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Aim

This policy affirms Treloar's commitment to both the elimination of unlawful discrimination and the positive advancement and celebration of equality, diversity and inclusion

We will not tolerate unfair or unlawful treatment on the grounds of disability, sex, transgender, marital status, race, colour, ethnic origin, socio-economic background, sexual orientation, age, nationality, trade union membership and activity, philosophical, political or religious beliefs or unbelief, and pregnancy/ maternity.

We will continue to work towards an environment where mutual co-operation, respect, dignity and trust are fostered.

I. POLICY INFORMATION

A. Statement of purpose

Treloar's affirms its belief in the uniqueness and value of each individual by providing learning opportunities which enable young people with differing abilities to achieve their potential. Treloar's is also committed to eliminating discrimination and encouraging diversity amongst our workforce.

As an organisation, Treloar's celebrate diversity amongst our students, staff and visitors and recognise the contribution which individuals with a wide range of backgrounds and experiences can make to the life of Treloar's, thus providing role models for future staff and students.

Treloar's recognises that some individuals and groups experience discrimination and disadvantage in their access to education, training and employment and is committed to policies and practices which promote equality and redress disadvantage within the current legislative framework.

In particular, Treloar's believes that no individual or group should receive less favourable treatment as a consequence of their protected characteristic or other relevant status (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation culture, nationality, national origin, responsibility for dependants, employment status, trade union affiliation or social and economic status).

The organisation will monitor the effectiveness of this policy by analysing relevant information, evaluating it and carrying out the appropriate actions.

Our commitment to equality of opportunity and the elimination of discrimination extends to all applicants, students, staff, governors, trustees, contractors, volunteers and visitors.

B. Dignity and Respect

This policy ensures there is a culture within the organisation in which everyone is treated with dignity and respect. Where all staff, students and stakeholders (e.g. but not exhaustive - parents/carers, work experience employers, visitors, volunteers) know it is unacceptable to condone harassment, bullying or disrespectful behaviours and where individuals have the confidence and support to challenge undesired behaviours without fear of ridicule or reprisals.

C. Gender identity

Treloar's recognises that there can be differences between biological sex and gender identity/expression. We will at no time unlawfully discriminate against people on the grounds of cross dressing, intersex conditions or any process of gender reassignment, begun or complete. Where this policy refers to 'trans people', it has in mind people living with any of these identities. When it refers to 'gender identity', it covers both the fixed identity of people living in the gender of their birth and the more fluid identities of many trans people.

D. Treloar's Values



We are Inclusive

- Everyone – regardless of physical ability, where they live or socioeconomic background – should have the opportunity to take part in life. We treat our Beneficiaries with the same dignity as their non-disabled peers and work to remove barriers in their way.
- Our students and Beneficiaries are always at the centre of everything we do. Before we make decisions, we ask, “How will our students and Beneficiaries benefit from this?”

We act with Integrity and Respect

- Physically disabled young people should be free to direct their own lives. We listen to young people's views and support them to make age-appropriate choices about their daily life and informed choices about their future.
- We celebrate and promote diversity, value and support each other, and treat everyone with mutual respect. We support a culture of openness, honesty and

transparency, where the safeguarding of our students and wellbeing of our staff is paramount.

We strive for Excellence

- Physically disabled young people and their families deserve outstanding care and support. We work to make sure all our services are excellent and actively challenge each other to ensure continuous quality improvement.
- We continually innovate to ensure that our Beneficiaries receive the cutting-edge, excellent support they deserve.

E. Equality Duty, and legal obligations

Treloar's recognises its legal obligations under the:

- Rehabilitation of Offenders Act 1974
- Rehabilitation of Offenders Act (Exceptions) Order 1975
- Children and Families Act 2014
- Children Act 2004
- Care Act 2014
- Employment Rights (Dispute Resolution) Act 1998
- Human Rights Act 1998
- Special Educational Needs and Disability Act (SENDA) 2001
- Employment Act 2008
- Equality Act 2010
- Equality Act 2010 (Amendment) Regulations 2023
- Worker Protection (Amendment of Equality Act 2010) Act 2023
- Employment Rights Act 2025

In particular, Treloar's recognises its legal responsibilities regarding Section 149 of The Equality Act 2010, which says that public bodies, when carrying out their functions, must have due regard to three needs. These are the needs to:

1. **Eliminate unlawful discrimination, harassment, and victimisation:** this means eliminating discrimination, harassment, victimisation, failure to make reasonable adjustments and any other conduct that is prohibited by or under the act
2. **Advance equality of opportunity:** This involves considering how to remove or minimise disadvantages faced by people due to their protected characteristics, meeting their needs, and encouraging their participation in public life.
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it; means having due regard, in particular, to the need to:
 - remove or minimise disadvantages experienced by people due to their relevant protected characteristics
 - take steps to meet the different needs of people who share a relevant protected characteristic
 - encourage participation in public life or any other activity by underrepresented groups

