

OUR POLICY FOR EQUALITY, DIVERSITY & INCLUSION

NB: If you have a concern, please speak to David Morley (Designated Lead for Safeguarding), Jennifer Mayne (Coach and Deputy Designated Lead for Safeguarding) or Jonathan Bourne (Chief Executive Officer and Equality, Diversity and Inclusion Lead) immediately. Contact details are provided within this policy.

Policy owner: Safeguarding Lead

Damar promotes a culture of belonging in which every student is valued, respected and able to participate fully in learning. We recognise that equality is not simply about treating everyone the same; it is about understanding individual needs, removing barriers and ensuring that all learners have the support and opportunities they need to succeed.

DAMAR TRAINING

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1. Policy Context

The Equality Act 2010 provides the legal framework for protecting individuals from discrimination, harassment and victimisation. It forms the legal framework to help reduce discrimination in many parts of our lives including, but not limited to, the following:

- in the workplace
- in education
- as consumers
- when using public services

Damar is committed to promoting and embedding equality, diversity and inclusion throughout our organisation.

We believe that diversity within our team, our students and our partners is essential and contributes to our quality and strength as a provider.

Damar places equality, diversity and inclusion at the centre of our business, from senior level strategy and planning to the simplest daily operational processes and procedures.

This policy sets out, amongst other things, how we:

- promote our policy.
- gain engagement towards the policy.
- train our colleagues in implementing the policy.
- consider the policy when recruiting, delivering apprenticeship training and working with employers and apprentices.
- review the policy and how often.

2. Policy Statement

At Damar Training, we are committed to fostering an inclusive environment where everyone, regardless of background, identity, or circumstances, can thrive. We recognise that true equity goes beyond equal access and aims to achieve equity of opportunity and improved outcomes, ensuring that all individuals can reach their full potential.

To achieve this, we take proactive steps to address systemic barriers, provide tailored support, and create policies that promote fair representation and success across all groups. Our commitment extends to:

Equitable Opportunities – Recognising and addressing disparities to create pathways for success for underrepresented and disadvantaged groups.

Inclusive Practices – Embedding diversity and fairness into our decision-making, recruitment, promotions, and development opportunities.

Measurable Impact – Setting clear goals, monitoring progress, and holding ourselves accountable for reducing gaps in outcomes.

Where a student's employer does not have an equality, diversity and inclusion policy of its own, which is equal to, or more stringent than this document, our Policy Statement shall be deemed to be restated by the relevant employer in respect of the Damar student concerned. Our Contract for Services reflects this.

We expect all partners with whom we engage to have an approach to equality, diversity and inclusion that aligns with this policy and will not contract with those where we believe this not to be the case.

It is crucial that colleagues understand our aims and that they are confident enough to challenge any evidence of discrimination.

All staff are required to complete induction and ongoing training which covers a range of compulsory topics, including equality, diversity and inclusion.

Through this training they learn that The Equality Act 2010 has 9 protected characteristics which are protected from discrimination under the legislation. These relate to their:

- Age – young (but over 18) or old are protected at work and in work training.
- Disability or impairment – organisations must make 'reasonable adjustments' to accommodate staff, customers and visitors with disabilities.
- Sex – equal pay, training and opportunity for males and females
- Gender reassignment* – people changing from male to female, or female to male.
- Marriage or civil partnership – preventing discrimination at work or in work training on the grounds of being married or in a civil partnership.
- Pregnancy or maternity (including breastfeeding) – only reasons of safety are not covered – e.g. equality may not be possible for pregnant women in some circumstances if the activity could harm them or the baby.
- Race – race can mean an individual's colour, nationality (including citizenship) and ethnic or national origins, which may not be the same as their current nationality.
- Religion or beliefs – any religion, lack of religion or personal belief is protected.
- Sexual orientation – heterosexual, gay, lesbian and bisexual people. We refer to wider guidance provided at https://www.equalityhumanrights.com/en/advice-and-guidance/sexual-orientation-discrimination

Damar recognises that barriers to participation and achievement may also be experienced by individuals who are not protected under the Equality Act 2010. These may include care experienced learners, young carers, individuals from economically disadvantaged backgrounds, those affected by mental health difficulties, individuals with caring responsibilities and those experiencing social exclusion. We will seek to identify and remove barriers to participation wherever reasonably practicable.

