



TRAINING FOR
ELECTRICIANS LTD



EQUALITY, DIVERSITY & INCLUSION (EDI) POLICY

providing an inclusive, safe, and equitable learning and working environment

2025



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1. Policy Statement

Training for Electricians Ltd is fully committed to ensuring that equality, diversity, inclusion, and fairness are embedded across every aspect of our provision.

We uphold the principles of the **Equality Act 2010**, the **SEND Code of Practice**, the **Education Inspection Framework (Ofsted EIF)**, and all statutory duties relating to safeguarding, Prevent, and British Values.

We believe that all learners and staff have the right to:

- learn and work in an environment that is safe, respectful, and free from discrimination
- equal access to learning, support, assessment, and progression
- be treated with dignity, fairness, and professionalism
- feel valued regardless of background, identity, or personal characteristics

We aim to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations between all persons connected with our centre.

2. Purpose of the Policy

The purpose of this policy is to set out Training for Electricians Ltd's approach to promoting equality, diversity and inclusion, and to provide clear expectations for staff and learners.

The policy aims to:

- Protect individuals from discrimination, harassment, bullying or victimisation.
- Create an inclusive culture where differences are welcomed and valued.
- Ensure that all learners have fair access to education, support, assessment and progression.
- Embed EDI across curriculum design, staff development and leadership practice.
- Ensure compliance with legal and regulatory responsibilities.
- Support Ofsted's requirements for personal development, behaviour, leadership and safeguarding.

3. Legal and Regulatory Framework

This policy is guided by the following legislation and standards:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- SEND Code of Practice 2015
- Human Rights Act 1998
- Prevent Duty (Counter Terrorism & Security Act 2015)
- British Values guidance
- Keeping Children Safe in Education (KCSIE)
- Ofsted Education Inspection Framework (EIF)

Training for Electricians Ltd will monitor developments in legislation and update this policy accordingly.

4. Scope of the Policy

This policy applies to:

- All learners and apprentices
- All employees, contractors, and volunteers
- All prospective learners and job applicants
- All visitors and external partners
- All activities on site, online, and during placements or enrichment activities

It covers all protected characteristics and any other personal or social factors that may present a barrier to participation.

5. Responsibilities

Senior Leadership Team

- Provide strategic leadership and ensure legal compliance.
- Promote a centre-wide culture of inclusion and respect.
- Allocate resources to support EDI initiatives and staff development.
- Monitor performance and outcomes of different learner groups.
- Ensure accessibility of facilities, materials, and learning opportunities

IQA / Quality Lead

- Monitor assessment processes to ensure fairness.
- Review achievement, retention, and progression data for all groups.
- Identify disparities and recommend interventions.
- Ensure teaching and assessment practices follow inclusive principles.

All Staff

- Model appropriate, respectful behaviour.
- Challenge discriminatory language and actions immediately.
- Promote inclusion through teaching, communication, and conduct.
- Attend EDI and Prevent training and apply what they learn.
- Report concerns relating to discrimination or inequality.

Learners

- Treat peers and staff with respect.
- Avoid discriminatory behaviour or inappropriate language.
- Report incidents or concerns to staff.
- Engage with EDI-related learning and expectations.

6. EDI Commitments and Actions

6.1 Systematic EDI Training for Staff

Training for Electricians Ltd ensures that staff have the knowledge and confidence to embed EDI throughout their work.

Staff training includes:

- Equality Act and legal requirements
- Understanding protected characteristics
- Cultural and religious awareness
- Inclusion in teaching, assessment and learner support
- SEND awareness and reasonable adjustments
- Challenging discrimination and prejudice
- Prevent Duty and British Values
- Safeguarding links to equality and vulnerability

Records of all staff training will be maintained and reviewed annually.

6.2 Enhanced Induction for Learners

Learner induction includes clear messaging about:

- Respect, dignity and inclusive behaviour
- Zero tolerance to bullying, harassment or discrimination
- British Values (rule of law, democracy, tolerance, individual liberty)
- What to do if they feel excluded or unfairly treated
- SEND support and reasonable adjustments
- Reporting concerns safely and confidentially
- Centre expectations for behaviour and language

This information is reinforced throughout the program.

6.3 Data Monitoring and Performance Analysis

The centre collects and analyses data on learner groups including gender, ethnicity, disability, disadvantage status, age, and prior attainment.

We analyse trends in:

- Achievement
- Progress and progression
- Attendance and punctuality
- Behaviour and conduct
- Retention and withdrawal
- Learner feedback and satisfaction

This enables us to identify inequalities, achievement gaps or potential barriers and respond with targeted support and interventions. Findings are documented in the Quality Improvement Plan (QIP).

6.4 Visibility of Equality Messaging Around the Centre

Training for Electricians Ltd promotes a visible culture of inclusion by ensuring that equality messages are present throughout the learning environment.

This includes:

- Posters promoting respect, inclusion, anti-bullying, and British Values
- SEND and pastoral support information
- Encouragement to report concerns
- Positive messaging celebrating diversity in the skilled trades
- Regular themed weeks or awareness campaigns

These displays help reinforce expectations for behaviour and respect.

6.5 SEND and Accessibility Support

The centre is committed to early identification and ongoing support for learners with SEND or additional needs.

We ensure that:

- Needs are assessed promptly at induction.
- Reasonable adjustments are arranged without delay.
- Staff are trained to deliver inclusive teaching and assessment.
- Learners are supported with personalised strategies and resources.
- Accessibility audits are carried out annually.
- Learners with SEND are monitored to ensure progression and wellbeing.

Where necessary, external agencies or specialists may be involved.

6.6 Inclusive Curriculum Practices

Tutors are required to plan and deliver training in a way that removes barriers to participation.

This includes:

- Avoiding stereotypes in examples and materials
- Providing varied learning methods to meet different needs
- Ensuring assessments are fair, accessible and unbiased
- Encouraging respectful discussion and collaboration
- Ensuring materials reflect a diverse society

Curriculum reviews will include an EDI focus.

6.7 EDI in Staff Recruitment and Progression

Training for Electricians Ltd promotes fairness and equality in all aspects of recruitment and progression.

Our recruitment processes ensure that:

- Job adverts are inclusive and non-discriminatory
- Applicants are selected on merit and suitability
- Interview panels undertake EDI and safer-recruitment training
- Interviews are fair, consistent and transparent
- Staff development and progression opportunities are accessible to everyone

7. Reporting Discrimination or Concerns

Learners and staff are encouraged to report any concern about discrimination, harassment or unequal treatment.

Reports can be made in person or via email:

 Enquiries@tfeukltd.co.uk

Reports will be handled confidentially, investigated promptly, and resolved fairly.

Where necessary, concerns may be escalated under safeguarding or disciplinary policies.

8. Monitoring and Review

This policy will be reviewed annually or earlier if required by legislative changes, staff feedback, learner feedback, or Ofsted recommendations.

Monitoring will take place through:

- Quality assurance reviews
- Achievement and performance data

- Complaints or incident logs
- Staff and learner surveys
- External audit feedback

Outcomes will feed directly into the centre's Quality Improvement Plan.

Revision Tracking Record

Version	Date	Author/Editor	Summary of Changes	Approved By
1.0	16/11/2025	H. Strickland	Initial policy issue	Director