

(NOTE: Throughout this document, THE TEACHER TRAINER LTD is referred to as TTT)

TTT POLICY DOCUMENT

Equality, Diversity and Inclusion Policy

Ensuring fairness, dignity and respect for every learner, staff member and associate.

Document Control

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Policy Owner	Phenil Mehta, Centre Manager
EDI Lead	Phenil Mehta, Centre Manager
Approved By	Phenil Mehta, Centre Manager
Classification	Public
Applies To	All learners, staff, assessors, IQAs, associates and third parties

Equality, Diversity and Inclusion Policy

1. Purpose

This policy sets out TTT's commitment to equality, diversity and inclusion. It defines how TTT ensures every learner, staff member and associate is treated with fairness, dignity and respect, regardless of background, identity or circumstance. It also sets out how TTT discharges its legal duties under the Equality Act 2010 and associated legislation.

2. Scope

This policy applies to:

- All learners enrolled on TTT qualifications or short courses
- All TTT staff, including Course Tutors, Course Assessors, IQAs and administrative staff
- Associates, freelance assessors and third parties involved in TTT provision
- All contexts of engagement, including recruitment, selection, enrolment, teaching, learning, assessment, feedback, learner support, complaints and communications
- All delivery modes, including online virtual classrooms, written communications and any face-to-face delivery

3. Definitions

The following terms carry the meanings given throughout this policy.

Equality	Ensuring every individual has equal opportunity to make the most of their life and talents and is not treated less favourably because of a protected characteristic.
Diversity	Recognising, respecting and valuing differences between people, including those arising from protected characteristics, background, experience and perspective.
Inclusion	Actively creating environments where every individual feels welcomed, respected and able to contribute fully.
Protected Characteristic	One of the nine characteristics defined under the Equality Act 2010 and listed in Section 5 of this policy.
Direct Discrimination	Treating a person less favourably because of a protected characteristic.
Indirect Discrimination	Applying a provision, criterion or practice that puts people sharing a protected characteristic at a disadvantage, where this cannot be justified as a proportionate means of a legitimate aim.
Discrimination Arising from Disability	Treating a disabled person unfavourably because of something arising in consequence of their disability (Equality Act 2010 s.15).

Discrimination by Association	Treating someone less favourably because of their association with a person who has a protected characteristic.
Discrimination by Perception	Treating someone less favourably because it is perceived that they have a protected characteristic, whether or not they do.
Harassment	Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
Victimisation	Subjecting a person to a detriment because they have made or supported a complaint under the Equality Act 2010 or because it is believed they will.
Reasonable Adjustments	Changes TTT makes to remove or reduce a substantial disadvantage experienced by a disabled person (Equality Act 2010 s.20).
Positive Action	Lawful measures TTT may take to enable or encourage people with a protected characteristic to overcome or minimise a disadvantage, meet different needs or increase participation (Equality Act 2010 s.158).

4. Policy Statement

TTT is committed to the following principles and commitments.

1. TTT has zero tolerance of discrimination, harassment, victimisation, bullying or any form of unequal treatment based on a protected characteristic.
2. TTT complies in full with the Equality Act 2010 and all related legislation, codes of practice and guidance issued by the Equality and Human Rights Commission.
3. Every learner has fair and equal access to TTT qualifications, assessments and support, subject to published entry requirements.
4. TTT recognises and values the diversity of its learners, staff and associates as a strength that enriches the learning environment.
5. TTT designs its curriculum, teaching and assessment to be inclusive, accessible and culturally respectful.
6. Reasonable adjustments are proactively identified and implemented for disabled learners in line with the Accessibility and Reasonable Adjustments Policy.
7. All staff, associates and learners receive clear information about their rights and responsibilities under this policy during induction, with refresher training provided annually.
8. TTT provides transparent, accessible routes for raising concerns about equality, diversity or inclusion and investigates every concern promptly and fairly.
9. Breaches of this policy by staff, associates or learners are investigated and may result in disciplinary action, termination of contract or removal from the programme.
10. TTT monitors the application of this policy through data collection, stakeholder feedback and annual review.

5. Protected Characteristics

The Equality Act 2010 defines nine protected characteristics. TTT protects every individual from discrimination, harassment and victimisation in relation to any of these characteristics.

