



### Policy/Procedure/Guideline Review

<b>Policy/Procedure/ Guideline:</b>	Equity Diversity and Inclusion Policy
<b>Senior Manager Responsible:</b>	Fionnuala Swann – Vice Principal (Academic)
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<b>Approved By:</b>	SLT – 17 June 2025
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<b>Next Review Date:</b>	13 June 2027
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<b>Changes Made:</b>	<p>Amendments:</p> <ol style="list-style-type: none"> <li>1. Our vision - Updated vision to include new purpose architecture. Included AoC EDI charter statement.</li> <li>2. Included a statement on the Supreme Court ruling on gender identity</li> <li>3. Purpose – changed the word ‘equality’ to ‘equity’ to reflect the AoC EDI charter.</li> <li>4. Roles and responsibilities section – amend EDI group to EDI Steering group; changed job role titles in line with updated staff Structures and titles; updated some roles and responsibilities of Individual SLT roles. Slight amends to role of HoDs. Added reference to the AoC EDI Charter. Updated code of conduct to Respect Charter – student section.</li> <li>5. Inclusion of an Appendix – the AoC Equity, Diversity and Inclusion Charter.</li> </ol> <p><i>Updated to include New College Branding and Name Change September 2025</i></p>



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## Equity, Diversity and Inclusion Policy

### 1. Our Vision

East Lancashire Learning Group is passionate about Equality, Diversity and Inclusion (EDI). We commit to do all we can to ensure an inclusive environment where we can challenge, speak out and act against any forms of inequality perceived or otherwise within the Group.

In order to meet the Group vision to 'build stronger communities' and provide an outstanding education for all learners regardless of their background, we will build a culture which is inclusive, positive and fair and where opportunities are open to all, both staff and students. To achieve this, we aim to create a welcoming and aspirational environment where our workforce is representative of all sections of the communities we serve and for our students to thrive be respected and respectful of each other.

As a college group, we have expressed our commitment to advancing EDI by signing up to the The AoC Equity, Diversity and Inclusion Charter. This charter asks the further education (FE) sector in England to make commitments and take action to foster a sense of belonging among students and staff in FE. It calls for a collaborative effort to advance equity, diversity, and inclusion. The charter encourages colleges to provide equity by creating an inclusive culture and value diversity by making it central to policies and practices. It also calls for setting organisational objectives, identifying short and medium-term success measures, and publicising progress annually.



## 2. Purpose

The policy's purpose is to:

- Provide equity, fairness and respect for all staff in our employment, whether temporary, part-time or full-time
- Provide equity, fairness and respect for all our students
- To promote equity, good relations and inclusion aligned to the Equality Act 2010 and its nine protected characteristics
- Make reasonable adjustments to our working arrangements, policies and practices.

## 3. Legislative/Quality Framework

- Education Act 2011
- Equality Act 2010
- Keeping Children Safe 2016
- Malicious Communications Act 1988
- Race Relations (Amendment) Act 2000
- Working Together to Safeguard Children 2015

## 4. Specific Duties

This Policy reflects the **Public Sector Equality Duty** contained within the Equality Act of 2010 which came into force in April 2011. The Equality Duty has three aims. It requires public bodies to have **due regard** of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- Foster good relations between people who share a protected characteristic and people who do not share it

East Lancashire Learning Group are committed to integrating consideration of these aims as part of its decision-making process.

The Public Sector specific duty requires all public bodies to publish information to demonstrate the extent to which it furthered the aims of the general Equality Duty. Subsequent information must be published at least annually.

The regulations require public bodies to:

- Publish equality objectives every four years
- Publish information annually to demonstrate their compliance with the general Equality Duty
- Publish information relating to their employees (for bodies with 150 or more staff) and others affected by their policies and practices (such as service users, e.g. students)



All information will be published in a way that is accessible to the public.

The College acknowledges the forthcoming Department for Education guidance in response to the recent Supreme Court ruling on gender identity in schools / colleges and will review and update its practices accordingly to ensure compliance and continued support for all students.

## 5. Scope

This policy applies to everyone at East Lancashire Learning Group including all staff, stakeholders, subcontractors and students and visitors; it should be read, understood and adhered to, alongside the policies and procedures listed in Section 10. As further amplification, this policy directly applies to any person who falls within the protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

## 6. Roles and Responsibilities

In order to support the implementation of this policy the roles and responsibilities of Governors, Leaders, Staff and Students are outlined below.

