



Equality, Diversity, and Inclusion Policy

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Introduction

The Equality, Diversity & Inclusion (EDI) policy is established in accordance with the Equality Act 2010, and where applicable, the Public Sector Equality Duty, and is set within the context of Remit’s vision, mission, values, and strategic priorities. Related EDI definitions can be found in Appendix 1.

This policy builds upon equality legislation and anti-discrimination guidance, striving not only to ensure legal compliance but to represent best practice in the apprenticeship and educational context.

Core Values and Commitment

Remit is committed to supporting, developing, and promoting EDI so that everyone is treated according to their needs, difference is respected, valued, and celebrated, and no one experiences harassment, victimisation, discrimination, or disadvantage because of their individual characteristics.

Remit is committed to advancing equality and eliminating discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, and belief (including lack of belief), sex and sexual orientation and to fostering good relations between different groups.

The company embraces diversity and proudly acknowledges that variety and difference are intrinsic to the well-being and future development of the business.

Every member of the Remit community has a responsibility to uphold this policy and advance EDI.

The EDI Commitment Statement:

Remit is committed to supporting, developing, and promoting equality, diversity, and inclusion so that:

- Everyone is treated according to their needs.
- Difference is respected, valued, and celebrated.
- No one experiences harassment, victimisation, discrimination, or disadvantage because of their individual characteristics.

Remit is committed to advancing equality and eliminating discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex, and sexual orientation, and to fostering good relations between different groups.

Remit embraces diversity and proudly acknowledges that variety and difference are intrinsic to the well-being and future development of the organisation. Every member of the Remit community has a responsibility to uphold this policy and advance EDI.

Remit is committed to:

- Ensuring respect for the equal human rights of all colleagues and learners, including prospective colleagues and learners.
- Promoting equality and addressing barriers that could lead to disparate outcomes.

- Respecting, valuing, and celebrating diversity and individuality, and deepening understanding of different perspectives.
- Identifying and opposing all forms of discrimination and promoting a harmonious working and learning environment built on dignity and respect; no form of intimidation, bullying, or harassment will be tolerated.
- Providing a responsive curriculum that develops in learners the knowledge, skills, and behaviours they need to thrive in modern Britain and the global society.
- Identifying and reducing barriers to participation, learning, and progression, making reasonable adjustments wherever possible.
- Pursuing and adopting special considerations for all learners, supporting good progress, the highest possible standards, and positive progression and destinations.
- Creating an environment in which the contributions of all colleagues are recognised and valued, and in which training, development, and progression opportunities are available to all.
- Addressing automotive industry imbalances in gender representation and encouraging colleagues to identify and respond to any concerns or improvement opportunities they see while in partner facilities.

EDI Objectives (Impact measures)

Remit will:

- Establish an inclusive culture, creating an environment that is free from discrimination and in which difference is respected, valued, and celebrated.
- Establish and maintain a diverse workforce that reflects modern Britain and in which colleagues feel fairly treated and valued.
- Recognise the needs of different members of the Remit community and, wherever possible, make reasonable adjustments.
- Increase engagement, participation, progress, and achievement of those currently underrepresented.
- Support individuals to gain a greater understanding of EDI and further promote inclusive practice.

Scope

This policy covers all aspects of Remit’s curriculum and business functions and applies to all members of the Remit community, including colleagues, learners, clients, governors, visitors, subcontractors, and contractors.

Roles and Responsibilities

It is the responsibility of all members of the Remit community to uphold the EDI policy. Remit provides guidance and support to ensure all members are equipped with the knowledge and skills to actively support and contribute to the delivery of the EDI action plan and achievement of the Equality Objectives.

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The Board

- Holds accountability for compliance with equality legislation.
- Approves the policy and ensures alignment with Remit’s strategic vision, mission, and values.
- Promotes increased awareness of EDI and works to eliminate harassment, victimisation, discrimination, and disadvantage.

The Chief Executive Officer and Senior Managers

- Ensure Remit meets its legal obligations in relation to equality and takes appropriate action in cases of unlawful discrimination.
- Champion and support implementation of the EDI policy.
- Give due regard to EDI when developing plans, policies, and procedures, ensuring these are screened for equality impact.
- Evaluate EDI data related to learners and colleagues regarding engagement, recruitment, participation, achievement, and satisfaction.
- Set and monitor EDI objectives, targets, and action plans.
- Commission and prioritise relevant EDI training and development.
- Lead by example by treating all colleagues and learners with dignity and respect.

The Director of Quality

- Supports Remit in fulfilling statutory duties.
- Supports creation of an inclusive and diverse environment.
- Supports implementation of the EDI policy and action plan.
- Facilitates task and finish groups for specific aspects of the EDI action plan.
- Provides advice, guidance, and support to stakeholders.
- Links with appropriate equality bodies.
- Leads by example through fair and respectful behaviour.

