Rebel Training

Equality, Diversity and Inclusion Policy

Detailing arrangements for:

EDI in our Service Delivery

EDI in Recruitment

EDI in the Workplace

Zero Tolerance to Harassment & Discrimination

Reporting a Concern

**Centre Details**

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**Plan Details**

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# Introduction

### **Commitment to Action**

Rebel Training Group is dedicated to promoting equality, fostering diversity, and ensuring inclusion through specific actions. We understand that this commitment requires proactive efforts across all areas of our work. The following key actions will be implemented to uphold our values of equality, diversity, and inclusion:

* **Promotion of Equity:** We are committed to providing equal access to services, learning, and career development opportunities for all, ensuring everyone has the chance to achieve their full potential, irrespective of background or identity.
* **Diverse Representation:** We will ensure that our workforce, leadership, and governance reflect the communities we serve. This will include prioritizing diversity in recruitment, selection, and leadership roles and addressing any underrepresentation within our organization.
* **Inclusive Practices:** We will integrate inclusive practices into all services, ensuring they are accessible, flexible, and responsive to the diverse needs of our learners, staff, and service users. We will support staff to understand and address the unique needs of individuals, particularly those with SEND or from marginalized backgrounds.
* **Access to Opportunities:** We will ensure that every individual has access to opportunities, including support for those with disabilities, learning needs, and other barriers to engagement. We will make reasonable adjustments as required to promote equality of access and opportunity.
* **Fostering Co-production:** We will encourage the active involvement of individuals, particularly those from underrepresented groups, in the co-design and delivery of services. This participatory approach will empower individuals, build a sense of community, and ensure services meet the needs of all.

We are committed to regularly reviewing and improving our policies and practices to ensure they remain relevant and effective in promoting equality, diversity, and inclusion.

As part of its development, this policy and its impact on equality have been assessed, with no detriment found (see [Appendix B](#_Appendix_B_Version)).

### Purpose and Aims

The purpose of this policy is to ensure that everyone within the Rebel Training Group community—including our service users, staff, partners, and commissioners—understands our approach and procedures in ensuring equal opportunity and promoting diversity.

The aims of this policy are to:

* Ensure that Rebel Training Group does not unlawfully discriminate based on the protected characteristics outlined in the Equality Act 2010, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender), and sexual orientation.
* Minimise or eliminate unlawful discrimination through key procedures and plans, including, but not limited to:
  + Service delivery and support procedures;
  + Referral processes;
  + Assessment and evaluation procedures;
  + Recruitment and selection processes;
  + Workplace policies and procedures;
  + Development of an Equality and Diversity Action Plan;
  + Use of Equality Impact Assessments.
* Make staff, service users, and stakeholders aware of their responsibility in upholding anti-discriminatory and inclusive practices.
* Support compliance with the Equality Act 2010 and the requirements of relevant awarding organisations.
* Promote diversity, equality, and inclusion through best practice initiatives and company objectives.

### Scope

The intended audience for this policy is:

* Staff and volunteers, including visitors.
* Parent and Carers of children and young people registered with us.
* School partners and commissioners working with Rebel Training Group.
* Assessors, IQAs, and other delivery staff at the Centre, including external contractors.
* Service users: children, young people, and their families.
* Staff and volunteers, including visitors.

\*For the purposes of this policy, the term ‘staff’ refers to all employees, subcontractors, volunteers, and members of the Management Commitee. ‘Service users’ apply to all children, young people and family members.

### Linked Policies

This policy should be read in conjunction with the following Rebel Training Group policies:

* Staff and Volunteers Code of Conduct;
* Youth and Family Voice Policy [under construction].
* Child Friendly Behaviour Policy and Agreement [to be co-designed]
* Behaviour Policy;
* Safeguarding Policy;
* Safer Recruitment Policy;
* Missing Children Policy;
* Health and Safety Policy;
* Business Continuity Plan;
* Complaints Policy;
* Whistleblowing Policy;
* Staff and Volunteers Code of Conduct;
* Access to Fair Assessment Policy;
* Enquiries and Appeals Policy;
* Disciplinary and Grievance Policy;
* Supervision and Appraisal Policy.