*The Equality Act 2010 says that an individual must not be discriminated against because they are transsexual, which is when their gender identity is different from the gender assigned to them when they were born.

For example, where a person who was born female decides to spend the rest of his life as a man. In the Equality Act it is known as gender reassignment. All transsexual people share the common characteristic of gender reassignment.

To be protected from gender reassignment discrimination, the individual does not need to have undergone any specific treatment or surgery to change from their birth sex to their preferred gender. This is because changing your physiological or other gender attributes is a personal process rather than a medical one.

The individual can be at any stage in the transition process – from proposing to reassign their gender, to undergoing a process to reassign their gender, or having completed it.

Under the Act, all of the above are referred to as Protected Characteristics. We observe full guidance regarding this at https://www.equalityhumanrights.com/en/equality-act/protected-characteristics#lgb

This policy also supports compliance with:

- Ofsted Education Inspection Framework
- CILEX Regulation Education Standards
- DfE funding requirements
- British Value framework.

3. Equality Objectives

Damar is committed to continuous improvement in equality, diversity and inclusion and has established the following objectives:

- Monitor participation, achievement and progression across protected and disadvantaged groups.
- Reduce identified achievement gaps through targeted support and intervention.
- Increase staff and student understanding of equality, diversity and inclusion through regular training and awareness activities.
- Ensure all students can access learning, assessment and support appropriate to their needs.
- Promote a culture in which discrimination, harassment and victimisation are challenged and addressed promptly.

Progress against these objectives will be reviewed annually by the Senior Leadership Team and reported through established quality assurance processes.

This gives inspectors clear evidence of strategic intent.

4. Organisational Responsibilities

Damar's Directors accept overall responsibility for Equality, Diversity and Inclusion and delegate specific responsibilities to individual members of staff as appropriate.

Damar's Directors have ultimate responsibility for ensuring compliance with the Equality Act 2010 and its statutory codes of practice, other legislation and the regulations set out by our key stakeholders, including awarding bodies and funding agencies. They are also responsible for taking action against any breaches of the policy by staff, students, or partners.

Other members of staff are delegated specific responsibilities as appropriate.

All staff with delegated responsibilities receive information, training and support as necessary to carry out their roles.

5. Individuals with specific responsibilities

Chief Executive Officer and Equality, Diversity and Inclusion Lead: Jonathan Bourne (Tel: 07768 056712)

Designated Lead for Safeguarding: David Morley (Tel: 07960 888149)

SEND Co-ordinator: Nadya Murray (Tel: 07540 778561)

Coach and Deputy Designated Lead for Safeguarding: Jennifer Mayne (Tel: 07891 154701)

Chief People Officer: Diane Flynn (Tel: 0161 480 8171)

Quality Manager: Rebecca Blackwood (Tel: 0161 480 8171)

6. Implementation and Communication of the Policy

The Equality, Diversity and Inclusion Lead, Jonathan Bourne, is responsible for the co-ordination, implementation and monitoring of policies, processes and procedures that support compliance with the regulations outlined above and ensures that we align with best practice and developments in relevant legislation and guidance.

Staff are made aware that equality is not about treating everyone in exactly the same way, it is about recognising the importance of treating each person as an individual and making sure their needs are met.

We aim to provide an environment that is fair and respectful and that creates a culture where everyone has the opportunity to reach their full potential.

Damar celebrates diversity by embracing differences in background, skills, race, religion, language, traditions and experience. Our commitment to British Values, which is embedded throughout the organisation, is further demonstration of this.

