

Equality, Diversity and Inclusion (EDI) Policy

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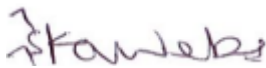
EDI Policy

Effective from: 01/08/2025

Last Updated: 01/08/2025

Review date: 31/07/2026

Signed:



Position: Director

1. POLICY STATEMENT

Rapid Improvement Limited is committed to promoting equality, diversity and inclusion across all aspects of its provision. The organisation will ensure that no learner, employee, applicant or stakeholder is treated less favourably on the basis of any protected characteristic or any other unjustifiable ground.

In line with the Equality Act 2010, protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Rapid Improvement Limited will ensure that all decisions relating to recruitment, selection, training, promotion, assessment and progression are based on ability, merit and objective, role-related criteria. The organisation will provide fair access to opportunities and will actively promote inclusive practices that recognise and value diversity.

All forms of discrimination, harassment, victimisation or bullying are unacceptable. Such behaviour will be treated as a serious matter and may result in disciplinary action. Concerns will be addressed through appropriate procedures, including grievance or complaints processes.

The organisation is committed to fostering a culture of respect, dignity and inclusion, where individuals feel safe, valued and able to achieve their full potential. The implementation of this policy will be monitored and reviewed regularly to ensure continuous improvement.

Overall responsibility for the application of this policy rests with the Directors of Rapid Improvement Limited. However, all employees, learners and stakeholders have a responsibility to uphold its principles in practice.

STATUS OF THE POLICY

This policy does not form part of the formal contract of employment. However, adherence to this policy is a condition of employment and engagement with Rapid Improvement Limited. Failure to comply with the policy may result in disciplinary action.

POLICY IMPLEMENTATION

This document provides a clear statement of the organisation's commitment to equality, diversity and inclusion, alongside the principles and practices required to ensure effective implementation. Rapid Improvement Limited is committed both as an employer and as an education and training provider to ensuring equality of opportunity in access, participation, development, and progression.

a) Access, Participation and Development

Rapid Improvement Limited seeks to ensure that all individuals have fair and inclusive access to its services. Marketing, recruitment and enrolment processes are designed to be inclusive, transparent and free from bias, enabling individuals to make informed decisions about appropriate learning opportunities.

Information, advice and guidance are provided in a way that supports individual needs and aspirations, including reasonable adjustments where required. The organisation promotes awareness of equality and inclusion across all stakeholder groups, including learners, employers, contractors and staff.

b) Learning Programmes

Rapid Improvement Limited aims to ensure that learning programmes meet the individual needs of learners, taking into account prior attainment, support needs and personal circumstances, within the resources available.

The organisation is committed to developing the potential of all learners, encouraging participation, supporting achievement, and promoting wellbeing through safe and inclusive learning environments.

Learning programmes are designed to reflect and value diversity and to promote understanding, respect and inclusion. Learners are supported to recognise and challenge discrimination, prejudice and stereotyping, and to develop the skills needed to participate positively in a diverse society.

Teaching, learning and assessment practices are inclusive and responsive, taking into account different learning needs, including those related to special educational needs and disabilities, language barriers, and socio-economic factors.

c) Staff Recruitment, Employment and Development

Rapid Improvement Limited ensures that all employment practices are fair, transparent and compliant with current legislation. Recruitment and selection processes are based solely on the skills, experience and qualities required for the role.

The organisation is committed to providing equal access to employment, training, development and progression opportunities. Staff are supported to develop their skills and knowledge in equality, diversity and inclusion as part of their on-going professional development.

All recruitment, selection and employment decisions are made objectively and are free from bias or discrimination. Records are maintained appropriately in line with data protection requirements.

2. STATEMENT OF PRINCIPLES AND CODES OF PRACTICE

2.1 Access, Participation and Development

Rapid Improvement Limited ensures that all processes relating to access and participation are inclusive and non-discriminatory. Market research and engagement activities are used to identify and respond to the needs of diverse communities.

Publicity and promotional materials reflect diversity and inclusion and avoid stereotyping or discriminatory content. Application processes are clear, accessible and designed to remove unnecessary barriers.

Information, advice and guidance services provide comprehensive and impartial information about available learning opportunities, supporting individuals to access provision that meets their needs.

Staff involved in recruitment, marketing and learner support receive appropriate training to ensure they understand and apply equality, diversity and inclusion principles effectively.