### Key Principles

* **Equality:** Ensuring that everyone has equal opportunities to succeed, irrespective of their background or circumstances.
* **Diversity:** Valuing the differences among people and recognizing the strengths and perspectives that diverse groups bring.
* **Inclusion:** Creating a welcoming environment where all individuals feel respected, valued, and able to fully participate.
* **Respect:** Ensuring all individuals are treated with dignity, respect, and fairness, fostering a positive and supportive environment.

### Rights and Responsibilities

Rebel Training Group acknowledges the rights and responsibilities of all individuals, as granted under the laws of Great Britain and Northern Ireland, the European Union, and the United Nations Declaration of Human Rights. We are committed to applying these principles across all aspects of our activities.

### Legislation

Rebel Training Group adheres to the **Equality Act 2010**, the **Children Act 1989**, and the **UNCRC**, which outlines fundamental rights for children and young people, including the right to protection from harm, equal treatment, and access to education. Our practices and policies are designed to comply with these legal frameworks, ensuring that we promote a safe, inclusive, and supportive environment for all.

This policy is also aligned with the following relevant legislation:

* Special Educational Needs & Disability Act 2001;
* Children’s Act 1989 & 2004.
* Race Relations Act 1976;
* Sex Discrimination Act 1975;
* Equal Pay Act 1970;
* Disability Discrimination Act 2005;
* Employment Equality (Sexual Orientation) Regulations 2003;
* Employment Equality (Religion/Belief) Regulations 2003;
* Gender Recognition Act 2004;
* Employment Equality (Age) Regulations 2006;

### Policy Review

Rebel Training Group recognises that the achievement of equal opportunities is an ongoing process. The Management Committee regularly monitors the implementation of this policy to ensure that it is effectively influencing our activities and key decision-making processes.

# Youth Voice and Engagement

At Rebel Training Group, we recognise that young people are active agents of change in their communities and that their voices are essential in shaping the services and activities we offer. We are committed to ensuring that the views, experiences, and perspectives of service users are central to our decision-making processes, programme development, and continuous improvement.

We embrace the principles of the **United Nations Convention on the Rights of the Child (UNCRC)**, which outlines the fundamental rights of children and young people, and we ensure that these rights are respected in all areas of our work. In particular, we emphasise **Article 12** of the UNCRC, which states that children and young people have the right to express their views freely in all matters affecting them and for those views to be given due weight in accordance with their age and maturity.

#### **Promoting Youth Voice**

* **Co-Production**: We believe in the importance of co-producing activities and projects alongside young people, allowing them to lead, design, and implement initiatives that are meaningful to them. By empowering young people to take ownership of projects, we support their personal development and ensure that their voices are heard at every stage.
* **Participation in Decision-Making**: Young people are actively involved in decision-making processes concerning their learning, welfare, and well-being. Whether it's shaping the curriculum, providing feedback on sessions, or contributing to community initiatives, we ensure that their opinions are valued and taken into account in shaping the services we provide.
* **Youth Forums**: We establish platforms for regular interaction between staff and young people, such as youth forums, focus groups, and advisory boards. These forums create spaces where young people can share their concerns, ideas, and feedback, helping us refine our approaches and strengthen the quality of our work.
* **Advocacy and Representation**: Young people are encouraged and supported to advocate for themselves and others within the group. We provide opportunities for young people to represent their peers, ensuring that their voices are heard not only within the organisation but also at external meetings and events. This builds confidence and leadership skills while fostering a sense of responsibility and community.

