



The College of
Animal Welfare

**Equality, Diversity and Inclusion (EDI)
Policy**

1. Purpose & Scope

This policy sets out how the College advances equality, diversity and inclusion for learners, apprentices, staff and visitors. It applies to all sites, online environments, work-based learning and partnership activity. It integrates our statutory duties and Ofsted expectations with safeguarding, Prevent and online safety to ensure an inclusive, safe and equitable culture.

2. Legal & Regulatory Framework

- Equality Act 2010 and the Public Sector Equality Duty (PSED) – eliminate discrimination, advance equality of opportunity and foster good relations.
- Ofsted Education Inspection Framework (EIF) 2025–26 – inclusion as a distinct judgement; safeguarding as binary (met/not met).
- Keeping Children Safe in Education (current edition) – safeguarding duties including discriminatory abuse, online harms and early help.
- Prevent Duty Guidance (updated 2023) – leadership, capabilities and reducing permissive environments.
- Online Safety Act 2023 – safer systems and processes to reduce exposure to illegal and harmful online content.
- Working Together to Safeguard Children and local Safeguarding Children Partnership (LSCP) procedures.
- UK GDPR and Data Protection Act 2018 – lawful processing, transparency and accessibility of information.

3. Policy Statement

We celebrate and value diversity and are committed to an environment where everyone is treated with dignity and respect. We will remove barriers to participation, progression and achievement; tackle discrimination, harassment and victimisation; and ensure equality of opportunity for all protected groups and for learners and staff who may be vulnerable due to wider circumstances.

4. Strategic Commitments

- Set and publish measurable Equality Objectives with annual progress reporting.
- Use EDI Impact Assessments for new or materially changed policies, curricula, processes and environments.
- Analyse outcomes, attendance, behaviour, complaints and safeguarding records for disproportionality and act on findings.
- Ensure accessible communication (plain English, alternative formats) and reasonable adjustments for disability and neurodiversity.
- Embed inclusive curriculum, assessment and pedagogy to promote belonging and reduce gaps.
- Promote British Values and respectful dialogue, challenge prejudice and harmful stereotypes across all activity.

5. Roles & Responsibilities

Employer Forum: approves the policy, receives termly EDI dashboards and annual Equality Objectives report, and holds leaders to account.

Principal / DSL: leads EDI culture, ensures resources, training and assurance; ensures EDI integrates with safeguarding, Prevent and online safety.

Senior Leaders & Managers: implement the policy in their areas, complete EIAs, monitor data and act on disparities.

All Staff & learners: model inclusive behaviour, challenge inappropriate conduct and report concerns.

Curriculum & Quality Leads: embed inclusive curriculum and assessment; gather and act on learner voice.

HR & EDI Lead: ensure fair, inclusive employment practice; provide training and data analysis.

IT & Estates Leads: ensure accessible, safe and inclusive digital and physical environments.

Learners & Apprentices: treat others with respect; uphold the policy; report concerns promptly.

6. Protected Characteristics & Definitions

We protect people with the characteristics defined in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation. We also recognise intersecting or contextual vulnerabilities such as care-experienced status, young carers, socio-economic disadvantage and mental health needs.

7. Inclusive Curriculum, Assessment & Support

Curriculum teams will ensure representation, accessibility and fairness in content and assessment, reduce stereotype threat, and make reasonable adjustments. Personal tutors and ALS coordinate support plans and adjustments, with learner voice informing reviews. Assessment and placement requirements will be reviewed for avoidable disadvantage and adapted where proportionate.

8. Digital Inclusion & Online Safety

We will ensure accessible digital platforms and safe online environments. We challenge online harassment, hate speech, misogyny, racism and other discriminatory harms, and educate users about online risks including misinformation/disinformation. Technical controls (filtering and monitoring) operate alongside education, with clear escalation routes and accountability between DSL and IT.

9. Prevent, British Values & Reducing Permissive Environments

We uphold the Prevent Duty by promoting a climate that challenges extremist and hateful ideologies while protecting freedom of expression within the law. We maintain risk assessments for events and external speakers, staff training on challenge and de-escalation, and governance oversight to reduce permissive environments. Concerns are reported via the safeguarding routes.

10. Safeguarding Interface (EDI & Pastoral)

Discrimination, harassment, hate incidents or prejudice-based bullying can constitute safeguarding concerns. All staff must record and report such concerns to the DSL. We provide early help and targeted support for learners at greater risk, including those with SEND, mental health needs, care-experienced learners and young carers. Multi-agency information sharing follows LSCP procedures.

11. Reasonable Adjustments & Accessibility

We will identify barriers and make prompt, proportionate adjustments to teaching, assessment, communication and environments. We provide alternative formats on request and audit digital and physical accessibility routinely, prioritising remedial actions.

12. Data, Monitoring & Reporting (PSED)

We will:

- Publish Equality Objectives annually with progress evidence.
- Produce termly EDI dashboards for SLT/Governance showing participation, attainment, progression, attendance, behaviour and safeguarding by characteristic, with actions for gaps >10%.
- Conduct annual EDI self-assessment and feed learning into the College QIP.
- Undertake Equality Impact Assessments for significant changes and publish summaries.

13. Employment Practice

Recruitment, selection, development, reward and promotion will be fair, inclusive and accessible. HR monitors outcomes for disproportionality and acts on findings. We support flexible working, phased returns and wellbeing initiatives to promote equity.

14. Training & Awareness

All staff receive induction and regular refreshers on EDI, safeguarding, Prevent and online safety. Leaders and managers receive additional training on data analysis, EIAs and inclusive leadership. Curriculum and support teams receive training on inclusive pedagogy and adjustments.

15. Complaints, Whistleblowing & Resolution

We do not tolerate discrimination, harassment or victimisation. Learners and staff can raise concerns through the Complaints and Whistleblowing procedures. Incidents are investigated promptly and outcomes recorded. We protect those who raise concerns from detriment and signpost to external routes where appropriate.

16. Linked Policies & Documents

- Safeguarding Policy
- Prevent Policy
- Online Safety / Filtering & Monitoring Statement
- Anti-Bullying / Harassment Policy
- Acceptable Behaviour (Students) and Staff Code of Conduct
- Reasonable Adjustments / Disability & Neurodiversity Policy
- Complaints and Whistleblowing Procedures
- Data Protection Policy
- Safeguarding QIP and EDI Action Plan

17. Approval & Review

Approved by: Employer Forum

Review: Annually or on legislative update

Appendix A – Equality Objectives (example headings)

- Reduce attainment/achievement gaps where disparity >10%.
- Improve progression to positive destinations for under-represented groups.
- Increase representation of under-represented groups in staff and leadership.
- Improve learner sense of belonging and safety (survey target ≥85%).

Appendix B – EDI Dashboard (minimum dataset)

- Recruitment, retention, achievement, destinations by characteristic
- Attendance and behaviour (including discriminatory incidents)
- Safeguarding concerns by theme and characteristic
- Complaints and outcomes by characteristic
- Staff recruitment, progression and turnover by characteristic

Appendix C – Equality Impact Assessment (EIA) – summary prompts

- What is changing and why? Who is affected?
- Evidence used (data/voice) and gaps
- Impact by protected characteristic and mitigation
- Decision, actions, owner, timeline, review date

Date Policy Reviewed	March 2026
Version	
Policy Owner	Principal/Designated Safeguarding Lead
Next review due	March 2027 - Annually