



Woodland Pathways

Equality, Diversity and Inclusion (EDI) Policy

**Date created or revised: 0925
Date of next review: 0926**

1. Policy Statement

Woodland Pathways is committed to promoting equality of opportunity, valuing diversity, and ensuring inclusion for all.

We provide a safe, respectful, and inclusive environment where every individual is:

- Treated with dignity and fairness
- Valued for their identity and experiences
- Supported to access and engage fully in provision

We recognise that many learners accessing alternative provision may experience:

- Social, Emotional and Mental Health (SEMH) needs
- Barriers to education
- Disadvantage or vulnerability

Our approach is therefore:

- **Relational** – centred on belonging and connection
- **Trauma-informed** – recognising lived experience
- **Inclusive by design** – removing barriers, not expecting learners to fit systems

We are committed to **social justice, anti-discrimination, and inclusive practice** in all aspects of provision.

2. Scope

This policy applies to:

- All learners and young people
- All staff, practitioners, and volunteers
- All activities (on-site, off-site, and outdoor provision)
- All interactions with parents/carers, commissioners, and partners

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour & Relationships Policy
- SEND / SEMH Policy
- Online Safety Policy

3. Legal and Statutory Framework

This policy is aligned with:

- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**
- **Keeping Children Safe in Education (KCSIE, 2025)**
- **Working Together to Safeguard Children (2023)**

Woodland Pathways meets its duties to:

- **Eliminate discrimination, harassment, and victimisation**
- **Advance equality of opportunity**
- **Foster good relations between individuals and groups**

4. Definitions

Equality:

Ensuring fair access to opportunities and removing barriers for individuals.

Diversity:

Recognising, valuing, and respecting differences, including:

- Culture, ethnicity, and language
- Gender identity and sexuality
- Ability and neurodiversity
- Socio-economic background

Inclusion:

Creating an environment where all individuals:

- Feel safe and respected
- Can participate fully
- Experience a sense of belonging

5. Protected Characteristics

In line with the Equality Act 2010, this policy protects individuals from discrimination based on:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

6. Core Commitments

Woodland Pathways is committed to:

- Eliminating discrimination in all forms
- Promoting inclusive and equitable access to provision
- Challenging prejudice, bias, and stereotyping
- Creating a culture of respect, belonging, and acceptance
- Ensuring all learners can achieve and thrive regardless of background

7. Inclusive Practice

We promote inclusion through:

7.1 Accessible Provision

- Adapting activities to meet individual needs
- Providing reasonable adjustments
- Ensuring equitable participation in all environments

7.2 Learner-Centred Practice

- Valuing voice, choice, and agency
- Recognising individual strengths and identities
- Supporting autonomy and independence

7.3 Inclusive Environment

- Using inclusive language and communication
- Providing diverse and representative resources
- Creating psychologically safe spaces

7.4 Outdoor Learning Inclusion

- Adapting outdoor activities to ensure accessibility
- Considering physical, sensory, and emotional needs
- Promoting respect for different abilities and experiences

8. Supporting Vulnerable Learners

We recognise that many learners may experience additional vulnerabilities.

We ensure:

- Barriers to participation are identified and reduced
- Support is individualised and flexible
- Learners feel valued, understood, and safe

Support may include:

- Behaviour and support plans
- Reasonable adjustments
- Multi-agency working with schools, LA, and professionals

9. Promoting Equality and Celebrating Diversity

We actively promote equality by:

- Embedding inclusive values into daily practice
- Celebrating cultural diversity and identity
- Encouraging discussion, reflection, and understanding
- Challenging stereotypes and discrimination

10. Responding to Discrimination and Prejudice

Woodland Pathways operates a zero-tolerance approach to:

- Discrimination
- Harassment
- Bullying (including prejudice-based bullying)

All incidents will be:

- Taken seriously and responded to promptly

- Recorded accurately
- Investigated proportionately
- Addressed using restorative approaches alongside safeguarding procedures
- Reported to commissioning bodies where appropriate

Where necessary, incidents will be treated as safeguarding concerns.

11. Online Safety and Inclusion

We promote inclusive and respectful digital behaviour:

- All online interactions must reflect EDI values
- Cyberbullying is addressed in line with safeguarding procedures
- Staff model appropriate online conduct

12. Roles and Responsibilities

Leadership / Provision Lead / DSL

- Ensure policy implementation and compliance
- Monitor equality outcomes and practice
- Liaise with commissioners and external agencies
- Respond to incidents and concerns

Staff and Practitioners

- Promote inclusive practice in all interactions
- Challenge discriminatory behaviour
- Support learners appropriately
- Maintain professional standards

Learners

- Treat others with respect
- Engage positively with community values
- Contribute to an inclusive environment

Parents/Carers and Commissioners

- Support inclusive values and expectations
- Work in partnership with Woodland Pathways

13. Training and Awareness

All staff receive training in:

- Equality, diversity and inclusion
- Inclusive and trauma-informed practice
- Unconscious bias
- Safeguarding and vulnerability

Training is regularly updated and reinforced through supervision.

