



Kick Start Futures

Equality, Diversity & Inclusion Policy

Everyone Belongs • Everyone Matters • Everyone Has Potential

Policy Date: August 2026

Review Date: August 2027

1. Policy Statement

At Kick Start Futures, we believe every young person and adult should feel **safe, respected, valued and able to belong**.

We celebrate difference and recognise that our students bring different experiences, strengths, identities, cultures and needs to our community.

We are committed to ensuring that no student is prevented from participating or achieving because of discrimination, prejudice or unnecessary barriers.

Equality does not always mean treating everyone exactly the same.

Some young people need different support, adjustments or opportunities in order to participate equally and succeed.

Our aim is simple:

Understand the individual. Remove unnecessary barriers. Maintain high expectations. Create opportunities to succeed.

2. Purpose

This policy aims to:

- promote equality, diversity and inclusion throughout KSF;
- prevent unlawful discrimination, harassment and victimisation;
- challenge prejudice and discriminatory behaviour;
- ensure students have fair access to education and opportunities;
- make reasonable adjustments for disabled students;
- promote positive relationships between people from different backgrounds;
- ensure recruitment and employment practices are fair;
- create a culture where everyone feels that they belong.

These principles apply to students, staff, families, visitors and others involved with KSF.

3. Legal Framework

Kick Start Futures will meet its responsibilities under relevant legislation and statutory guidance, including:

- Equality Act 2010;
- Human Rights Act 1998;
- Children and Families Act 2014;
- SEND Code of Practice: 0–25 years;
- Keeping Children Safe in Education – current edition;
- relevant Department for Education guidance on equality and alternative provision.

Under the Equality Act 2010, KSF will have due regard, where applicable, to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity;

- foster good relations between people who share a protected characteristic and those who do not.

4. Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The way particular protections apply can differ according to whether they relate to students, employees or other circumstances.

Regardless of legal technicalities, our expectation at KSF is straightforward:

Everyone will be treated with dignity and respect.

5. Our Approach to Equality

Equality at KSF is not simply about responding when discrimination occurs.

It is part of our everyday culture.

We will:

- welcome and respect difference;
- promote positive relationships;
- challenge stereotypes;
- use inclusive language;
- provide fair access to opportunities;
- listen to student voice;
- recognise individual needs;
- make reasonable adjustments;
- ensure resources and teaching reflect diversity where appropriate;
- address discrimination promptly.

Staff should model the attitudes and behaviour we expect from students.

6. Inclusion and Belonging

Many students attending alternative provision have previously experienced feeling different, excluded or unsuccessful within education.

KSF should not reinforce that experience.

We want students to know:

You do not have to be the same as everyone else to belong here.

Students will not be defined by:

- SEND;
- disability;
- previous exclusions;
- academic attainment;
- family circumstances;
- culture or background;
- identity;
- previous behaviour;
- difficulties they may have experienced in education.

We focus on strengths, potential and what each young person can contribute.

7. Equality and SEND

This policy should be read closely alongside the **SEND Policy**.

KSF recognises that disabled students and students with SEND may experience barriers that other students do not.

Where appropriate, we will make reasonable adjustments to reduce disadvantage.

These may include adjustments to:

- teaching;
- communication;
- activities;
- routines;
- the environment;
- equipment;
- assessment;
- transitions;
- emotional regulation support.

Reasonable adjustments are about creating **fair access**, not providing an unfair advantage.

8. Access to KSF

Placements will be considered fairly and based upon whether KSF can reasonably and safely meet the young person's needs within the provision offered.

A student will not be refused a placement simply because they have a protected characteristic.

However, as an alternative provision operating within Salisbury FC premises, there may be occasions where particular needs cannot reasonably or safely be accommodated.

Where this arises, decisions will be based upon a careful assessment of:

- the student's individual needs;
- reasonable adjustments that could be made;
- the physical environment;
- available staffing and expertise;
- the safety and needs of the student and others.

Decisions will not be based upon assumptions about a diagnosis, disability or characteristic.

9. Curriculum and Learning

KSF will seek to provide a curriculum that is accessible, inclusive and relevant to its students.

