



EQUALITY, DIVERSITY AND INCLUSION POLICY FOR LEARNERS

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1. Introduction

Kingdom Academy is committed to providing an inclusive, supportive and respectful learning environment where all learners and apprentices are treated fairly and with dignity.

This Equality, Diversity and Inclusion Policy for Learners sets out how Kingdom Academy promotes equality of opportunity, values diversity and removes barriers to learning. It applies to all learners and apprentices and underpins how learning, assessment and support are delivered.

Inclusion is embedded at the heart of how Kingdom Academy designs learning, supports learners and works with employers. This policy forms part of a wider framework of learner support and inclusion.

Kingdom Academy puts this commitment into practice through clear learner support processes, including our official Additional Learning Needs support route, access to reasonable adjustments, and signposting to specialist external support where appropriate. Learners also have access to practical, self led resources through the Mental Health Toolkit and the Learning Without Barriers Inclusion Toolkit, which support wellbeing, communication and inclusive learning in everyday practice.

2. Related Policies

This policy should be read in conjunction with:

- Support for Disabled Apprentices Policy
- Reasonable Adjustments Policy
- Apprentice Support Policy
- Data Protection and Confidentiality Policy

3. Legislative Context

This policy is developed in line with current equality and inclusion legislation and guidance, including the Equality Act 2010.

The Equality Act 2010 brought together a number of previous equality laws into a single framework. These included:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976
- Disability Discrimination Act 1995
- Employment Equality Regulations relating to religion or belief, sexual orientation and age

Together, these laws form the basis of the Equality Act 2010, which provides protection against discrimination and promotes equality of opportunity.

Kingdom Academy recognises its responsibilities under this legislation and is committed to ensuring learners are not disadvantaged or treated unfairly as a result of protected characteristics or personal circumstances.

4. Purpose

The purpose of this policy is to:

- Promote equality of opportunity for all learners and apprentices
- Ensure learners are treated fairly and with respect
- Remove barriers to learning wherever possible
- Support access, participation and progression
- Set clear expectations around inclusive behaviour

5. Scope

This policy applies to:

- All learners and apprentices enrolled with Kingdom Academy
- All learning, assessment and support activities
- All learning environments, including workplace, online and face to face delivery

This policy applies to learners only. Staff responsibilities are addressed in separate staff policies.

6. Our Commitment to Equality, Diversity and Inclusion

Kingdom Academy is committed to:

- Creating inclusive learning environments where learners feel welcomed and supported
- Valuing diversity and recognising individual differences
- Promoting fairness rather than treating everyone the same
- Encouraging respectful communication and positive relationships
- Addressing discrimination, harassment or victimisation promptly

Inclusion is about ensuring learners can access learning and demonstrate their progress without unnecessary barriers.

7. Equality and Protected Characteristics

Kingdom Academy does not tolerate discrimination, harassment or victimisation.

Learners are protected from discrimination under the Equality Act 2010 in relation to protected characteristics, including:

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

We also recognise that learners may face additional barriers linked to health, caring responsibilities, language, culture, confidence or previous educational experience.

8. Identifying and Addressing Barriers to Learning

Barriers to learning may be visible or invisible and may change over time.

Kingdom Academy is committed to:

- Encouraging learners to share information about support needs where they feel comfortable
- Responding early to concerns or barriers
- Providing proportionate support
- Reviewing support arrangements as needs change

Learners are not expected to self diagnose or justify their needs.

9. Reasonable Adjustments and Learner Support

Where a learner has a disability, learning difficulty or additional need that affects access to learning or assessment, Kingdom Academy provides support through a clear and structured process

Reasonable adjustments are agreed through the official Kingdom Academy support route to ensure support is:

- Appropriate
- Fair and consistent
- Reviewed regularly

Further detail is set out in the Reasonable Adjustments Policy and related learner support policies.

10. Learner Responsibilities

Learners are expected to:

- Treat others with dignity and respect
- Engage respectfully with learning and assessment
- Follow Kingdom Academy policies and guidance
- Raise concerns where they feel able

11. Roles and Responsibilities

Kingdom Academy is responsible for:

- Promoting equality, diversity and inclusion for learners
- Ensuring appropriate support routes are in place
- Monitoring learner outcomes and experiences

Tutors, assessors and support staff are responsible for:

- Creating inclusive learning environments
- Following agreed support processes
- Responding to concerns consistently and fairly

12. Confidentiality and Data Protection

Information relating to learners' personal circumstances or support needs is handled sensitively and in line with Kingdom Academy's Data Protection and Confidentiality Policy.

Information is shared only where necessary to provide appropriate support.

13. Review and Monitoring

This policy is reviewed regularly to ensure it remains effective, inclusive and aligned with legislation and best practice.

Learner feedback, outcomes and changes to legislation may inform future updates to this policy.

Policy last updated: Jan 2026

Review frequency: Annually, or sooner if required due to changes in legislation, guidance or operational practice