

Equality, Diversity and Inclusion Policy

1 Introduction

The college has a statutory and moral duty as an employer and education provider to ensure that everything we do reflects our absolute commitment to positively promote and support equality, diversity and inclusion in everything we do. Our EDI Policy and supporting strategies will indicate how we will strive to provide the best possible experience for all staff, students and stakeholders and take all reasonable measures to protect everyone from any form of discrimination. This is important as we fully understand how any form of discrimination can prevent individuals from realising their full potential in the work place and in society. The college celebrates and actively promotes a culture of diversity and inclusivity and through our mission statement we state that ***'Tameside College will transform lives by offering first class education and training in order to improve employability and generate economic prosperity.'***

This EDI policy demonstrates our absolute commitment to take seriously our general and specific duties as set out in The Equality Act 2010. The Equality Act 2010 lays out the Public Sector Equality Duty, including the need for a Single Equality Scheme. The aims of the Act are to provide protection of the Protected Characteristics from the following prohibited conduct: direct discrimination, indirect discrimination, victimisation and harassment. There are nine Protected Characteristics identified by the Equality Act. These are: age, disability, race, religion or belief, sex, gender reassignment, sexual orientation, pregnancy and maternity and marriage and civil partnership.

In addition to these Protected Characteristics, the College identifies students who we consider have educational or social disadvantages and/or who we define as vulnerable, at risk or needing support. These include those who are Cared for Children, those with pastoral or safeguarding related support needs, are affected by social emotional mental health and/or those with Educational Health and Care Plans (EHCPs). The College will also apply the principles, aims and objectives of this policy to these students.

2 EDI Principles

The principles which underpin our EDI Policy, objectives and supporting strategies are:

- a) Discrimination, harassment and victimisation, direct or indirect, is unjust. It is the right of all individuals to expect fair treatment.
- b) In line with our value of 'Value and Respect Each Other' it is our ambition that:
 - All College stakeholders (e.g., students, parents/carers, staff, governors and partners or visitors) will be valued equally and treated considerately
 - Staff and students are treated with dignity and respect in the workplace and learning environment.
- c) The promotion of excellent practice in equality, diversity and inclusion will be central to all aspects of college life: learning, teaching, employment, environment, student and staff services.
- d) All students are entitled to an inclusive learning environment and the provision of an accessible curriculum.
- e) The commitment and involvement of governors, staff and students is essential to the implementation of our EDI Policy, objectives and supporting strategies.

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3 EDI Aims

As a college we will seek to eliminate direct discrimination, indirect discrimination, victimisation and harassment. Everyone involved in the college community has a responsibility to commit to the EDI Policy and evidence this through their behaviours (as defined in our Values and Behaviours Framework – refer to ‘Environment’ section). The College has due regard to our following key aims:

1. Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Celebrating diversity and advancing equality and inclusion by ensuring there is complete equity between people who share a protected characteristic and those who do not and;
3. Fostering good relations between people who share a protected characteristic and those who do not.
(the above key aims are outlined as our general duties within Section 149 of the Equality Act 2010).
4. We will publish one or more equality objectives at least every four years
5. We will publish this Equality, Diversity and Inclusion Policy and an Annual Equality, Diversity and Inclusion Report to provide information on how we meet our duties.
6. We will publish a Gender Pay Gap Report by the 31st March each year
(the above key aims are outlined as our specific duties within Section 149 of the Equality Act 2010).

Fostering good relations includes tackling prejudice and promoting understanding between different groups whilst having due regard for advancing equality involves:

- 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.

The College supports the Equality Duty in that it makes clear that to ‘advance’ also means that we must consider, among other things, that meeting the needs of people with disabilities may involve taking steps to take account of people’s impairments, even where that involves treating people with disabilities more favourably than other people.

EDI Objectives

The following objectives are designed to support the key aims as outlined above and will be built into relevant policy and operational activity:

Pre-enrolment, IAG, Enrolment and Induction

1. The College positively promotes its commitment to EDI and creating a supportive culture during IAG, Enrolment and Induction.
2. The College’s procedures for pre-enrolment, IAG, enrolment and induction are fully accessible to all students.
3. Specialist information, advice and guidance, which complies with the matrix quality standards, is available to all applicant students and new students.

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4. Work closely with students, parents/carers, schools and relevant partners to assist the smooth transition for those who have identified needs or potential barriers, e.g., students with EHCPs or similar, students with pastoral issues, looked after children.
5. EDI information disclosed about a student is recorded at the earliest opportunity on the College's Management Information Systems and to consider the implications of this information for the student's experience with the College.
6. Comprehensive support is provided to all applicant students and new students to enable them to access College courses, services and facilities wherever possible

Teaching, Learning and Assessment

1. All students are given the opportunities to achieve their qualifications and develop the skills needed for their next steps
2. An environment of high expectations, positive support and focus on outcomes and next steps will be experienced by all students
3. Planning teaching for the needs of each student results in a high quality and supportive learning experience for all learners in order for them to reach their full potential.
4. Teaching materials are planned well to ensure they are inclusive, integrate diverse perspectives and reflect the experiences and contributions of various groups.
5. Teaching materials and examination and assessment arrangements will be fair and accessible for all students.

Student Support and Guidance

1. Students will have access to appropriate support and guidance to remove any potential barriers to learning.
2. Support and advice will encourage high aspirations in order for students to reach their full potential.
3. A well-planned tutorial and support programme will raise awareness of EDI themes, layout expectations of students regarding adherence to the College values and behaviours
4. Students will be encouraged to provide feedback and will know who to speak to if they have any issues or concerns.