- take steps to meet the different needs of disabled persons
3. **Foster good relations:** This means tackling prejudice and promoting understanding between people who share protected characteristics and those who do not:
- means having regard to the need to deal with prejudice and support understanding. For example, some decisions have the power to bring divided groups together and to support their mutual understanding. Other decisions may inadvertently cause people with one protected characteristic to blame people with another for a social problem

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (Please see further definitions in the Key Concepts, Section IV of this document)

II. EQUALITY AND DIVERSITY IN PRACTICE

A. Treloar's Commitment

Students and applicants, staff, governors, trustees, volunteers, visitors and contractors will be:

1. Treated without favouritism
2. Spoken to with courtesy on all occasions
3. Spoken and written about with respect
4. Accorded due professional trust (staff), i.e., treating others with respect and dignity, individuals should act with honesty and integrity, following our organisational values
5. Given due credit for their achievements
6. Consulted about all proposals for changes in their role (staff)
7. Given adequate time and resources for the successful discharge of their duties or studies
8. Provided with appropriate training, promotion and leave opportunities (staff)
9. Accorded respect for their individual personal space and privacy
10. Able to enjoy a working and learning environment, free from exposure to offensive written or graphic material
11. Treated with dignity and respect at all times and thereby be encouraged to meet their full potential
12. Will not be denied access to courses, progression to other courses, or fair and equal treatment while on courses because of their protected characteristics.

B. Expected behaviours

Everyone is entitled to be treated with respect, and in return, is expected to respect others. We expect everyone to support our ethos, the Treloar's Values and the British Values aligned to them. The expected behaviours are:

- Challenge inappropriate behaviour and/ or report incidents. Treloar's has a duty of care to all employees, students, parents/carers and visitors and will investigate all complaints, taking action where appropriate.
- Behave in a way that is not offensive to others and acknowledge that views and opinions held by others, and decisions made by managers, coordinators and those with responsibility for others, may not always coincide with their own.
- Be aware of their obligations in eliminating all forms of discriminatory behaviour.
- Treloar's strives to ensure that all visitors and external stakeholders are made aware of our values, commitment and expectations, through our visitor guides and website information.
- Celebrate and value the contributions from all staff and students
- Treat others with consideration and courtesy. Do not disadvantage, belittle or exclude people for that which appears to make them different, regardless of what that might be.
- Recognise and value people's different backgrounds, knowledge, skills and experiences, and encourage and use these differences to create a productive and effective educational community and workforce.

How we will monitor and measure this:

- Review of Incident Reports
- Student and staff reports of any bullying or harassment
- Staff survey
- Staff Consultative Forum
- Student Survey feedback
- Student Council feedback
- Parent/carer survey feedback
- Attendance and feedback at staff training sessions
- Any other stakeholder surveys
- Practice checks and observations
- Supervisions and PDRs
- Range of evidence that comes from all our Equality Objectives
-

C. Students

Treloar's will:

- a. regularly review its policies and practices to ensure that publicity, recruitment and admissions, the curriculum, teaching, assessment, care, therapies and support services reflect the organisation's Equality and Diversity Policy across the protected characteristics.
- b. monitor the student population and applicants to evaluate equality of access to the curriculum and other services across the protected characteristics.
- c. provide an environment and resources which reflect the diversity of the students, and the value and potential which Treloar's sees in each individual.
- d. provide students with clear guidelines on acceptable standards of behaviour, and the ethos and procedures which will empower students to challenge situations in which they feel equality of opportunity has been undermined or denied.
- e. distribute and promote this policy throughout the organisation in a format that is accessible.
- f. encourage all students, staff, volunteers and visitors to apply this policy and practices, and provide an environment where equality of opportunity prevails and discrimination is challenged.
- g. The curriculum will be checked to ensure that it does not rely on or reinforce stereotypical assumptions, including about trans people, and that it does not contain transphobic material.

How we will monitor and measure this:

- Policies and procedures log
- Analysis of student population
- Learning Walks, Lesson Observations and other observations/practice checks
- Self-Assessment
- Student surveys
- MDT meetings with students in attendance
- Student Councils and other Student Voice Forums

1. Interviewing and Selection Procedures for Students

- a. Interviewing and selection procedures, from the first contact, will promote equality and counter discrimination.
- b. Patterns of applications and selection across Treloar's will be monitored and procedures reviewed to ensure that the student population reflects the composition of the applicant population and Treloar's aims.
- c. Gender identity is included on our student application forms

2. Induction and Curriculum Options

- a. At Induction, all students will be reminded of the Equality and Diversity Policy (see easy read and easier read version) and their rights under the Complaints Procedure.
- b. Induction, initial assessment and programme and any limitations to choose will be discussed with students clearly and effectively (i.e. using the appropriate form of communication).
- c. Induction, initial assessment and curriculum choices will be monitored and reviewed to ensure that they reflect the Equality and Diversity Policy.

