessment of each individual student's support requirements and will have due consideration to the application of reasonable adjustments. Support to students may take the form of: In class support (*guided by EHCP*); Mentoring; Counselling; Study skills drop-in workshops; Personal and social workshops or via Progress Coaches.
- Specific support will be provided and/or barriers removed where reasonably practicable to enable a student with a difficulty /disability to use particular facilities or services.
- Learning materials which are free from bias, which celebrate diversity and challenge stereotyping will be used throughout the curriculum.
- Inclusive learning practices, which acknowledge differences in students' learning styles and abilities.
- We will be inclusive and embrace diversity to support active citizenship. For young people, we will nurture the development of characteristics and behaviours for success including authenticity, resilience, collaboration and aspiration
- Develop a co-ordinated approach to raising awareness of diversity and citizenship through internal promotion in lessons, tutorial provision and enrichment. We will produce a Citizenship Calendar each year that celebrates diversity, enhancing the student experience.
- We aim to support learners into sustainable careers, including facilitating opportunities for work placements and experience as appropriate to their programme.

#### 4.4 Equal opportunities in Employment and Professional Development

- The College will avoid unlawful discrimination in all aspects of employment including recruitment and selection, promotion opportunities for training, pay and benefits, discipline and selection for redundancy.
- In order to ensure that all employees and potential employees are treated with equality and fairness at all stages of employment, and that their treatment is based solely on objective and job-related criteria, the College will ensure that equality issues are embedded into all its policies, practices and procedures.
- Job descriptions and person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking in to account any reasonable adjustments that may be required for candidates with a disability.
- Reasonable adjustments will be made to working arrangements and premises to ensure equal access for employees or potential employees who have particular needs or who are disabled.
- The College will be proactive in offering staff the opportunity to disclose a disability and supporting them to do so. Staff can update any details on protected characteristics confidentially via the HR system.
- Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.
- Any allegation of discrimination will be investigated thoroughly and action taken if necessary.
- As a minimum, the College will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs, and the number of people with disabilities within these groups. The College will consider and take any appropriate action to address any issues that may be identified as a result of the monitoring process.
- The College will not discriminate in the selection of employees for recruitment or promotion, but may use appropriate lawful methods, including lawful positive action, to address identified under-representation of any group or particular types and levels of job.

#### 5. Legislation and Regulatory Compliance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

These two legal duties also overarch the College's statutory duty under the Children and Family Act 2014 as specified in the Special Educational Needs and Disability (SEND) Code of Practice for 0-25 year olds (2014). [SEND code of practice: 0 to 25 years - GOV.UK](#)

[The Equality Act 2010 \(Gender Pay Gap Information\) Regulations 2017](#) [The Equality Act 2010 \(Gender Pay Gap Information\) Regulations 2017](#)

The College continues to publish gender pay gap information within its Single Equality Annual Report.

The Counter Terrorism and Security Act 2015 and the Prevent Duty. [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)

## 6. Monitoring and Review

The policy will be monitored through the Equality, Diversity and Inclusion Committee. The Committee advises on legal compliance and best practice in all matters relating to equality and diversity.

- The Committee will be chaired by the Assistant Principal Curriculum & Student Experience (or a representative) who has responsibility for the review of the policy, monitoring its effectiveness and measuring its impact.
- Regular reports assessing progress in meeting annual targets and legal responsibilities will be received by the Quality & Curriculum Committee (Q&C) and the People, Search & Governance Committee (PSG)
- The effectiveness of the policy will be reviewed through:
  - Regular analysis of learner recruitment, retention, achievement, success and progression by reported protected characteristics.
  - Regular analysis of the staffing profile in relation to recruitment, workforce profiling.

## 7. Related Policies and Documents

Complaints policy

Disciplinary Policy and procedure (Staff and students)

Health and Safety policy

Eternal speaker policy

Fitness to Study policy

Prevent Strategy

Safeguarding Children and Vulnerable Adults Policy & Procedures

Staff recruitment and selection policy and procedure

Strategic plan

SEND Policy

## 8. Equality Impact Assessment

Craven College is committed to the promotion of equality and diversity and to providing a supportive environment for all members of our community. The college seeks to

- Ensure that no individual or group, because of their protected characteristic, faces discrimination, harassment or victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not

Impact of the policy will be monitored through the:

- Achievement of the objectives set as part of the EDI Action plan analysis of data to identify the narrowing of gaps in student participation and achievement.
- Analysis of data to identify improvements in the staff profile with respect to protected characteristics
- Observations of teaching, learning and assessment to demonstrate that EDI is embedded throughout
- Engagement of all college staff in actively promoting EDI as result of effective training and development.
- Staff and student voice mechanism indicate that there is a positive EDI culture
- External recognition of the College for its commitment to EDI.