



Rainbow Trees Pathway

[Hello@rainbowtreespathway.co.uk](mailto>Hello@rainbowtreespathway.co.uk)

www.rainbowtreespathway.co.uk

Equality, Diversity and Inclusion (EDI) Policy

Organisation: Rainbow Trees Pathway

Approved by: Founder

Date Approved: 1 June 2025

Next Review Due: 1 June 2026

Version: 1.1

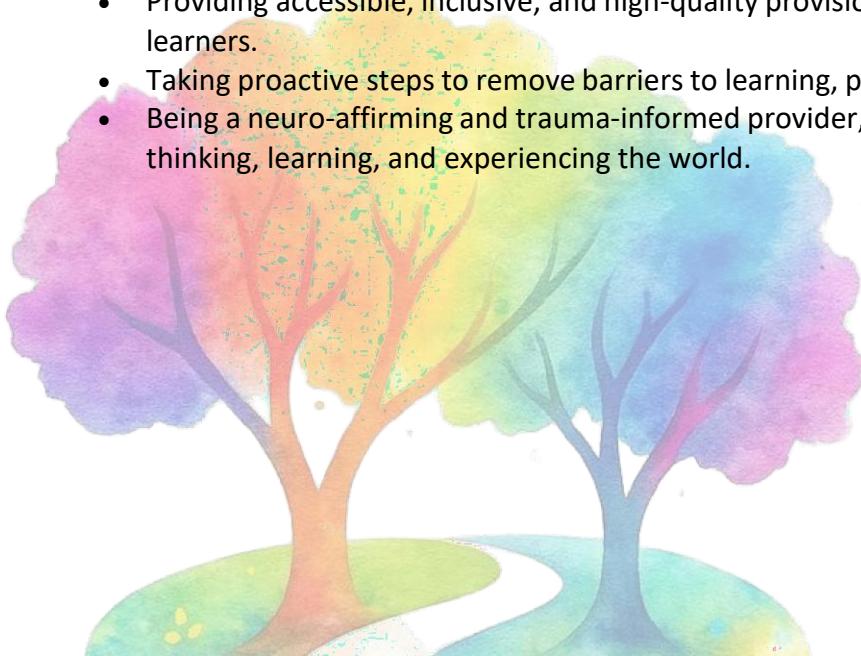
1. Policy Statement

At Rainbow Trees Pathway, we believe that every individual has the right to feel valued, respected, and included. As a provider of specialist and alternative education, we are committed to ensuring that equality, diversity, and inclusion (EDI) are at the heart of our ethos, operations, and relationships.

We recognise that many of the young people we work with face multiple forms of marginalisation, including systemic barriers to accessing education, support, or wider community life. It is our responsibility to model equity, inclusion, and fairness in everything we do.

We are committed to:

- Promoting an environment where difference is celebrated and where everyone feels safe, heard, and respected.
- Providing accessible, inclusive, and high-quality provision that meets the individual needs of learners.
- Taking proactive steps to remove barriers to learning, participation, and achievement.
- Being a neuro-affirming and trauma-informed provider, recognising and valuing diverse ways of thinking, learning, and experiencing the world.





2. Legal Framework

This policy reflects our duties under law, including:

- **Equality Act 2010** (Public Sector Equality Duty, where applicable)
- **SEND Code of Practice (2015)**
- **Children and Families Act 2014**
- **Education Act 1996 and 2002**
- **Human Rights Act 1998**
- **Keeping Children Safe in Education (KCSIE) 2024**

As a provider of alternative education working with vulnerable children and young people, we take seriously our responsibility to actively promote equality of opportunity, foster good relationships, and eliminate unlawful discrimination.

3. Scope of the Policy

This policy applies to:

- All learners attending provision at Rainbow Trees Pathway
- All staff, contractors, agency workers, sessional staff, and volunteers.
- All visitors, associates, professionals, partner agencies, and commissioners.
- All services and activities provided by Rainbow Trees Pathway, including off-site activities and online provision.

4. Our Commitments in Practice

We will work actively to:

4.1 Curriculum and Learning Environment

- Design learning environments that are inclusive, adaptable, and responsive to individual learners' needs.
- Provide a curriculum that reflects a diverse range of perspectives, experiences, and identities.
- Embed themes of equality, diversity, and human rights into curriculum planning, delivery, and resources.



- Tackle stereotyping, prejudice, and discrimination wherever they occur, and use restorative approaches to resolve conflict and promote understanding.
- Recognise and respect cultural, linguistic, religious, and family diversity.

4.2 Supporting Neurodivergent Learners

- Operate as a neuro affirming provider recognising that neurodivergence is a part of human diversity.
- Take an individualised, strengths-based approach to support learners with autism, ADHD, sensory processing differences, and other neurodivergent identities.
- Offer reasonable adjustments to promote full participation and equitable access to learning.
- Promote emotional safety and co-create predictable routines, sensory-friendly spaces, and positive relationships.
- Train staff in neurodiversity, trauma-informed practice, and inclusive communication.

4.3 Removing Barriers to Participation

- Work proactively to remove physical, social, attitudinal, or systemic barriers to learners' engagement.
- Provide accessible information in alternative formats upon request (e.g., Easy Read, large print, visual timetables, alternative languages).
- Involve learners and their families in decisions about their provision and support plans.

5. Staff Responsibilities and Culture

All staff, volunteers, and representatives of Rainbow Trees Pathway have a responsibility to:

- Model inclusive and respectful behaviours at all times.
- Challenge discriminatory behaviour or language whenever it occurs.
- Undertake regular training in EDI, including safeguarding, anti-discrimination, and trauma-informed practice.
- Work with learners to develop their understanding of rights, responsibilities, and respectful relationships.
- Reflect critically on their own practice to promote inclusive approaches to teaching and learning.

Leadership and management have an enhanced responsibility to:

- Monitor implementation of this policy.
- Review and update related policies, practices, and procedures in light of this policy.
- Provide appropriate supervision and professional development on EDI matters.



6. Recruitment and Staffing

We are an equal opportunities employer. Recruitment, appointment, and promotion processes will be fair, transparent, and free from bias.

We will:

- Advertise roles widely and encourage applications from underrepresented groups.
- Make reasonable adjustments to recruitment processes to support applicants with disabilities or access needs.
- Uphold our commitment to flexible, supportive, and inclusive employment practices, including adjustments for neurodivergent or disabled staff.
- Take a proactive approach to eliminating any discriminatory practices in employment.

7. Harassment, Discrimination, and Complaints

We will not tolerate discrimination, harassment, or victimisation against learners, staff, or any other person associated with our work.

Anyone who believes they have experienced discrimination or harassment should follow:

- The Complaints Policy (for external stakeholders or learners)
- The Grievance Policy or Whistleblowing Policy (for staff or volunteers)

All reports will be taken seriously, investigated fairly, and resolved wherever possible in a restorative, learning-focused way, whilst safeguarding individuals involved.

8. Monitoring, Impact Assessment, and Review

We will regularly monitor the effectiveness of this policy and evaluate its impact on learners, staff, and stakeholders.

We will:

- Collect and analyse anonymised demographic data (where appropriate) to identify and address inequalities.
- Complete Equality Impact Assessments (EIAs) for major decisions, policies, or programmes.



- Engage learners, parents/carers, and staff in reviewing our EDI commitments and actions.
- Publish an annual EDI statement or summary for transparency and accountability.

9. Linked Policies and Procedures

This policy should be read alongside:

- Complaints Policy
- Safeguarding and Child Protection Policy
- Behaviour and Positive Relationships Policy
- SEND/Inclusion Policy
- Accessibility Policy
- Whistleblowing Policy
- Recruitment and Selection Policy

Approved by: Founder of Rainbow Trees Pathway

Policy last reviewed: 21 Dec 2025

Next review due: 21 Dec 2026



Equality Impact Assessment (EIA)

Organisation: Rainbow Trees Pathway

Version: 1.0

Date Completed: [Insert Date]

Author: [Insert Name/Role]

Review Date: [Insert Date]



1. Purpose of the Equality Impact Assessment (EIA)

This Equality Impact Assessment (EIA) forms part of Rainbow Trees Pathway's commitment to embedding equality, diversity, and inclusion across all areas of our work. It helps us to ensure that our policies, procedures, practices, and decisions do not inadvertently discriminate against individuals or groups with protected characteristics, and actively promote equity and inclusion.

This assessment is intended to:

- Identify any potential or actual disproportionate impact on protected groups.
- Mitigate or eliminate discriminatory or exclusionary outcomes.
- Demonstrate compliance with the Equality Act 2010 and the Public Sector Equality Duty (PSED), where applicable.