Managers

- Promote EDI through all activities, ensuring curriculum content, resources, and promotional materials reflect diversity and challenge stereotypes.
- Support an inclusive and diverse environment.
- Support implementation of the EDI policy and action plan.

- Ensure colleagues understand Remit’s approach to EDI and receive necessary development.
- Tackle bullying, harassment, discrimination, and disadvantage effectively and in a timely manner.
- Lead by example in inclusive behaviour.

All Remit Colleagues

- Understand and implement the EDI policy.
- Model inclusive behaviour.
- Promote collaboration and respect.
- Challenge behaviour that breaches the policy.
- Celebrate the uniqueness of others.
- Participate in training and apply learning in practice.
- Ensure that learners are prepared well for life in modern Britain through developing an understanding of fundamental British values and diversity, and respect for protected characteristics

Learner Facing Colleagues

- Ensure that learners develop their understanding of fundamental British values, diversity, and respect for all citizens, especially those with protected characteristics, and they can apply this in their learning, work and interactions with others
- Ensure that learners are regularly supported to understand, appreciate and respect diversity, through taught sessions, completing mandatory Fuse modules and discussions within Progress Reviews
- Challenging any prejudiced views or comments and act quickly where concerns arise.

Policy Breaches and Complaints

Remit takes non-adherence to this policy seriously. Reports of non-compliance will be investigated with the intent of resolving matters swiftly. Informal and local resolution is encouraged, but formal procedures may be used where required.

No member of the Remit community will be victimised for giving truthful information about an act that contravenes this policy. False allegations will be dealt with under HR procedures, as will any bullying or harassment of those who raise concerns.

All employees have a responsibility to assist in maintaining a workplace free from discrimination. Employees should be aware that they can be personally liable for discriminatory acts and may also be guilty of a criminal offence.

Engagement, Communication and Promotion

Engagement

The EDI Board comprises stakeholders from across the organisation to ensure a balanced perspective of how the learner experience can be improved. It develops and implements an annual EDI action plan. Colleagues are invited to participate in task and finish groups and suggest areas for development through the EDI Forum.

Communication

This policy and the work of the EDI Board are disseminated through colleague induction, training events, Remit Live, Summit Meetings, and team meetings. The policy is available to colleagues via FUSE. Learners are made aware through induction and learner FUSE. Clients are informed through sales and recruitment processes and supported to ensure recruitment practices promote EDI.

Promotion

EDI training is part of colleague induction and ongoing development, including SEND support training. Colleagues receive regular updates and newsletters promoting equality, celebrating diversity, and providing resources to use with learners. Learners receive EDI training at induction and throughout their journey in group and one-to-one sessions.

Reporting Process

In the event of a complaint, colleagues should contact their Line Manager in the first instance. If this is not appropriate, they should contact HR. All matters will be treated seriously, confidentially, and sensitively.

Compliance and Legal Alignment

This policy is underpinned by and aligned with:

- Equality Act 2010 (including Public Sector Equality Duty)
- Human Rights Act 1998
- Education Inspection Framework (EIF) – updated September 2025 (effective November 2025)
- ESFA Apprenticeship Funding Rules 2025/26
- Institute for Apprenticeships & Technical Education Act 2025

Review and Monitoring


The EDI Board will review this policy annually, or earlier if legislation or regulation changes. Progress against EDI objectives will be monitored and reported to the Board and senior leadership. Equality impact assessments will be conducted on major policies, and feedback from learners, staff, and stakeholders will inform improvements.

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Policy Review

This policy is reviewed annually.

Signed



Position Chief Executive Officer

Appendix 1 - EDI Definitions

Key Terms

- **Equality** – The elimination of unlawful and unfair direct and indirect discrimination of individuals or groups, and the promotion of equal access, treatment, and outcomes that take account of specific needs.
- **Diversity** – Encompasses visible and non-visible individual differences, including but not limited to those protected by anti-discrimination legislation. Appreciating diversity means valuing these differences and recognising that each individual, through their unique skills, background, and experience, makes a valuable contribution.
- **Inclusion** – The active, intentional, and ongoing effort to ensure that people from all backgrounds are genuinely welcomed, valued, and supported. Inclusion is about understanding differences so that everyone is treated fairly and equitably and can participate fully.