7. Embedding Equality, Diversity and Inclusion

Damar is fully committed to the principles of Equality, Diversity and Inclusion and demonstrates this by:

- taking positive action to ensure that our staff and students reflect the diverse local and regional communities in which we work. Our partnership working further demonstrates our knowledge of successful strategies that can be used to attract greater diversity.
- making sure that our staff and students are protected from discrimination, bullying, harassment and insults to personal dignity. Staff and students are encouraged to be vigilant for the signs and indicators of discrimination and are supported in challenging them.
- using documentation, marketing and promotional material that promotes equality of opportunity and reflects the diversity of our staff, students and employers.
- eliminating any barriers when applying to Damar Training that demonstrates unfair discrimination and by working to promote Damar's provision to all members of the communities in which we work.
- ensuring that all students have equal access to the support and quality of service they need to enable them to achieve their full potential. This supports our aim to ensure that any achievement gap between groups is minimised.
- using quality assurance procedures that effectively monitor equality of opportunity across our provision.

Whilst our Equality, Diversity and Inclusion Lead has specific responsibility for planning and achievement of our aims, all staff are expected to share our vision. Specific support is detailed below:

- Divisional Managers are responsible for communicating the policy effectively to staff in their teams and for positively promoting the vision and policy statement. They ensure the presence of ongoing equality, diversity and inclusion support and training for staff and monitor their teams for breaches of this policy.
- Business Development colleagues promote Equality, Diversity and Inclusion with all employer partners with whom they engage and are prepared to challenge any indication of discrimination. Our commitment to Equality, Diversity and Inclusion is also embedded in our enrolment paperwork.
- Recruitment Co-ordinators treat every applicant fairly and with respect. Through the screening process they are able to identify whether an individual has specific needs, where support may be required to provide equality of opportunity.
- Coaches are responsible for ensuring further communication of the policy to students and employers through our induction process. Subsequently, they provide ongoing support to students and are alert to any concerns relating to equality, diversity and inclusion.

We aim to attract, develop and promote people from diverse backgrounds. Our Director of People and Performance ensures that no applicant is treated less favourably than another person because of their race, gender, disability, religious beliefs, or any other protected characteristic. A wide range of media is

used to advertise our vacancies, and we state our commitment to Equality and Diversity on all job descriptions.

This policy supports Damar Training's commitment to the Education Inspection Framework (EIF) by ensuring:

- High expectations and ambition for all students
- A safe and inclusive culture that supports behaviour, attitudes, and wellbeing
- Strong personal development, including equality, diversity, and British Values
- Effective leadership and management that promotes accountability and continuous improvement.

Our inclusive practice reflects our values as follows:

Accountability

- We take responsibility for ensuring equality of opportunity in all decisions and practices
- Staff are expected to challenge discrimination, prejudice, or inappropriate behaviour
- Leaders monitor student data to identify gaps in participation, achievement, and progression.

Common purpose

- We work collaboratively with students, employers, and partners to create inclusive learning environments
- Student voice activities, surveys, focus groups and feedback mechanisms are used to gather the views of students from diverse backgrounds and to evaluate the effectiveness of Damar's equality, diversity and inclusion arrangements.
- Shared expectations promote respect, fairness, and belonging.

Impact

- Inclusion is focused on measurable outcomes, including student progress, achievement, and progression
- Reasonable adjustments and targeted support are implemented promptly and reviewed for effectiveness
- Teaching and assessment practices are adapted to ensure students can demonstrate their knowledge and skills.

One Team

- We do this together across every division in our business.

How we ensure that our practice is inclusive for students can be broken down into the sections below.