Characteristic	Meaning under the Equality Act 2010
Age	A person belonging to a particular age group, including younger and older people.
Disability	A physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
Gender reassignment	A person who is proposing to undergo, is undergoing or has undergone a process to reassign their gender.
Marriage and civil partnership	A person who is married or in a civil partnership.
Pregnancy and maternity	Pregnancy and the period of maternity leave following childbirth.
Race	A group of people defined by their colour, nationality (including citizenship) or ethnic or national origins.
Religion or belief	Any religion and any philosophical belief or a lack of religion or belief.
Sex	A man or a woman.
Sexual orientation	A person's sexual orientation towards persons of the same sex, opposite sex or either sex.

6. Forms of Unlawful Conduct

TTT will not tolerate any of the following forms of conduct.

Form	Explanation and Example
Direct discrimination	Treating a person less favourably because of a protected characteristic. Example: refusing a learner enrolment because of their age.
Indirect discrimination	A seemingly neutral practice that disadvantages people sharing a protected characteristic. Example: scheduling an unavoidable live session on a significant religious observance day without alternative arrangements.
Discrimination arising from disability	Unfavourable treatment because of something linked to a person's disability. Example: penalising a learner for lateness caused by a disability-related medical appointment, without considering an adjustment.

Form	Explanation and Example
Discrimination by association	Treating someone less favourably because they are associated with a person who has a protected characteristic. Example: treating a learner differently because of their carer role for a disabled family member.
Discrimination by perception	Treating someone less favourably based on a perceived protected characteristic. Example: assumptions about a person's religion based on their name or appearance.
Harassment	Unwanted conduct related to a protected characteristic that violates dignity or creates a hostile environment. Example: offensive jokes, slurs or gestures in a class based session or an online classroom or forum.
Third-party harassment	Harassment of a staff member by a learner, client or other third party. TTT will take reasonable steps to prevent and address such conduct.
Victimisation	Negative treatment of a person because they have raised or supported another person in raising a concern under the Equality Act 2010.
Bullying	Repeated, unreasonable behaviour that undermines, humiliates, threatens or isolates an individual. Covered by this policy and the Anti-Bullying and Harassment Policy.

7. Roles and Responsibilities

The table below sets out EDI responsibilities across TTT.

Role	Responsibility
Centre Manager (Phenil Mehta)	Overall accountability for EDI; ensures resources and training are in place; reviews this policy annually; investigates escalated complaints.
EDI Lead	Leads on policy implementation; monitors equality data; coordinates training; liaises with Awarding Organisations on EDI matters.
Course Coordinator	Applies the policy in day-to-day learner communications; ensures inclusive language; identifies and escalates concerns.
Course Tutor	Designs and delivers inclusive teaching; promotes respectful debate; challenges discriminatory behaviour or language; makes reasonable adjustments in learning.
Course Assessor	Ensures assessment decisions are free from bias; applies reasonable adjustments in assessment; reports concerns.
IQA	Monitors inclusive assessment practice through the sampling strategy; flags EDI concerns.
All Staff and Associates	Complete annual EDI training; model inclusive behaviour; report discriminatory conduct; maintain confidentiality of complaints.

Role	Responsibility
Learner	Treat others with respect; comply with the Learner Code of Conduct; raise concerns through the Complaints Policy; cooperate with investigations.

8. Commitments in Practice

The following sub-sections describe how this policy is operationalised across TTT's activities.

8.1 Recruitment and selection

TTT recruits staff and associates on the basis of aptitude, ability and suitability for the role. Selection decisions are documented and free from discrimination. Job descriptions use inclusive language. Interview panels avoid questions about protected characteristics unless directly relevant to a genuine occupational requirement.

8.2 Access and admissions

TTT qualifications are open to all learners who meet published entry requirements. Where a learner's protected characteristic may interact with a qualification requirement (for example, a licence-to-practise competence), TTT provides clear pre-enrolment information and explores reasonable adjustments wherever possible.

8.3 Teaching and learning

Course Tutors design learning activities that reflect diverse perspectives, use inclusive language and provide multiple means of engagement and representation. Discriminatory views expressed during live sessions are challenged professionally and reported to the Centre Manager where serious.

8.4 Assessment and feedback

Assessment decisions are based solely on the evidence presented against the Assessment Criteria. Assessors use plain, respectful language in feedback. Where a learner may be disadvantaged by the standard assessment approach, reasonable adjustments are identified in advance through the Accessibility and Reasonable Adjustments Policy.

8.5 Reasonable adjustments

TTT has a proactive duty under the Equality Act 2010 to make reasonable adjustments for disabled learners. This includes anticipating and removing barriers before they affect learners. Adjustments are documented, reviewed with the learner and shared with the Awarding Organisation where required. Full detail sits in the Accessibility and Reasonable Adjustments Policy and the Reasonable Adjustments and Special Considerations Policy.