We will encourage young people to:

- respect different perspectives;
- challenge stereotypes;
- understand equality and discrimination;
- develop empathy;
- recognise healthy and respectful relationships;
- understand their rights and responsibilities;
- develop confidence in their own identity.

Students will be encouraged to explore different views respectfully.

Supporting respectful discussion does not mean accepting discriminatory or harmful language.

10. Football, Sport and Equality

Football should be an environment where young people experience **teamwork, belonging and shared purpose**.

Students will have opportunities to participate regardless of background, identity or previous sporting experience.

KSF will challenge:

- racism;
- sexism;
- homophobia, biphobia or transphobia;
- disablist language;
- religious discrimination;
- sexual harassment;
- discriminatory chanting or comments;
- exclusion based upon identity or difference.

Discriminatory behaviour will never be excused as **football culture, dressing-room humour or banter**.

Students will be helped to understand that being part of a team means respecting the dignity of everyone within it.

11. Relationships and Language

Words matter.

Staff will challenge discriminatory, degrading or prejudicial language when they hear it.

Our response will consider:

- what was said or done;
- the impact on others;
- whether the behaviour was deliberate or repeated;
- the student's age and understanding;
- SEND or communication needs;
- whether there are safeguarding implications.

Where a young person uses inappropriate language without fully understanding its meaning, education will form an important part of the response.

However:

lack of understanding may explain behaviour; it does not mean we ignore its impact.

Our restorative approach will help students understand who was affected, take responsibility and make better choices in the future.

12. Student Voice

Students should feel able to tell us when they:

- feel excluded;
- experience discrimination;
- believe they are being treated unfairly;
- encounter discriminatory language;
- need an adjustment;
- believe something at KSF creates an unnecessary barrier.

Concerns will be listened to respectfully.

We will also seek student views about whether they feel:

safe • respected • included • listened to • able to be themselves

Student voice will help us identify barriers that adults may not always recognise.

13. Discrimination, Harassment and Victimisation

Kick Start Futures will not tolerate unlawful discrimination, harassment or victimisation.

This includes behaviour that:

- treats someone unfairly because of a protected characteristic;
- creates an intimidating, hostile, degrading or humiliating environment;
- targets someone because they have raised or supported an equality concern;
- encourages others to discriminate against or exclude someone.

Concerns will be taken seriously and responded to promptly.

Our response will be proportionate and restorative where appropriate, while ensuring that the person who has experienced harm is protected and supported.

14. Bullying and Prejudice-Based Incidents

Prejudice-based bullying will be addressed in accordance with the **Anti-Bullying Policy**.

This includes bullying relating to:

- race or ethnicity;
- religion or belief;
- disability or SEND;
- sex;
- sexual orientation;
- gender reassignment;
- appearance, background or perceived difference.

Significant or repeated incidents will be recorded and monitored so that patterns can be identified.

Where an incident raises a safeguarding concern, the **Safeguarding and Child Protection Policy** will be followed immediately.

15. Sexual Harassment and Harmful Sexual Behaviour

Sexual harassment, sexualised comments and harmful sexual behaviour will not be dismissed as jokes or banter.

Staff will challenge inappropriate behaviour and ensure concerns are reported appropriately.

Where behaviour may constitute a safeguarding concern, it will be referred to the **Designated Safeguarding Lead (DSL)** without delay.

The wishes and wellbeing of the young person who has experienced harm will be considered alongside our responsibility to safeguard all students.

16. Recruitment and Employment

KSF is committed to fair and inclusive employment practices.

Recruitment, selection, training, development and employment decisions will be based on:

- skills;
- experience;
- qualifications where required;
- suitability for the role;

- safeguarding requirements;
- organisational need.

Applicants and employees will not be unlawfully discriminated against because of a protected characteristic.

Reasonable adjustments will be considered for disabled applicants and employees where appropriate.

Safeguarding and safer recruitment requirements will always remain central to recruitment decisions.

17. Staff Responsibilities

Every member of staff contributes to an inclusive culture.