How will we monitor and measure this:

- New parent/carers survey
- Review of contract meeting – 6 weeks after the student joins Treloar's
- New parent/carers meetings
- New student MDT meetings

3. The Curriculum

- a. Learning materials which show people with different protected characteristics in a range of positive roles will be used and/or developed by the organisation. Teachers/Tutors will actively look for opportunities to promote equality and inclusion within their lessons and teaching and learning materials. Learning Walks will monitor this and highlight to individual teachers/tutors any missed opportunities and enhanced delivery strategies or learning resources which better promote equality, diversity and inclusion
- b. Where possible, use of naturally occurring opportunities to possibly promote the concepts of equality, diversity and inclusion into the learning situation, should be taken and recorded
- c. Materials will be free from prejudice and stereotypes in assumptions, images and language.
- d. Teaching staff will be expected to monitor learning materials as described above
- e. Schemes of Work, Lesson Plans, Awarding Body Syllabuses, examination materials and course guidelines will be reviewed and, where appropriate, representations will be made to awarding or examining bodies to produce materials and procedures which support Treloar's Equality and Diversity Policy.
- f. Staff will be encouraged to review their practices and techniques to encourage student learning, to ensure that they meet the needs of individual students and are free from bias.
- g. Treloar's and its staff will ensure, as far as possible, that assessment methods do not disadvantage some groups of learners by, for example, devising and approving alternative strategies where this is within the scope of the organisation, and seeking approval or advising external bodies where this seems appropriate.
- h. Treloar's will monitor learner progress and achievement to ensure that the various aspects of inequality do not adversely affect this (monitoring any achievement gaps).
- i. Specifically, about 3a above, teachers and tutors will seek to ensure that every reasonable effort is made to avoid a format, language or approach which, to students' protected characteristics:
 - is offensive to members of particular groups
 - is not capable of being readily understood by some students

- does not have the same meaning for all students
- implies stereotyped or biased attitudes
- assumes experiences which not all students have had
- describes contexts which are not equally meaningful to all students
- includes terms or concepts, or forms of presentation, which are unfamiliar to some groups of students
- employs techniques that are easier for some groups of students to use
- requires activities which cannot be performed by all students

How we will monitor and measure this:

- Learning Walks, Lesson Observations and other observations/practice checks
- Peer Observations
- Awarding Body Reports and Internal Verification reports
- Student Progress and Outcome Reports
- Sharing of good practice policy
- Review of schemes of work and lesson planning via audits, learning walks and observations
- Termly Student Monitoring Tracker
- MDT meetings

4. Care, Therapy, Medical Treatment, Transition Support, and other services

- Treloar's therapy, assistive technology, health/medical and care services will conform to the Equality and Diversity Policy and will be provided equitably to all students according to their individual needs and within the context of the funding agreement.
- Where a treatment or service cannot be provided for any reason, e.g. because it falls outside of the funding agreement, or would infringe the rights of other students, is not in line with approved occupational practice (e.g. based on NICE guidance), this will be clearly explained and alternatives explored with the student and/or parents/carers.
- The provision of therapy, medical treatment, care and other services will be monitored and reviewed to ensure that it complies with the Equality and Diversity Policy and relevant legislation.

- d. Guidance, counselling and careers services offered to all students will apply principles of equality and anti-discriminatory practice, confidentiality and respect for the individual and their right to make an informed, autonomous choice.
- e. As far as possible and appropriate to their aim of placement, students should have the opportunity to gain work experience. Staff should actively seek to ensure and monitor employers providing WEX adopt a positive approach to students on work placement regardless of a student's protected characteristics.
- f. Off-site curricular activities, such as sport and enrichment activities, transport training, residential or community skills trips, will be provided equitably to all students unless a reasonable adjustment cannot be made, for example, where health and safety considerations or meeting complex clinical needs cannot be overcome.
- g. Treloar's will provide equal access to appropriate social, cultural, creative, sports and leisure experiences for all students and, wherever possible, will seek integration with students' peers and the wider community.
- h. Treloar's will provide a supportive environment for students who wish their trans status to be known. However, it is the right of the individual to choose whether they wish to be open about their gender identity. To 'out' someone, whether staff or student, without their permission, is a form of harassment and, possibly, a criminal offence.

How we will monitor and measure this:

- Outcomes of EIAs
- Student survey – by protected characteristics
- Work Experience Reports by protected characteristics
- Practice Checks
- Dignity and Care observations

5. Anti-Bullying and Harassment

Treloar's is committed to providing a caring, friendly and safe environment for all of our students so they can learn and live in a relaxed, secure atmosphere. Therefore, we operate a zero-tolerance policy for any form of bullying or harassment. If bullying does occur, all students should be able to and supported to tell someone and know that incidents will be dealt with promptly and effectively. Please see our Student Anti-Bullying Policy for more information.

