

Equality, Diversity & Inclusion & Anti-Racism Policy
Approved by: Board
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Strategy/Policy Responsibility: Executive Director of People & Culture
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**PROUD TO BE
FREDIE**



1. Introduction

We are proud of the College's commitment to the FREDIE principles (Fairness, Respect, Equality, Diversity, Inclusion and Engagement) and this policy sets out the College's approach to this. The policy also outlines our strong commitment to supporting the anti-racism agenda through our affiliation with the Black Leadership Group (BLG). The policy also provides some definitions to help support a culture where the college is a safe and inclusive learning and working environment where people can be themselves, FREDIE can be discussed, and actions taken to address areas of under-representation.

2. Scope

This policy is for all staff and students within the College. Its principles also apply to sub-contracted staff and anyone delivering a service on behalf of the College, visitors and members of the public.

3. Policy Statement

At Croydon College Group we are proud of our diverse staff and student community, we promote and celebrate inclusion and recognise diversity as a key strength. We value and respect everyone who studies and works at our college and are committed to supporting students and staff to achieve great things.

We will actively seek views from students and staff, creating an environment where everyone is treated with respect, feels listened to, and valued for their contribution. The diversity of our college community is a key strength of our organisation and by ensuring our students and staff are heard, respected and involved in decision making we enhance our students' experience and make our college an even better place to study and work.

We aim to be a place where people can be free to be themselves no matter what their identity or background. By creating a working, learning and social environment in which individuals can utilise their skills and talents to the fullest, we aim to create a culture where everyone can reach their fullest potential.

We are committed to our affiliation with the National Centre for Diversity (NCFD) and the Black Leadership Group (BLG). We are clear that we need to take action to address under-representation, and that change will only come when there is a commitment to reflect and continually improve.

Through our FREDIE committee framework, we will ensure that FREDIE and antiracism is embedded in all our activities, policies and decisions. We are committed to complying with the Equality Act 2010 and will work to ensure that all staff and students are supported in a working and learning environment where all protected characteristics are valued as part of our diverse community.

Where staff feel that commitments under this policy are breached, the staff member should refer to the Grievance Policy and Procedure, Dignity at Work Procedure, or the Disciplinary procedure as appropriate. Staff can also seek support from a Dignity at Work Advisor, recognised union representative or HR for advice and support.

4. Our Commitments

The use of 'we' in our commitments below means 'the College' and emphasises a whole college community approach to advancing FREDIE.

1. FREDIE is at the heart of our Corporate Strategy and the People Strategy, which aligns with our values (Caring, Collaborative, Courageous and Creative).
2. We value all our students and staff as individuals with a unique set of characteristics.
3. Our aim is to make full use of people's talents and skills by creating an open and inclusive workplace and learning environment where people from all backgrounds can work together with dignity and respect.
4. Our aim is to ensure our college community is diverse, and we continue to enhance our culture of inclusion, increasing the diversity of our college community, recognising that in doing so we enhance our students' experiences and make our college a great place to study and work.
5. Our curriculum celebrates the diversity of our community, incorporating FREDIE and anti-racism in all parts of the curriculum. Ensure that learning and teaching materials, are inclusive diverse, anti-racist and respectful.
6. We do not tolerate discrimination, and we will take measures to eliminate discrimination. We will deal with potential and actual acts of discrimination, harassment and bullying appropriately under relevant policy and taking appropriate action where necessary. We are dedicated to eliminating all forms of discrimination and embedding anti-racist practices across our institution.
7. We encourage and promote feedback and communication with students and staff. Feedback is encouraged to be open and honest, and feedback will be listened to and responded to.
8. We promote our FREDIE committee and other staff forums, and staff unions to ensure staff and student voice is heard. FREDIE committee will be allocated a budget so that there is a positive and action-focused impact.
9. We will undertake FREDIE impact analysis of policies and practices to identify, remove or mitigate any disadvantage to underrepresented groups by promoting the use of equality impact assessments.

10. We will monitor the recruitment and progress of all students and staff, collecting and collating EDI information and data and creating action plans to redress any under-represented groups. We will continue to publish HR EDI data and pay gap data, and share the action plans to reduce any pay gaps. We will develop our pay gap reporting to include disability pay gap reports.
11. We will raise awareness of our policies and commitment to FREDIE and anti-racism with external suppliers, contractors and partners and encouraging them to follow similar good practice.
12. We will ensure the College estate is, as far as reasonably possible, welcoming and accessible to all.
13. We will support the internal development of our staff through appraisal, staff development and succession planning.
14. We will review our HR recruitment practices to ensure that we incorporate best practice and train all recruiting managers in this regard. We will ensure that all recruitment panels for staff have diverse representation by gender and race. We will ensure that existing staff and students, as well as applicants to work or study, are treated fairly and judged solely on merit and by reference to their skills and abilities.
15. We will not use terms that abbreviate terms such as BAME, and we will support staff to be familiar with the terminology under section 7 of this policy.
16. We are committed to ensure that all staff are required to undertake EDI training as part of their onboarding and induction to the college. FREDIE and Anti-Racism will be a key part of the staff and student induction process and the tutorial programme.
17. We will use diverse imagery and positive messaging in all our college communications to ensure that the optics of our communications celebrate our diverse college community. This will include communicating this policy and our FREDIE and Anti-racism mission. We will review our language and terminology in communications, our website and recruitment to ensure that it is appropriate and inclusive.
18. We are committed to developing links with social action groups, and encouraging use of the volunteering policy to engage in local community projects and forums.

