FE04 Equality, Diversity, and Inclusion Policy

Change Control

Policy Name and Reference	Equality, Diversity, and Inclusion Policy (FE04)
Version	V5.2
Name of Responsible Committee	GROUP SEDI
Job Title of Responsible Author	Group Executive Director of Learner Services
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Revision History

Version	Date	Type of Amendment	Amendment Details
V1	Replacement	Nov 16	Replacement of Policy Nov 13
V2	Review	Sept 17	No amends
V3	Review	Dec 17	TR No amends
V4	Review	Feb 20	Minor Amendments
V5	Amendment	Feb 21	Reviewed with ERC and STEC ensuring the policy is appropriate across the Partnership and is up to date
V5.1	Amendment	March 23	Change of ownership, approved at SG committee on 23/05/2023
V5.2	Amendment	March 24	Front & Back sheet/change control amended

Contents

Introduction

We are committed to raising awareness of equality and human rights, promoting diversity and combating all forms of inequality, disadvantage, prejudice, unfair discrimination, harassment and mistreatment within our community. Furthermore, the TEC Partnership are committed to ensuring that all forms of prejudice and unfair discrimination are unacceptable and challenged, moreover training and raising awareness of these standards will take a high profile throughout the partnership. Finally, the TEC partnership's marketing policy, materials, promotional messages and information aim to project equality of access, inclusion and opportunity to all the sectors of the community it serves.

Purpose

This document will act as the TEC Partnership policy in both our commitment to the Public Sector Equality Duty mandated by the Equality Act 2010, but it will also serve as our commitment to ensuring all learners, staff and stakeholders are treated according to their individual needs and that diversity is valued across the organisation. In addition, this document will be reviewed annually to ensure the TEC Partnership are fully compliant with current legislation and new trends within Equality, Diversity and Inclusion (EDI). Implementation of this policy is the responsibility of all and this will be monitored and reviewed by the EDI Committee.

1. Duties

1.1 Duties under the Equality Act 2010
The TEC Partnership (TEC Partnership) is fully committed to its Public Sector Equality Duty under Section 149 of the Equality Act 2010. It continues to be ambitious when advancing and embedding equality and diversity for all learners, staff, stakeholders, contractors, and visitors and to challenging all forms of discrimination. This policy reinforces the spiritual, moral, social and cultural (SMSC) life of TEC Partnership including a broad and balanced curriculum provided for learners attending the Academy Grimsby, according to section 78 of the Education Act 2002; and with reference to the advisory document published by the Department for Education; "Promoting Fundamental British values as part of SMSC in schools", 2014.

1.2 In order to fulfil its commitment to promoting EDI across the partnership, as well as meets is requirements under the Public Sector Equality Duty, the TEC Partnership will:

- Implement necessary actions and training to ensure that equality is advanced and embedded for all in line with a broad spectrum of corporate and curriculum policies, which guide the delivery of the whole curriculum and wider corporate business.
- Engage and communicate, both internally and externally, with learners, staff, visitors and the wider community where appropriate, in relation to the above.
- Ensure an organisation wide commitment to advancing and embedding EDI and that it is understood by all.
- Ensure that the TEC Partnership EDI Policy is linked to TEC Partnership's mission statement and strategic objectives.
- Ensure that the principle of equal opportunities is embedded in service delivery.
- Ensure that activities are fully accessible to people with disabilities in line with our public duty under the 2010 Equality Act.

We will ensure that the policy is informed by current legislation, the [Education Inspection Framework (EIF)](#) and the [UK Quality Code for Higher Education](#).

This policy is supplemented by the following TEC Partnership policy documents:
- o Harassment Policy and Procedure
- o Grievance Policy and Procedure
- o Marketing Policy
- o Learner Assessment and Appeals Procedures
- o Anti-Bullying Policy
- o Disciplinary policy (staff and learners)
- o Safeguarding
- o *And any other relevant policies in operation across the group*

2. Specialist Staff

For the TEC Partnership to fully meet its commitment to the Public Sector Equality Duty then it is vital that each member of the TEC Partnership takes responsibility for following and supporting this policy. The policy applies to all TEC Partnership stakeholders including: learners, governors, employees, agents, contractors, volunteers and visitors. Furthermore, we expect all members of our community to follow our commitment to promoting EDI across the partnership to realise our commitment to EDI it is important that those in different roles across the partnership understand their function is its success.

2.1 *Governors*
The governing body carries the ultimate responsibility, under the law, for ensuring that the TEC Partnership meet the requirements of the Public Sector Equality Duty. In particular governors at TEC Partnership will:

- Set and maintain the strategic direction for EDI.
- Monitor performance and targets through regular reports.

2.2 *Staff*
Each member of TEC Partnership staff is responsible for supporting this policy and the law. Every role in the partnership has an EDI component and staff will:

- Apply and embed the vision and values of this policy in their work and roles.
- Support and enable learners and apprentices to follow this policy.
- Take appropriate and immediate action in the event of incidents of harassment, unfair discrimination or misbehaviour, alerting or involving if necessary senior TEC Partnership staff.

