

# Equality, Diversity, Inclusion and British Values Policy

**Empowering Futures Academy Ltd**  
(Alternative Provision)

Policy Name	Equality, Diversity & Inc. Policy
Site	Birmingham
Version	1.0
Approved By	Director / DSL
Date Reviewed & Confirmed	<b>18 January 2026</b>
Next Review Due	<b>January 2027</b>

## 1. Policy Statement

Empowering Futures Academy Ltd (“Empowering Futures”) is committed to promoting equality, diversity, inclusion, and mutual respect across all aspects of its Alternative Provision. We aim to create a safe, inclusive, and supportive learning environment where all learners, staff, visitors, and partners are treated with dignity and respect and are able to participate fully in education and training.

We recognise that learners accessing Alternative Provision may experience disadvantage, discrimination, trauma, SEND, SEMH needs, or social exclusion. This policy underpins our commitment to removing barriers, promoting fairness, advancing equality of opportunity, and fostering positive relationships.

## 2. Scope of the Policy

This policy applies to:

- All learners accessing Empowering Futures provision
- All staff, tutors, volunteers, and contractors

- Parents/carers, visitors, and external partners

The policy applies across all Empowering Futures delivery sites, including:

- **WEETC – Coventry**
- **Evolve Centre – Birmingham**
- **Argyle House - Coventry**

### **3. Legal and Statutory Framework**

This policy aligns with and is informed by:

- **Equality Act 2010**
- **Human Rights Act 1998**
- **Education Act 1996**
- **Keeping Children Safe in Education (KCSIE) 2025**
- **Working Together to Safeguard Children (2023)**
- **Counter-Terrorism and Security Act 2015 (Prevent Duty)**
- **Local Authority Alternative Provision commissioning requirements**

Empowering Futures has due regard to the **Public Sector Equality Duty**

(PSED).

### **4. Protected Characteristics**

Under the Equality Act 2010, the following protected characteristics are

recognised: ● Age

- Disability
- Gender reassignment
- Marriage and civil partnership

- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

Discrimination, harassment, or victimisation related to any protected characteristic is not tolerated.

## **5. Equality Impact Statement (Embedded)**

### **Purpose**

Empowering Futures undertakes equality impact consideration to ensure that policies, practices, and delivery models do not disadvantage any individual or group and actively promote inclusion and fairness.

### **Impact on Learners**

- Provision is personalised, flexible, and trauma-informed.
- Reasonable adjustments are made for learners with SEND, EHCPs, medical needs, or mental health needs.
- Attendance, behaviour, and engagement expectations are applied proportionately, with consideration of individual circumstances.
- Barriers linked to trauma, exclusion, or discrimination are actively addressed.

### **Impact on Staff and Workforce**

- Recruitment, employment, and development practices are fair and inclusive.
- Staff are supported to work in a respectful, discrimination-free environment. ●

Equality and safeguarding training form part of staff induction and CPD.

### **Mitigation and Monitoring**

Where potential negative impact is identified, Empowering Futures

will: • Make reasonable adjustments

- Adapt delivery or environments
- Seek specialist advice
- Work collaboratively with families, schools, and Local Authorities

Equality data and outcomes are reviewed regularly, and this assessment is reviewed annually.

## **6. British Values (Embedded)**

Empowering Futures actively promotes **British Values** as part of its commitment to preparing learners for life in modern Britain and supporting safeguarding and social cohesion.

### **Democracy**

- Learners are encouraged to express views respectfully.
- Learner voice is promoted through reviews, discussions, and feedback.
- Participation and decision-making are modelled and supported.

### **The Rule of Law**

- Clear boundaries, expectations, and consequences are in place.
- Learners are supported to understand how rules protect individuals and communities.
- Behaviour expectations are applied fairly and proportionately.

### **Individual Liberty**

- Learners are supported to develop independence, confidence, and self-advocacy.
- Learners are guided to make informed, safe choices within a safeguarding framework.

### **Mutual Respect**

- Respect is embedded across all interactions.
- Discriminatory language or behaviour is challenged promptly.
- Positive relationships are modelled consistently.

## **Tolerance of Different Faiths and Beliefs**

- Diversity of faith, belief, culture, and identity is respected and valued.
- Differences are explored in an age-appropriate and inclusive way.
  
- Prejudice and stereotyping are actively challenged.

# **7. Prevent Duty Statement (Embedded)**

## **Commitment to the Prevent Duty**

Empowering Futures recognises its duty under the **Counter-Terrorism and Security Act 2015** to have due regard to the need to prevent people from being drawn into terrorism.

The Prevent Duty is delivered in a **proportionate, safeguarding-led, and inclusive manner**, recognising that vulnerability to radicalisation can be linked to factors such as trauma, isolation, SEND, SEMH needs, or unmet emotional needs.

## **Implementation**

Empowering Futures:

- Promotes British Values as a protective factor
- Provides staff with safeguarding and Prevent awareness training
- Encourages critical thinking and respectful discussion
- Ensures learners know how to raise concerns safely

## **Safeguarding and Referral**

- Any concerns regarding radicalisation or extremist views are treated as safeguarding concerns.

- Concerns are escalated to the **Designated Safeguarding Lead (DSL)**.
- Where appropriate, referrals are made through Local Authority safeguarding pathways, including Prevent/Channel processes.

Prevent work is embedded within the wider safeguarding framework and aligned with **KCSIE 2025**.

## **8. Safeguarding and Equality**

Equality, diversity, British Values, and Prevent are integral to safeguarding. Discrimination, harassment, bullying, or extremist influence may constitute a safeguarding concern and are managed in line with safeguarding procedures.

## **9. Reasonable Adjustments and SEND**

- Reasonable adjustments are made to prevent disadvantage.
- Adjustments may include:
  - Teaching and learning adaptations
  - Environmental considerations
  - Communication support
  - Flexible timetables or delivery models

Adjustments are informed by individual need, EHCPs, and professional advice.

## **10. Roles and Responsibilities**

### **Provision Leadership**

- Ensure compliance with equality, safeguarding, and Prevent legislation
- Embed inclusive practice across the organisation
- Monitor implementation and impact

## **Designated Safeguarding Lead (DSL)**

### **Rhean White – Director**

- Oversees equality-, Prevent-, and safeguarding-related concerns
- Leads escalation and referrals

## **Deputy Designated Safeguarding Lead (DDSL)**

### **Rena Sparks**

- Supports the DSL
- Acts in the DSL's absence

## **Staff and Tutors**

- Promote inclusive practice and British Values
- Challenge discrimination and inappropriate behaviour
- Report concerns promptly

## **Learners**

- Treat others with respect
- Engage positively and responsibly

# **11. Complaints and Concerns**

Concerns relating to equality, discrimination, British Values, or Prevent can be raised through:

- Informal discussion with staff
- Formal complaints procedures
- Safeguarding reporting routes

All concerns are handled fairly, sensitively, and confidentially.

## **12. Monitoring and Review**

- This policy is monitored through safeguarding and quality assurance processes.
- Engagement, attendance, and outcomes are reviewed to identify any inequality. ●

The policy is reviewed annually or sooner if legislation or LA requirements change.

## **13. Related Policies**

- Safeguarding and Child Protection Policy
- Prevent Policy / Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Attendance Policy
- Complaints Policy
- Data Protection Policy