

College Group Policy

Equality, Diversity & Inclusion

Manager Responsible: Director of Learner Experience and Essential Skills

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Intended Audience: <i>(Check appropriate box)</i>			
Staff:	☒	Governors:	☒
Students:	☒	External:	☒

AMENDMENT SUMMARY

<u>Version</u>	<u>Date</u>	<u>Remarks</u>
3.1	07 Sep 2015	Periodic Update
3.2	23 Oct 2017	Periodic Review
3.3	15 Nov 2018	Periodic Review
3.4	03 Oct 2019	Periodic Review
3.5	01 Nov 2020	Periodic Review
3.6	31 Aug 2021	Periodic Review
4.0	20 April 2023	Complete review of content and reformulation of the Policy
4.1	22 Jan 2025	Periodic Review
4.2	31 Mar 2026	Periodic Review – some language adjustments based on the new Ofsted toolkit

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Age, Disability, Gender & Race Equality Statement

Age, Disability, Gender, and Race Equality Impact Measures will be set and monitored through analysis of all data related to potential suspected or actual abuse of this policy.

A copy of the Equality Impact Assessment Initial Screening Form is attached as an Annex to this document.

1. Policy Statement

Chelmsford College is dedicated to fostering a learning and working environment that embraces diversity in all its forms and promotes a culture of intentional inclusion. We are committed to addressing issues such as racism, stereotyping, and discrimination through open dialogue and a shared determination to challenge prejudice.

The College strives to create an environment where every individual is valued, recognised, and empowered to contribute authentically. We are dedicated to providing an inclusive, respectful, and supportive space that enables all individuals to achieve their aspirations.

We are committed to treating all members and potential members of our college community with respect and dignity. Our aim is to ensure a safe, positive, and welcoming environment that is free from discrimination, bullying, harassment, and victimisation.

The publication of our Equality, Diversity, and Inclusion Policy reflects our commitment to equity of opportunity for everyone who visits, works, or studies at Chelmsford College. This policy supports our legal responsibilities and the Public Sector Equality Duty, ensuring that we meet and exceed our equality obligations.

2. Policy Purpose and Scope

This policy:

- Applies to all Governors, full time, part time and temporary staff, learners, visitors and to all staff and learners, visitors, customer, and suppliers at Chelmsford College, including apprentices and work-based learners.
- Operates within the context of regulatory requirements of a variety of stakeholders including the DfE, Ofsted and a range of Awarding Organisations and kite marks including Matrix.
- Ensures all individuals are treated equally, with dignity and respect and without being subject to discrimination.

The College will work collaboratively with recognised trade unions, work-based employers, and all staff and learners to ensure the effective development and implementation of this policy.

Where the term 'learner' is used this is inclusive of apprentices and those undertaking studies in the workplace.

This section below:

- Details the standards governing how the College interacts with its staff, learners, visitors, customers, and suppliers.

- Outlines the College response to the obligations of The Equality Act 2010 having due regard to the statutory and the public sector duties, the elimination of unlawful discrimination, the advancement of equality of opportunity and the requirement to foster good relations.

3. Equality, Diversity, and Inclusion at Chelmsford College

The College is made up of a wide range of people with diverse backgrounds and circumstances, something we value and regard as a great asset.

Promoting equity of opportunity is an important facet of our offer and integrated into all activities undertaken within the College, from strategic and operational planning, through development, delivery, and assessment of curriculum, to the recruitment and employment of staff. We call this '*Inclusion by Design.*'

The Equality Act 2010 places duties on education providers and sets out expectation to treat everyone with dignity and respect. It offers protection from unlawful discrimination to people on the basis of nine protected characteristics. These are:

- Age
- Disability
- Race
- Gender Re-assignment
- Marital or Civil Partner status
- Pregnancy and Maternity
- Religion and Belief
- Sex
- Sexual Orientation

All College members of staff, learners, partners, visitors, contractors, and sub-contractors working on behalf of Chelmsford College must not unlawfully discriminate against or harass other people including current or former staff, employment and learner applicants, on-roll learners, suppliers, partners, contractors, sub-contractors, and visitors.