Protected Characteristics (Equality Act 2010)

The Equality Act 2010 identifies nine protected characteristics:

- **Age** - The Act protects people of all ages. Individuals under 18 are only protected against age discrimination in relation to work, not in the provision of goods and services. Different treatment because of age may be lawful if it can be justified as a “proportionate means of achieving a legitimate aim.”
- **Disability** - A person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. HIV, cancer, and multiple sclerosis (MS) are included from the point of diagnosis.
- **Sex** - The Act protects both men and women.
- **Gender Reassignment** - Protection applies to anyone proposing to undergo, currently undergoing, or who has undergone gender reassignment. Medical supervision is not required for protection under the Act. For example, someone who decides to live permanently in a different gender role without surgery is protected.
- **Marriage and Civil Partnership** - The Act protects employees who are married or in a civil partnership. Single people are not protected in this category.
- **Pregnancy and Maternity** - Protection covers discrimination on the grounds of pregnancy and maternity during the period of pregnancy and any statutory maternity leave following childbirth.
- **Race** - Race includes colour, nationality, and ethnic or national origins.
- **Religion or Belief** - Religion includes any religion or lack of religion. A religion must have a clear structure and belief system. Belief includes any religious or philosophical belief (e.g., humanism) or lack of such belief. To be protected, a belief must meet legal criteria, including being a weighty and substantial aspect of human life and behaviour.
- **Sexual Orientation** - The Act protects bisexual, heterosexual (straight), gay, and lesbian people.

Types of Discrimination and Related Conduct

- **Direct discrimination** - When someone is treated less favourably than another because of a protected characteristic. For example, refusing to employ a woman because she is pregnant.
Note: Employers may directly discriminate only where there is a lawful occupational requirement that is proportionate and crucial to the role.
- **Indirect discrimination** - When a provision, criterion, or practice is applied that puts individuals with a protected characteristic at a particular disadvantage compared with others, and it cannot be justified as a proportionate means of achieving a legitimate aim.
- **Dual discrimination** - When someone is directly discriminated against because of a combination of two protected characteristics (e.g., disability and gender).
- **Multiple discrimination** - When someone experiences discrimination on the grounds of several protected characteristics simultaneously (e.g., a Black lesbian woman may experience racism, homophobia, and sexism).
- **Harassment** - Unwanted conduct related to a protected characteristic (except marriage and civil partnership, pregnancy, and maternity) that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment. Intention is not required for conduct to constitute harassment.
- **Harassment by association** - Unlawful harassment or discrimination against an individual because of their association with someone who has a protected characteristic.
- **Harassment by perception** - Unlawful harassment or discrimination against an individual because they are perceived to have a protected characteristic, whether or not they actually do.
- **Victimisation** - Subjecting someone to a detriment (e.g., denying training or promotion) because they made or supported a complaint under the Equality Act 2010, or are suspected of doing so. Malicious or knowingly false complaints are not protected.
- **Failure to make reasonable adjustments** - When a provision, criterion, practice, or physical feature places a disabled person at a substantial disadvantage compared to others, and the employer fails to make reasonable adjustments to remove or reduce that disadvantage.

Appendix 2 - EDI Action Plan / Objectives

This Equality, Diversity and Inclusion (EDI) Action Plan underpins Remit’s EDI Policy and sets out measurable objectives designed to promote equality, eliminate discrimination, and foster good relations across all aspects of our provision. The plan supports compliance with the Equality Act 2010, the Public Sector Equality Duty, the Education Inspection Framework (EIF) (updated September 2025, effective November 2025), and the ESFA Apprenticeship Funding Rules 2025/26.

The objectives focus on embedding an inclusive culture, improving participation and achievement for underrepresented groups, enhancing staff capability, and ensuring that all curriculum and apprenticeship delivery actively promotes equality and celebrates diversity.

Progress against this Action Plan is monitored through regular Board and Senior Leadership Team reviews, with key performance indicators reported annually. Equality Impact Assessments (EIAs) inform ongoing improvement, and updates are shared with colleagues and stakeholders through the EDI Board.

Objective	Key Actions / Activities	Lead	Timescale	Success Measures / Impact Indicators
1. Embed an inclusive culture across all areas of Remit	<ul style="list-style-type: none"> - Promote EDI values through induction, CPD, learner programmes, and leadership communication - Integrate EDI themes into curriculum and delivery models. - Regularly review policies and communications for inclusive language and imagery. 	Director of Quality / EDI Board	Ongoing	<ul style="list-style-type: none"> - Positive colleagues & learner feedback. - Improved scores on inclusion in surveys. - Reduction in EDI-related complaints.
2. Increase participation, retention, and achievement of underrepresented groups	<ul style="list-style-type: none"> - Analyse recruitment, retention, and achievement data by protected characteristics. - Implement targeted outreach and support initiatives (e.g., mentoring, access arrangements). - Provide additional learning support for learners with disabilities and SEND, if required and approved by apprentices. 	EDI Board / People Team	Annual reporting cycle	<ul style="list-style-type: none"> - Narrowing of achievement gaps. - Increased participation from underrepresented groups. - Documented reasonable adjustments.

