

Beacon Alternative School CIC (and Alternative Provision)

Diversity and Inclusion Policy



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Note: Beacon Alternative Provision operates under Beacon Alternative School CIC, which is not currently a registered school but is working toward future registration. This policy applies to all staff, young people, parents/carers, volunteers, and professionals working with Beacon across all settings.

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1. Introduction

Beacon Alternative School CIC is committed to promoting equality, diversity, and inclusion across all areas of its work. We aim to create an environment where all young people feel safe, respected, valued, and able to engage with learning in a way that meets their individual needs.

Many of the young people attending Beacon have experienced barriers to education, exclusion, trauma, or unmet needs. This policy reflects our commitment to reducing inequality, challenging discrimination, and ensuring fair access to opportunities for all.

2. Aims and Principles

Beacon's approach to equality, diversity, and inclusion aims to:

- Promote fairness, dignity, and respect for all
- Remove barriers to learning and participation
- Recognise and value individual identity, background, and lived experience
- Support positive relationships and a sense of belonging
- Meet legal duties under equality legislation

Equality and inclusion at Beacon are underpinned by practices that are:

- Child-centred and relational
- Trauma-informed and neuro-affirming
- Flexible and responsive
- Strengths-based rather than deficit-focused

3. Scope of the Policy

This policy applies to:

- All young people accessing Beacon provision
- All staff, including temporary, agency, and sessional staff
- Volunteers and contractors
- Parents, carers, and partner organisations

It applies to all aspects of Beacon's work, including learning activities, behaviour support, attendance, communication, and engagement with families and professionals.

4. Legal Framework

This policy is informed by and complies with:

- The Equality Act 2010
- The Public Sector Equality Duty (where applicable)
- Human Rights legislation
- Relevant education and safeguarding guidance

Beacon recognises the protected characteristics set out in the Equality Act 2010 and is committed to preventing discrimination, harassment, and victimisation.

5. Commitment to Equality and Inclusion

Beacon is committed to:

- Treating all individuals fairly and with respect
- Providing equitable access to learning, support, and resources
- Challenging discrimination, prejudice, and stereotyping
- Creating a culture where difference is recognised and valued
- Ensuring policies and practices do not disadvantage any group

We recognise that equality does not always mean treating everyone the same, but providing appropriate support to ensure fair outcomes.

6. Preventing Discrimination and Inequality

Beacon actively works to prevent discrimination by:

- Challenging discriminatory language, behaviour, and attitudes
- Providing staff training and guidance on equality and inclusion
- Ensuring clear procedures for reporting concerns
- Responding promptly and proportionately to incidents
- Reflecting on practice to reduce unconscious bias

Any concerns related to discrimination, harassment, or exclusion are taken seriously and addressed in line with Beacon's safeguarding and behaviour procedures.

7. Inclusive Practice at Beacon

Inclusive practice at Beacon includes:

- Flexible approaches to curriculum, assessment, and engagement
- Individualised planning based on need rather than labels
- Adaptations to environment, pace, and communication
- Use of alternative and practical learning approaches
- Respect for cultural, religious, and personal identity

Young people are supported to participate in ways that feel safe and achievable for them.

8. Supporting Diverse and Neurodivergent Young People

Beacon recognises that many young people are neurodivergent or have additional needs that are not always well supported in mainstream settings.

Staff work to ensure that provision is:

- Accessible and low-pressure
- Predictable and emotionally safe
- Responsive to sensory and communication needs
- Supportive of emotional regulation and wellbeing

Difference is viewed as a strength, and young people are supported to develop confidence, independence, and self-advocacy.

9. Roles and Responsibilities

The Headteacher / Proprietor has overall responsibility for ensuring equality and inclusion are embedded across Beacon.

All staff are responsible for:

- Promoting inclusive values
- Modelling respectful behaviour
- Challenging discrimination
- Supporting young people equitably

Young people are encouraged to respect differences and contribute to a positive, inclusive environment.

10. Monitoring and Review

Beacon monitors equality and inclusion through:

- Reflection and supervision
- Review of incidents and engagement
- Feedback from young people and families
- Review of policies and practice

This policy is reviewed annually or sooner if required due to changes in legislation or practice.

11. Related Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Assessment and Feedback Policy
- Data Protection Policy