It is the responsibility of **the Board of Corporation of East Lancashire Learning Group** to approve, champion, promote and monitor the Equity, Diversity and Inclusion Policy.

The **Group Principal and CEO** is responsible for ensuring delivery and compliance is in line with the Board's expectations and commitment to equity, diversity and inclusion.

The **Senior Leadership Team** is responsible for ensuring that the Equity, Diversity and Inclusion (EDI) Policy is implemented in all of its aspects. Within the SLT, the main responsibilities in relation to this policy are the following :

**The Assistant Principal for Finance and HR** is responsible for leading the authoring and implementation of the policy, ensuring compliance with the Public Sector Equality Duty published information (see section 4), including the publication of equality objectives and the related action plan. This role also includes leading the EDI steering group.



**The Senior Leaders responsible for Curriculum** are responsible for ensuring that Equality, Diversity and Inclusion learning opportunities are embedded into curriculum delivery and promote inclusive learning environments that enable all learners to thrive.

**The Vice Principal for Quality** is responsible for monitoring the action plan in relation to outcomes for learners, ensuring that any gaps in both learner participation and performance are identified as part of the annual self-assessment and feed into Quality Improvement Plans and the annual EDI report to board. Specifically, the focus is on measuring the impact of the policy and the application of the action plan through the proportion of learners who achieve, make progress over time and make a positive and successful progression onto their chosen next steps and careers, through an EDI lens.

**The Assistant Principal for Learner Experience** is responsible for promoting a positive and inclusive student learning and social environment. This includes recognising and celebrating diversity and ensuring that equity and inclusion are at the heart of the college's approach. The role also involves challenging discrimination and actively fostering inclusion to support learners' personal development as well as their sense of belonging to a wider community. The Assistant Principal for Learner Experience is also the designated officer with responsibility for the support, safeguarding and wellbeing of students. Learner Services are responsible for the monitoring, support and care of all students including those who fall within the College EDI category of pregnancy.

**The Assistant Principal Performance and Planning** has the responsibility to ensure all performance monitoring is consistently applied across the College Group and reports include students who represent any EDI categories.

The **Equality, Diversity and Inclusion steering Group** has the responsibility for monitoring EDI practices across the College Group (incorporating all the provision types), to monitor activity outlined in the Equality Objectives and Action Plan and to complete regular reviews and update on all EDI activities.

The **Human Resources Department** are responsible for Equality and Diversity for staff at East Lancashire Learning Group. Human Resources are responsible for formulating, monitoring, evaluating and reviewing this policy in respect of staff and for raising awareness of EDI practices among staff members.

It is the responsibility of the **Director of Marketing** to publish the Policy and EDI objectives in a format that is accessible to the public through a variety of media including: handbooks, social media, learner recruitment material, celebrating student achievement. In addition, Marketing is responsible supporting and positively promoting the Equality, Diversity and Inclusivity Objectives set out in the EDI Action Plan.



**The MIS department** is the designated officer responsible for reporting on all aspects of student performance including students who represent the majority of the protected characteristics. Information on characteristics, with the exception of marital status will be collected upon enrolment. It is determined that those characteristics being reported upon have the most influence on the learner experience and student performance. These reports will be made available through Vital Signs, half termly reports to the EDI Group and annual cumulative reports for the purpose of self-assessment.

**Heads of Division and Heads of Curriculum** are responsible for implementing this policy and the actions set within the EDI Objectives, in particular, ensuring curriculum delivery is preparing our learners for life and work in a world that is diverse. Heads of Division are also responsible for addressing any gaps in learner outcomes/performance through implementation of divisional quality improvement plans.

**Every staff member** has the responsibility to actively promote equality, diversity and inclusion throughout their interactions and work routines with fellow staff members, students, employers and other stakeholders and visitors to the college. As a signed-up college to the Association of Colleges (AoC) Equity, Diversity and Inclusion Charter, all staff are asked to make a commitment and take action to foster a sense of belonging among students and staff in FE in a collaborative effort to advance equity, diversity and inclusion. Staff have an implied duty under their contract of employment to comply with the requirements of this policy. For example, teaching, learning and student support staff have a duty to create inclusive learning environments so that all students can thrive.

