



Absolute Mentoring

Equality and Diversity Policy

ABSOLUTE MENTORING LONE WORKIN POLICY JANUARY 2026

NEXT REVIEW DATE: APRIL 2027

Equality, Diversity and Inclusion Policy – Absolute Mentoring

Legislative Framework and Guidance

Absolute Mentoring operates in line with current equality, safeguarding, and educational legislation and guidance to ensure best practice is consistently applied. This includes, but is not limited to:

- The Equality Act 2010
- The Children Act 1989 and 2004
- The Special Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education (KCSIE)
- The Human Rights Act 1998

These frameworks inform all aspects of practice, ensuring that provision is inclusive, non-discriminatory, and responsive to the individual needs of learners.

In addition, best practice guidance is used to inform decision-making, particularly in relation to supporting learners with SEMH needs. This includes maintaining a reflective approach, considering each learner's background, experiences, and individual context when planning and delivering sessions.

Absolute Mentoring is committed to keeping up to date with relevant legislation and guidance to ensure that practice remains compliant, safe, and inclusive.

1. Purpose

Absolute Mentoring is committed to promoting equality, diversity, and inclusion in all aspects of its work. The aim is to ensure that every learner is treated with dignity, respect, and fairness, and is able to access provision that meets their individual needs.

2. Principles

Provision is delivered in a way that:

- Respects and values individual differences
- Promotes inclusion and equal opportunities
- Challenges discrimination, prejudice, and stereotyping
- Supports learners to feel safe, valued, and understood

This applies to all learners regardless of age, disability, gender identity, race, religion or belief, sexual orientation, or socio-economic background.

3. Inclusive Practice

As a 1:1 provider working with learners with Social, Emotional and Mental Health (SEMH) needs,

Absolute Mentoring ensures that:

- Sessions are tailored to meet the individual needs, strengths, and backgrounds of each learner
- Barriers to engagement are identified and reduced wherever possible
- Communication is adapted to suit the learner's level of understanding and emotional needs
- Cultural, social, and personal factors are considered in planning and delivery

4. Challenging Discrimination

Any form of discrimination, bullying, or discriminatory language is challenged appropriately and proportionately. This includes:

- Supporting learners to understand the impact of their behaviour
- Promoting respect and positive relationships
- Reinforcing clear boundaries and expectations

5. Accessibility

Reasonable adjustments are made to ensure that all learners can access provision. This may include adapting activities, environments, or approaches to meet specific needs.

6. Responsibilities

Absolute Mentoring, as a sole provider, is responsible for:

- Delivering inclusive and non-discriminatory practice
- Maintaining awareness of equality and diversity issues
- Reflecting on practice and adapting where necessary

8. Monitoring and Review

Practice is reviewed regularly to ensure that equality and inclusion are embedded effectively. Feedback from learners and stakeholders is used to improve provision.