

Equality, Diversity and Inclusion Policy

Policy Statement / Purpose

1.1 The NFTS is committed to providing equality of opportunity, valuing diversity and promoting a culture of inclusion.

1.2 We want our staff and students to reflect the diversity of the regional, national, and international communities that we serve and influence. 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 without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential.

1.3 Through the implementation of this Policy and it's included action plan, we will strive to ensure that equality is embedded in all of our activities, policies and decisions and will work with our partners to share good practice.

Scope

2.1 This policy applies to all current and potential students (including apprentices) and staff working at the NFTS on a paid or voluntary basis, external examiners, consultants, Board members and visitors or contractors who visit our premises.

2.2 It covers discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex, and sexual orientation as set out in the Equality Act 2010.

2.3 This strategy is supported by the School's EDI related policies:

- [Bullying, Harassment, and Sexual Misconduct Policy](#)
- [Trans Equality Policy](#)
- [Student Pregnancy and Maternity Policy](#)
- [Student Social Media Policy](#)
- [Student Code of Conduct](#)
- [Staff Code of Conduct](#)

2.4 The School is committed to ensuring that equality is woven into the fabric of how we deal with our students and staff and how we support and protect them. We have a robust action plan that we will continuously review. We are proud of our work around racism, disability and trans equality and our action plan will continue to act as our focus in our ongoing work in these areas.

Responsibilities

3.1 All members of the NFTS community have a responsibility to promote equality, diversity and inclusion.

3.2 The Board of Governors, through the Director of the NFTS, has ultimate responsibility for ensuring that this policy is fully implemented.

3.3 The HR Director and the Registrar are responsible for leading the implementation of the School's EDI policy in relation to quality, diversity and inclusion for both staff and students.

3.4 All members of the School community have a responsibility to:

- understand and adhere to this policy and related policies and procedures and to contact the Registrar, Student Support and Wellbeing, or Human Resources with any questions, and
- challenge or report inappropriate behaviour or any discrimination in accordance with the relevant procedure.

Policy, Procedures and Enforcement

4.1 Equality is at the heart of our Corporate Plan which aligns with our Principles and Values, and our aim is to make full use of people's talents and skills by creating an open and inclusive culture where people from all backgrounds can work together with dignity and respect.

4.2 We will take active steps to fulfil our responsibilities and promote good practice by:

- Complying with legal obligations in a transparent manner
- Promoting this policy widely amongst staff and students
- Taking measures to eliminate discrimination
- Taking action to redress any inequalities including monitoring the recruitment and progress of all students and staff; collecting and collating equalities information and data; and acting on any inequality revealed by the data
- Fostering good relations between persons who share a protected characteristic and persons who do not
- Promoting awareness and understanding of EDI matters among staff and students through policies, training, guidance and campaigns
- Engaging with staff and students in respect of changes which may affect their employment or study
- Ensuring 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
- Raising awareness of our policies and commitment to EDI with external suppliers, contractors and partners and encouraging them to follow similar good practice
- Ensuring the School estate is, as far as reasonably possible, welcoming and accessible to all
- Enhancing understanding of reasonable adjustments to enable disabled staff and students to overcome barriers in the working, learning and social environment
- Requiring that learning and teaching material, are inclusive and respectful
- Ensuring staff and students are provided with appropriate tools so that they feel confident to discuss EDI issues and raise any concerns
- Dealing with potential and actual acts of discrimination, harassment and bullying appropriately under relevant School policy and taking appropriate action where necessary

- Consulting with staff, students, the Students' Union and other key stakeholders on EDI issues through existing mechanisms

Implementation, Monitoring and Review

5.1 This Policy will be implemented through the actions and objectives set out in our EDI Action Plan which will be reported to the Academic Board, chaired by the Registrar.

5.2 We will assess the impact of this Policy by monitoring as follows:

- Through the collection and analysis of data on staff and tutors with regard to recruitment, training, and complaints and report this information annually to the Board of Governors.
- Through the collection and analysis of student monitoring data with regard to recruitment, progression and completion, and complaints and misconduct. This data will be reported annually to the Academic Board.
- This Policy will be reviewed regularly to ensure that it reflects best practice and current legislation.

5.3 All staff are required to take undertake training in diversity in the workplace and bullying and sexual harassment as part of their induction. All students undertake training on EDI, unconscious bias, bystander, disability awareness and harassment and sexual consent on joining the School.

5.4 The monitoring of progress against the School's Equality Action Plan along with annual data monitoring will enable us to assess the impact of our Policy.