People Strategy: Staff Recruitment, Employment and Development

1. Staff Recruitment

- 1.1 The College will positively promote its commitment to EDI and maintaining an associated culture which is underpinned by a staff and student defined set of values and behaviours.
- 1.2 Actively to promote the College as an equality aware employer.
- 1.3 All applicants will receive fair treatment and be considered solely on their ability to do the job.
- 1.4 All applicants with disabilities whose skills and experience meet the essential criteria of the person specification will be interviewed.

2. Staff Employment and Involvement

- 2.1 The College's employment policies and procedures will be continually reviewed to ensure they are inclusive and create a barrier-free environment for all staff
- 2.2 The work environment and working practices will not constitute unnecessary barriers which may prevent employees participating fully in the life of the College
- 2.3 The welfare of staff will be a key factor within the College's People Strategy and supporting

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activities.

- 2.4 Staff will be positively encouraged to engage and inform relevant developments and to provide feedback. They will also know who to speak to if they have any concerns or issues.

3. *Staff Development*

- 3.1 All staff will be able to access staff development and resources that raise awareness of issues relating to equality, diversity and inclusion.
- 3.2 All staff will have access to appropriate activities that will aid development of their skills and help them reach their full potential.
- 3.3 All staff who teach students with disabilities or face other barriers to learning will have access to appropriate training and / or information that will assist them in their support activity.
- 3.4 On-going training on equality, diversity and inclusion will be an integral part of the College's staff development programme, including compulsory training during induction.

Accessible Documentation

1. All College documentation and publications will be accessible to all staff, students, governors and the wider community.

Environment

1. Create a positive and supportive environment for all which is defined by a set of college values and behaviours that have been agreed collaboratively by governors, staff and students:

	Leaders and Staff state they will: • recognise and reward excellent performance and behaviour • create a safe, inclusive and productive environment • treat everyone fairly, with dignity and mutual respect • appreciate the needs of others • promote well-being and achieve a healthy work life balance	Students state they will: • be respectful, polite and courteous to everyone • encourage, praise and support each other • appreciate that the needs of others may be different to your own • be tolerant, listen and be open to the views and opinions of others • respect and positively contribute to the upkeep of their learning and wider College environment
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2. Organise events and activities that celebrate different cultures, identities and perspectives to promote understanding and respect.
3. All new and existing College buildings and facilities are accessible.
4. Access issues are considered within the Estates Strategy, whether new build or refurbishment projects.

Planning, Monitoring and Evaluation

1. The College's EDI commitment to all students and staff is embedded in its strategies and policies.
2. EDI is embedded within the College structure and all its operations through coherent and robust planning and effective management. Particularly those operations intrinsically linked to the provision of services and support for students and staff.
3. Systematic evaluation of progress towards providing for the needs of all students and staff is an integral part of the College's planning and review cycle.
4. The College will produce an annual EDI Report which will contain an evaluation of the progress made against key EDI Impact Measures. The key EDI Impact Measures are:
 - No significant performance gaps between different student groups.

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- Maintain an inclusive culture which positively values equality and diversity. Within this culture, staff and student behaviours will reflect those collectively agreed under the 'Value and Respect Each Other' and other values. This will be measured through the evaluation of staff and student feedback, key student behaviour processes and related staff policies.
- EDI is considered in the development and implementation of relevant strategies, policies and processes and that impact is evaluated.
- EDI is embedded into our curriculum and services and supported by themed activities
- Our student and staff mix reflects the communities it serves

Policy implementation will be overseen by the Equality, Diversity and Inclusion Group, the Senior Leadership Team and Governors through the embedding of EDI related themes in our regular reporting framework and through the annual EDI Report. The EDI Policy and Annual Report will be published on the College web site to demonstrate the College's commitment to, and performance against, its EDI duties.

5. Reporting Concerns

Any employee or student who believes that she/he is being discriminated against, victimised or harassed should raise the issue through the appropriate Staff or Student Complaint or Grievance Procedure. Staff should seek advice from Human Resources. Students, parents or visitors should seek advice from Student Services.

6. Equality, Diversity and Inclusion Responsibilities:

- Deputy Principal – Quality and People: Overall strategic responsibility. EDI related to staff and student services and People Strategy (staff). Oversight of the management and impact of the policy, including the relevant management information, reporting and evaluation of EDI performance.
- Deputy Principal – Curriculum: The positive promotion of EDI within the curriculum through a well-planned, accessible curriculum and through high quality teaching, learning and assessment.
- Vice Principal Finance and Infrastructure: Fair and appropriate access for all, and where required appropriate supportive resource, across all delivery sites. Sufficient finance and resource are available to support EDI strategies.
- All College Managers: The positive promotion of EDI through our culture and operations, both within their teams and collaborative cross College work.
- All staff will positively promote and support our EDI Policy, objectives and supporting strategies

7. Policy Status:

This policy applies to all governors, staff, students, parents, partners and visitors. Partners are expected to subscribe to this policy or have to produce an equivalent policy of their own.

Written by:	Leon Dowd, Deputy Principal – Quality and People
Approved by:	Senior Leadership Team and Governing Body
Issue Date:	July 2025
Next Review Date:	July 2028 (performance reviewed annually through an Annual EDI Report)

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7. LOCATION AND ACCESS TO THE POLICY

The Equality, Diversity & Inclusion Policy and supporting policies and other documents are available via CollegeiP on the College network and on the College website.