How will we measure this:

- IRIS Data
- Safeguarding log
- Sanctions and Restraints Log
- Qualitative feedback from student voice forums
- Student Survey
- Parent/Carer Survey

6. Complaints regarding harassment or discrimination

- a) All staff are responsible for recognising and dealing with incidents of harassment or discrimination.
- b) Treloar's will seek to provide a supportive environment and specialist support (e.g., SLT support) for students who make claims of discrimination or harassment.
- c) Staff must follow up disclosures/observations of discrimination or harassment by completing an incident form and by informing their manager
- d) Students can also follow the Student Complaints Procedure
- e) Student concerns must be acknowledged and taken seriously
- f)
- g) Treloar's will provide a supportive environment for students who wish their trans status to be known. However, it is the right of the individual to choose whether they wish to be open about their gender identity. To 'out' someone, whether staff or student, without their permission, is a form of harassment and, possibly, a criminal offence.
- h) Allegations of harassment or discrimination will be investigated by an appropriate manager
- i) Students will be offered support to understand their actions and any consequences these actions might bring
- j) Action to be taken will be decided by the Director of Education or CEO/Principal and explained to the student.

How will we monitor and measure this:

- Complaints data and trends
- Safeguarding data and trends
- IRIS data

D. Staff

Treloar's is committed to eliminating discrimination and encouraging diversity amongst our workforce by:

- a. Providing equality and fairness for all in our employment and not discriminating on the grounds of any protected characteristic.
- b. Opposing all forms of unlawful and unfair discrimination
- c. Ensuring that an individual's criminal record should not lead to less favourable treatment, unless it can be shown to be related to the duties or role expected of the employee.
- d. Ensuring that all employees, whether part-time, full-time or temporary, will be treated fairly and with respect and the individual differences and contributions of all staff are recognised and valued.
- e. Ensuring that selection for employment, promotion, training or any other benefit will be based on aptitude and ability and will not be excluded from these because of a person's protected characteristics
- f. Helping and encouraging all employees to develop their full potential and fully utilising the talents and resources of the workforce to maximise the efficiency of the organisation.
- g. Reviewing all our employment practices and procedures to ensure fairness. Demands on staff must be reasonable, practical and proportionate.
- h. Treloar's will provide a supportive environment for staff who wish their trans status to be known. However, it is the right of the individual to choose whether they wish to be open about their gender identity. To 'out' someone, whether staff or student, without their permission, is a form of harassment and, possibly, a criminal offence

How will we monitor and measure this:

- Staff survey
- Staff Consultative Forum
- HR Data – log of whistleblowing, grievances, reported bullying and harassment by protected characteristics (PCs) and PT/FT/Temporary
- Safer Recruitment log (single central register)
- Promotion of staff by PCs
- External training funded – by PCs
- Talent Management – by PCs

1. Disability in Employment

Treloar's

- a. Celebrates and values the diversity brought to its workforce by individuals.
- b. Believes that we benefit from employing both disabled and non-disabled people at all levels of responsibility, and across all areas of work. This will also provide role models for its students in all areas of the curriculum.
- c. Is committed to **equity and inclusion** for all employees, ensuring that individuals with physical disabilities, learning disabilities or mental health conditions receive appropriate support and reasonable adjustments to enable full and fair participation in the workplace
- d. Will treat all employees with respect and dignity, and seek to provide a positive working environment free from disability discrimination, harassment or victimisation.
- e. Is committed to eliminating discrimination in the field of employment against disabled persons or persons who have a disability by:
 - i. Fulfilling our duty to make reasonable adjustments to enable staff to do their work, and not to treat staff with a disability less favourably than those without.
 - ii. Ensuring that there is no discrimination against staff on the grounds of disability in access to employment, training, working conditions, terms of employment, treatment at work, promotion or dismissal.
- f. Will seek to fulfil its duty to staff who have declared a disability, as well as staff who do not declare a disability but whom Treloar's, as an employer, could reasonably have been expected to know of the existence of a disability.