Objective	Key Actions / Activities	Lead	Timescale	Success Measures / Impact Indicators
3. Ensure the curriculum actively promotes equality, celebrates diversity, and prepares learners for life in modern Britain	<ul style="list-style-type: none"> - Map British Values, EDI themes, and Prevent into schemes of work. - Use EDI newsletters and events to stimulate discussion. 	Curriculum Managers / Trainers	Termly review	<ul style="list-style-type: none"> - Evidence in lesson plans, progress reviews, fuse external and delivery material. - Positive learner feedback on respect, inclusion, and belonging.
4. Strengthen reporting, monitoring, and accountability structures	<ul style="list-style-type: none"> - Regularly review EDI data at the Board and SMT level. - Publish progress against EDI objectives annually. 	CEO / SMT / EDI Board	Annual review	<ul style="list-style-type: none"> - EDI KPIs reported to the Board. - Policy and process improvements evidenced.

Appendix 3 - Legislative and Regulatory References Summary

This appendix summarises the key legislation, regulations, and national frameworks that underpin Remit’s Equality, Diversity, and Inclusion (EDI) Policy. It ensures all colleagues, partners, and stakeholders understand the legal and regulatory responsibilities that inform our EDI commitments and practice.

1. Equality and Human Rights Legislation

Equality Act 2010

- Core UK legislation consolidating previous anti-discrimination laws.
- Establishes nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Prohibits direct and indirect discrimination, harassment, and victimisation.
- Requires reasonable adjustments for disabled people to remove substantial disadvantages.
- Provides the legal foundation for organisational equality duties and action planning.

Public Sector Equality Duty (PSED) (Section 149 of the Equality Act 2010)

- Requires public bodies and organisations delivering public functions (including apprenticeship training providers) to:
 - Eliminate discrimination, harassment, and victimisation.
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people from different groups.
- Providers must publish measurable equality objectives and demonstrate how they are addressing them.

Human Rights Act 1998

- Protects the fundamental rights and freedoms set out in the European Convention on Human Rights.
- Reinforces principles of dignity, fairness, respect, and equality in organisational practice.

2. Education and Apprenticeship Frameworks

- **Education Inspection Framework (EIF) – Updated September 2025 (effective November 2025)**
 - Ofsted evaluates how well providers promote equality, diversity, and inclusion under several judgement areas:
 - Leadership and Management – strategic commitment to EDI, impact of policies, governance accountability.
 - Behaviour and Attitudes – how learners feel safe, respected, and included.

- Personal Development – how providers develop learners’ understanding of equality, respect for others, and preparation for life in modern Britain.
 - Inspections consider how providers narrow attainment gaps, challenge discrimination, support diverse needs, and foster respectful cultures.
- **Education Act 1996 and Apprenticeships, Skills, Children and Learning Act 2009**
 - Provide the legislative basis for apprenticeships and education provision in England.
 - Require fair access to learning opportunities and appropriate support for all learners.
- **Institute for Apprenticeships and Technical Education (IfATE) Act 2025**
 - Strengthens quality assurance and governance for apprenticeships and technical education.
 - Reinforces the requirement for inclusive, accessible provision, and accountability of main providers for subcontracted delivery.

3. Funding Rules and Regulatory Guidance

- **ESFA Apprenticeship Funding Rules 2025/26**
 - All providers must comply with funding rules, which include:
 - Ensuring inclusive recruitment and delivery practices.
 - Providing reasonable adjustments and support for apprentices with learning difficulties and/or disabilities.
 - Monitoring subcontractor compliance with EDI expectations.
 - Evidencing inclusive approaches through ILR data, progress reviews, and quality assurance.
 - Non-compliance can result in funding recovery, contract termination, or regulatory action.
- **Ofsted Inspection Handbook for Further Education and Skills 2025**
 - Expands on EIF expectations, including detailed inspection activities to test how EDI is embedded in leadership, curriculum, and culture.
- **Prevent Duty (Counter-Terrorism and Security Act 2015)**
 - Requires providers to have “due regard to the need to prevent people from being drawn into terrorism.”
 - Linked to British Values promotion (democracy, rule of law, individual liberty, mutual respect and tolerance), which aligns closely with EDI principles.
 - Inspectors consider Prevent and British Values delivery as part of EDI and safeguarding culture.

4. Sector Standards and Best Practice

- British Values Guidance (DfE) – Encourages active promotion of democracy, rule of law, individual liberty, and mutual respect and tolerance.
- ACAS Guidance on Equality and Diversity – Provides good practice frameworks for workplace equality, grievance handling, and inclusive policies.
- CIPD Inclusive Workplace Frameworks – Offers benchmarks for HR practice, recruitment, and culture change.

5. External Reporting and Support Routes

Learners, staff, or stakeholders who believe discrimination or breaches of EDI obligations have occurred can raise concerns via:

- ESFA Apprenticeship Service – for apprenticeship-related complaints.
- Ofsted – for concerns about educational provision and culture.
- Equality and Human Rights Commission (EHRC) – for statutory equality law breaches.