Staff will:

- treat students, colleagues and visitors with dignity and respect;
- model inclusive language and behaviour;
- challenge discrimination and prejudice;
- avoid stereotypes and assumptions;
- make agreed reasonable adjustments;
- consider whether practices unintentionally disadvantage individuals;
- report significant concerns;
- promote high expectations for all students.

Staff should feel confident to respectfully challenge discriminatory behaviour, including where it comes from another adult.

18. Working with Families and Commissioning Schools

KSF will work collaboratively with families and commissioning schools to understand individual needs and remove barriers wherever reasonably possible.

We recognise that views, cultures and family circumstances differ.

Communication will remain respectful while maintaining KSF's commitment to:

- equality;
- safeguarding;
- inclusion;
- dignity;
- the rights and wellbeing of young people.

Where a student requires reasonable adjustments, these will be discussed with relevant parties so that support is clear and coordinated.

19. Reporting a Concern

Students can raise equality or discrimination concerns with **any trusted member of staff**.

Parents/carers and commissioning schools should raise concerns with the Education & Provision Lead.

Staff who witness discriminatory behaviour are expected to respond rather than ignore it.

Depending on the concern, KSF may:

- provide immediate support;
- investigate what happened;
- use restorative approaches where appropriate;
- provide education or intervention;
- implement consequences;
- contact parents/carers or commissioning schools;
- refer the matter to the DSL;
- involve external agencies where necessary.

Nobody should experience negative treatment because they have raised a genuine concern.

20. Complaints

Where an equality concern cannot be resolved through discussion with KSF, the matter may be raised through the **Complaints Policy**.

Concerns relating to staff conduct may be considered under the appropriate employment or safeguarding procedures.

21. Monitoring Equality and Inclusion

KSF will consider equality and inclusion as part of its ongoing review of the provision.

We may consider information relating to:

- student participation;
- attendance;
- exclusions or placement endings;
- bullying and discriminatory incidents;
- SEND and reasonable adjustments;
- student voice;
- complaints;
- curriculum access;
- recruitment and employment.

The purpose of monitoring is not simply to collect information. It is to identify whether particular students or groups experience barriers and determine whether action is needed.

22. Leadership Responsibilities

The **Education & Provision Lead** is responsible for promoting this policy in day-to-day practice and ensuring equality concerns are addressed appropriately.

The Education & Provision Lead will:

- promote an inclusive culture;
- support staff to make reasonable adjustments;
- monitor significant discriminatory incidents;
- identify patterns or emerging concerns;
- ensure staff receive appropriate guidance and training;
- raise significant issues with the Directors.

The **Directors** will provide oversight and ensure equality and inclusion remain part of KSF's governance and decision-making.

23. Training

Staff will receive appropriate equality and inclusion guidance as part of induction and ongoing professional development.

Training may include:

- Equality Act responsibilities;
- SEND and reasonable adjustments;
- unconscious assumptions and stereotypes;
- discriminatory and prejudicial language;
- sexual harassment;
- inclusive practice;
- responding to prejudice-based incidents.

Training will reflect the needs of the students and staff within KSF.

24. Review

This policy will be reviewed annually or sooner where:

- legislation or statutory guidance changes;
- significant concerns or patterns are identified;
- the nature of KSF's provision changes;
- monitoring indicates that improvements are required.

25. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy;
- SEND Policy;
- Relationships Policy;
- Anti-Bullying Policy;
- Safer Recruitment Policy;
- Staff Code of Conduct;

- Complaints Policy;
- Attendance Policy;
- Online Safety Policy;
- Health & Safety Policy.

26. Our Commitment

At Kick Start Futures, inclusion means more than allowing someone to attend.

It means ensuring that young people feel that **they belong, their voice matters and they have a genuine opportunity to succeed.**

We will challenge discrimination, remove unnecessary barriers and make reasonable adjustments while maintaining high expectations for every student.

Our football environment gives us an opportunity to reinforce a simple message:

A strong team values different strengths.

People do not need to look the same, think the same, learn in the same way or come from the same background to belong.

At KSF:

Everyone belongs.

Everyone deserves respect.

Everyone has something to contribute.

Everyone should have the opportunity to succeed.