- g. Where possible, will accept all recommendations made after an assessment carried out under the Access to Work Scheme, and will make all the required contributions towards the cost of providing the recommended reasonable adjustments, for example:
 - i. Adjusting the premises
 - ii. Allocating some of the duties to another person (job carving)
 - iii. Altering working hours
 - iv. Allowing time off for treatment
 - v. Making Treloar's materials available in the preferred format
 - vi. Acquiring or modifying equipment

How will we monitor and measure this:

- Number and % of employees with a declared disability
- Disability Pay Gap analysis
- Work experience opportunities provided for people with disabilities
- Volunteering opportunities provided for people with disabilities
- Range and impact of positive recruitment strategies we have in place to recruit staff from underrepresented groups
- Staff survey
- Number of disciplinary and capability cases by protected characteristic

2. Employment- Recruitment

- a. Applicants will be selected based on defined criteria and specifications describing appropriate qualifications and experience.
- b. No one will be discriminated against, directly or indirectly, on grounds of any protected characteristic, except where current legislation requires such treatment or permits less favourable treatment where it can be justified. An example of a requirement to discriminate would be where legislation bars employment of certain categories of offenders. Less favourable treatment can be justified, for example, when gender may be a 'genuine occupational qualification' for care of a particular group, or where adjustments to overcome the discrimination cannot be made.
- c. Staff undergoing medical and surgical procedures related to gender reassignment will receive positive support from their managers to meet their particular needs during this period.
- d. Advertisements for posts will positively encourage applications from all suitable, qualified and experienced people, including those who may be members of an under-represented group.

- e. Treloar's will ensure that job descriptions are drafted to ensure that they do not unreasonably exclude people with a protected characteristic.
- f. Recruitment materials will be fully accessible and made available in a range of alternative formats
- g. Every effort will be made to redress any under-representation of people with protected characteristics by positive action.
- h. All applicants for a vacant post who indicate on their application form that they have a disability, and who meet the essential criteria in the person specification, shall be guaranteed to be short-listed as stated in the advertisement.

How will we monitor and measure this:

- Staff population analysis
- New Staff Survey
- Range and impact of positive recruitment strategies we have in place to recruit staff from under-represented groups

3. Employment- Selection Procedures and Criteria

- a. Details of all posts will include Treloar's Equality, Diversity and Inclusion Policy Statement (as outlined on page 3 of this policy and on the Treloar's website). A commitment to equality, diversity and inclusion will be included in every person specification.
- b. Application forms will include only those questions relevant to the process of selecting applicants for interview. Questions about personal or domestic circumstances will not be asked unless accommodation is offered/required with the post.
- c. Shortlisting is carried out by managers who are suitably trained, qualified and experienced.
- d. Interviews will be carried out by at least two appropriately qualified members of staff who have received training in selection and interviewing.
- e. Treloar's will ensure that interviews are fully accessible, and reasonable adjustments made to allow candidates with a disability to attend the interview without being placed at a disadvantage.
- f. Monitoring of equality and diversity issues, such as ethnic origin and disability, will be carried out separately from the selection processes.

- g. Where candidates have particular needs, consideration will be given to the adaptations needed to enable the candidate to do the job, assuming they meet the essential criteria in the person specification.

How will we monitor and measure this:

- Staff population analysis
- New Staff Survey

4. Employment – Staff Development and Appraisal

- a. Induction of new staff will include familiarisation with Treloar's Equality and Diversity Policy
- b. All staff will receive Equality, Diversity and Inclusion training as part of their induction. They will then complete refresher training every three years as a minimum.
- c. All staff will be kept informed and updated on Treloar's Equality and Diversity Policy and their part in its implementation.
- d. Treloar's will monitor the take-up of training courses and investigate any discrepancies between groups.
- e. Criteria for eligibility or selection for training and qualification opportunities (e.g. Diplomas) will be clear and avoid indirect discrimination.
- f. Treloar's undertakes that all the training and staff development that it provides will be fully accessible to all, including venues, materials and provision of support staff if required.
- g. Appraisal/Performance Development Reviews (PDR) of staff will be in a manner in keeping with Treloar's Equality and Diversity Policy.
- h. Appraisal/PDR will include aspects of performance which relate to the Equality and Diversity Policy.

How will we monitor and measure this:

- Attendance at induction EDI Training
- Attendance at other EDI sessions
- Staff evaluations on staff training events
- Staff approved for talent management and external courses by PCs
- Take-up of internal training courses by PC groups
- Quality assurance of internal training sessions via observation

5. Retention (Disability)

- a. Treloar's undertakes to make every effort to ensure that an employee who becomes disabled and who wishes to remain in employment are enabled to do so.
- b. An employee who becomes disabled and declares this to Treloar's should have the right to be accompanied by either their union representative or a colleague, and a member of HR staff. At this meeting, the needs of the employee should be discussed and agreed. Medical advice might also be sought about the employee's needs, and reasonable adjustments made where appropriate e.g., adaptations to the work environment, job redesign or training.
- c. An employee who requests a transfer to part-time work, or alternative duties, on the grounds of disability, whether on a short-term or permanent basis, should have their request sympathetically considered. Please see the Absence Policy and Flexible Working Policy for more information.
- d. If an employee develops an impairment which makes it impossible for them to do their existing job, but they wish to be redeployed to a job they can do, Treloar's undertakes to make every effort to redeploy them, including providing training where necessary.