### United Nations Convention on the Rights of the Child (UNCRC)

The **UNCRC** provides a clear framework that affirms the rights of children and young people and guides our approach to youth voice and engagement. Several key Articles of the UNCRC align with our work to support and amplify youth voice:

* **Article 1 – The Right to Equality**: Every child has the right to be treated equally and with respect, regardless of their background or circumstances. At Rebel Training Group, we ensure that all young people are treated fairly and that their voices are integral to shaping an inclusive environment.
* **Article 12 – The Right to be Heard**: Children and young people have the right to express their views freely on all matters affecting them. Rebel Training Group upholds this right by involving young people in decision-making processes, creating channels for them to share their opinions, and ensuring that their views are taken seriously and acted upon.
* **Article 13 – The Right to Freedom of Expression**: Children have the right to seek, receive, and impart information and ideas of all kinds, regardless of boundaries. Rebel Training Group fosters a supportive environment where young people are encouraged to freely express their thoughts, ideas, and experiences, helping to create an open and inclusive atmosphere.
* **Article 15 – The Right to Assemble and Form Associations**: Children have the right to peacefully assemble and join groups or organizations. Rebel Training Group actively supports young people's participation in groups and activities that resonate with their interests, allowing them to collaborate with others to create meaningful change and fostering a sense of community and collective empowerment.
* **Article 19 – The Right to Protection from Harm**: Every child has the right to be protected from harm, including emotional, physical, and psychological harm. Rebel Training Group is committed to ensuring that the voices of young people are heard within a safe and supportive environment, where they are protected from any form of abuse, discrimination, or harassment.
* **Article 29 – The Right to an Education that Develops Abilities**: Every child has the right to an education that develops their personality, talents, and abilities to their fullest potential. Youth voice plays a key role in shaping educational content at Rebel Training Group. We involve young people in discussions about their learning, ensuring that it promotes their growth, creativity, and critical thinking. This helps us tailor our services to better meet their needs and aspirations.

By embedding these rights within our organizational practices, we are not only creating a space where young people feel heard and valued, but also ensuring that they are provided with the opportunities and support to achieve their full potential in a safe, inclusive, and respectful environment.

#### **Youth Voice in Action**

By promoting youth voice and following the principles of the **UNCRC**, we ensure that young people at Rebel Training Group are not just passive recipients of services but active participants in shaping the services they receive. This approach not only empowers young people but also fosters a sense of responsibility, belonging, and ownership in their community.

In turn, this contributes to their overall well-being, mental health, and development as confident, capable individuals. We believe that when young people are listened to and respected, they are more likely to engage positively, develop resilience, and reach their full potential.

# EDI in Early Help, Short Breaks and Targeted Interventions

At Rebel Training Group, we are committed to an inclusive, proactive approach to Early Help, ensuring that children, young people, and families receive the right support at the right time. Our hub fosters a welcoming, SEND-friendly environment that celebrates diversity and ensures every child and family feels valued, supported, and represented. We prioritise clear, accessible communication, tailoring strategies to support SEND, EAL, and neurodiverse needs.

Our interventions focus on early identification, collaboration, and empowerment, removing barriers to access and helping every individual reach their full potential.

#### **Proactive Early Help Framework**

We take a preventative approach, working alongside families at the earliest stages to prevent challenges from escalating. Our interventions address a range of barriers, including SEND, mental health issues, family dynamics, and social exclusion, ensuring that support is timely, accessible, and tailored to individual needs.

#### **Co-Designed Support Plans**

Families are at the heart of our approach. We actively co-design support plans with them to ensure that interventions are aligned with their unique circumstances and aspirations. This collaborative process fosters shared ownership, empowering families with a sense of control over their support journey and removing barriers to active participation.

#### **Supporting Transitions into Universal Services**

We prioritise smooth transitions from targeted interventions to universal services, ensuring families continue to receive support as they integrate into wider community networks. Through initiatives like the Youth Mental Health Ambassadors Forum and Family Connectors, we help families navigate services, remove barriers to access, and ensure that support remains clear, accessible, and sustainable.

