

AWARD-WINNING EDUCATION

HOPWOOD HALL COLLEGE

Equality, Diversity & Inclusion Policy

2025 – 2027



Policy Cover Sheet

Please fill in the following details:

Policy Name	Equality, Diversity & Inclusion Policy
Version Number	1.0
Policy Owner	Adam Carney
Release Date	June 2025
Policy valid for	2 Years

Documents included:

Completed Checklist (below)	
Policy text	
Filled in EIA	x

Where should this policy be shared? All policies will be shared on the HUB.

The HUB	x
Net Consent	x
Website	x

Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	√
Used formatted headings	√
Used Arial 12pt font	√
Included numbered paragraphs	√
Included page numbers	√
Included alternative text for all images which accurately describe what's in the picture	n/a
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	√
Used the full phrase instead of the acronym at least the first time	√
Used the spelling and grammar check	√
Gained feedback from colleagues to ensure the policy is clear and accurate	
Included any legal, social or organisational changes since the last policy review	
Reviewed the connected policies to ensure they are still active	
Filled in the change log	
Listened to the policy using the accessible reader	
Reviewed the policy flowchart	
Informed the EDI Manager of upcoming policy deadlines	

Sign Off: To be filled in by the named person only

	Name	Date
SLT	Lisa Woodman	7 th August 2025
Corporation (if required)		
Trade Union		
EIA	Lisa Woodman/Adam Carney	7 th August 2025

Change log

Version number	Changes description	Major changes?	Initiator	Rationale	Date of completion	New version number

CONTENTS

1. INTRODUCTION	5
2. SCOPE	5
3. AIM	5
4. ROLES AND RESPONSIBILITIES	6
5. WHAT TO DO IF YOU WITNESS DISCRIMINATION	7
6. REASONABLE ADJUSTMENTS	8
7. MONITORING & EVALUATION	9
8. KEY CONTACTS FOR EDI	9
9. DOCUMENTS ASSOCIATED WITH THIS POLICY	9
10. APPENDIX	11

1. INTRODUCTION

1.1. This policy sets out how the organisation will discharge its duty under the Equality Act 2010, including the Public Sector Equality Duty.

1.2. For greater context for this policy, please see our EDI Annual Report, which includes staff and student data, EDI objectives, and recommendations for further actions.

1.3. For the purposes of this policy, the term “learners” includes all individuals receiving teaching through Hopwood Hall College, which includes learners on full-time funded courses, apprentices, and learners paying for short courses.

2. SCOPE

2.1. This policy applies to all staff, learners, and visitors of Hopwood Hall College, including but not limited to:

- Full-time and part-time staff, academic and support staff, as well as those in temporary or contractual positions.
- Learners enrolled in full-time funded courses, apprenticeships, part-time learners, and those attending short courses, regardless of their mode of study or level of engagement with the College.
- Visitors to the College, including guest speakers, external contractors, service providers, prospective learners, parents, guardians, and members of the local community attending events or activities hosted by the College.

2.2. This policy is intended to guide all individuals and groups interacting with the College community, ensuring that all actions, behaviours, and practices align with the core values of equality, diversity, and inclusion.

2.3. The policy extends to all aspects of College life, including academic programmes, extracurricular activities, events, support services, recruitment and selection processes, staff and student welfare, and any other function or activity associated with Hopwood Hall College.

2.4. All individuals and groups within the College are expected to respect and adhere to the principles set out in this policy, helping to create a safe, inclusive, and respectful environment for everyone.

3. AIM

3.1. This policy sets out the expectation of staff, learner, and visitor behaviour and organisational approaches regarding advancing equality, increasing diversity, and fostering inclusion.

3.2. Hopwood Hall College has a legal duty to comply with the Equality Act 2010, which requires the organisation to:

- Prevent direct discrimination, also by perception or association, indirect

discrimination, harassment, and victimisation.

- Advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share that characteristic.

3.4. The Equality Act 2010 protects 9 characteristics from discrimination: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race and Ethnicity, Religion and Belief, Sex, and Sexual Orientation.

3.5. Please note that we work beyond the Equality Act 2010 and acknowledge that there are additional characteristics which mean that individuals may experience additional barriers to learning or employment, which include, but are not limited to: young parents, Offending status, Those with experience of the Care system, Gypsy, Roma, and Traveler communities.

3.6. Hopwood Hall College has a legal duty to comply with the Public Sector Equality Duty 2011 and, when exercising functions, has due regard for the following:

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

3.7. Publish equality information annually about staff and learners to demonstrate compliance with the general equality duty; and prepare and publish one or more equality objectives they think they should achieve to meet the general equality duty.

3.8. Hopwood Hall College has a legal duty to comply with the Gender Pay Gap reporting, which is published annually as prescribed by law.

4. ROLES AND RESPONSIBILITIES

4.1 Everyone will:

- Treat each other with respect and dignity, recognising everyone's identities and personhood.
- Speak out if they experience or witness inequality.
- Take personal responsibility for upholding the College's values.
- Seize opportunities to learn from and collaborate with people who are different from themselves.
- Speak up when opportunities are not open to all or fail to reflect the diversity of our community.
- Actively include each other in all activities, in or out of the classroom.
- Review and reflect on barriers to participation within the College and take steps to dismantle those barriers.

- Celebrate the diversity of our community to ensure everyone feels a sense of belonging and representation.

4.2 Staff will:

- Ensure staff and student needs are met through adaptations and reasonable adjustments in the services they provide.
- Contribute to the collection and review of relevant data to monitor equality of experience for staff and learners, creating action plans to address any inequitable experiences (e.g., awarding gaps for learners or service inaccessibility).
- Ensure a diverse workforce and student body in their area by supporting staff and student retention and progression.
- Use a variety of examples, both written and visual (e.g., names from diverse backgrounds, images of people of different races, ethnicities, and abilities).
- Raise awareness of different identities, backgrounds, and experiences through their work, promoting diverse voices in teaching or practice.
- Ensure all team members have the reasonable adjustments they need to effectively carry out their duties and encourage the use of such adjustments. (Further details in Section 8.)

4.3 Learners will:

- Advocate for themselves and others when inequality is present.
- Be open to learning about experiences different from their own.
- Support and respect each other, especially those from different backgrounds.
- Work collaboratively with peers and members of the College community to promote a sense of belonging.

5. WHAT TO DO IF YOU EXPERIENCE OR WITNESS DISCRIMINATION

If you experience or witness discrimination, please refer to the Grievance Policy for staff, Speaking out (whistleblowing) Policy, or the Bullying & Harassment policy and procedure (Staff and learners).

Examples of Behaviour:

Outlined below are examples of both expected and unacceptable behaviour. These lists are not limited to the following points and are intended as illustrative examples rather than exhaustive criteria.

Expected behaviour:

- Using diverse examples, names, and people in teaching examples or course materials.
- Highlighting diversity of the Hopwood Hall College population in marketing.
- Celebrating diversity by supporting events related to different cultures, identities, and experiences.

- Encouraging different groups to work together in and out of the classroom.
- Providing accommodations for different needs, e.g., alternative formats for documents or gender-neutral toilets.
- Raising aspirations for outgoing learners to ensure all learners understand they can achieve a positive destination.
- Diversifying the student and staff populations.

Unacceptable behaviour:

- Use of slurs or name-calling.
- Homophobia, biphobia, or transphobia - including name-calling, dismissing experiences, denying the existence or validity of identity.
- Harassment, or forms of Sexual harassment. Please see the Bullying & Harassment for more detail.
- Any kind of child-on-child abuse, including bullying, physical abuse, emotional abuse, upskirting, etc.
- Microaggressions.
- Racism.
- Religious intolerance.
- Commenting on other people's bodies or appearance.

The guidance set out in the Code of Conduct, Professional Guidelines for Staff, and Disciplinary Procedures will apply in the case of unacceptable behaviour related to EDI.

6. REASONABLE ADJUSTMENTS

Under the Equality Act 2010, reasonable adjustments are changes or modifications made to ensure that individuals with disabilities are not at a disadvantage compared to those without disabilities. These adjustments can apply to a wide range of areas, including teaching, assessments, physical spaces, or employment-related activities. Reasonable adjustments can be provided without a formal medical diagnosis, as the duty arises from the effect of an impairment, not the presence of a medical label.

Reasonable adjustments can include, but are not limited to:

- Alterations to physical environments (e.g., accessible entrances, parking, or classrooms).
- Changes to assessment methods (e.g., providing extra time for exams, allowing oral assessments instead of written ones).
- Provision of additional support (e.g., note-takers, interpreters, assistive technology).
- Flexible deadlines or modified workloads to accommodate medical conditions.
- Managers and curriculum areas should:

- Ensure all learners with disabilities are identified at the earliest possible stage and that their needs for reasonable adjustments are assessed and implemented.
- Work collaboratively with learners to identify adjustments that are appropriate to their needs, ensuring they are tailored and effective.
- Regularly review the effectiveness of the reasonable adjustments made and be prepared to adapt them if necessary.
- Ensure all staff members are informed of the required adjustments for learners, and that they have the necessary training to implement them.
- Monitor progress and provide feedback to learners on how well the adjustments are working, making further changes if necessary.

A reasonable adjustment may not be made if it is judged to be unreasonable. This could occur if the adjustment would cause significant difficulty or disruption, impose an undue financial or logistical burden, compromise academic standards or safety, or if it is not effective in addressing the disadvantage faced by the individual. In such cases, the College will work with the individual to explore alternative solutions.

7. MONITORING AND EVALUATION

6.1. Any equal opportunities data collected for applicants for job roles or staff will be stored in the human resources system with reporting anonymised to prevent identification of individuals.

6.2. Any equal opportunities data for learners will be stored in the Tribal EBS system with reporting anonymised to prevent identification of individuals.

6.3. System access limited to authorised individuals for monitoring and reporting purposes.

8. KEY CONTACTS FOR EDI

- Executive Director for People, Culture and Wellbeing.
- Equality, Diversity, and Inclusion Manager, direct line to Executive Director for People, Culture and Wellbeing.
- EDI Steering Group, chaired by Principal and includes key internal and external members who aim to improve EDI across the College.
- Governor with EDI portfolio.

9. DOCUMENTS ASSOCIATED WITH THIS POLICY

- Safeguarding and Child Protection Policy
- Learning Support Policy
- Code of Conduct
- College Professional Guidelines for Staff

- Disciplinary Procedures
- Grievance policy and procedure
- Complaints Procedure
- Bullying and Harassment Policy and Procedure
- Speaking Out policy (whistleblowing)
- Data Protection Policy

Appendix

GLOSSARY

Discrimination:

- Direct Discrimination – an individual is treated less favourably than another person because of a characteristic they have.
- Direct Discrimination by Perception – an individual is treated less favourably than another person because of a characteristic they are thought to have.
- Direct Discrimination by Association – an individual is treated less favourably than another person because they are closely connected to an individual with a protected characteristic, e.g., someone who cares for a disabled family member.
- Indirect Discrimination – a situation in which a policy, rule, condition, or practice that applies to everyone particularly disadvantages people who share a protected characteristic.
- Harassment – any unwanted conduct which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment for that individual, and anyone else who witnesses it whether they share the relevant characteristic or not.
- Victimisation – treating someone badly because they have done (or are going to do) a “protected act,” are perceived to have done a protected act, or associate with someone who has done a protected act. A protected act is making a claim or complaint under the Equality Act.

Policy Guidance

Timeline

Steps	Working Days	
<i>60 day reminder</i>		
(Re)Write policy		
SLT sign off		
<i>30 day reminder</i>		
Corporation sign off (if required)		
Trade Union sign off		
Equality Impact Assessment		
<i>14 day reminder</i>		
Final adjustments by Quality		
Policy active on all platforms		

These timings are approximate and are intended to be a guideline. If your policy needs Corporation Board sign off please contact the Clerk to the Corporation Fatema Hussein for dates to submit your policy to the board for discussion.