Data relating to participation and outcomes is collected and managed in line with data protection legislation and is used to monitor equality of opportunity and inform improvement actions.

2.2 Learning Programmes

Rapid Improvement Limited ensures that all learning programmes are inclusive and designed to meet diverse learner needs. Where the organisation is unable to meet specific needs, learners are supported to access alternative provision where possible.

All staff are responsible for delivering learning in a way that promotes equality, challenges discrimination and supports inclusion. Learners are encouraged to value diversity and to develop awareness of equality issues through their learning experience.

Teaching methods, resources and assessment approaches are adapted where necessary to support individual learners, including those with additional needs.

Where work-based learning forms part of the programme, employers are expected to uphold equality and inclusion standards consistent with this policy.

Learners are made aware of their rights and responsibilities in relation to equality and inclusion during induction and throughout their programme.

2.3 Staff Recruitment, Employment and Development

Recruitment processes are designed to ensure fairness, transparency and compliance with legislation. Job descriptions and person specifications are regularly reviewed to ensure relevance and inclusivity.

Selection processes are objective and based on clearly defined criteria. Interview panels include more than one member and, wherever possible, include individuals trained in fair recruitment practices.

Decisions are based solely on evidence of skills, knowledge and experience. Appropriate records are maintained in line with legal requirements.

All staff receive training on equality, diversity and inclusion as part of induction and on-going professional development. Access to development opportunities is provided equitably and linked to organisational and individual needs.

3. DISSEMINATION

This policy is made accessible to learners, staff, employers, contractors and other stakeholders through appropriate channels, including induction, handbooks and organisational systems.

All staff receive training on the implementation of this policy and are expected to apply its principles in their roles.

4. RESPONSIBILITY, AUTHORITY AND IMPLEMENTATION

A nominated Director holds overall responsibility for the implementation and effectiveness of this policy.

All staff are responsible for applying the principles of equality, diversity and inclusion in their work. Managers and teaching staff have a particular responsibility to ensure that inclusive practices are embedded within learning and organisational processes.

Learners are expected to uphold the principles of the policy and contribute to a respectful and inclusive environment.

5. ORGANISATION AND REPORTING LINES

The Board of Directors is responsible for oversight of equality, diversity and inclusion across the organisation. Reporting includes analysis of key data, identified risks, and actions taken to improve outcomes.

6. MONITORING OF EQUALITY, DIVERSITY AND INCLUSION

The organisation monitors equality, diversity and inclusion through its quality assurance processes. This includes analysis of recruitment, participation, retention, achievement and progression data, as well as staff-related data.

Findings from monitoring activities are used to identify gaps, address inequalities and inform quality improvement planning. Feedback from learners and staff is also used to evaluate the effectiveness of inclusive practices.

7. REVIEW AND EVALUATION OF THE POLICY

The nominated Director is responsible for the annual review of this policy. The policy is evaluated in line with organisational performance, feedback and legislative updates, and is approved by the Board of Directors.

8. RESOLUTION OF DISCRIMINATION

Any concerns relating to discrimination, harassment or victimisation should be reported promptly to a member of the management team or the nominated Director.

Every effort will be made to resolve concerns informally where appropriate. Where formal action is required, the organisation's complaints or grievance procedures will be followed.

9. HARASSMENT

Harassment is defined as unwanted conduct related to a protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment may take many forms, including verbal, non-verbal, physical or online behaviour. Bullying, intimidation and exclusion are also considered unacceptable.

All individuals have a responsibility to ensure their behaviour is appropriate and respectful. Any allegations of harassment will be taken seriously and investigated in line with organisational procedures.

Where the individual concerned is under 18, the matter will be managed in accordance with safeguarding procedures.

10. PROCEDURE FOR INVESTIGATING FORMAL COMPLAINTS

Formal complaints relating to equality, diversity and inclusion should be submitted in writing and will be investigated in accordance with the organisation's Complaints Policy.

11. DISCIPLINARY PROCEDURES

Where an investigation identifies a breach of policy, appropriate disciplinary procedures will be followed for staff or learners, in line with organisational policies.

12. APPEALS

Staff and learners have the right to appeal decisions through the appropriate grievance, appeals or complaints procedures.

13. LEGISLATION

This policy is informed by current legislation and guidance, including:

- Equality Act 2010
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Children Act 1989 and 2004 (where applicable)
- Safeguarding Vulnerable Groups Act 2006
- Keeping Children Safe in Education (latest version)