#### **Holistic, Culturally Responsive Support**

We take a whole-person approach, addressing academic, emotional, cultural, social, and familial needs. Well-being is at the centre of everything we do, ensuring children and young people are supported in all aspects of their lives. Practical and emotional support helps families build long-term resilience and independence, removing barriers to access crucial resources.

#### **Targeted Youth Interventions**

Our interventions support those facing emotional difficulties, trauma, and social exclusion, focusing on building resilience and offering personalised guidance. Key intervention areas include:

* Emotional literacy and mental health support
* Coping strategies for stress, anxiety, and transitions
* Support for social integration and peer relationships

#### **Flexible, Family-Centred Support**

Our services are family-focused and adaptable, ensuring that parents and caregivers have the tools, advice, and practical assistance they need to support their children effectively. We offer:

* Workshops, training, and practical guidance
* Parenting courses to strengthen family resilience
* Tailored support to empower caregivers

#### **Mobilising Community Assets and Partnerships**

We collaborate with local networks, including faith groups, community centres, and grassroots organisations, to ensure that support is culturally relevant, accessible, and locally grounded. By building community-driven support networks, we remove barriers to access and extend our reach, providing inclusive, meaningful interventions that are culturally sensitive and relevant.

#### **Continuous Improvement Through Feedback and Monitoring**

We are committed to continuous learning and adaptation. Regular feedback from families, young people, and practitioners informs the ongoing development of our services, ensuring they remain relevant, effective, and responsive to changing needs, while continuously removing barriers to access.

#### **Long-Term Empowerment and Independence**

Our goal is to build self-sufficiency among families and young people, equipping them with the skills, resources, and confidence to navigate challenges independently. Our interventions focus not only on immediate support but also on fostering long-term positive outcomes, ensuring that individuals are empowered to lead fulfilled, resilient lives, free from barriers that might hinder their progress.

#### **Inclusive and Specialist Short Breaks**

We offer inclusive and specialist short breaks catering to all SEND needs, co-designed with families to ensure equal access to breaks and social inclusion for families. These breaks feature:

* Sensory-rich, arts-based activities that cater to varied sensory needs
* Specialist-trained staff who are also trained in medication management
* Multi-sensory art, storytelling, tactile experiences, music, sound, and somatic movement to engage children in meaningful ways
* Interactive drama, mindfulness paths, and adaptive sports such as chair-based yoga and boccia
* Cultural and identity-focused activities, including heritage boxes, shadow/light projections, and sensory cinema

This provision uses co-production principles, adapting activities based on each individual’s interests, needs, and engagement, ensuring that every child can participate in a meaningful and empowering way.

# EDI in Alternative Provision Pilot

Equality, Diversity, and Inclusion (EDI) are essential in alternative provision (AP) settings, where students often face challenges that make mainstream education inaccessible. AP offers tailored support to students who are excluded or at risk of exclusion. These interventions must be inclusive and sensitive to each individual's unique needs, particularly for students with Special Educational Needs and Disabilities (SEND). Reintegration projects and transition support are crucial in removing barriers to education, helping students re-engage with learning, and preventing further exclusion. Below are key strategies to support students and ensure equitable access to education in alternative provision:

#### **Reintegration Projects:**

**Focus on Early Identification and Support:**  
 Around 80% of students in alternative provision are diagnosed with SEND. Early identification and appropriate interventions can prevent escalation and facilitate reintegration into mainstream education. Reintegration projects should focus on early identification of challenges and provide tailored interventions that address emotional, academic, and social needs. Students with SEND may need differentiated teaching strategies, additional learning support, or social skills training to thrive in school environments. We are committed to working with partners to create short- to medium-term interventions like the Fresh Start project, ensuring early support.

**Individualized Reintegration Plans:**  
 Reintegration efforts must be personalized to each student’s needs. A one-size-fits-all approach is ineffective in alternative provision, as every student has unique challenges. Co-designing reintegration plans with the student, their family, and professionals ensures that all aspects of the child’s development are considered. For example, a student with ADHD might benefit from regular check-ins with a mentor, sensory breaks, and classroom accommodations like reduced distractions or a quiet space to work.

