

Diversity, Equity, Inclusion and Belonging at EPNE.

Education
Partnership
North East

The purpose.

Our Pledge.

The purpose of this statement is to say what we mean by equity, diversity, inclusion and belonging, to promote best practice and to guide our compliance with the Equality Act 2010, other legislation and guidance such as the SEND Code of Practice. Our path forward aims to be broad and intentional, with Diversity, Equity, Inclusion and Belonging included as a core value and priority of the College.

To provide an environment where all individuals have the opportunity to achieve their full potential with a feeling of self-esteem. It will eliminate unfair discrimination through a zero-tolerance approach, regular target setting and through monitoring the development of positive action programmes.

We take a person-centred approach, providing people with the tools to achieve, to enable:

- Fair access
- Fair opportunities to participate and shape how we work
- Fair outcomes

Diversity

➤ **Psychological, physical, and social differences** that occur among any and **all individuals** these include but are not limited to: **age disability (mental or physical ability), gender reassignment, marriage or civil partnership, pregnancy and maternity, race religion or belief, sex sexual orientation, or socioeconomic status.**



Equity

➤ **Recognising individual needs and backgrounds;** making sure that all have an **opportunity** to succeed by allocating the right **resources** to reach an **equal** outcome.



Inclusion

➤ The act of creating environments in which any individual or group can be and **feel welcomed, respected, supported, and valued** to fully participate and be their **full authentic selves.**



Belonging

➤ The sense of **acceptance** as a part or member of a group; an important **human need** that cultivates **value** and **positive outcomes.**



Value Statements:

Respect is at the heart of a truly inclusive environment. We do this by being curious and openly discussing the experience of, and issues facing, those with protected characteristics. We show respect in the way we celebrate and support our differences through our communications, policies and systems. We create an environment that supports in the understanding of how best to communicate with one another.

Innovation is best achieved in a diverse and inclusive environment. We want to be forward thinking in our approach to diversity and inclusion by challenging traditional thinking. We do this by welcoming those with diverse thinking and experiences to confidently discuss issues and help influence design solutions.

Our commitment to diversity and inclusion is a critical to successfully achieving our strategic vision. We approach DEIB as a shared responsibility with individual accountability. We are open about, and take ownership for, those areas needing to be improved.

Our organisational goal of excellence at the heart of everything we do extends to our commitment to diversity and inclusion. We want to be sector leaders in creating a culture that ensures all our students and staff are learning and working in environments that support them to be their authentic self and to succeed. We do this by embedding diversity and inclusion into our values, our core business systems and our curriculum development and delivery.



We value Diversity.

- › We embrace, value and recognise our differences and similarities, as diverse teams make better decisions that enrich our learning and working.
- › We listen to different points of view, encourage participation of under-represented groups and foster opportunities for broader conversations and experiences.
- › We embrace challenges as opportunities for growth and change as we advance our DEIB work.



We are Equitable.

- › We endeavor to provide fair treatment, access, and opportunity for all to improve the life chances of the members of our community.
- › We work to reduce any equality gaps whether its student achievement or staff progression and pay.
- › We reduce inequality to make sure those with the least resources have an equal chance of success.



We are Inclusive.

- › We treat each other with respect, without prejudice, discrimination, bullying or harassment.
- › We have created a culture that challenges negative stereotypes by supporting each other to understand how to best to communicate with one another.
- › We respect diverse points of view and celebrate difference through an inclusive curriculum and student progress and development programme which upholds the principles of equality and diversity, respect, tolerance and British Values as well as the Social, Moral, Spiritual and Cultural (SMSO) aspects of learning.



We cultivate Belonging.

- › We have created a culture where individuals are happy to be here because they feel they belong and are able to be their unique selves without fear of judgement.
- › We take seriously complaints of bullying, harassment, victimisation and unlawful discrimination.
- › We are building community, encouraging collaboration and innovation, and providing educational experiences at the highest level of excellence.



Respectful.



Innovation.



Authentic.



Ambitious.



Diversity, Equity, Inclusion and Belonging through the lens of..

Diversity, equity, inclusion and belonging are central to supporting the achievement of our vision of "Excellence at the heart of everything we do". We understand that people are core to achieving this goal and that **DEIB** has a place in every area of the college. These statements explain how **diversity, equity, inclusion and belonging (including environmental disadvantage)** fits into everything we do.

Equality and diversity add depth, breadth and creativity to learning and teaching, and prepare students better for the world of work. They also strengthen an understanding of British Values of democracy and the rule of law, individual liberty and mutual respect, and tolerance of the beliefs and faiths of others, which will develop an inclusive environment and a sense of belonging.

Leadership.

Our leaders, including Governors and student leaders, understand the importance of DEIB and lead by example to influence better outcomes, making a difference in all our lives

- Set a positive example. We have a named member of the Executive Leadership Team and a named member within each College's Leadership Team who are identified as champions for diversity, equity inclusion and belonging. They are responsible for action planning, monitoring and evaluation.
- Recognise the influence the College and our leadership have externally and use this influence to promote diversity, equity, inclusion and belonging, ensuring staff, students, partners and the communities in which we serve are aware of and understand our DEIB values and work.
- Assess the impact of how well our plans and decisions promote diversity and equity. We use Impact Assessments to guide and check all policy and project decisions.
- Consult with interested parties so our decision-making is inclusive and reflects diversity.

Curriculum.

Our curriculum embeds DEIB into our courses to enhance skills and knowledge and reinforce an understanding of British Values.

- Draw on the lives of our students, their families and friends, and their local community.
- Create a culture where students feel they belong, and they engage in high quality activities which celebrate our hidden heroes.
- Prepare students for the world of work where diversity, mutual respect, and team-working are expected.
- Design courses to focus on the future need of our communities considering the wider social, global, historical and environmental context.
- Teach about the conservation of resources for future generations, the effect of our consumption on people around the world and explore how to deal with the impact of climate change.
- Explore, value and celebrate what we have in common and our differences, which enables our students to learn in an environment which is fair and just.

Business Support.

Our Business Support service provision is informed by DEIB values to ensure the success of our students, staff and college.

- Review frameworks and actions plans to allow us to demonstrate that barriers to access or gaps in service have been removed or reduced.
- Optimise our management information and data analysing it to inform policies, practices and procedures to identify and address key equality gaps.
- Actively work to be sector and community leading in sustainable practices that reduce the college's carbon footprint, protect the environment and alleviate socioeconomic disadvantage.