How will we monitor and measure this:

- Occupational Health Referrals
- Long-term sick data – return to work interview records and return to work support plans
- Flexible Working Applications
- Data on staff re-deployment

6. Dismissal

a. Treloar's is committed to equality, diversity and inclusion and will not unlawfully discriminate on the basis of any protected characteristic. Employment decisions, including those relating to capability and dismissal, will be made following a fair and objective assessment of the individual's circumstances, the effectiveness of any reasonable adjustments, and the essential requirements of the role.

b. For staff who have declared a disability, sick leave shall not be used as a criterion for selecting for redundancy.

How will we monitor and measure this:

- Dismissal by PCs
- Redundancy by PCs

7. Bullying and Harassment in the Workplace

a. Bullying and harassment are behaviours which adversely affect the dignity of employees at work, or create an intimidating, hostile, degrading, humiliating or offensive environment for an individual. This may also be a form of discrimination. For more information, please refer to the Staff Anti-Harassment, Sexual Harassment, Victimisation and Bullying Policy

b. Sexual harassment is unwanted behaviours of a sexual nature which:

- Violates your dignity
- Makes you feel intimidated, degraded or humiliated
- Creates a hostile or offensive environment
- Or where an individual is treated less favourably because they have either rejected or submitted to the sexual conduct.

c. You don't need to have previously objected to someone's behaviour for it to be considered unwanted. Treloar's has a zero-tolerance policy on any form of harassment. Any reports of harassment, sexual harassment, victimisation or bullying will be investigated and may result in the perpetrator being subject to disciplinary action and sanctions up to and including dismissal, as these are viewed as gross misconduct.

How will we monitor and measure this:

- Staff survey
- HR log of reports

8. Complaints

a. Treloar's will seek to provide a supportive environment for staff who make claims of discrimination or harassment.

- b. Acts of discrimination (direct or indirect), harassment, sexual harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- c. Staff who feel they are being discriminated against on grounds of one of the protected characteristics by other members of staff should raise the matter under the Grievance Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- d. If, in the course of their work, staff experience discrimination from members of the public, Treloar's will take appropriate action and provide appropriate support.
- e. Any discriminatory behaviour directed against staff by students will be dealt with under the student disciplinary procedure.

How will we monitor and measure this:

- Log of disciplinary and grievances held in HR
- Whistleblowing log held in HR
- Log of student disciplinaries held by Director of Education
- IRIS log

E. Treloar's Publicity and External Relations

1. Treloar's publicity material will reflect positive images of differing abilities, disabilities, sexes and ethnic backgrounds.
2. Every effort will be made to make Treloar's information is accessible to all.
3. Relationships with external agencies such as recruitment and volunteer agencies, careers services, colleges, schools, local education authorities, health and social services and voluntary agencies and funding authorities will conform to this policy.
4. An equal opportunities statement will appear in the Treloar's prospectus, advertisements and student/parent handbook.
5. Extra-curricular activities, including promotional events, will reflect positively on the diversity of the Treloar's community.
6. Treloar's will actively seek closer links with those groups in society who may be disadvantaged or under-represented in their access to education

How will we monitor and measure this:

- Results of Parents/carers survey
- Results of Stakeholder surveys, such as local authority and employer surveys
- TLT approval of key marketing documentation and external reports – via EIA process
- Periodic EDI audit of a range of materials
- Memberships and Networking
- Environmental scanning and information gained from conference attendance to inform current guidance and best practice

F. Treloar's Environment and Facilities

1. All areas of the organisation will be accessible to people with disabilities, as far as is reasonably practicable.
2. Images displayed in the establishment will reflect positively on the social and cultural diversity of the organisation and will counteract stereotypes.
3. Offensive or stereotypical images will not be displayed in any area of Treloar's, although the Residential Manager may determine what is acceptable in the privacy of students' bedrooms.
4. A reflection room/quiet space will be provided for religious worship or observance, and will be made available and acceptable to students of all faiths.
5. The physical environment of Treloar's will be maintained so that a sense of inclusive well-being, confidence and security will be ensured for students, staff, volunteers and visitors. For example, lighting, paving and signs should not disadvantage students with visual disabilities or learning difficulties.
6. Catering services will reflect and recognise diverse dietary and cultural needs and preferences, and will be accessible to all users.
7. Treloar's environment and facilities will be audited and an action plan prepared, implemented and monitored to ensure compliance with the relevant legislation.

