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**Approved by:** EMT

**Date approved** July 2025

**Policy review date:** July 2027

**Document Name: Fairness, Respect, Equality, Diversity, Inclusion, Engagement**

**(FREDIE) Policy**

**Document Ref:** LS1.29

**Pre-approval at:** EMT

**Type of Doc:** Policy

**Publishing Requirement** Staff Sharepoint

**Version Control**

|  |  |  |  |
| --- | --- | --- | --- |
| **Version** | **Author** | **Date** | **Changes** |
| 1 | Principal & CEO | Sept 2023 | New Policy |
| 1.1 | Principal & CEO) | Sept 2024 | Updates |
| 1.2 | Principal and CEO | May 2024 |  |

This Fairness, Respect, Equality, Diversity, Inclusion and Engagement (FREDIE) Policy sets out the values and strategic aims of Hull College regarding FREDIE principles. It outlines the commitments and responsibilities of all college staff and students to fulfil its statutory duties to promote equality of opportunity and avoid discrimination in line with the requirements of the Equality Act and how the College will further improve the service it offers to all to be truly inclusive.

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# Introduction and Context

1.1 Hull College is committed to providing a learning environment which respects all individuals and celebrates diversity. Our mission statement *‘inspiring, empowering, educating young people and adults in Hull to realise their full potential’* demonstrates our college values and our commitment to ensuring that we transform the life chances for all.

As a college, we value social and cultural diversity and seek to promote equality of opportunity and respect amongst all learners, staff, governors, visitors, partners and other stakeholders.

* This policy describes Hull College’s:
* Vision, commitment, values and approach to British Values in relation to Equality and Diversity;
* General and Specific Duties regarding the Equality Act 2010 and how these inform practice;
* Strategies and objectives for generating a positive and fair environment;
* The actions and strategies the College will employ to generate a positive and inclusive environment (please refer to our Equality, Diversity and Inclusion Action Plan).

1.2 This policy reflects current legal interpretations of sex and gender, including the 2025 UK Supreme Court ruling that reaffirmed the legal definition of ‘sex’ in the Equality Act 2010 as biological sex. The College recognises that this may differ from an individual’s gender identity and is committed to upholding the rights and dignity of all individuals while complying with its statutory duties

# Our Values

Hull College strives to be an outstanding inclusive college where all staff and learners feel valued and respected, having a fair and equal chance to reach their potential. We aim to respond to the diverse profile of needs expressed by our learners, staff and stakeholders and celebrate the diversity of the College community.

We aim to go beyond statutory requirements to ensure our learners, staff and partners have the best experience possible. Through our Fairness, Respect, Equality, Diversity Inclusion and Engagement (FREDIE) Action Plan, we will work with the College community and beyond to make the College a truly inclusive organisation.

We believe that FREDIE is an essential ingredient for our college to become world class. Our approach will include:

* Involvement of the various communities of interest - so that their priorities and concerns can be identified and inform college practice and policy.
* Data gathering for analysis and monitoring - to establish what different groups experience in recruitment, retention and success as a student or staff member. Any significant differentials will be further explored, and actions agreed accordingly.
* Raising awareness - through staff and learners' induction, bespoke training and by having thematic weeks to celebrate diversity.
* Action planning - The College will set equality objectives at least every 2 years. These objectives will be translated into an action plan which will be agreed on every year and monitored regularly.

**Our Values**

**We are inclusive.**

* We celebrate diversity and value individuality.
* We thrive on understanding and helping each other.
* We provide a safe, friendly and welcoming environment for all.

**We are empowering.**

* We build our students’ confidence, knowledge, understanding and skills.
* We help our students find their strengths.
* We support our students both when they are struggling and when they are succeeding.

**We have integrity.**

* We are open, honest and respectful
* We always act transparently and with consideration for others.
* We are never afraid to do the right thing.

**We are resilient.**

* We are positive and focus on what we can do, not what we can’t.
* We welcome feedback and challenge.
* We take responsibility for our own actions.

**We are ambitious.**

* We embrace innovation, creativity and change.
* We push ourselves and aspire to best practice.
* We are passionate about our college, our students, their dreams and their futures.

# Meeting our Legal Duties

The Equality Act 2010 imposes both general and specific duties upon the College. The legislation applies not only to the College as an organisation but also to anyone working or studying with us and any partners, contractors and stakeholders. The general duties are to:

* Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 - The Act defines nine ‘protected characteristics’: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (defined in law as biological sex), and sexual orientation. The definition of discrimination has been extended to include associative and perceptive discrimination.
* Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it - Reasonable adjustments will be provided for learners, staff and customers who may be experiencing barriers due to their disability. The recruitment, retention and achievement of learners will be monitored by protected characteristics to identify any trends enabling the College to respond effectively.
* Foster good relations between people who share a relevant protected characteristic and people who do not share it. In accordance with the April 2025 Supreme Court ruling, when the College develops or implements policies that differentiate on the basis of sex, the legal definition of sex, as biological, will apply. The College will continue to ensure that individuals undergoing gender reassignment are supported and safeguarded. Where there is potential for conflict between rights, the College will handle decisions with care, informed by legal duties and best practice.

