

Inclusion (EDI) Policy

Issue	Date	Sections Affected	Description of Change / Change Request Reference / Remarks	Amended by
11	01/05/24	N/A	Reviewed	CC
12	05/01/2026	All	Full procedure	CC

Policy Statement

We are committed to creating an inclusive, equitable and diverse learning and working environment where all individuals are treated with dignity and respect. We believe that everyone has the right to access learning and employment opportunities free from discrimination, bullying, harassment or disadvantage.

This policy sets out our commitment to inclusion, equality, equity and diversity and explains how we support learners, apprentices, staff and stakeholders, including those who may be disadvantaged or have additional learning needs (ALN).

Our approach aligns with:

- The Equality Act 2010
- Ofsted Education Inspection Framework (EIF)
- ESFA funding rules
- Safeguarding and Prevent duties

Inclusion is everyone's responsibility and is embedded across our curriculum design, teaching, assessment, learner support and quality assurance processes.

Definitions

Equality

Ensuring individuals are not treated less favourably because of protected characteristics.

Equity

Recognising that individuals have different starting points and providing fair and proportionate support so everyone can achieve positive outcomes.

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Diversity

Valuing and respecting individual differences, including visible and non-visible characteristics, experiences and perspectives.

Inclusion

Actively removing barriers to participation, learning and achievement so that all learners feel safe, valued, supported and able to succeed.

Protected Characteristics (Equality Act 2010)

We do not discriminate on the basis of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnicity, nationality and colour)
- Religion or belief
- Sex
- Sexual orientation

Zero Tolerance to Bullying and Harassment

We have a **zero-tolerance approach** to discrimination, harassment, bullying or victimisation in any form. There are no circumstances in which such behaviour will be accepted by Training Works.

This applies to all learners, apprentices, staff, employers and stakeholders and includes behaviour that occurs:

- In the workplace
- During training or assessment activities
- Online or through digital platforms (including cyberbullying or cyber harassment)

All concerns are taken seriously, investigated promptly and managed in line with safeguarding, complaints and disciplinary procedures. Learners and staff are

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encouraged to report concerns without fear of reprisal, and confidentiality is respected at all times.

Types of Discrimination and Bullying

We have zero tolerance for discrimination, bullying or harassment, including but not limited to:

Discrimination

- **Direct discrimination** – treating someone less favourably because of a protected characteristic
- **Indirect discrimination** – policies or practices that disadvantage certain groups
- **Discrimination arising from disability** – unfair treatment linked to a disability
- **Failure to make reasonable adjustments**

Harassment

Unwanted conduct that violates dignity or creates an intimidating, hostile, degrading or offensive environment.

Victimisation

Treating someone unfairly because they have made or supported a complaint.

Bullying

Persistent, offensive, intimidating or abusive behaviour, including:

- Verbal abuse
- Cyberbullying
- Exclusion or isolation
- Humiliation or intimidation

Disadvantaged and Inclusion Learners (Ofsted Definition)

In line with Ofsted expectations, we recognise that learners may be disadvantaged due to a range of factors, including but not limited to:

- Learners and apprentices who face challenges that hinder their educational progress

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- Learners and apprentices who have been eligible for free school meals in the past 6 years and those from low-income families
- Learners and apprentices with SEND and learners who receive high needs funding; this includes learners and apprentices who receive additional support with their learning and those with an education, health and care (EHC) plan
- Learners and apprentices who are known (or previously known) to social care, such as those who are under the age of 18 and in care, and care leavers
- Learners and apprentices who are known (or previously known) to youth-justice services
- Learners and apprentices who face other barriers to their learning and/or well-being
- Those who were previously not in employment, education or training (NEET)
- Those without level 2 English and/or mathematics

We take proactive steps to identify, support and monitor disadvantaged learners to ensure gaps in participation, progress and achievement are reduced.

Reasonable Adjustments

We will make reasonable adjustments to remove barriers, which may include:

- Adapted learning materials
- Flexible delivery or assessment methods
- Additional time for tasks or assessments
- Assistive technology
- Workplace adjustments (in partnership with employers)

Adjustments are agreed through learner discussion and reviewed regularly.

Support Connect for ALN Learners

We use Support Connect as an experienced external agency to ensure learners with Additional Learning Needs receive coordinated, timely and appropriate support.

Support Connect includes:

- Referral to internal or external support services where appropriate
- Individual support plans outlining needs, strategies and review points
- Regular communication between learner, trainer/assessor, employer and support staff

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- Monitoring impact on progress, attendance, wellbeing and achievement

Learners are actively involved in decisions about their support and encouraged to disclose needs in a safe and confidential environment.

Training, Awareness and Continuous Improvement

We ensure our commitment to equality, equity, diversity and inclusion is active and embedded through:

- Equality, Diversity and Inclusion training for all staff at induction
- Annual refresher training and CPD activity, recorded on the staff training register
- Observation of Teaching and Learning (OTL), which includes EDI criteria and identifies further development needs
- Annual staff appraisal, which reviews understanding, implementation and compliance with this policy
- Ongoing dialogue with learners and employers through reviews, meetings and quality activities

Roles and Responsibilities

Senior Management Team

- Promote an inclusive culture
- Ensure compliance with legislation
- Monitor equality and inclusion data

Quality Team

- Monitor learner outcomes and gaps in performance
- Ensure curriculum and assessment are inclusive
- Review effectiveness of support strategies

Trainers / Assessors

- Identify and respond to individual learner needs
- Embed equality, diversity and inclusion into teaching and assessment
- Challenge discrimination or inappropriate behaviour

Learners and Apprentices

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- Treat others with respect
- Report concerns or incidents
- Engage positively with support offered