



Built on botheredness . . .

the **enquire**
learning trust



Equality, Diversity & Inclusion (EDI) Policy

Apprenticeship Provision



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Version History

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May 2026	Safeguarding Lead		NEW

1. Policy Context

The Equality Act 2010 provides the statutory framework for preventing discrimination and promoting fairness across employment, education, public services and wider society. The Enquire Learning Trust is committed to ensuring that equality, diversity and inclusion (EDI) are embedded throughout all aspects of our work with pupils, colleagues, families, partners and programme participants.

We recognise that diversity strengthens our organisation. A wide range of backgrounds, identities and experiences enriches our culture and enhances the quality of education and support we provide.

EDI is central to our strategic intent, operational practice and daily interactions. This policy outlines how the Trust:

- promotes its EDI commitments
- engages colleagues, partners and participants in this work
- ensures staff are trained to implement inclusive practice
- applies EDI principles in recruitment, professional development and partnership activity
- reviews and evaluates the impact of the policy

2. Policy Statement

The Enquire Learning Trust is committed to fostering an inclusive environment in which every individual is respected and valued. We understand that broadening perspectives and providing a fully inclusive environment is of benefit to programme participants and our own organisation. We recognise that equality is not achieved simply by providing the same opportunities to all; it requires us to identify and address barriers so that outcomes are fair and equitable.

Our commitment includes:

Providing equity

In order to do this we identify areas that may prove to be inequitable and take a proactive approach in order to remove barriers and create opportunities for all.

Ensuring inclusion

We embed fairness, respect and diversity into recruitment, development, leadership and decision-making across the organisation. We are always keen to seek the views of our programme participants.

Measurable Impact

We set clear expectations, monitor progress and hold ourselves accountable for reducing gaps in participation and outcomes.

We expect all partners and participants to uphold an approach to EDI that aligns with our values. We will not enter into or maintain partnerships where this is not the case.

All staff are required to complete induction and ongoing training. Staff must be confident in recognising, addressing and challenging discriminatory behaviour or practice. They are confident when identifying challenges that may directly refer to the protected characteristics outlined in the Equality Act 2010:

Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics:

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

The Trust follows statutory guidance relating to all protected characteristics and ensures that colleagues understand their responsibilities.

This policy supports compliance with:

- Ofsted's Education Inspection Framework
- Relevant regulatory and funding requirements eg DfE funding requirements
- The British Values framework

3. Organisational Responsibilities

The Trust Board and Trustees hold overall responsibility for ensuring compliance with the Equality Act 2010 and associated statutory codes of practice.

They are responsible for ensuring that:

- the Trust meets all legal and regulatory requirements
- breaches of this policy are addressed promptly and appropriately
- staff with delegated responsibilities receive appropriate training and support

4. Individuals with Specific Responsibilities

- **Trust Director of Governance:** Liz Thompson
- **Trust Director for Vulnerable Learners:** Jaimie Holbrook
- **Trust Safeguarding Officer:** Rachel Cooper
- **Director of SEND:** Anne Munro
- **Director of Improvement and Effectiveness:** Jaimie Holbrook
- **Quality Manager:** TBA

5. Implementation and Communication

The Director of Governance oversees the coordination, implementation and monitoring of all EDI-related policies and procedures, ensuring alignment with legislation and best practice.

Staff are reminded that equality does not mean treating everyone identically. It means recognising individual needs and ensuring that support and opportunities are accessible and fair. Wherever necessary, the trust is committed to making reasonable adjustments so that all apprentices get fair access to the programmes available.

The Trust promotes a culture of respect, inclusion and high expectations. We celebrate diversity in background, identity, language, culture and experience, and we embed British Values throughout our work.

6. Embedding Equality, Diversity & Inclusion

The Trust demonstrates its commitment to EDI by:

- taking positive action to ensure our workforce and learners reflect the diversity of our communities- this is monitored centrally
- protecting staff and learners from discrimination, harassment, bullying or victimisation
- using inclusive and representative documentation, communications and learning materials- these are adapted to meet the needs of all learners
- removing barriers to recruitment, participation and progression
- ensuring equitable access to support and high-quality provision
- monitoring equality of opportunity through robust quality assurance processes

Roles Supporting EDI

- **Leaders and Managers** ensure effective communication of the policy with employees, partners and participants, promote inclusive practice through systems and course content and monitor compliance regularly throughout the course of each programme.
- **Business and Partnership Teams** promote EDI expectations to external partners and challenge discriminatory practice.
- **Recruitment Teams** ensure fair and transparent processes and identify support needs early.
- **Coaches and Educators** reinforce EDI principles throughout the learner journey and respond to concerns promptly.

This policy supports the Education Inspection Framework by ensuring:

- high expectations for all learners
- a safe, inclusive culture
- strong personal development
- effective leadership and accountability

Trust Values in Practice

Accountability

- Staff challenge discrimination and uphold expected standards
- All members of the organisation take responsibility for ensuring decisions consider equality of opportunity
- Leaders monitor data to identify gaps in participation and achievement and take relevant steps to ensure EDI is promoted.

Common Purpose

- We work collaboratively with partners and participants to ensure we fulfil our commitment to the provision of inclusive learning
- We ensure that opportunities are provided to ensure learner voice informs continual improvement

Delivery

- We provide assessment and support for learners who may have additional learning needs
- Learners with additional needs may require individual support plans. These are reviewed regularly and adjusted to meet the needs of participants.
- We use adaptive teaching strategies to ensure we adjust our delivery of the curriculum to meet varying needs.
- Learning materials are adapted to meet the needs of learners when required. Care is taken to ensure that materials reflect diversity.

Impact

- Inclusion is measured through both qualitative data and quantitative measures such as learner progress, achievement and wellbeing
- Adjustments and support are reviewed for effectiveness. Where improvements can be made, we commit to making these adjustments swiftly and decisively.
- We track the attainment and progress of learners throughout our programmes and act swiftly to provide ongoing support.

7. On-Programme Support

We seek to identify any additional needs and related reasonable adjustments that participants may require through the induction process. Learners may disclose needs either at enrolment or during their programme. The Trust supports learners through:

Data

The Director of Governance monitors data to identify trends. The programme leads design support, evaluate interventions and adjust support for learners throughout our programmes in response to this data.

Training

Programme leads can access support from the Director of SEND who provides regular training on identification, support, referral pathways and signposting. Where individualised support is required, this can be planned directly with the Director of SEND.

Awareness Themes

The Trust promotes national awareness EDI awareness events through our learning platform.

8. Training Delivery

EDI is embedded throughout the learner journey, including:

- References during the induction process
- Consideration through the initial assessment
- Functional Skills assessments and subsequent analysis
- Inclusion in enrolment and disclosure processes
- The provision of reasonable adjustments (e.g., coloured resources, screen adjustments, readers)
- Ongoing learner reviews with mentors

9. Breaches and Complaints

Any breach of this policy will be taken seriously. Complaints or concerns will be investigated promptly, sensitively and in accordance with Trust procedures. Appropriate action will be taken where required.

10. Monitoring and Review

EDI is monitored through the Trust's quality assurance processes, overseen by the Quality Manager. Findings inform continuous improvement.

This policy is reviewed annually or sooner if legislation or regulatory requirements change.