

Equity, Diversity, & Inclusion (“EDI”) Policy

Purpose and Scope

This policy is an explanation of the Equity, Diversity, & Inclusion (“EDI”) Statement and how CT Skills aims to achieve the objectives set out in the Statement:

CT Skills is committed to promoting EDI and eliminating discrimination in all those areas over which it has influence.

CT Skills uses the term ‘Equity’ to reflect our commitment to removing structural, social and practical barriers that may prevent individuals from fully participating or achieving their potential. While **equality** focuses on giving everyone the same opportunities, **equity** recognises that people may require different types of support to achieve fair outcomes. This is alongside, and fully aligned with, our legal obligations under the Equality Act 2010

Ofsted’s revised Inspection Framework places a sharper focus on **inclusion** as a core evaluation area across further education and skills. Inspectors will evaluate how effectively providers support learners who are disadvantaged, those with SEND, those known (or previously known) to children’s social care, and those who face other barriers (eg, without level 2 maths and English). This policy has been updated to reflect those expectations.

This Policy applies to all CT Skills employees (full-time, permanent, temporary, and agency), workers, contractors, volunteers, applicants, learners and visitors, across all locations and remote/hybrid settings.

Our Aims

Our aim is that our workforce and learners to be representative of all sections of society and to feel respected and able to give their best. To that end, the purpose of this policy is to promote equity in our employment and for those accessing our services and not to discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. We oppose all forms of unlawful and unfair discrimination including harassment, victimisation and all other conduct prohibited by the Equality Act.

All employees will be treated fairly and with respect. Selection for employment, promotion, training, and any other benefit will be based on aptitude and ability. All employees will be helped and encouraged to develop their full potential, and the talents and resources of the workforce will be fully utilised to maximise efficiency of the organisation.

CT Skills is committed to widening access to its services and facilities to members of under-represented groups. This commitment is accompanied by the recognition that EDI must encompass programme, teaching and learning issues.

To maintain the aims of this policy CT Skills will:

- Create an environment in which individual differences and the contributions are recognised and valued.
- Ensure our policy, statement and codes of practice are widely communicated internally and to subcontractors and stakeholders.
- Maintain support systems for employees and learners who may be the subject of discrimination.
- Advance equitable opportunity, diversity, and inclusion by fostering good relations between people who share a protected characteristic and those who do not.
- Provide training to ensure that EDI principles underpin all aspects of CT Skills’ work and inform the teaching and learning.
- Monitor recruitment, selection, retention, and appraisal processes and ensure equitable access to programmes for all eligible members of the community.
- Ensure structures, services, physical and digital environments reflect the needs of employees, learners and visitors.
- Ensure equitable and equal access to programmes for all members of the community able and eligible to benefit, by monitoring and reviewing referrals, starts, provision delivery, marketing materials etc.
- Not tolerate intimidation, bullying or harassment and regularly review and monitor policies and practices.
- Actively encourage and support everyone to reach their full potential and require adherence to this policy as a condition of service or admission.
- Ensure contractors and partners commit to our EDI standards and build links with organisations and community groups with a commitment to EDI.

- Make every effort to ensure that all contractors, organisations, or individuals who work with CT Skills are aware of and commit to the Policy.
- Identify and invest in appropriate resources; ensure delivery is fully supported by the senior leaders; and embed EDI action points within the Quality Improvement Plan with clear, measurable targets.
- Demonstrate meaningful curriculum, teaching and assessment adaptations so that all learners can access and succeed, and evaluate the impact of these adaptations over time.
- Use inclusion focused quality assurance to test how support works in practice, not just on paper.
- Identify early and accurately those learners who are disadvantaged, have SEND, those known (or previously known) to children's social care, and those who face other barriers (eg, without level 2 maths and English) and ensure appropriate and timely support.
- Maintain an Inclusion Dashboard that tracks participation, progress, retention, achievement and destinations for key learner groups and use this to remove barriers and inform improvement planning.

Responsibilities

The cooperation of all employees is essential to the success of this Policy. Ultimate responsibility for achieving the policy's objectives, and for ensuring compliance with the relevant statutory provisions as well as the various codes of practice, lies with the company.

CT Skills' management are committed to the Policy and overall responsibility lies with the senior leaders. A SEND Lead will coordinate identification, support and review for learners with SEND and those facing barriers, ensuring that inclusion is embedded in curriculum and teaching resources. The Policy is underpinned by the EDI action points embedded within the Quality Improvement Plan which will focus attention on the key tasks to be met, monitor and review.

Statutory Obligations

The Equality Act 2010 combined various previous legislative measures. It identified a list of protected characteristics to enable all those employed or associated with CT Skills to be protected against discrimination in a variety of forms, both direct and indirect.

The characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

The Equality Act 2010 aimed to cover the following acts:

- The Sex Discrimination Act 1975 and the Race Relations Act 1976.
- The Race Relations (Amendment) Act 2000.
- The Disability Discrimination Act 1995 (DDA).
- The Human Rights Act 1998.
- The Employment Equality (Age) Regulations 2006.
- Equality Act 2010

Inclusion is a specific evaluation area of the revised Ofsted framework, and we will maintain evidence of our inclusion approach and impact.

In addition, CT Skills is mindful of Public Sector Equality Duty as a direct contract holder of significant delivery of Government funded provision.