The specific duties of the Equality Act 2010 are to:

Publish information to demonstrate compliance with the general equality duty - This will include information relating to learners, employees, and other individuals who share a relevant protected characteristic who will be affected by our policies and practices. A report for FREDIE is published annually to inform our college community of our progress and to celebrate our diversity.

Prepare and publish equality objectives at least every two years which are accessible to the public - The objectives will form the basis of the Equality Action Plan which can be found on our website.

# FREDIE Strategy

FREDIE is central to the College’s overarching plans, as set out in its Strategic Plan, and is embedded throughout the College in many ways such as sharing and celebrating good practice and participation and consultation.

The key priorities for our FREDIE approach are:

**Inclusive Curriculum and Assessment**: Ensuring the curriculum and assessments reflect diverse cultures, legally protected characteristics, learning needs including neurodivergent learners, ensuring adjustments and alternative methods are used where appropriate to remove barriers and , promoting fairness and equal opportunity for all students.

**Equitable Access to Resources and Support**: Providing all students with equal access to learning materials, technology, mental health, and wellbeing support, with a focus on marginalised and underrepresented groups.

**Diverse and Inclusive Recruitment and Leadership**: Implementing strategies for recruiting, developing, and promoting staff from diverse backgrounds, ensuring that leadership opportunities are accessible to underrepresented groups.

**Staff and Student Development**: Offering regular diversity and inclusion training for staff, along with mentorship programmes and leadership opportunities for both students and staff, especially for those from underrepresented groups.

**Celebrating Diversity and Promoting Wellbeing**: Promoting cultural celebrations, creating LGBTQ+ support networks, and ensuring wellbeing services are accessible and tailored to the diverse needs of both staff and students.

**Engagement with Local Communities and Stakeholders**: Partnering with local communities to ensure the college reflects the diverse demographic of the area and establishing forums for diverse student voices in decision-making processes.

**Reducing Inequality and Achievement Gaps**: Focusing on reducing socio-economic disparities, sex-based and gender identity-related inequalities, racial inequalities and achievement gaps through targeted programmes and support. Including those related to economic deprivation, care-experienced status, and first-generation learners.

**Digital Inclusion:** Ensuring all learners and staff can access, engage with, and benefit from digital learning tools and environments, with targeted support for those facing barriers due to poverty, disability, or digital literacy gaps.

**Anti-Discrimination and Respectful Environment**: Strengthening anti-discrimination policies, fostering respect, and ensuring the college environment is inclusive, safe, and welcoming for everyone.  
  
**The FREDIE Action Plan**

The FREDIE Action Plan sets out the strategy for establishing how the College intends to ensure equality for all and build upon existing practice. It is intended to be flexible to respond to new developments and changes in legislation and will be reviewed and updated regularly, with college learners, staff, partners and community groups continuing involvement.

Progress will be reported twice yearly to the Corporation and monitored through the FREDIE Committee each term. The College strives to ensure that all learners enjoy an excellent experience whilst at college and monitors this by analysing data regarding people with a protected characteristic and those classed as vulnerable. The EDIMS (Equality and Diversity Impact Measures) are incorporated into the college’s Equality Objectives and are approved by the Executive Leadership Team and college Corporation. The Principal of the college has overall responsibility for FREDIE, while the day-to-day management rests with the Vice Principal for Quality and Student Experience. However, to be successful, the implementation of the EDI Policy must be a shared responsibility amongst all staff employed by the college.

We will provide equality of opportunity for all our learners and staff by:

* Taking effective action to prevent discrimination, harassment or bullying.
* Listening to our learners and staff.
* Providing flexible learning and working opportunities to support differing aspirations and goals.
* Promoting equality of access to all college services.
* Taking all reasonable steps to provide a safe, accessible, inclusive and equitable learning and work environment.

# Meeting the Needs of Learners

The College is committed to inclusive learning by working with our learners, their carers or advocates and College staff to create an environment in which learners are not disadvantaged because of their learning needs, biological sex, gender identity, ethnicity, sexuality or any other protected characteristic and are supported to achieve their full potential. The College is committed to creating an inclusive learning and working environment where needs and circumstances are anticipated and responded to positively to support learners and staff.

# Recruitment and Employment of Staff

Positive employment and recruitment practices are promoted through practices and legislation contained within the College’s Recruitment and Selection Policy and Pay Policy.

All applicants are asked to advise the College of any adjustments that may be required for the purpose of the interview or if they were to be employed by the College.

# Measuring Our Progress and Monitoring Improvements

FREDIE feedback is encouraged from a broad spectrum of sources to inform planning, decision making and actions to further improve the service offered by the College. To inform the setting of goals and the measurement of our progress in achieving them, we will collect and analyse the following information by the protected characteristics of race, sex, disability, and age.

The College collects and keeps records pertaining to FREDIE in a systematic and co-ordinated way to enable efficient analysis and review.

**7.1 Student Evidence**

* Learner surveys.
* Student governors and representatives.
* Learning walks.
* Statistical monitoring - retention and achievement of learners by protected characteristics; comparative reports on 16-18 and 19+, ethnic minority groups, LLDD, male and female achievement rates.
* Applications and progression rates for admission to courses.
* Disciplinary action.
* Complaints.

