

Equality, Diversity and Inclusion (EDI) Policy

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DOCUMENT CONTROL

Element	Details
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1. Purpose of This Policy

This policy sets out the organisation's commitment to promoting equality, celebrating diversity and ensuring inclusion for all learners, staff, volunteers and visitors. It aims to:

- Create a safe, respectful and inclusive learning environment
- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster positive relationships between different groups
- Ensure compliance with the Equality Act 2010 and the Public Sector Equality Duty (PSED)
- Embed EDI into curriculum, work placements, culture and everyday practice
- Maintain full alignment with NCFE Centre Agreement policies and core values.

2. Scope

This policy applies to:

- All learners
- All staff, directors, volunteers and contractors
- All visitors and external partners
- All college sites, online platforms, work placements and offsite activities

- All NCFE qualification delivery, internal assessment, and external assessment windows.

3. Legal, Regulatory, and Awarding Body Framework

This policy operates in strict alignment with the following national legislation, statutory educational frameworks, and awarding body mandates:

Equality Act 2010 and the Public Sector Equality Duty (PSED)

Human Rights Act 1998

SEND Code of Practice (2015)

Keeping Children Safe in Education (KCSIE) 2026

Ofsted Education Inspection Framework (EIF)

NCFE General Regulations and Centre Agreement Guidance

NCFE Access Arrangements and Reasonable Adjustments Policy

The Equality Act protects individuals from discrimination based on the nine protected characteristics:

1. Age, 2. Disability, 3. Gender reassignment, 4. Marriage and civil partnership, 5. Pregnancy and maternity, 6. Race, 7. Religion or belief, 8. Sex, 9. Sexual orientation.

Cass Review and Single-Sex Spaces Alignment: In full compliance with statutory safeguarding mandates regarding gender-questioning learners, the organization adopts a highly cautious approach. While advancing equal opportunity, the organization strictly maintains separate communal facilities (toilets and changing rooms) and competitive sports groupings based entirely on biological sex to guarantee safety, privacy, and dignity for all groups.

4. Our Commitment to Equality, Diversity and Inclusion

We are committed to:

- Treating everyone with dignity and respect
- Removing barriers to participation and achievement
- Ensuring fair access to learning, support and opportunities
- Celebrating the diversity of our community
- Challenging discrimination, prejudice and stereotypes
- Promoting inclusive teaching, learning and assessment
- Ensuring our workforce reflects the communities we serve
- Providing reasonable adjustments for disabled learners and staff
- Creating a culture where everyone feels they belong
- Ensuring that all assessment activities remain non-discriminatory and completely accessible.

5. Responsibilities

All Staff

- Promote equality and challenge discrimination
- Model inclusive behaviour
- Use inclusive language and resources

- Report concerns or incidents
- Support learners with diverse needs
- Implement approved NCFE access arrangements during classroom and assessment tasks.

Directors

- Embed EDI in strategy, curriculum and quality processes
- Ensure staff training and development
- Monitor data and address inequalities
- Ensure compliance with legislation
- Provide oversight and accountability
- Review EDI performance and progress
- Ensure EDI is central to organisational values
- Oversee compliance audits conducted by the NCFE External Quality Assurer (EQA).

Learners

- Treat others with respect
- Challenge discrimination safely
- Report concerns to staff
- Adhere to NCFE malpractice guidelines regarding fair assessment behavior.

6. Inclusive Teaching, Learning and Assessment

We will ensure that:

- Curriculum content reflects diverse cultures, identities and perspectives
- Teaching materials avoid stereotypes and bias
- Assessment methods are accessible, fair, and free from hidden barriers
- Reasonable adjustments are made for learners with SEND
- Staff receive training in inclusive practice
- Learner voice influences curriculum design
- Internal verification processes check that centre-devised tasks do not discriminate.

7. Reasonable Adjustments and NCFE Access Arrangements

We will:

- Provide reasonable adjustments for disabled learners and staff
- Follow EHCP requirements and review progress annually
- Offer assistive technology, adapted materials and specialist support
- Ensure accessibility of buildings, digital platforms and resources
- Work with external agencies where appropriate
- Log all internally assessed reasonable adjustments on the official NCFE Reasonable Adjustment Tracking Document.
- Retain all tracked modification logs securely on file for formal inspection by the NCFE Quality Reviewer.
- Ensure learners can practice using their specific access equipment (e.g., readers, word processors) prior to their live assessments.

8. Preventing Discrimination, Harassment and Bullying

We operate a strict zero-tolerance policy for:

- Discrimination, victimisation, or unfair treatment.
- Harassment, intimidation, or peer-on-peer abuse.
- Hate incidents and targeted abuse.
- Sexual harassment, objectification, and non-consensual digital behaviour.

Racism, homophobia, transphobia, ableism, or online extreme misogyny. The organization explicitly recognizes online extreme misogyny as an active safeguarding risk that intersects directly with harmful sexual behaviours, harassment, and targeted peer abuse.

- All incidents will be:
- Taken seriously and reviewed under a formal safeguarding lens.
- Investigated promptly by senior leadership.
- Recorded, tracked, and monitored for patterns and disproportionality.
- Addressed swiftly through supportive intervention, targeted education, or formal disciplinary action up to and including permanent exclusion.
- Evaluated to ensure no disruption or adverse effects impact the delivery or integrity of NCFE qualifications.

9. Data Monitoring and Reporting

We will collect and analyse data on:

Recruitment and workforce diversity

Learner enrolment, retention, achievement and progression across core diversity strands

Complaints and incidents

Participation in enrichment and leadership opportunities

This data helps us identify gaps, remove barriers, and support the overarching regulatory monitoring required during NCFE Annual Monitoring Reviews.

10. EDI in the Workplace

We will:

- Promote fair recruitment and progression
- Provide flexible working where possible
- Support staff wellbeing and mental health
- Ensure training and development opportunities are accessible
- Encourage staff networks and forums

11. Partnerships and External Providers

We expect all partners, subcontractors and employers to:

- Uphold our EDI values

- Provide safe and inclusive environments
- Report concerns promptly
- Comply with equality legislation

12. Communication and Training

We will:

- Provide mandatory EDI training for all staff
- Offer specialist training on SEND, unconscious bias and inclusive practice
- Promote EDI through campaigns, events and learner voice
- Ensure policies are accessible and easy to understand

13. Complaints, Concerns, and Escalations

Learners and staff can report concerns to:

Tutors or line managers

Safeguarding team

HR team

Senior leadership

Anonymous reporting systems (if available)

All concerns will be handled sensitively and fairly. If a learner feels an EDI complaint has negatively affected their academic assessment results, they reserve the right to reference the Reach Education Appeals Policy alongside the formal NCFE Appeals Process.

14. Monitoring and Review

This policy will be formally reviewed on an annual basis or sooner if:

- National safeguarding, equality, or child protection legislation changes.
- Ofsted, Department for Education (DfE), or local authority regulatory guidance changes.
- NCFE mandatory policy suite, Centre Agreement mandates, or assessment regulations are updated.
- Internal data tracking indicates emerging issues, inequalities, or disproportionality in behavioral logs.
- Feedback from learners, staff, or governors suggests practical improvements.