Employee Recruitment

CT Skills welcomes diversity amongst its staff and seeks to ensure that all candidates for employment are treated fairly, and that selection is based solely on the individual merits of candidates and on selection criteria relevant to the post and in line with our Safer Recruitment Policy.

Selection criteria for all posts will be clearly defined and reflected in job description and person specification sent to candidates.

Job advertisements will be widely publicised to encourage applications from a broad range of suitable candidates from all backgrounds and will state our commitment to equitable opportunity. Alternative formats are available on request.

All those handling applications and conducting interviews will be aware of the principles of the Equality Act 2010.

CT Skills has a statutory obligation to make reasonable adjustments to the workplace and to working arrangements and ensure recruitment processes are accessible. Interview questions will relate to selection criteria only. Candidate data and decisions will be retained in line with UK GDPR and the Data Protection Act 2018.

CT Skills will monitor the diversity of its workforce and candidates by age, disability status, ethnicity, and sex. We will use this data to help us identify any under representation in the workforce and recruitment process by any equality group. Where such under-representation is identified, positive action initiatives will be developed. CT Skills will investigate the practicalities of monitoring progression within employment, including access to training and development and promotion.

Recruitment procedures and practices will be reviewed yearly by the senior leaders to ensure that this code is being adhered to.

Staff Training and Development

To meet the current and future needs of the business, CT Skills will ensure the provision of opportunities for employees to gain the necessary skills and knowledge required for the safe and effective performance of their roles.

Training and Development requirements will be decided solely in relation to the needs of the business, the needs of the operational teams, the needs of individual employees to satisfy agreed objectives, cost, and time constraints.

All delivery staff will complete training on Inclusion and SEND with refreshers where needed.

All reasonable steps will be taken to ensure that training materials used by internal and external facilitators are consistent with the EDI Policy, relevant legislation and promote EDI of opportunity.

Selection for promotion will follow the same principles as for recruitment.

Equal access to and participation in Education

CT Skills is committed to a policy to achieve equitable opportunity for all stakeholders in terms of entry to provision and the delivery of learning. We will not tolerate behaviour that discriminates against individuals based on protected characteristics.

Positive steps will be taken to maximise equitable and equal access to provision and redress any inequalities identified through monitoring.

Curriculum and learning materials will take account of learner needs and adaptations made. Leaders will evaluate the impact of adaptations over time.

Learning Environment

CT Skills endeavour to create a learning environment that ensure all learners feel comfortable and able to learn, making reasonable adjustments where required. Facilities used for delivery will be Equality Act 2010 compliant and adapted where necessary.

Any facilities CT Skills uses to deliver will be Equality Act 2010 compliant; we will endeavour to accommodate any additional needs - these just need to be communicated at the earliest convenience. Wherever practical, our facilities are designed to provide accessibility to our full learning delivery for all individuals whatever their needs or disabilities and where necessary we will look to adapt specific delivery programmes to enable this.

We will ensure that key digital platforms, learning resources and communications meet accessibility standards and that assistive technologies are supported.

Handling and Monitoring of Complaints

CT Skills will quickly respond to complaints arising from non-compliance with the EDI Policy.

Complaints can be raised face to face with a manager / tutor, in writing to the Customer Services team (hrenquiries@ctskills.co.uk) or by post to CT Skills, The Quadrant, Nuart Road, Beeston, Nottingham NG9 2NH. A separate

Whistleblowing policy is in place and available on our website. Reporting of any significant concerns can be emailed to whistleblowing@ctskills.co.uk

Monthly reviews of complaints are conducted and any relating to non-compliance with EDI protocols are raised immediately with the relevant senior leader.

Monitoring, Review and Communication

CT Skills will maintain a statistical record in terms of gender, ethnicity, disability, and age from application stage through recruitment and career progression of staff, and referral progression and achievement of learners, stored in compliance with UK GDPR and the Data protection Act 2018.

We will maintain an inclusion dashboard by key learner group (SEND, disadvantaged etc) and report annually to the Board on statistics targets and progress. This will inform improvement planning and set objectives for the next year.

The Policy will be posted on the website, communicated to all staff and form part of the induction for new employees and learners.

Teaching, Learning and Assessment (including Advice and Guidance)

All delivery staff understand the importance of the EDI Policy and deliver their teaching, resources and assessment in an inclusive, non-discriminatory manner. Learners' understanding of diversity is evaluated through induction, reviews and WISH resources.

Resource audits take place regularly which review learning content. Teaching and CEIAG observations highlight specific good practices of EDI.

Marketing, Publicity and External Liaison

We will analyse learner engagement to ensure fair representation of local communities and take positive action where groups are under-represented. This could be through engaging community groups, running specific events and building links with local schools and services. Publicity materials will reflect stakeholder diversity, be free from bias and be available in accessible formats.

The EDI Policy can be found on the website and CLOUD with the addition of the EDI Calendar available to all staff and learners through WISH.

Review and Consultation

Feedback forums such as surveys and focus groups are used to assess stakeholder feedback on EDI and consult on improvements. This policy will be reviewed annually considering the needs of stakeholders.

Breaches of Policy

Any breach to this policy by any stakeholder will be taken seriously and may result in termination of employment, partnership, or learning. Documents will be made available in alternative formats on request.

Authorised:

Alex Ford (Chief Executive Officer).

Date: 31st January 2026