14. Monitoring, Data and Accountability

Woodland Pathways will:

- Monitor participation, engagement, and outcomes
- Identify and address any disparities
- Gather feedback from learners and commissioners
- Review incidents and trends

15. Partnership Working

We work collaboratively with:

- Schools and commissioning Local Authorities
- Families and carers
- External professionals

We ensure:

- Clear communication
- Shared strategies
- Consistent support for learners

16. Review of Policy

This policy will be reviewed:

- Annually
- Following significant incidents
- In response to changes in legislation or Local Authority guidance

Key Statement

Woodland Pathways is committed to ensuring that equality, diversity and inclusion are embedded across all aspects of provision, enabling all learners to access, participate and achieve within a safe, respectful and inclusive environment.

Appendix 1: Equality, Diversity & Inclusion (EDI)

Action Plan 2025–2026

1. Purpose

This action plan outlines how Woodland Pathways will:

- Promote equality of opportunity
- Advance inclusive practice
- Monitor and improve outcomes for all learners

2. Key Priorities

Priority Area	Action	Lead Responsibility	Timescale	Success Criteria / Impact	Monitoring Method
Inclusive Practice	Review all activities to ensure accessibility and adaptability	Provision Lead	Termly	All learners can access activities with appropriate adjustments	Observations, learner feedback
Learner Voice	Implement structured opportunities for learner feedback (e.g. check-ins, reviews)	Practitioners	Ongoing	Learners feel heard and valued	Feedback records, reviews
Curriculum Diversity	Audit resources to ensure representation of diverse identities and experiences	Provision Lead	Annual + ongoing	Resources reflect diversity and avoid stereotypes	Resource audit
Staff Training	Deliver EDI and unconscious bias training	Provision Lead / DSL	Annual	Staff demonstrate inclusive practice and awareness	Training logs, supervision
Reducing Barriers	Identify and remove barriers to participation (SEMH, SEND, attendance)	Practitioners	Ongoing	Increased engagement and participation	Attendance and engagement data
Anti-Bullying & Discrimination	Strengthen response and recording of prejudice-based incidents	DSL	Ongoing	Incidents addressed quickly and effectively	Incident logs
Partnership Working	Strengthen communication with schools, LA and families	Provision Lead	Ongoing	Consistent support across settings	Meeting records
Data Monitoring	Track outcomes for different groups (SEND, SEMH, vulnerable learners)	Provision Lead	Termly	No group is disproportionately disadvantaged	Data review
Outdoor Inclusion	Ensure all outdoor provision is accessible and adaptable	Practitioners	Ongoing	Learners of all abilities participate safely	Risk assessments
Wellbeing & Belonging	Promote emotional safety and belonging through relational practice	All staff	Ongoing	Learners report feeling safe and included	Feedback, observations

3. Review and Evaluation

The EDI Action Plan will be:

- Reviewed termly by leadership
- Updated based on:
 - Learner outcomes
 - Feedback
 - Incident trends
 - Commissioner input

Appendix 2: Staff Equality, Diversity & Inclusion (EDI) Checklist

This checklist supports staff to embed EDI into **daily practice** and is aligned with safeguarding and Ofsted expectations.

1. Inclusive Practice

- ✓ I adapt activities to meet individual needs
 - ✓ I consider SEND, SEMH, and additional vulnerabilities
 - ✓ I remove barriers rather than expect learners to “fit” the activity
 - ✓ I ensure all learners can participate meaningfully
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2. Language and Communication

- ✓ I use inclusive, respectful language at all times
 - ✓ I challenge inappropriate or discriminatory language immediately
 - ✓ I communicate in ways that meet individual needs (e.g. simplified, visual, supportive)
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3. Relationships and Environment

- ✓ I create a safe, welcoming and respectful environment
 - ✓ I model positive, inclusive behaviour
 - ✓ I build strong, trusting relationships with learners
 - ✓ I ensure all learners feel valued and heard
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4. Awareness and Reflection

- ✓ I reflect on my own biases and assumptions
 - ✓ I engage in training and professional development
 - ✓ I seek support if I am unsure how to respond to a situation
-

5. Challenging Discrimination

- ✓ I challenge discrimination, bullying, or prejudice immediately
 - ✓ I follow safeguarding procedures where required
 - ✓ I record and report incidents appropriately
-

6. Learner Voice and Participation

- ✓ I encourage learners to express their views
 - ✓ I listen actively and respond appropriately
 - ✓ I support learners to understand and respect differences
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7. Safeguarding and Vulnerability

- ✓ I recognise that discrimination may be a safeguarding issue
 - ✓ I remain vigilant to signs of exclusion or harm
 - ✓ I report concerns to the DSL without delay
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8. Professional Responsibility

- ✓ I follow all relevant policies (EDI, Safeguarding, Behaviour)
 - ✓ I maintain professional boundaries at all times
 - ✓ I contribute to an inclusive culture across the provision
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Staff Declaration:

I have read and understood the Equality, Diversity & Inclusion Policy and agree to implement inclusive practice in line with Woodland Pathways expectations.

Name:

Signature:

Date: