



Equality, Diversity & Inclusion (EDI)

Jan 2025

Our Equality, Diversity, and Inclusion (EDI) Policy is guided by the **Equality Act 2010**, the **Public Sector Equality Duty**, and frameworks like **Keeping Children Safe in Education (KCSIE) 2023** and **Working Together to Safeguard Children 2018**. Which emphasize eliminating discrimination, advancing equality of opportunity, and fostering inclusivity to ensure all individuals, regardless of background or protected characteristics, are valued, supported, and able to thrive in safe, equitable environments.

Status & Review Cycle: Statutory Annual

Next Review Date: January 2026

The Life Skills Project EDI Statement 2025

It is essential to uphold ethical and legal duties to promote an inclusive, equitable, and respectful environment for all individuals.

Every effort should be made to foster a culture where children, young people, and adults feel valued, included, and empowered. They should feel confident to share their experiences and perspectives, trusting they will be respected and supported.

This policy provides staff and volunteers with a framework to overview EDI principles into the setting. It also informs parents, carers, and the wider community about the measures in place to ensure everyone is treated fairly at The Life Skills Project.

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Aims

The Life Skills Project aims to conduct itself in accordance with the **Equality Act 2010**. This includes working toward equality of opportunity for all people. As well as fostering a welcoming community for all.

Roles and Responsibilities

The Life Skills Project aims to ensure that the equality information and objectives as set out in this statement are published and communicated throughout the organization, including to staff, young people, parents, care givers, educators, professionals and other organizations who use our services. We aim to:

- Meet to discuss any potential improvements within the organization and how these are being addressed.
- Ensure that we are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training, when appropriate and necessary.
- Communicate knowledge and understanding of the equality objectives amongst staff and young people using our services, when appropriate and necessary.
- Identify any staff training needs and deliver training as appropriate and necessary.

Eliminating Discrimination

The Life Skills Project is aware of the expectations under the **Equality Act 2010** and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Equality of Opportunity

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic/s they have (e.g. young people with disabilities, physical or non-physical).
- Taking steps to meet the particular needs of all people using our services, including people who have a particular characteristic/s.
- Encouraging all people who use our services, including people who have a particular characteristic/s, to participate fully in any activities.
- Equal access to opportunities for access to services provided by The Life Skills Project.
- Equal access to opportunities to access The Life Skills Project as a workplace and service provider.

Fostering Good Relations

- Working with local communities to develop links and maximize equality of opportunity and accessibility to our services.
- Recognising that at times, an individual's well-being may be best served by not participating, this is in recognition of their disability and irrespective of any other equality factors.

Equality, Diversity and Inclusion Considerations in Practice

The Life Skills Project ensures it has due regard to equality considerations throughout its practice and services.

The Life Skills Project considers equality duties and asks relevant questions relating to its practices and services, in order to maximize equality of opportunity and accessibility.

Equality, Diversity and Inclusion Objectives

Promote Inclusive Learning Opportunities

Creating a learning environment that ensures that children and young people feel welcomed, respected and valued, including children and young people with Special Educational Needs and Disabilities (SEND). Tailoring teaching approaches and resources to meet individual needs and encourage active participation.

Advance Equity in Educational Access and Outcomes

Providing personalised support to eliminate barriers to education and life skills development, however these may manifest, and including SEND learners. Focusing on equal opportunities by addressing individual challenges and fostering pathways to independence and achievement.

Foster a Safe and Respectful Environment

Developing a culture where children and young people, as well as their advocates, feel confident to express their needs and experiences, including SEND learners. Ensuring all staff and volunteers demonstrate respect, empathy, and understanding in their interactions, creating a space which maximises personal and academic growth.

Empower Collaboration and Advocacy

Working collaboratively with families, caregivers, and professionals to advocate for the rights and inclusion of children and young people, including SEND learners. Promoting awareness and understanding of the experiences of children and young people, including SEND learners, within wider communities.