**7.2 Staff Evidence**

An annual report is produced by HR to statistically Monitor:

* Gender pay gap
* Ethnicity pay gap
* Disability pay gap
* Workforce profile
* Flexible working
* Apprentices
* Staff recruitment
* Staff turnover
* Performance management
* Staff sickness absence

**7.3 Overall**

* FREDIE meetings
* Meetings with external partners and groups to elicit feedback about the service the College delivers.

# The FREDIE Committee

Hull College has established a FREDIE team to lead on the organisation’s strategic approach to Equality, Diversity and Inclusion.

This Group will:

* Ensure the College meets its responsibilities regarding its public sector general and specific duties.
* Ensure FREDIE is promoted effectively through teaching and learning.
* Ensure that information regarding FREDIE is communicated effectively to the college community.
* Monitor, review and contribute to the College’s Equality and Diversity Objectives and Action Plan.
* Monitor, review and contribute to the college’s Access and Participation plan, particularly monitoring outcomes for cohorts of learners in HE where there is an identified achievement gap.
* Make recommendations as to how the promotion of equality duties can be further enhanced and improved through the curriculum and service provision.
* Review and revise the College’s FREDIE Policy annually
* Contribute to the College’s annual FREDIE Report, published in January.
* Monitor the progress made against College EDIMS measures and targets.
* Monitor any complaints pertaining to Equality and Diversity.
* Champion inclusive practice and anti-racism

# Responsibilities

**The Corporation will:**

* Have a significant role in creating and maintaining an inclusive organisation where all can learn, work and reach their full potential.
* Agree and monitor Equality Objectives.

**Instruct the Senior Management team to:**

* Ensure that relevant policies are in place, up to date and effectively implemented.
* Listen to the voice of learners and make changes accordingly to improve the inclusivity of the College
* Ensure that the College upholds its legal obligations in relation to Equality and Diversity.
* Promote FREDIE principles in all its actions.

**The College Management Team will:**

* Lead by example through implementing the FREDIE Policy;
* Promote a culture of mutual respect and acceptance.
* Monitor FREDIE through the self- assessment process and quality reviews.
* Include FREDIE awareness training in the induction process and thereafter in staff development and performance reviews.
* Ensuring FREDIE is fully embraced by staff within their area.

**Individual staff members will:**

* Inform an appropriate person if inappropriate or discriminatory practice occurs.
* Be responsible for engaging in staff development opportunities that address equality and diversity issues.
* Ensure that curriculum content includes equality and diversity to raise awareness in students.
* Challenge any inappropriate language or behaviour and promote a culture of mutual respect and acceptance.
* Embrace and embed British Values into their working practice.

# Procurement

The College ensures that any external organisations with which it works or contracts with are made aware of and encouraged and supported to adhere to the core FREDIE principles of the College. The College will also seek to identify the equality and diversity policies and practices of any external organisations it may work with and to give information to partners regarding their obligations to work with a public sector organisation.

# Equality Impact Assessments

There is no specific legal requirement to carry out formal, documented equality impact assessments (EIAs). The college encourages individuals and teams to think carefully about the likely impact of their work on all groups with a protected characteristic and take action to improve services, policies, strategies. This involves anticipating the consequences of policies and functions on all groups and making sure that as far as possible any negative consequences are eliminated or minimised.

# Complaints

The College has a transparent and responsive complaints procedure for all stakeholders which can be found on our website. Complaints data is analysed by the Vice Principal Quality and Learner Services on a regular basis to identify any trends.

12.1 Hull College seeks to provide a supportive environment for those who make claims of discrimination or harassment on the grounds of age, disability, sex, sexual orientation, gender reassignment, race, religion or belief, pregnancy and maternity, marriage or civil partnership.

12.2 Acts of discrimination (direct, indirect, by association or by perception), harassment, victimisation or abuse will be treated as a serious disciplinary offence.

12.3 Staff who feel they are being discriminated against by other members of staff should raise the matter with HR under the Grievance Procedure.

12.4 If, in their work, staff members suffer discrimination from members of the public, the College will take appropriate action and provide appropriate support.

12.5 Any discriminatory behaviour directed against staff by learners, or by learners against other learners, will be dealt with under the Student Disciplinary Procedure and in accordance with the Safeguarding Policy.

# Involvement and Consultation

The College continues to elicit feedback from its community by having effective communication channels in a variety of formats such as:

* Student satisfaction surveys at induction, on-programme and exit.
* Student representatives.
* Staff council
* FREDIE Committee meetings
* Living and Thriving Tutorial Framework
* Partnerships with outside agencies

# Informing others

The FREDIE Policy will be relevant to many people, not just in terms of responsibilities under the policy, but also in terms of how students, staff and visitors can expect College life to change and improve. The College will make the policy available on its website and ensure that it is available in a variety of formats to meet the diverse needs of our student and staff population

# Monitoring and Review

This policy will be monitored by the Principal on a two-yearly basis, unless changes in legislation require earlier review.