5. Responsibilities

- All members of the College community have a responsibility to promote FREDIE and Anti-Racism. Staff are responsible for challenging discrimination and racism, including microaggressions. If we see or hear it, we will appropriately challenge it.

- The Principal & CEO has ultimate responsibility for ensuring that this policy is fully implemented.
- The Executive Director of People & Culture is responsible for leading the implementation of the College's FREDIE committee and ensure that agreed action plans are implemented.
- Relevant nominated individuals under EDI action plans have the responsibility for taking action for the relevant area of work.
- Finance & Resources committee review the HR EDI data and action plans contained in the HR Annual report. Finances & Resources committee are responsible for reviewing this policy and review of progress against action plans.
- Learning & Resources Committee will review the student EDI data, and progress to reduce any achievement gaps.

6. Monitoring and Review

Progress against actions and objectives will be reported and discussed at the FREDIE committee each term. The committee is chaired by the Principal & CEO.

The impact of this Policy will be monitored as follows:

- HR will collect and analyse monitoring data on staff with regard to recruitment, retention, appraisal, promotion, etc report this information annually to the FREDIE committee in the format of the HR Annual Report.
- The HR Annual Report is submitted to Finance & Resources committee for comment and approval.
- The MIS team will collect and analyse student monitoring data with regard to recruitment, progression (including withdrawals), disciplinaries and completion. The Director of Learning & Quality will be responsible for reporting this information annually to the FREDIE committee.
- This Policy will be reviewed on annual basis to ensure that it reflects best practice and current legislation. We will consult widely with the FREDIE committee, staff and student groups, Trade Unions, and other stakeholders as appropriate.

7. Relevant Terminology

Microaggressions: Subtle, sometimes unintentional actions or comments that convey negative or derogatory messages to individuals based on their race or ethnicity.

Ethnicity: We are encouraging all staff to not use terms that group together ethnic backgrounds and to be as specific as possible when communicating about race. We ask staff not to use the term BAME. Language is constantly evolving so we want to ensure we have a culture where we are not afraid of having conversations about race.

If unsure ask!

We ask staff and students to ask if they are unsure of someone's ethnicity or cultural heritage. However, we need to ensure that this is not asked in a way that could be a microaggression. An appropriate way to ask would be 'How do you describe your ethnicity or cultural heritage?'

A microaggression could be 'where are you from?' especially if this is followed up with something like 'Where are you *really* from?'

We note that there are some DFE definitions for reporting purposes which are outside the scope of our control, but we are not using these terms in verbal dialogue and when referring to someone's ethnic background.

The Black Leadership Group (BLG) defines 'Black' as 'an inclusive term for people from ethnically diverse backgrounds who share a lived experience of the effects of racism.'

Ally: Advocates for people from underrepresented or marginalised groups. An ally takes action to support people outside of their own group. The College is encouraging all staff and students to be allies.

Equity vs. Equality:

- Equality treats everyone the same. For example, giving everyone the same resources or opportunities.
- Equity recognises that different individuals may need different support to achieve fair outcomes. For example, a student with a disability may need adaptive resources to ensure that they have a fair opportunity to succeed.

Anti-Racism: The active process of identifying, challenging, and changing the values, structures, and behaviours that perpetuate systemic racism.

Systemic Racism: Patterns of institutional policies, social structures, behaviours, or practices that intentionally or unintentionally create or maintain disadvantage for racial or ethnic groups. For example, social structures such as education, employment, housings, healthcare can create and reinforce unequal outcomes for people based on race.

Intersectionality: The combination of social identities such as (but not limited to), gender, race, ethnicity, religion, sexual orientation, and/or gender identity, social-economic

background, or disability, which can result in unique experiences, opportunities, and barriers.

Unconscious Bias: unconscious favouritism towards or prejudice against people of a particular ethnicity, gender, or social group that influences one's actions or perceptions.

LGBTQIA +: This is an inclusive term used to identify Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual. The plus represents other definitions and also includes allies.

- **Social GRACES:**
 - G: Gender, Gender Identity, Geography, Generation**
 - R: Race, Religion**
 - A: Age, Ability, Appearance**
 - C: Class, Culture**
 - E: Education, Ethnicity, Economics**
 - S: Spirituality, Sexuality, Sexual Orientation**

This is a framework by John Burnham which can be used to aid understanding of identity and intersectionality.