2. EIA Summary Details

Title of Policy / Decision / Activity	Diversity and Inclusion (EDI) Policy
Department / Service	Organisation-wide
Policy Owner	Founder
Date of Assessment	1/11/2025
Who is affected by this policy?	Young people, parents/carers, staff, volunteers, partners, visitors
Review Date	21/12/2026

3. Protected Characteristics Considered

This assessment has considered the potential impact of this policy on individuals with the following protected characteristics, as defined by the Equality Act 2010:



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

4. Assessment of Impact

Protected Characteristic	Positive Impact	Potential Negative Impact	Action to Mitigate or Enhance
Age	Inclusive curriculum relevant to all age groups.	None identified.	Monitor for engagement across age groups.
Disability	Neuro affirming, trauma-informed, accessible approach.	Accessibility barriers if not continually reviewed.	Regular review of physical, sensory, and digital accessibility.
Neurodivergence	Strong positive focus; adjustments embedded.	Risk of inconsistent application by staff.	Ongoing staff training, learner feedback mechanisms.
Gender Reassignment	Respect for gender identity and use of chosen names/pronouns.	Lack of staff confidence in terminology.	Include specific training on LGBTQ+ inclusion.
Marriage/Civil Partnership	Policies apply equally to married or single individuals.	None identified.	N/A



Pregnancy/Maternity	Support for learners and staff who are pregnant or new parents.	Risk of unconscious bias in staffing decisions.	Reinforce in recruitment and HR training.
Race	Commitment to cultural diversity and anti-racism.	Possible underrepresentation in staff recruitment.	Targeted outreach and inclusive recruitment processes.
Religion/Belief	Respect for religious observances and dietary needs.	Potential gaps in curriculum representation.	Regular curriculum reviews with learner feedback.
Sex	Policies apply equally regardless of gender.	Risk of unconscious bias.	Embed anti-bias training in staff CPD.
Sexual Orientation	Commitment to inclusive environment for LGBTQ+ individuals.	Risk of homophobic attitudes from external stakeholders.	Staff to proactively challenge discriminatory behaviour.

5. Engagement and Consultation

- Policy developed with reference to national guidance, sector best practice, and Rainbow Trees Pathway's values.
- Ongoing feedback welcomed from:
 - Young people and their families
 - Staff and volunteers
 - Partner agencies and commissioners

6. Monitoring and Review



- This EIA will be reviewed annually or sooner if significant changes occur in legislation, policy, or organisational practice.
- Impact monitoring will include:
 - Complaints or concerns raised regarding equality or inclusion
 - Feedback from stakeholders during reviews

7. Equality Impact Assessment Outcome

No adverse impacts identified. Policy promotes positive impact on all protected groups.
 Potential negative impacts identified. Mitigation actions required (as outlined above).

Actions arising from this assessment have been incorporated into the EDI Action Plan.

8. Approval

Assessed by	[Insert Name / Role]	Date
Approved by	Jemma Quarterman Founder	25/12/2025





Rainbow Trees Pathway – EDI Action Plan 2025–2026

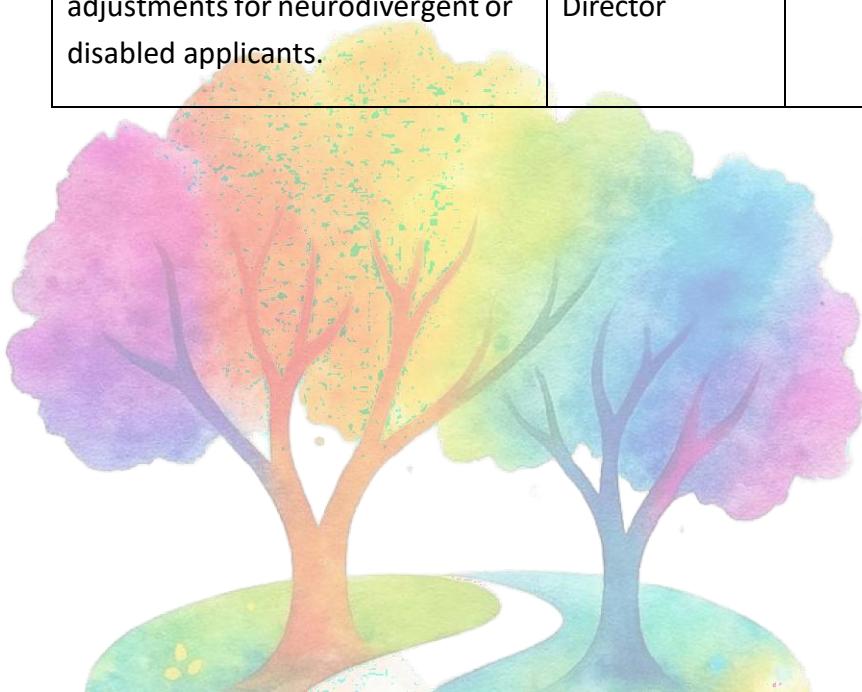
Approved by: Founding Director of Rainbow Trees Pathway