The following forms of discrimination are prohibited under this policy and are also unlawful:

- Direct discrimination
- Indirect discrimination
- Harassment
- Sexual Harassment
- Victimisation
- Disability discrimination

The College will report annually on how we meet our duties with respect to the nine strands of equality and diversity, and the actions we have taken to further equality and diversity for all who study, work at, or visit the College.

The College Equality, Diversity and Inclusion Network meet three times a year, once per term, with a membership that includes representation from Governors, staff, learners, and other invited external representatives.

A range of groups and methods are used at Chelmsford College to progress the equality and diversity agenda including:

- Equality, Diversity, and Inclusion Network
- Staff Council
- Life Skills Programme
- Intranet Poll questions and Learner/Staff Surveys
- Learner Voice Meetings

4. Definition of Terms

Discrimination - Discrimination is defined as an act which has the effect of treating a person less favourably because of factors related to their personal characteristics such as disability, age, gender reassignment, marriage, civil partnership, race, religion or belief, sex, or sexual orientation, which puts them at a disadvantage.

Indirect Discrimination - Indirect discrimination is when a working practice, policy or rule is the same for everyone but has a worse effect on someone because of a 'protected characteristic'.

Direct Discrimination - Direct discrimination is when someone is put at a disadvantage or treated less favourably because of a 'protected characteristic'.

Equality - Equality is about equal opportunity and about creating an inclusive society where everyone can participate and has the opportunity to fulfil their potential.

Equity – Equity means treating people fairly to ensure there is a level playing field, taking account of their protected characteristics. The aim is to give everyone what they need to be successful.

Diversity – The word diversity means 'varied and different,' so 'diversity' is about valuing individuals for the different perspectives they offer.–It is about valuing variety and individual differences and creating a culture, environment, and practices which respect and value differences for the benefit of society, organisations, and individuals.

Inclusion – Inclusion is the practice of providing equitable access to opportunities and resources for people to participate who may require reasonable adjustment. Ensuring that everyone feels valued and respected as an individual.

5. Unconscious Bias

Unconscious bias is when we make judgments or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it. We aim to be aware of our own conscious and unconscious biases, prejudices, and stereotypes, and to mitigate the effect of unconscious or implicit bias on our decision making.

6. Roles and Responsibilities

All staff and learners - Staff and learners are responsible for their own conduct and should ensure that their behaviour does not make any other person feel uncomfortable. Every member of staff and every learner have a responsibility to question their own prejudices and assumptions. It is the duty of all staff and learners to avoid unfair discriminatory practices, to challenge them in others and to accept personal responsibility for abiding by this policy.

The Corporation - The College Governors are responsible for ensuring that the College comply with the Equality Act 2010. The Corporation members are responsible for setting the policy framework for the College and for monitoring the delivery against the policy.

The Principal - The Principal and Chief Executive has overall responsibility for the operation of the policy.

The Deputy Principal Curriculum and Quality - The Deputy Principal Curriculum and Quality is responsible for drafting and updating this policy, developing, and managing associated action plans, chairing the Equality, Diversity and Inclusion Network, and coproducing the Equality and Diversity Annual Report.

Executive Director of People and Organisation - The Executive Director of People and Organisation is responsible for monitoring and interpreting employment data, producing the Equality and Diversity Annual Report and ensuring all recruitment and selection process are in line with the values and requirements outlined in this policy.

Line Managers - Line Managers are responsible for ensuring that their staff understand equality and diversity issues and how to report any perceived discrimination or unfair treatment. They also allocate development opportunities for their staff on a fair, objective basis based on individuals' and College needs. In addition, they are responsible for ensuring their part-time staff are not disadvantaged in any way and that complaints of discrimination or offensive behaviour are dealt with promptly. All Managers are responsible for ensuring proactive dialogue about 'equality of opportunity' issues and practices with partner organisations, contractors, customers, learners, and employers providing work experience to students.

External Partners - External partners with which the College works must comply with the College's Equality, Diversity and Inclusion Policy and share the College's commitment to equality and diversity. When drawing up agreements or contracts with external partners, the College must ensure that they are made aware of the above requirements and must ensure that the external partner has appropriate policies and procedures in place with respect to equality and diversity.