8.6 Accessibility of digital platforms and materials

TTT's website, Learning Management System and learning materials are designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA as a minimum. This includes text alternatives for images, captions for video content where possible, keyboard navigation, sufficient colour contrast and clear document structure. Accessibility is reviewed at each platform update and during annual policy review.

8.7 Communications and language

All TTT communications use clear, respectful and inclusive language. Names, pronouns and titles used by learners and staff are respected. Imagery in marketing, course materials and the website reflects the diversity of TTT's learner base.

8.8 Public sector clients

Where TTT delivers to learners from public sector bodies, TTT supports those bodies' compliance with the Public Sector Equality Duty under section 149 of the Equality Act 2010. This includes providing equality data and evidence of inclusive delivery on request.

8.9 Consumer rights

Under the Consumer Contracts Regulations 2013, the accessibility and equality standards described in this policy form part of the service TTT contracts to deliver. Pre-enrolment information sets out what learners can expect. Learners retain their 14-day right to cancel from the date of enrolment.

9. Positive Action

Where evidence shows that people sharing a protected characteristic face a disadvantage, have different needs or are under-represented in TTT provision, TTT may take lawful positive action under section 158 of the Equality Act 2010. Positive action is proportionate, evidence-based and does not amount to positive discrimination. Decisions to apply positive action are taken by the Centre Manager and documented.

10. Training

Training requirements are as follows.

Role	Training	Frequency
All staff and associates	EDI awareness; unconscious bias; Equality Act 2010 overview; inclusive language	Induction and annual refresh
Centre Manager and EDI Lead	Advanced EDI training; Equality Impact Assessment; legislative updates	Induction and every two years
Course Tutors	Inclusive pedagogy; challenging discriminatory views; accessible digital content	Annual
Course Assessors and IQAs	Bias-free assessment; reasonable adjustments in practice	Annual

11. Raising a Concern

Any learner, staff member, associate or third party who experiences or witnesses discrimination, harassment or victimisation should raise the concern promptly. Three routes are available.

11.1 Informal route

Where appropriate, the individual may address the concern directly with the person involved. TTT staff can provide guidance on how to have this conversation constructively.

11.2 Formal complaint

Formal complaints are raised in writing to the Centre Manager by email to phenil@theteachertrainer.co.uk. The complaint is acknowledged within three calendar days and investigated in line with the Complaints Policy. The complainant receives a written outcome within 21 calendar days.

11.3 External escalation

Where the concern is not resolved internally, the individual may escalate to the relevant Awarding Organisation, the Equality and Human Rights Commission or ACAS. TTT will cooperate fully with external investigations.

11.4 Confidentiality and protection from victimisation

TTT treats all concerns confidentially, sharing information only on a need-to-know basis. No individual will be treated less favourably because they have raised an EDI concern in good faith. Victimisation is itself a breach of this policy.

12. Monitoring and Review

This policy is reviewed annually by the Centre Manager as part of TTT's self-evaluation process. Interim reviews are triggered by legislative change, Awarding Organisation requirements, significant incidents or stakeholder feedback. TTT collects anonymised equality data at enrolment and uses it to monitor access, progression and outcomes across protected characteristics. Equality Impact Assessments are conducted when significant policy, process or curriculum changes are proposed. All outcomes are recorded in the Version History at Section 14.

13. Related Documents

This policy should be read alongside:

- Safeguarding and Prevent Duty Policy
- Anti-Bullying and Harassment Policy
- Accessibility and Reasonable Adjustments Policy
- Reasonable Adjustments and Special Considerations Policy
- Complaints Policy
- Appeals Policy
- Staff Code of Conduct
- Learner Code of Conduct
- Safer Recruitment Policy
- Data Protection and GDPR Policy

14. Version History

Version	Date	Author	Summary of Changes
1.0	22/04/2026	Phenil Mehta	Supersedes prior Equality and Diversity Policy dated 06/04/2026. Full rebuild to align with Ofqual centre expectations and the Equality Act 2010, including corrected nine protected characteristics, expanded forms of unlawful conduct, positive action, digital accessibility,

Version	Date	Author	Summary of Changes
			equality monitoring and cleaner complaints routing.

15. Approval

This policy has been reviewed and approved by the Centre Manager of TTT.

Phenil Mehta

Name

P Mehta

Signature

22/04/2026

Date