



Equality, Diversity & Inclusion (EDI) Policy

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Yes

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June 2027

Signed off by SLT

Ruth Tomlinson

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.

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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, behaviour, and actions of all staff, students, governors, partners, visitors, and contractors reflect the College's core values of belonging and respect.
- 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 complies with its legal duties under the Public Sector Equality Duty (section 149 of the Equality Act 2010), it will have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation, and any other conduct prohibited by or under the Act
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between people who share a protected characteristic and those who do not.
- 2.5. To provide staff with ongoing understanding, information, and knowledge of EDI topics, legislation, processes, and best practices.
- 2.6 To ensure that no existing or prospective employee, student, governor, or visitor is subjected 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, and tackling discrimination is reflected in the behaviour and actions of all staff, students, governors, volunteers, partners, visitors, and contractors.
- 3.2 All staff will be supported and encouraged to develop their full potential, and the skills and resources of the workforce will be fully utilised to maximise organisational efficiency.
- 3.3 The College expects the values and behaviour of all staff, students, and stakeholders to align with its commitment to treating everyone with dignity and respect at all times. It 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.
- 3.4 Any employee who believes they have experienced bullying or discrimination related to one or more protected characteristics should raise the matter under the Grievance Policy and Procedure. People & Culture will investigate the complaint and ensure appropriate support is provided to the employee raising the concern. Where appropriate, People & Culture will also initiate disciplinary action.
- 3.5 Any inappropriate behaviour or treatment towards College staff by students will be dealt with in line with the Positive Behaviour Policy and Student Disciplinary Procedure.
- 3.6 The College will provide equality, diversity, and inclusion training, as appropriate, for staff, students, governors, and other relevant stakeholders.
- 3.7 The College will publish workforce monitoring data on an annual basis and seek to take action where specific groups remain underrepresented within the organisation.
- 3.8 The College will promote a culture of inclusion in which all individuals feel comfortable disclosing their protected characteristics and can access support without stigma.
- 3.9 The College will ensure that equal opportunities data is stored confidentially in line with the Data Protection Act 2018, which currently governs data protection in the UK alongside the UK General Data Protection Regulation (UK GDPR) and other related legislation. These laws set out how organisations collect, store and use personal data, as well as individuals' rights of access to their information.

4. Responsibility for Implementing the Policy

- 4.1 All staff, managers, SLT, and governors have the responsibility to ensure that College policies and procedures are implemented consistently and that standards of behaviour reflect the College's values:
 - The policy is understood and implemented
 - Their behaviour at all times takes account of the rights, needs, and dignity 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 manager

- They comply with the EDI Policy and procedures.

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 monitor where possible, that our world heritage College facilities and premises are accessible to all.
- To monitor 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.
- 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 mandatory and continuing professional development (CPD) training on EDI as required, and to identify opportunities for further learning and development.
- To challenge and report any incidents of discriminatory behaviour or harassment, including hate incidents and hate crimes.
- To monitor and follow up on agreed actions to address any disparities in student achievement rates or participation in relation to protected characteristics.
- To ensure students are assigned "STARS" and that appropriate support is in place to remove barriers to learning and participation in activities.
- To deal promptly and appropriately with any inappropriate student behaviour or conduct that is likely to impact their own or other students' learning or wellbeing.
- To implement agreed EDI actions.
- To complete all mandatory EDI training.

- To report any instances of discrimination, harassment, bullying, or victimisation against students or staff, particularly where they relate to protected characteristics.

Visitors, external partners and stakeholders

- Visitors, external partners and stakeholders are required to comply with the EDI Policy and the College's commitment to equality, diversity, and inclusion by ensuring that their actions and behaviour do not unfairly treat others or cause offence on the grounds of identity or protected characteristics.

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 sharing one or more protected characteristics is underrepresented due to disadvantage, the College may consider positive action measures to help reduce that disadvantage.
- 5.4 The College will actively engage staff, students, and all stakeholders on key matters relating to equality, diversity, and inclusion.
- 5.5 The College will publish an annual Equality, Diversity and Inclusion Report.