**Targeted SEND Support:**  
 Given that many students in AP settings have SEND, appropriate support is essential for success. Our tailored support options include a variety of targeted interventions, such as 1:1 outreach programmes for students disengaged for over nine months, building confidence and routine. For students ages 11–14, our Fresh Start programme offers a short-term, full-time placement addressing barriers to reintegration into school. This includes a Level 1 Award in Developing Resilience, alongside core subjects like English, maths, and reading. For students needing extended assessment, the Fresh Start Extension provides medium-term support, including part-time school attendance and assistance with EHCP applications.

**Reintegration Plans and Transition Support:**  
 We co-produce reintegration plans with students, including their learning needs, strengths, triggers, and de-escalation strategies. This plan, which may be captured in a Fresh Start Passport, guides their return to school or a managed move. Schools can secure fixed annual places to ensure continuous support, with the flexibility for students to access additional off-site support, including youth-led initiatives like our Aspirations Alumni group.

**Adaptations and Adjustments:**  
 For students with SEMH or complex contextual needs, we offer strategies such as nurture approaches, emotional literacy, mindfulness, self-de-escalation techniques, mentoring, and Citizenship or RSHE courses. Other interventions include restorative reflection, social skills training, nature therapy, and community work experience, all of which contribute to emotional and social development. **See our practices outlined in the Behaviour Policy for further details on how we support SEMH needs.**

**Specialised Approaches for Specific Needs:**

* **Autism Spectrum Condition (ASC) & Speech, Language, and Communication Needs (SLCN):** We use Narrative Therapy, auditory stimulation, Social Stories, play-based interventions, visual schedules, prompt cards, and word banks.
* **Specific Learning Difficulties (SpLD):** We provide interest-based approaches, mind mapping, letter and word prompts, differentiated resources (e.g., coloured paper, large text), and tools like MyStudyBar.
* **Moderate Learning Difficulties (MLD):** Pre-tutoring, concrete objects, structured teaching, bite-sized tasks, and multi-modal learning approaches are used to support cognitive development.
* **Hearing Impairments:** Noise control, clear visibility for lip-reading, optimal positioning for hearing aids, visual aids, non-verbal cues, and access to sign language support and captioning services.
* **Visual Impairments:** High-contrast materials enlarged text options, tactile learning resources (e.g., Braille), assistive technology, and adjusted classroom layouts support accessibility.

By providing these targeted interventions and personalised support, a co-developed alternative provision pilot can better address the diverse needs of students, facilitating smoother reintegration and improving long-term educational outcomes.

# Embedding EDI through our Spiritual, Moral, Social, and Cultural Curriculum

We foster Spiritual, Moral, Social, and Cultural (SMSC) development for all CYP. SMSC takes a holistic approach to supporting CYP in these key areas:

1. **Spiritual Development**: Helping children explore their personal beliefs, values, and sense of purpose, encouraging reflection, curiosity about life's big questions, and supporting a connection to something greater than themselves. Spiritual development doesn’t necessarily involve religion but includes understanding oneself and the world around them.
2. **Moral Development**: Teaching children to understand right from wrong, develop a sense of justice, fairness, and responsibility, and make ethical decisions. It encourages empathy and the development of a personal moral code.
3. **Social Development**: Focused on helping children build healthy relationships, communicate effectively, work cooperatively, and contribute positively to their communities. It fosters empathy, respect, teamwork, and conflict resolution.
4. **Cultural Development**: Encouraging an appreciation for and understanding of cultural diversity. Children explore their own culture and learn about others, fostering respect and an open-minded attitude toward different cultures, traditions, and perspectives.