**Every student** will be expected to adhere to the “Respect Charter” – our college learner contract which sets out expectations for positive behaviours based around the important principle of respect. This is promoted during induction and throughout the academic year, and to comply with the requirements of this policy. Including:

- Not engage in or accept bullying or harassment
- Respect, recognise and positively acknowledge the needs and differences of their peers
- Treat each other, staff and visitors with respect

All subcontractors, employer organisations and organisations where students are on extended work placements understand the policy and seek to comply with this policy.

## 7. Implementation – How we apply the Policy

Implementing Equality, Diversity and Inclusion is ongoing and will be regularly reviewed through the EDI Steering Group which meets every half term.

All staff are to be made aware of the Policy during the induction process. Additional training and professional development will be available as part of the College’s Professional Development Days and Be Phenomenal professional development for teachers, trainers and



assessors; this may take the form of an update or more targeted and bespoke training for either support staff or teaching staff.

The College will produce an Equality, Diversity and Inclusion Objective and Action Plan that will be monitored each half term and the impact of the Action Plan will be reported to the Board of Corporation annually.

All Policies, either newly introduced or those which are ready for renewal will be reviewed to ensure that a commitment to Equality, Diversity and Inclusion is evident. Equality Impact Assessments may be conducted on key strategic documents and policies related to students and human resources.

The College's Learner Services will aim to identify additional support needs early into a student's course of study and provide support in a timely and effective manner.

Advice, guidance, training and support will be made available to all staff, students and subcontractors delivering learning programmes on the College's behalf to ensure they understand their duties and obligations in law.

The College will neither promote or permit the promotion of any one religion's faith or culture. All individuals will be expected to adhere to college policies, regardless of faith or religion. Arrangements will not be entered into with external faith organisations where they seek to promote others to its cause or where the event or activity is barred to those of different faiths or not of faith.

Staff who believe they have not been treated in accordance with the Equality, Diversity and Inclusion Policy may wish to make a complaint. Any complaint will be addressed by Human Resources and will comply with the College's Working Together Policy.

Students who believe they have not been treated in accordance with the Equality, Diversity and Inclusion Policy may wish to make a complaint and are able to do so via the College Complaints Policy.

## **8. Dissemination**

Staff Hub  
College Websites

## **9. Monitoring and Review**

The policy will be reviewed by East Lancashire Learning Group Assistant Principal for Finance and HR

## **10. Related Policies**



Documents related to the policy are:

- Student Code of Conduct
- Student Disciplinary Policy
- Staff Disciplinary Policy
- Complaints Policy
- Bullying and Harassment Policy
- Student Acceptable Use Agreement
- Quality Strategy
- Safeguarding Children and Vulnerable Adults Policy, Procedures and Guidance
- AoC Equity, Diversity and Inclusion Charter



## Appendix

### AoC's Equity, Diversity and Inclusion Charter

The AoC Equity, Diversity and Inclusion Charter is asking the further education (FE) sector in England to make commitments and take action to foster a sense of belonging among students and staff in FE. It calls for a collaborative effort to advance equity, diversity, and inclusion.

The charter encourages colleges to provide equity by creating an inclusive culture and value diversity by making it central to policies and practices. It also calls for setting organisational objectives, identifying short and medium-term success measures, and publicising progress annually. While there is a lot to be done, the time is right for a more inclusive and equitable education.

The UK is a multinational, multi-ethnic, and multi-faith society where our strengths and values are rooted in our culture. The Further Education sector reaches millions of students, staff, and many communities in every town and city across the country and is uniquely placed to bring about transition and transformation in our society. Colleges are centres where students belong.

This is our public statement of commitment to strive for equity and create an inclusive culture in which all our staff, learners and communities can thrive.

#### *We recognise that:*

- it is socially, morally and economically right to prepare our learners for life and work in a world that is diverse.
- equity and inclusion are fundamental if we are to make the most of our diversity.
- we will be judged by our actions and the impact of those actions.

#### *We commit to building an environment of belonging by:*

- ensuring equity, and inclusion are reflected in our curriculum.
- putting diversity and inclusion at the heart of our employment policies and practices.
- listening to and reflecting on our obligations to the communities we serve.
- encouraging those with whom we contract to support our commitments.

#### *We will lead by example, tracking our impact by:*

- setting organisational and individual objectives monitored by the board.
- identifying short and medium-term success measures appropriate to our context.
- publicising progress and the difference we have made in our annual report.