How will we monitor and measure this:

- Review of any complaints
- Student survey
- Staff survey
- EIAs
- Commissioned Audits of the environment

III. MONITORING AND REVIEW

A. Monitoring

1. Treloar's is committed to monitoring the implementation of its Equality and Diversity Policy.
2. Data on implementation will be presented to SMT/TLT and the Governing Body and will be made available to staff and students (on request).
3. To inform the setting of targets and the measurement of progress in achieving them, Treloar's will collect and analyse the following information about different protected characteristics:

Staff:

- a. Profile of employees
- b. Type of contract (permanent, fixed-term, full-time and part-time)
- c. Training/Staff Development & Talent Management
- d. Staff promotion
- e. Grievances, disciplinary and capability proceedings
- f. Satisfaction Surveys
- g. Leavers
- h. Lengths of Service
- i. Return to work after Maternity Leave

Students:

- a. Recruitment and admissions
- b. Induction, initial assessment and curriculum options
- c. Learning materials
- d. Student progress and achievement
- e. Access to work experience, enrichment and other services
- f. Student Voice outcomes

g. Complaints, safeguarding and bullying

B. Equality Impact Assessments

1. All relevant policies, procedures and practices will be assessed for their impact on different groups of people with protected characteristics as part of the approvals process by the policy owner.
2. The purpose of equality impact assessments is to ensure that Treloar's decisions and activities do not disadvantage protected groups, and to identify opportunities to promote equality. (See list of protected characteristics as stated in Aim on page 3).
3. Information from impact assessments will be presented to TLT/SMT and the Governing Body and will be made available to staff and students (as appropriate)
4. The equality impact assessment form, along with guidance, can be obtained from the Head of Quality or the EDI Co-ordinator
5. See EDI001/PR01 for more details on how to complete Equality Impact Assessments

IV. KEY CONCEPTS/DEFINITIONS

1. Protected characteristics:

Throughout the policy you will see reference to 'protected characteristics'. These are:

a. Age

Where this is referred to, it refers to a person belonging to a particular age (e.g., 32-year-olds) or range of ages (e.g., 18 - 30-year-olds).

b. Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

c. Gender reassignment

Proposing to undergo, undergoing or having undergone a process to reassign your sex. To be protected from gender reassignment discrimination, you do not need to have undergone any medical treatment or surgery to change from your birth sex to your preferred gender

d. Marriage and civil partnership

The Marriage (Same Sex Couples) Act 2013 (the Act) extends marriage to same sex couples in England and Wales. This means;

- The Act applies to England and Wales only; Scotland and Northern Ireland have their own legislation on marriage.
- The Act enables same sex couples to solemnize marriages in accordance with civil marriage laws. It allows for solemnization of the marriage of same sex couples to be carried out in register offices and on approved premises (such as hotels).
- Civil partnerships will still be recognised when same sex couples can marry.
- Civil partners will be able to convert their partnership into a marriage.

e. Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

f. Ethnicity/Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

g. Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g., Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

h. Sex

A female, male or intersex person.

i. Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes

2. Bullying

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- | | |
|----------------------|---|
| a. Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures) |
| b. Physical | pushing, kicking, hitting, punching or any use of violence |
| c. Racist | racial taunts, graffiti, gestures |
| d. Sexual | unwanted physical contact or sexually abusive comments |
| e. Homophobic | because of, or focussing on the issue of sexuality |
| f. Verbal | name-calling, sarcasm, spreading rumours, teasing |
| g. Cyber | All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities (ref: Kidscape). |

3. Dignity

Your inherent worthiness and self-respect.

4. Discrimination

The law describes discrimination as:

- using inappropriate, biased or prejudiced criteria.
- choosing on the basis of subjective or irrelevant judgements, which result in unfair treatment.

Discrimination is not necessarily deliberate. Sometimes it happens because of long-standing habits or behaviour which have not been questioned. Whatever our personal biases or prejudices, we need to be aware of the way in which they can affect others.

a. **Direct discrimination** occurs when you treat one person less favourably than you treat (or would treat) another because of a protected characteristic. So, a very basic example would be refusing to admit a student because of their race, for example, because they are Roma.

b. **Discrimination based on association:** Direct discrimination also occurs when you treat a person less favourably because of their association with another person who has

a protected characteristic. This might occur when you treat someone less favourably because their sibling, parent, carer or friend has a protected characteristic.

c. **Discrimination based on perception:** Direct discrimination also occurs when you treat a person less favourably because you mistakenly think that they have a protected characteristic.

d. **Discrimination because of pregnancy and maternity:** It is discrimination to treat a woman (including a female student of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

e. **Indirect discrimination** occurs when you apply a provision, criteria or practice in the same way for all people, but this has the effect of putting persons sharing a protected characteristic within the group at a particular disadvantage. It doesn't matter that you did not intend to disadvantage the person with a particular protected characteristic in this way. What does matter is whether your action does or would disadvantage such persons compared with people who do not share that characteristic.