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.
- Promote 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 a diverse range of authors and creators are included, and where this is limited, to highlight and discuss it with students where appropriate.
- 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, based on equality, diversity, and inclusion principles, to help students become responsible, respectful, and active citizens in their local and global communities.
- Encourage students with Special Educational Needs and Disabilities (SEND) to self-disclose and, where needs are identified, provide appropriate support to enable full participation in teaching, learning, and wider college life, including wellbeing and enrichment opportunities.
- Offer wellbeing support to students to promote positive mental health and enable them to fully participate in college life, including valuable work experience opportunities that support employability and personal development, and achieve their best.

7. Positive Action

- 7.1 Positive action may be used to address a protected group's particular needs, reduce disadvantage they may experience, or increase their participation in a particular activity. For example, the College may consider positive action to help increase the diversity of applicants for a specific role where underrepresentation has been identified. This approach can help attract a wider pool of skilled and experienced candidates.

7.2 Positive Action may include:

- Placing job advertisements in targeted publications to encourage applications from underrepresented groups
- Including statements in job adverts encouraging applications from underrepresented groups
- Offering training, development opportunities, or internships to support access or progression for specific groups
- Providing shadowing or mentoring opportunities for underrepresented groups
- Hosting open days or outreach events aimed at encouraging participation from underrepresented groups.

7.3 Where appropriate and lawful under section 159 of the Equality Act 2010, the College may take positive action in recruitment or promotion, which allows an employer to select a candidate from an underrepresented group where they are equally qualified to another candidate, provided this is a proportionate means of addressing disadvantage or underrepresentation.

8. Complaints Procedure

- Complaints made to the College regarding any unfair or discriminatory treatment experienced will be dealt with sensitively, promptly and in line with College policies and procedures.
- 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 Experience Team, their Course Lead, SEND Team Leader, Academic Coach or Tutor.
- 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 submitted to the Corporation and will include an EDI Action Plan and progress updates against EDI objectives. The report will also highlight key achievements, areas for development, and any identified equality trends or risks. It will:

- Monitor the curriculum to ensure College policies, processes, and practices are inclusive and support equality of achievement for all students.
- celebrate student achievement, participation in enrichment activities, and work experience.
- Provide analysis of staff recruitment and workforce composition, 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 changes to legislation and relevant guidance.

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 and Procedure
- 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 less favourably because of a protected characteristic.
Indirect discrimination -	Applying a rule or arrangement that applies to everyone but disadvantages people with a protected characteristic.
Harassment	Unwanted behaviour related to a protected characteristic that violates someone's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.
Victimisation	Treating someone unfairly because they have complained about discrimination or harassment, or supported someone else who has.
Diversity	The presence of people from a wide range of backgrounds. In inclusive environments, diversity is valued and respected.
Equality	Ensuring individuals are treated fairly and have equal rights and opportunities.
Equity	Ensuring fairness by recognising that people may need different levels of support or resources to achieve similar outcomes.
Inclusion	Creating an environment where everyone feels valued, respected, and able to fully participate.

Appendix 2 – Definitions

The Equality Act 2010

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

The College's policies and procedures are aligned with the Equality Act 2010, which protects individuals from discrimination and promotes a fair and equal society.

Protected Characteristics

Protected characteristics are the legally defined groups protected under the Equality Act 2010.

Age

Protection against unfair treatment based on age. This includes people of a particular age or age range.

Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender Reassignment

Where a person is proposing to undergo, is undergoing, or has undergone a process to change their gender identity.

Marriage and Civil Partnership

Marriage is a legally recognised union between a man and a woman or between same-sex partners. Civil partnerships provide legal recognition for same-sex couples. Civil partners must not be treated less favourably than married couples (except where permitted by law).

Pregnancy, Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after childbirth, with legal protection against unfavourable treatment during maternity leave and for a defined period after childbirth, including breastfeeding.

Race

Race includes colour, nationality (including citizenship), and ethnic or national origins. A racial group may include more than one distinct group (e.g. Black British).

Religion or Belief

Religion refers to any religion, including a lack of religion. Belief includes religious or philosophical beliefs, including a lack of belief.

Sex

A protected characteristic of being male or female.

Sexual Orientation

Whether a person is attracted to their own sex, the opposite sex, or both.