2.3 *Learners*
Learners are expected to support our commitment to EDI and follow this policy by:

- Treating everyone with respect, fairly and with understanding, making them feel welcome in the partnership
- Abiding by the law
- Using language carefully and appropriately
- Reporting any concerns, they have for themselves or others

- Resolving differences and disagreements amicably (threatening, verbally or physically attacking anyone is a serious disciplinary offence)

3. Equality, Diversity and Inclusion Code of Practice

3.1 Equality, Diversity and Inclusion for Teaching & Learning
The Partnership is committed to inclusive learning and embedding EDI in all aspects of the curriculum; in doing so we recognise that all learners are individuals with individual learning styles and support needs. It will therefore provide a diverse range of learning opportunities to facilitate access and achievement for the whole community. Adherence to this policy will ensure:

- Courses and training opportunities will be made accessible to as wide a range of learners as possible, by enhanced flexibility in both delivery and timing. Procedures for accreditation and assessment will be flexible and responsive to the needs of the whole range of learners who attend TEC Partnership locations. This will include supporting those learners for whom special arrangements and/or facilities may be required during examinations or assessments.

- Learners will understand their own rights and responsibilities; and the rights and responsibilities of others under the Equality Act 2010, which will prepare them for future employment and life inside and outside of the partnership.

- The content and resources of TEC Partnership programmes will be regularly examined by practitioners to ensure they do not discriminate, directly or indirectly, against any learner group.

- Individual learning targets will be matched to the learners needs yet stretch and challenge learners to aim high in all that they do, in order to add value and increase achievement rates. Learners will understand their targets and understand the steps required in order to achieve them.

- Tracking of progress of all groups of learners and apprentices will be carried out by practitioners to eliminate possible gaps in progress and performance. Regular monitoring and data analysis will be used to inform planning and development of the curriculum. Any gaps that are identified will be addressed by using a range of inclusive strategies matched to learners.

- Where possible, the content and resources of TEC Partnership programmes should be enhanced by including positive acknowledgement of the contributions made to society by all cultures.

- Courses / training content and methods of delivery will be examined to ensure that they address the needs of all learners. Ways of modifying curriculum delivery to facilitate access for individuals with additional support needs will continue to be sought and embedded.

- Additional support will be provided for all learners requiring it, subject to available resources. Reasonable adjustments will be carried out where appropriate.

3.2 Equality, Diversity and Inclusion for Staff Development

All TEC Partnership staff will have equal access to training and development opportunities throughout the induction process and staff development programmes. Staff will also be made aware of the EDI Policy. In addition, staff development will support and facilitate good practice in embedding EDI objectives gained from training courses. To facilitate opportunities for all, information and publicity concerning training opportunities will be widely available to all staff.

3.3 Equality, Diversity and Inclusion for Recruitment and Selection of Staff

TEC Partnership employees will not discriminate unfairly and illegally, directly or indirectly, in making selection decisions. As such:

- All staff involved in the selection and interview process will have been trained or briefed in recruitment and selection procedures and the Equality Act 2010.
- All applications will be assessed according to clear pre-stated criteria which will be both objective and job related.
- Any applicant who is classified as having a disability will be given the opportunity to discuss ways of overcoming any problems of access or any other issues relating to their disability.
- Any applicant who is classified as having a disability and meets the essential criteria for the post will be guaranteed an interview.
- Candidates will only be asked health-related questions during the interview process when this is necessary to support the candidate through that process or if it refers to specific requirements of the post (e.g. heavy lifting).

4. Compliance with Legal Responsibilities

The Equality Act 2010 gives the key legislative requirements relating to EDI. The Act identifies nine protected characteristics which are: age, disability, sex, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief and sexual orientation. All nine characteristics are covered in the employment duties of the Act. The protected characteristic of marriage and civil partnership is not included in the educational duties of the Act.

4.1 The Act outlaws unfair discrimination against an individual because of a protected characteristic and this includes the following types of discrimination:

- Direct discrimination (including discrimination based on association or perception) – occurs when you treat a person less favourably than you treat another person because of a protected characteristic.
- Indirect discrimination - occurs when a practice has the effect of putting people sharing a protected characteristic within the general group at a particular disadvantage.
- Harassment – occurs when someone behaves in a way that creates an offensive, hostile, degrading, humiliating or intimidating environment for a person.
- Victimisation - occurs if you treat someone badly because they have been involved in a claim or complaint about discrimination.
- Discrimination arising from disability - occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment.
- Failure to make reasonable adjustments (for disabled people) – occurs when an organisation fails to make reasonable adjustments for a disabled person to avoid the disabled person being placed at a substantial disadvantage compared to a non-disabled person.

4.2 The Act introduced the public sector equality duty which requires the TEC Partnership to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

4.3 The first part of this duty to eliminate unlawful discrimination, harassment and victimisation applies to all nine protected characteristics while the rest of the duty applies to eight of the protected characteristics and excludes marriage and civil partnerships.

The TEC Partnership is an inclusive organisation which actively wishes to encourage participation in education and training both internally and externally by staff/learners from all backgrounds and groups including those generally under-represented and those who may be considered to be disadvantaged.

4.4 Accessibility Regulations 2018

TEC Partnership is also committed to meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

5. Monitoring and Evaluation

Corporate monitoring of the policy will be the responsibility of the EDI Committee. Faculties, curriculum areas and departments will also be responsible for the local monitoring and implementation of the policy through procedures and practices, reporting through the planning process and to the EDI Committee, as required. This will include:

- The Annual EDI Report
- Self-assessment at curriculum, faculty, college/centre and partnership level
- Learner and Staff surveys
- Data analysis
- Monitoring of formal complaints
- Reporting to governors
- Collecting and disseminating examples of good practice
- Quality Improvement Strategy
- EDI Committee or equivalent
- Observation of Teaching & Learning

The owner of each TEC Partnership policy is responsible for evaluating the impact of equality, diversity and inclusion within their policy upon publishing and review.