Indirect discrimination can be justified if you can show that you acted reasonably, i.e., that it is 'a proportionate means of achieving a legitimate aim'. A *legitimate aim* might be any lawful decision you make in running your business or organisation, but if there is a discriminatory effect, the sole aim of reducing costs is likely to be unlawful. Being proportionate means being fair and reasonable, including showing that you've looked at 'less discriminatory' alternatives to any decision you make. One way to show this is by completing an Equality Impact Assessment.

5. Harassment

Unwanted conduct related to a relevant protected characteristic, 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. People can complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves.

a. **Third Party Harassment:** The Equality Act makes employers potentially liable for harassment of their employees by people (third parties) who are not employees of the organisation, such as customers or clients. Employers will only be liable when harassment has occurred on at least two previous occasions, they are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again.

b. **Victimisation:** when someone is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A person is not protected from victimisation if they have maliciously made or supported an untrue complaint.

6. Positive action:

In recruitment, equality law allows positive action before or at the application stage. At this stage, the steps could include encouraging particular groups to apply, or helping people with

particular protected characteristics to perform to the best of their ability (for example, by giving them training or support not available to other applicants).

An example of when an employer might decide to take positive action is if they find that the make-up of their workforce is different to the make-up of the local population, so they decide to encourage people who share particular under-represented protected characteristics to apply for vacancies.

This is not the same as 'positive discrimination' or 'affirmative action', which equality law does not allow.

7. Reasonable adjustments: These are changes an employer or someone providing a service has to make so that disabled people can do something, like getting into a shop to do their shopping or a bank sending information in the best way for them to use, like in large print or easy-to-read words.

8. Respect

To show consideration for another's feelings or interests, even when these may not be shared feelings. To treat others with due regard for their inherent dignity.

Policy/Procedure Communication and Implementation Action Plan

	ACTION	RESPONSIBILITY
1	Ensuring that Treloar's complies with legal requirements and meets all duties, including general and specific duties	Governors & Trustees
2	Making sure that the Equality and Diversity Policy and its procedures are followed	CEO
3	Giving a consistent and high-profile lead on equality and diversity issues	CEO
4	Promoting the Equality & Diversity Policy both inside and outside Treloar's.	CEO
5	Making sure the Equality & Diversity Policy is applied and its procedures are followed.	CEO
6	Regularly review Treloar's policies and procedures to ensure that selection, promotion, development and training, grievance and discipline processes are fair and based on justifiable criteria.	Head of HR
7	Continually monitor the workforce to measure the progress of equality of opportunity and the implementation of this policy.	Head of HR
8	Provide facilities and procedures to enable staff and volunteers to challenge situations in which they feel equality of opportunity has been denied.	Head of HR
9	Putting the policy and its strategies and procedures into practice.	Line Managers
10	Ensuring that the principles of equality and diversity are fully incorporated into Departmental Self-Assessment, Quality Improvement Plans, and any other document with a defining influence.	Line Managers & Head of Quality
11	Making sure all staff know their responsibilities with regard to equality and diversity, and receive support and training in carrying these out.	Line Managers
12	Following the relevant procedures and taking action against students and staff who unlawfully discriminate against others.	Line Managers
13	Dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping.	All Staff
14	Actively promoting equality of opportunity and good relations, and avoiding unlawful discrimination against others.	All Staff
15	Keeping up-to-date with the Equality & Diversity Policy, and taking up training and learning opportunities.	All Staff

Links to other related policies and procedures:

1. Easy Read and Easier Read versions of this policy
2. Anti-Bullying and Harassment Policies (Staff and Student versions)
3. Treloar's Safeguarding Policy and Procedure, including easy read version
4. Concerns and Complaints Procedure, including easy read and easier read versions
5. Treloar's Grievance Policy
6. Treloar's Whistle Blowing Policy
7. Recruitment policies and procedures
8. Absence Policy (Student and staff versions)

Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Date	Page/para No.	Brief description of the change(s)	Change made by
May 2025	Section 3 curriculum	More information added on how we will monitor how EDI is promoted within the curriculum	Jo Cox
May 2025	Section 7 Bullying and Harassment in the workplace	This section has been updated to provide more information on our zero tolerance policy	Sandra Faulkner
August 2025	Throughout	A number of changes have been made throughout the policy adding to the clarity of the information within the policy on the request of the Chair of Trustees, following the policy going to Quality and Performance Committee	Lorna Woodcroft/Jo Cox/ Sandra Faulkner
August 2026		Minor changes throughout the policy – no material change	Jo Cox/Lorna Woodcroft

Further sources of information:

Notes and guidance on the Equality Act 2010 can be found here:

- http://www.equalities.gov.uk/equality_act_2010.aspx (Equality Act)
- www.equalityhumanrights.com (Guidance for employees, employers, service providers, service users and education providers)

Additional notes for completing Equality Impact Assessments:

- Equality Impact Assessment Quick Start Guide from www.equalityhumanrights.com

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.