Related Information

6.1 Complaints Procedures related to Equality, Diversity and Inclusion:

The School expects all members of its community to treat others equitably, with dignity and respect. Any members of our School community who believe they have been discriminated against, harassed or bullied have the right to make a complaint free from victimisation or fear of retaliation.

When making a complaint, normally the matter should be raised informally in the first instance using the following procedures, as appropriate:

- [Bullying, Harassment and Sexual Misconduct Policy](#)
- [Student Complaints Procedure](#)
- [Staff Grievance Policy & Procedure](#)

6.2 Any member of staff may seek assistance and support from Human Resources.

6.3 Students may seek advice and support from:

- Student Support and Wellbeing
- The Students' Union

6.4 We aim to support and protect anyone who makes a complaint, or who acts as a witness, under these procedures from victimisation or retaliation.

This Policy was approved by the Board of Governors in June 2026

Appendix 1- Definitions/Terminology

Antisemitism: The NFTS aims to ensure that all students, whatever their background, have a fulfilling experience of higher education.

The International Holocaust Remembrance Alliance (IHRA)'s working definition of antisemitism is: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities".

It is important to recognise that our zero-tolerance approach to antisemitism does not prevent criticism of Israel or the actions of the Israeli government, just as all other nation states and government are open to critical discussion. In accordance with the recommendation of the Home Affairs Select Committee in 2016, the NFTS acknowledges that:

It is not antisemitic to criticise the Government of Israel, without additional evidence to suggest antisemitic intent. It is not antisemitic to hold the Israeli Government to the same standards as other liberal democracies, or to take a particular interest in the Israeli Government's policies or actions, without additional evidence to suggest antisemitic intent.

Islamophobia: The NFTS recognises the working definition of Islamophobia developed by the All Party Parliamentary Group on British Muslims based on the guidance provided by the Coalition Against Islamophobia.

The definition outlines that "Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness."

This definition conceptualises Islamophobia as a type of racism and recognises that Muslims are subject to more than just overt expressions of religious hatred and abuse, but a systemic form of discrimination, control, and exclusion that is manifested in public, economic, political and social spheres of life.

At the NFTS, harassment and discrimination of any kind including harassment on racial or religious grounds are totally unacceptable at our School and we have strong policies in place to guard against them.

Appendix 2 - NFTS EDI Commitments Action Plan

Since 2020, the School has been meeting regularly with internal and external stakeholders forming part of our Anti-Discrimination group with a focus on anti-racism, disability inclusion and trans equality. Commitments to these various elements of EDI together with action plans were developed, and Management sponsors were attached to each commitment. Much has been achieved, including:

- The launch of 'NFTS For You'- an initiative aimed at attracting talent from diverse racial backgrounds and which resulted in a significant increase in students from non-White backgrounds;
- The launch of the Access NFTS Outreach strategy which include plans to improve entry routes into the School for Black British students across the regions of the UK;
- The appointment of a Disability Lead for the School to champion the inclusion of disabled talent within the industry and within the School;
- The adoption of the TV Access Project's 5 As (Anticipate, Ask, Assess, Adjust & Advocate) and benchmarked our student and staff recruitment practices and policies against these as standard;
- The development of a new Trans Equality Policy and Guidance, and the appointment of a trans consultant to help support the School's trans and queer community.
- Extending the training that staff and students undertake on joining the School to include a broader range of diversity issues.

This action plan sets out where we need to focus our ongoing work.

1. We will support disabled students who cannot otherwise access training at the School to live in our new, purpose-built accommodation, and work with them to ensure that the rooms meet their individual needs.
2. Following completion of the Access Audit, we will continue to improve the School's estate and facilities to ensure they are as accessible and inclusive as possible for students with a wide range of access needs.
3. Following the University Mental Health Charter application, we will review and implement its recommendations where appropriate fostering an inclusive culture that recognises and supports mental wellbeing and removes barriers so that all staff and students can thrive.
4. We will continue to ensure that the voices of Global Majority students are heard and represented across the School, for example through the Black Society, creating meaningful opportunities for students to shape curricula and services that are inclusive, accessible, and responsive to their needs.

5. We will deliver high-quality, scenario-based training to build the capability and confidence of our colleagues to foster inclusive environments and manage sensitive issues confidently and promptly.
6. We will continue to work to increase the number of students, staff and visiting tutors from ethnically diverse and disabled backgrounds using our KPIs as a floor not a ceiling, and ensuring our recruitment practices are inclusive and reflect best practice.