Visitors, Contractors, and Sub-contractors - Visitors, contractors and sub-contractors must comply with the College's Equality, Diversity, and Inclusion Policy. College staff who meet visitors and/or employ contractors and sub-contractors are responsible for making them aware of the College's Equality, Diversity, and Inclusion Policy.

Learners

Recruitment and admissions. The College will ensure that:

- Recruitment and publicity materials are designed in a range of formats to ensure they are free from bias and stereotypes and encourage applicants from all groups within the community.
- Applicants for courses are considered on the basis of their ability to meet the entry criteria, as specified in course information.
- Applicants are not treated less favourably because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or gender, and sexual orientation.
- Applicants may be interviewed for particular programmes of study and decisions are then made on the basis of their academic ability and/or potential to succeed.
- Application and enrolment procedures give learners the opportunity to identify any additional learning support required to meet their needs.
- New learners are made aware of the Equality, Diversity and Inclusion Policy and the behaviour expected of them during induction.

Curriculum, Teaching and Training. The College will ensure that:

- The range, content and delivery of the curriculum reflect the needs of learners and the community and promote widening participation.
- All aspects of teaching are sensitive to, and promote, equality and diversity, including language used, timetabling, delivery methods, materials, group organisation, and activities.
- Teaching and training materials and delivery methods avoid stereotypes and bias and promote the rich cultural diversity of the local community.
- Resources are available in formats appropriate to the needs of individual learners, including the use of specialist equipment where appropriate.
- Equality of opportunity, diversity, and an approach where everyone can develop to their full potential are embedded in the Teaching and Learning Strategy.
- There is an ethos and learning environment which is inclusive and enables learners to feel comfortable and valued as an individual.

Staff

Recruitment and selection. The College will:

- When a vacancy arises, prepare a person specification identifying the essential and desirable levels of qualifications, training, knowledge and/or experience and skills & abilities required for the job.
- Advertise jobs internally and/or externally to attract applicants who meet the person specification.
- Anonymise applications for shortlisting.
- Provide candidates with clear expectations, timelines, and communication, proactively asking applicants if they need reasonable adjustment during the recruitment process.
- Consider all applicants on the basis of their suitability for the job and their ability to fulfil the requirements set out in the person specification.
- Offer reasonable adjustment to all new staff.

Training and development. The College will:

- Identify annually training and development needs through the Professional Development planning process.
- Make available a range of training opportunities to meet the needs of all staff.
- Include mandatory Equality, Diversity, and Inclusion training as part of the induction for new staff.

Working environment. The College will:

- Make reasonable adjustments to premises or working arrangements to ensure that employees are not disadvantaged on the grounds of any protected characteristics.

7. Related Policies and Documents

- Staff Code of Conduct and Ethics Policy
- Staff Disciplinary Policy
- Staff Grievance Policy
- Staff Harassment Policy
- Whistleblowing Policy
- Staff Recruitment and Selection Policy
- Complaints Policy
- Ready, Respect, Safe Policy
- Inclusive Language Guide

Equality Impact Assessment (EIA) Initial Screening Form

Name of the Policy, Procedure, Practice or Proposal being screened:

Equality and Diversity Policy

Provide a brief description of its purpose:

To ensure the College complies with the Equality Act 2010.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

Yes

Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

The policy is designed to benefit all members of the College community. It may have a positive disproportionate impact on some protected groups where targeted actions or reasonable adjustments are required to remove barriers and promote equality. No negative disproportionate impacts have been identified.

If you have identified a medium or high equality impact, please complete the following, otherwise leave blank. Add additional comment below the questions, as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

No

All policies linked with the EDI policy will be assessed to ensure there is consistency of policy to inform practice.

Should the policy or practice proceed to a full Equality Impact Assessment?

No

If the answer to the above question is no, please give the reasons for this decision:

The policy has been written using reference to the legal requirements as set out as part of the College's equality duty.

If a full impact assessment is required, please give the date by which it will be completed

(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)

Declaration:

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment [is not] required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

Manager:

Signature: Debbie Garroway

Date: 31st March 2026

Countersigned

Signature: David Warnes

Date: