



Equality, Diversity and Inclusion (EDI) Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	22/04/2025

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1. Statement of Intent

Oaktree Education Services is committed to creating an inclusive, respectful and supportive learning environment that promotes equality, celebrates diversity and actively challenges discrimination. We aim to ensure that every student, staff member and stakeholder feels valued and empowered to thrive, irrespective of their background, identity or personal circumstances.

This policy underpins our wider safeguarding and curriculum commitments and reflects our obligations under the Equality Act 2010, the SEND Code of Practice, and Ofsted's Education Inspection Framework (EIF).

2. Legal and Statutory Framework

This policy is informed by:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Human Rights Act 1998
- The Education Act 1996
- Ofsted's Education Inspection Framework

Under the Equality Act 2010, [College Name] recognises the nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex

- Sexual orientation

We have due regard to the Public Sector Equality Duty (PSED) which requires us to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations across all characteristics

3. Scope of the Policy

This policy applies to:

- All students, staff, contractors, volunteers and visitors
- All aspects of college life including teaching, learning, pastoral care, admissions, recruitment, discipline, staff development and partnership working

4. Objectives

We aim to:

- Promote equality of access to learning, participation and achievement for all learners, including those with SEND and SEMH needs
- Create an inclusive curriculum that represents diverse cultures, identities and experiences
- Ensure recruitment, training and progression for staff are fair and based on merit
- Encourage active engagement with EDI through staff training, student voice and community partnerships
- Monitor and evaluate our practices to eliminate bias and unconscious barriers

5. Roles and Responsibilities

Governors:

- Hold leaders to account for the implementation and impact of EDI policies and practices

Senior Leadership Team:

- Lead on embedding equality and diversity in strategic planning, decision-making and day-to-day operations
- Monitor data and evidence to address disparities and improve outcomes

Staff:

- Promote inclusive values in classrooms, corridors and the wider college community
- Challenge prejudice and stereotypes and report any discriminatory incidents
- Undertake regular EDI and safeguarding training

Students:

- Respect and value the differences of others
- Speak out against bullying, exclusion or discrimination
- Take part in initiatives that promote inclusion and well-being

6. Curriculum and Learning Environment

We provide a differentiated and accessible curriculum tailored to the social, emotional and academic needs of our learners. We:

- Embed EDI principles into PSHE, citizenship and vocational education
- Use teaching materials that reflect the diversity of the UK and our student population
- Adapt learning environments and interventions for individual needs, including sensory and communication support

7. Accessibility and Reasonable Adjustments

In line with the SEND Code of Practice and the Equality Act, we make reasonable adjustments to remove barriers to participation. This includes:

- Physical adaptations to the site
- Specialist resources, assistive technology and alternative formats
- Flexible approaches to curriculum delivery and assessment

8. Monitoring and Evaluation

We will:

- Review performance data, incident logs and feedback to identify patterns and inequalities
- Set measurable EDI objectives reviewed annually by the senior leadership team and governors
- Report annually on compliance with the Public Sector Equality Duty (where applicable)

9. Breaches of the Policy

Breaches of this policy, including discriminatory behaviour or language, will be taken seriously and addressed under the college's behaviour, grievance or disciplinary policies as appropriate. Allegations will be investigated thoroughly and fairly.

10. Communication of the Policy

This policy will be:

- Published on the college website and shared with staff and stakeholders
- Included in staff induction and student onboarding
- Reviewed annually and updated in line with changes to legislation or statutory guidance

11. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 22/04/2025
- **Chair of Governors/Trust Board:**

Name, Signature, Date