Behaviour, Safety and Wellbeing

We create a safe and inclusive culture by:

- Maintaining zero tolerance of bullying, harassment, discrimination, or victimisation
- Ensuring students understand expected standards of behaviour and professional conduct
- Linking inclusion with Attendance, Safeguarding and Prevent duties
- Supporting student wellbeing through appropriate guidance, signposting, and referrals to external agencies

Inclusive Teaching, Learning and Assessment

Damar Training embeds inclusion across the student journey by:

- Conducting initial and ongoing assessments to identify individual needs
- Providing access to specialist support through guidance, signposting and referral to the SEND provision, including support with accessing external specialist agencies when appropriate
- Creating individual support plans where additional learning needs are identified and regularly reviewing to ensure they remain up to date, reflective, and are student centred
- Making reasonable adjustments in assessments for students with disabilities, learning difficulties, or additional needs in line with awarding body policies (see Assessment Policy Suite)
- Adapting teaching strategies, assessment methods, and learning resources dependent on need
- Using inclusive and accessible learning materials that reflect diversity and avoid stereotyping
- Promoting positive behaviour, respectful dialogue, and professional conduct
- Delivery staff receive guidance and training related to SEND, neurodiversity and inclusion
- Embedding British Values and personal development throughout the curriculum to foster a sense of belonging.
- Damar recognises neurodiversity as a valuable aspect of human diversity and seeks to create learning environments that enable neurodivergent learners, including those with dyslexia, ADHD, autism spectrum conditions and dyspraxia, to participate fully and achieve their potential.

8. On Programme Support

Whilst we understand that students may self-identify their own needs and are screened during enrolment, Damar Training uses the following methods to support students on programme.

Data

- The Equality, Diversity and Inclusion lead regularly accesses the data required to determine, monitor and evaluate specific student inclusion groups. This data is used to inform individual interventions with students at different stages of their student journey. This data is readily available and is used to identify trends, and to monitor and evaluate interventions.

Training

- The SEND Co-ordinator has training scheduled for colleagues throughout the academic year. This focused training includes details on identification, support, referral paths and signposting to both internal and external organisations to support apprentices.

Themes

Throughout the academic year there is a schedule of themed days e.g. Dyslexia Awareness Day. Information is shared with all students through our online learning platforms, with information and signposting, as well as the SEND Co-ordinator's contact details for further information and support.

9. Training Delivery

The overall wellbeing and development of our students is enhanced by our commitment to Equality, Diversity and Inclusion and is part of our wider commitment to Safeguarding. It is an essential thread in all our training provision and is demonstrated through:

- student induction
- our personal development curriculum
- initial assessment of all students
- our Functional Skills training provision
- our 'Profiler' tool, which establishes the starting point for all students, by measuring their current knowledge/skills versus the needs of their job and the qualification.
- our paperwork. Students are given the opportunity to disclose additional needs, and potential support requirements during the recruitment and enrolment process.
- our commitment to providing reasonable adjustments: flexibility around examination venues, format and time allowed production of resources in different colours and fonts, changes to display screen settings, provision of a reader (this is not an exhaustive list)
- student reviews.

10. Breach of the Policy and Complaints

We will take any breach of this policy, or complaint in relation to it seriously, whether it be by a staff member, student, partner or visitor. Any instance will be investigated, and appropriate action taken in a timely and sensitive manner.

11. Monitoring and Review

We have robust quality assurance procedures that include measures in relation to equality, diversity and inclusion, and we seek to assess the impact of this policy through these processes. These are overseen by the Quality Manager, who communicates feedback to management and staff.

The Policy is reviewed at least yearly and earlier in the event of significant changes to legislation/regulations.

The Board receives regular reports relating to equality, diversity and inclusion, including recruitment, student achievement, progression, complaints, safeguarding themes and learner feedback. This information is used to identify trends, evaluate impact and inform actions for improvement.

12. Documents Supporting the Policy

Damar Training has a number of documents which support this policy, including:

Governance & Safety	**Assessment & Access**	**Recruitment & Quality**
Employee Handbook	Assessment Policy Suite	Quality Improvement Plan
Health and Safety Policy		Self-assessment Report (SAR)
Safeguarding Policy		Safer Recruitment Policy
Prevent Policy		Recruitment of Ex-Offenders Policy
Whistleblowing Policy		