Date Approved: 22.12.25

Review Date: 22.12.26

1. Strategic Objective: Promote Inclusive Recruitment and Staffing

Action	Lead Person/Team	Timescale	Success Measures	Status
Review all job descriptions and adverts to ensure inclusive, bias-free language.	Co-Founding Director	By Sept 2025	- Inclusive language used in all recruitment materials.	Planned
Broaden recruitment advertising to reach underrepresented groups.	Co-Founding Director	By Dec 2025	- Wider representation in applicant data.	Planned
Provide guidance on reasonable adjustments for neurodivergent or disabled applicants.	Co-Founding Director	Ongoing	- Adjustments consistently offered and recorded.	Ongoing





Collect anonymous diversity data on applicants to monitor representation.	Co-Founding Director Data protection officer	From Jan 2026	- Annual report produced.	Planned
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2. Strategic Objective: Develop Staff Knowledge and Confidence in EDI

Action	Lead Person/Team	Timescale	Success Measures	Status
Deliver mandatory annual EDI, neurodiversity, and trauma-informed training for all staff.	Training Coordinator	First by Oct 2025, then annual	- 100% completion rate. - Positive training evaluations.	Planned
Include LGBTQ+ inclusion, anti-racism, and anti-ableism content in CPD.	Training Coordinator	By March 2026	- Staff feedback evidences increased confidence.	Planned
Ensure leadership complete enhanced EDI training.	Senior Leadership	By March 2026	- Completion documented.	Not started

3. Strategic Objective: Embed EDI in Curriculum and Young Person Experience

Action	Lead Person/Team	Timescale	Success Measures	Status
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Regularly review curriculum resources to ensure diverse representation.	Lead Practitioner	Reviewed annually	- Feedback from young people/families evidences relevance.	Ongoing
Establish young person focus groups or feedback mechanisms on EDI topics.	Lead Practitioner	By Dec 2025	- Young person feedback influences curriculum and environment.	Not started
Ensure availability of accessible learning resources (Easy Read, visuals, alternative formats).	SEN/Inclusion Lead	Ongoing	- Requests for accessible formats fulfilled promptly.	Ongoing

4. Strategic Objective: Remove Barriers to Access and Participation

Action	Lead Person/Team	Timescale	Success Measures	Status
Conduct annual accessibility audit of physical spaces, online content, and communication.	Co-Founding Director	By April 2026	- Accessibility improvements documented.	Not started
Offer reasonable adjustments for all young people as standard practice.	SEN/Inclusion Lead	Ongoing	- Individualised adjustments documented in young person plans.	Ongoing
Provide clear information about how young people and families can raise concerns about discrimination.	Designated Safeguarding Lead	By Sept 2025	- Information displayed on website and young person handbook.	Planned



5. Strategic Objective: Monitor, Review, and Report on EDI

Action	Lead Person/Team	Timescale	Success Measures	Status
Collect and analyse demographic data on young people and staff (where appropriate and lawful).	Co-Founding Director	Annually	- Trends and gaps identified.	Planned
Publish an annual EDI Statement summarising actions, progress, and outcomes.	Senior Leadership	By June 2026	- Statement publicly available on website.	Planned
Review EDI Policy and Action Plan annually in consultation with staff, young people, and stakeholders.	Senior Leadership	Annually	- Feedback integrated into policy updates.	Ongoing

Monitoring and Accountability

- **Reviewed by:** Senior Leadership Team
- **Reported to:** Founder
- **Young Person and Stakeholder Feedback:** Actively sought via feedback forms, focus groups, and annual reviews.

