

Equality, Diversity and Inclusion Policy

Purpose

This document will act as The Inspire Education Group (IEG) policy in both its commitment to the Public Sector Equality Duty mandated by the Equality Act 2010 and will also serve as its commitment to ensuring all students, staff and stakeholders are treated equally and that diversity is valued across the organisation. In addition, this document will be reviewed annually to ensure the organisation is fully responsive with current legislation and embraces new developments 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.

Scope

The IEG is 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. The Group is committed to ensuring that all forms of prejudice and unfair discrimination are unacceptable and challenged. Training and raising awareness of these standards will take a high profile throughout the Group. Finally, the Group's marketing policy, materials, promotional messages and information aim to project equality of access and opportunity to all the sectors of the community it serves.

The Policy Statement

Duties

Duties under the Equality Act 2010

The IEG 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 students, staff, stakeholders, contractors and visitors and to challenging all forms of discrimination based on the promotion of fundamental British Values. This policy reinforces the spiritual, moral, social and cultural (SMSC) life of IEG including a broad and balanced curriculum provided for students attending IEG, 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).

In order to fulfil its commitment to promoting EDI across the Group, as well as meeting its requirements under the Public Sector Equality Duty, the organisation will:

- Ensure the Policy is implemented through setting equality objectives and impact measures and action plans to ensure that it delivers on its duties, which will be overseen by the EDI Committee (see Appendix 3 for EDI objectives 2020/21)

Policy Name: EDI001 Equality, Diversity and Inclusion Policy

Policy Author: Vice Principal Student and Staff Experience

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- 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 students, staff, visitors, employers and the wider community where appropriate, in relation to the above
- Ensure an organisation wide commitment to advancing and embedding EDI that it is understood by all
- Ensure the IEG's EDI Policy and Strategy is linked to IEG's values and strategic objectives
- Ensure that EDI is mainstreamed into all its activities such as through the equality impact assessment process for its policies, procedures and services and also through embedding the assessment of EDI within the Group's Self-Assessment Report (SAR) processes
- Ensure activities are fully accessible to disabled people in line with our public duty under the Equality Act 2010
- Ensure the monitoring of impact of the EDI policy across the provision
- Ensure the policy is informed by current legislation and is supplemented by the following IEG policy documents:
 - Harassment and Bullying Policy and Procedure
 - Grievance Policy and Procedure
 - Disciplinary Policy and Procedure
 - Marketing Policy
 - Learner Assessment and Appeals Procedures
 - Disclosure of Public Interest (Whistleblowing) Policy
 - Anti-Bullying Policy
- Ensure all instances of discrimination, harassment or victimisation including abuse, bullying, unacceptable and unwanted behaviour based on a person's protected characteristics are viewed seriously and treated as disciplinary offences, which may lead to the dismissal of a staff member or the exclusion of a student

Responsibilities

For IEG to fully meet its commitment to the Public Sector Equality Duty it is vital that each member of the Group takes responsibility for following and supporting this policy. The policy applies to all IEG stakeholders including: students, governors, staff, agents, employers, contractors, volunteers and visitors. Furthermore, all members of the IEG community are expected to follow the commitment to promoting EDI across the Group.

To realise our commitment to EDI it is important that those in different roles across the Group understand their function in its success.

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Governors

The governing body carries the ultimate responsibility, under the law, for ensuring IEG meets the requirements of the Public Sector Equality Duty. In particular governors at IEG will:

- Set and maintain the strategic direction for EDI
- Monitor performance and targets through regular reports
- Governors have a key role around determining the educational character of the organisation – this is central to EDI

Staff

Each member of IEG staff is responsible for supporting this policy and the law. Every role in the Group has an EDI component and staff will:

- Apply and embed this policy in their work and roles
- Support and enable learners to follow this policy
- Take appropriate and immediate action in the event of incidents of harassment and discrimination, alerting or involving if necessary senior IEG staff

Students

Students 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 group
- Abiding by the law
- Using language carefully, without swearing or inappropriate language, and not say rude, hurtful or disrespectful things about other people
- Reporting any concerns, they have for themselves or others
- Resolving differences and disagreements amicably (threatening or attacking anyone is a serious disciplinary offence)

Related Documentation

- Harassment and Bullying Policy and Procedure
- Grievance Policy and Procedure
- Disciplinary Policy and Procedure
- Marketing Policy
- Learner Assessment and Appeals Procedures
- Disclosure of Public Interest (Whistleblowing) Policy
- Anti-Bullying Policy

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Equality, Diversity and Inclusion (EDI) Policy - Appendix 1 Equality, Diversity and Inclusion Code of Practice

EDI for Teaching & Learning

The Inspire Education Group (IEG) is committed to inclusive learning and embedding EDI in all aspects of the curriculum; in doing so we recognise that all students 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 students 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 students who attend IEG locations. This will include supporting those students for whom special arrangements and/or facilities may be required during examinations or assessments
- Students 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 Group
- The content and resources of IEG study programmes will be regularly examined by practitioners to ensure they do not discriminate, directly or indirectly, against any student group
- Individual learning targets will be matched to the students needs yet stretch and challenge students to aim high in all that they do, in order to add value, increase success rates and maximise achievement. Students will understand their targets and understand the steps required in order to achieve them
- Tracking of progress of all groups of students will be carried out by practitioners to eliminate possible gaps in achievement rates, retention and attendance. Regular monitoring and data analysis will be used to inform planning and development of the curriculum by Assistant Principals, Curriculum Managers, subject leaders, tutors/teaching staff and the Quality Team. Any gaps that are identified will be addressed by using a range of inclusive strategies matched to students
- Where possible, the content and resources of IEG 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 students. 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 students requiring it, subject to available resources. Reasonable adjustments will be carried out where appropriate.

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EDI for Staff

The Group will ensure all of its staff are treated equally and fairly and that decisions taken on staff recruitment, selection, training, promotion, career management and the termination of employment are based on objective criteria.

The Group seeks to employ a workforce which reflects its diverse community and will treat all staff with dignity and respect and provide a working environment free from unlawful discrimination, harassment or victimisation.

EDI for Staff Development

All IEG staff will have equal access to training and development opportunities throughout the induction process and in 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. All staff are required to undertake mandatory training in EDI.

EDI for Recruitment and Selection of Staff

Group staff 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 reasonable adjustments for staff will be considered and implemented where practicable
- 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)

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, gender, gender identity, pregnancy and maternity, race, religion and philosophical beliefs, sexual orientation and marriage and civil partnerships. All nine characteristics are covered in the employment duties of the Act. See Appendix 2.

The protected characteristic of marriage and civil partnership is not included in the educational duties of the Act.

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

The Act has introduced a new public sector equality duty which requires IEG:

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

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.

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The IEG actively wishes to encourage participation in education and training both internally and externally by staff/students from all backgrounds and groups including those generally under-represented in Further and Higher Education.

In addition to the protected characteristics, examples of under-represented groups include the following:

- People who are unemployed or who have been out of the labour market because of domestic, childcare or other caring responsibilities
- Learners who are or have been 'Looked After' especially those in the care of the local authority
- People who speak English as an additional language
- People in low income groups
- People without formal qualifications
- People with emotional and behavioural difficulties
- Ex-offenders
- Part-time and temporary workers
- Unskilled manual workers

In addition, under Regulation 3 of the Equality Act 2010 (Specific Duties) Regulations 2011 requires colleges to:

- Publish information to demonstrate compliance with the general duty at least annually, and
- Prepare and publish equality objectives at least every four years. The objectives should focus on what the Group believes it should reasonably achieve to further one or more of the aims of the general Equality Duty, and must be specific and measurable. The Group publishes its equality objectives on its website

Monitoring and Evaluation

Corporate monitoring of the policy will be the responsibility of the EDI Committee. Faculties and departments / faculties 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 which includes progress against the Equality Objectives and statistical information on learners and the workforce in line with the protected characteristics
- Self-assessment at curriculum, faculty and group level
- Student and Staff surveys
- Data analysis
- Monitoring of formal complaints

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- Reporting to governors
- Collecting and disseminating examples of good practice
- Quality Improvement Strategy
- EDI Committee
- Reviews of Teaching & Learning

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Equality, Diversity and Inclusion (EDI) Policy - Appendix 2 Protected Characteristics

The Inspire Education Group (IEG) commits that it will not discriminate against anyone for any reason connected to the 'protected characteristics' under the act. In addition, the IEG has a wider commitment to ensure equality of opportunity for all, and therefore also includes commitments for all people regardless of their socio-economic status. A brief description of each characteristic is set out below.

What do we mean by protected characteristics?

The following definitions have been adapted from the Equality and Human Rights Commission (www.equalityhumanrights.com).

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|---|
| Age |
| The Act defines age by reference to a person's age group and when it refers to people who share the protected characteristic of age, it means they are in the same age group. |
| Disability |
| A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. |
| Gender |
| A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to either boys or girls. |
| Gender Reassignment |
| Refers to discrimination against a person because they are transsexual. References to transsexual people under the act covers staff who are proposing to undergo, or are undergoing, or have undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes of sex, i.e. gender reassignment. There is no requirement that the process of gender reassignment includes medical supervision. It is recognising that there may be a difference between physical sex and gender identity. This policy relates not only to the protected characteristic of gender reassignment but also to the wider Trans community. |

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Looked After Children

In the context of our Single Equality Scheme and Ofsted inspections, this term covers children in the care of a local authority and also children who are fostered or adopted.

Marriage and Civil Partnership

Men and women of marriageable age have the right to marry and to start a family. The European Court of Human Rights ruled in 2002 that this right extends to transsexual people who are now able to marry or enter civil partnerships in their acquired gender because of the Gender Recognition Act (2004).

The Civil Partnership Act 2004 means that gay men and lesbian women in the UK are now able to register civil partnerships. Couples who register a civil partnership have the same rights as heterosexual married couples in areas like tax, social security, inheritance and workplace benefits. Changes to the 1973 Matrimonial Causes Act in the form of the Marriage (Same Sex Couples) Act 2013, which came into force on 29 March 2014, now enables same sex couples to marry in civil ceremonies and for civil partners to convert their partnership into a marriage if they wish.

Pregnancy and Maternity

The Act lists pregnancy and maternity as a protected characteristic in its own right (prior to the Equality Act 2010 pregnancy and maternity came under sex discrimination).

Race

Race means a person's:

- colour, and/or
- nationality (including citizenship), and/or
- ethnic or national origin

A racial group is composed of people who have or share a colour, nationality or ethnic or national origins

A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'. Racial groups can comprise two or more racial groups such as 'British Asians'.

Religion and Beliefs

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system.



Sexual Orientation

Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.

Some people are attracted to those of the same sex (lesbian women and gay men).

Some people are attracted to people of both sexes (bisexual people).

Some people are attracted to the opposite sex (heterosexual people).

Everyone is protected from being treated less favourably because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.

Socio-economic Status

Although not a protected characteristic under the act, the College commits not to discriminate against anyone due to their socio-economic background.

Young Carers

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem (www.nhs.uk). Many young people are sole carers for a person in their family as well as undertaking a full-time Group's course.

Ex-Offenders

It is widely acknowledged that education plays a vital role in prevention of crime and re-offending. IEG is keen to ensure that a criminal record is not a barrier to education.



**Equality, Diversity and Inclusion (EDI) Policy - Appendix 3
EDI Objectives and Action Plan 2020/21**

| No | Areas for development | Actions | Lead | Timescale |
|-------|--|--|------------------------|--|
| 1. HR | Workforce profile – work towards a profile reflection our community and fair and equitable at all stages of employee life cycle | Workforce protected characteristics are regularly monitored and reviewed to identify trends actions required Both colleges report on workforce profile identifying areas of concern for action planning to F&R Committee | Char (SC) CHal (PC) | Annual report January 2020 HRIS June 2020 |
| | EDI – ensure staff awareness and training | E&D training made available to all staff – mandatory training online for all staff, and line manager E&D training | Char (SC) CHal (PC) | iHasco also in place at Stamford Dec 2020 |
| | Ensure fair and equitable pay for all staff across the group | Pay and Reward policies in place to set out fair and equitable processes for pay regardless of protected characteristics. Pay is monitored through Gender Pay Gap report and equal pay audits | Char (SC) CHal (PC) | SPS in place Sept 20 Pay and reward policy July 21 Harmonise pay ongoing |
| | Support our staff with disabilities and be an employer of choice | Disability Confident Employer Scheme in place with action plan to make improvements in the way the College/ Group recruits and retains staff with disabilities | Char (SC) CHal (PC) | Joint award July 21 |

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|----------------------|---|---|---|-------|
| 2. SC HN1 | Learners with Learning Difficulties on academic/vocational qualifications have lower progress and achievement than their peers | A well planned and implemented transition into college, including early interviews, taster days and early access to course materials where appropriate. Support to be in place from the offset. Completion of Personal Support Plans (PSPs) as a matter of priority | Transition team, Course Coordinators, Education Health Care Plan (EHCP) team. | Feb |
| | | Training and updating of all staff for relevant CPD | HoD Inclusion (HoDI) & AP Quality (APQ) HR | March |
| | | CARs to include judgements on progress being made for High Needs (HN) and Special Educational Needs (SEN) students | HoDI & APQ | April |
| | | Achievement gap working group to monitor and address timely interventions to close gaps in achievement rates | APQ | Feb |
| HN2 | Variable staff knowledge does not allow for a consistent approach to high needs and SEN learners. Further work required to support them to achieve | Planned training and support to be made available for all curriculum staff to support learners with High Needs (HN) and Special Educational Needs and Disabilities (SEND) profile | HoDI & APQ HR | Feb |



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|----------------------|---|--|--------------------------|----------|
| | | Staff induction to include individual responsibilities for supporting of High Needs (HN) and Special Educational Needs and Disabilities (SEN) students | HoDI & APQ | Feb |
| | | Consistent use of Personal Support Plans (PSP) to include strategies for curriculum staff to support learners, shared on pro-monitor | HoDI | Mar |
| 3. PC HNI | Improve achievement rates for students 16-18 year olds with a recognised learning difficulty/disability to be in line with peers | Establish a vulnerable learners steering group | EDSS/APQ/ HoF | Dec 2020 |
| | | Ensure reports in place to monitor and track progress and risk assess so that barriers to achievement for high need learners are reviewed robustly | EDSS/SENDM /ALSM/APC | |
| | | Monitor progress e.g. retention, attendance, in year achievement and report outcomes to steering group | EDSS/HoF/ APQ/ APC | |
| | | Strengthen existing support and teaching collaboration processes to including EHCP reviews, ALS/Faculty team meetings | EDSS/APQ/ APC/ HoF | Jan 2021 |



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|------------------|---|--|------------------|----------|
| 4. AP | Reduce achievement gaps for direct delivery on apprenticeships | Work with the Quality team to conduct a 'deep dive' quality improvement initiative (QII) of those areas that are underperforming | GDES/AAM | Feb 2021 |
| | | Develop an action plan to address those areas identified from the quality improvement initiatives | GDES/AAM/ APQ | Feb 2021 |