We respect diverse cultural practices, values, and traditions. Recruiting volunteers who reflect the communities we serve (bilingual staff, social work students, and volunteers) improves communication for EAL families. Translation and interpretation services ensure resources are accessible. Partnering with Swindon City of Sanctuary, we use their FAB Fusion resources to support refugee and migrant children. Other activities integrate SMSC development, include yoga, mindfulness, cultural stories, arts, and celebrations, fostering holistic learning.

# EDI Procedures in Recruitment

### **Diversity in the Workforce**

A diverse workforce brings a wealth of perspectives, skills, and experiences that contribute to a more inclusive and supportive learning environment. By embracing diversity, Rebel Training Group can better understand and respond to the varied needs of the individuals we support.

We are committed to growing our team with individuals from diverse cultures, backgrounds, and those with lived experience. This approach ensures that our organisation remains reflective of the communities we serve, fostering authenticity, empathy, and deeper connections with learners. People with lived experience bring invaluable insights that enhance service delivery, inform decision-making, and help shape policies that are truly inclusive and effective.

Moreover, diverse teams foster creativity, innovation, and well-rounded decision-making, as employees from different backgrounds offer unique insights and approaches to problem-solving. This inclusivity not only strengthens organisational effectiveness but also aligns with our commitment to equality and opportunity for all.

We oppose and avoid all forms of unlawful discrimination in the recruitment and selection of staff at Rebel Training Group. We understand that effective and consistent recruitment practices are essential to ensure that all applicants, both internal and external, are treated fairly and with equality of opportunity.

**Key Procedures**

Rebel Training Group will never exclude any candidate with a disability unless it is clear that the candidate is unable to perform a duty that is intrinsic to the role, having taken into account reasonable adjustments. Interviewers must only ask a candidate questions about their health where this is directly necessary for a particular role and, in any event, only once they have been shortlisted.

As required by the **Equality Act 2010**, additional support will be provided to disabled employees to ensure they are not subject to unlawful or less favourable treatment during the recruitment and selection process. Reasonable adjustments will be made to remove any barriers the employee faces during the process.

All employees involved in the selection and recruitment process are required to eliminate the potential for discrimination at every stage of recruitment, including job descriptions, advertising, shortlisting, interviewing, selection decisions, and employment offers.

### **Right to Work and English Proficiency Requirements**

It is a legal requirement under the **Immigration, Asylum and Nationality Act 2006** for all employees to have the right to work in the UK. Rebel Training Group will not employ an individual unless they can provide original documentation or have their right to work verified through the Home Office's online checking service.

Additionally, staff must have a **proficient level of English** to fulfil their duties, particularly where roles involve safeguarding responsibilities. This is in line with **Keeping Children Safe in Education (KCSIE) guidelines**, ensuring that employees can effectively communicate safeguarding concerns and instructions to protect the welfare of children and young people.

If an applicant does not meet the right-to-work criteria, they will be advised to seek guidance from the Citizens Advice Bureau, and their application will be put on hold while further checks are carried out. *See* [*Permission to Work*](https://www.gov.uk/government/publications/handling-applications-for-permission-to-take-employment-instruction/permission-to-work-and-volunteering-for-asylum-seekers-accessible#:~:text=Volunteering%20can%20be%20undertaken%20at,event%20or%20re%2Ddocumentation%20interview.) *guidance.*

Volunteering can be undertaken at any stage of the asylum process, but such activities must not interfere with scheduled events such as a substantive asylum interview, regular reporting event or re-documentation interview.

### **Monitoring Equality and Diversity in Recruitment**

To monitor the effectiveness of our EDI procedures, Rebel Training Group asks all candidates to complete an Equality and Diversity Monitoring Form. This data is collected solely for monitoring purposes and is held confidentially in accordance with our Data Protection Policy.

This data is recorded and maintained on the Equality and Diversity Recruitment Monitoring Control Sheet.

### **Recruitment Authorisation**

Any vacancy must be authorised by the **Senior Leadership Team (SLT)** before any attempt is made to fill the role. The request must be sent via email to [**slt@rebeltraining.co**](mailto:slt@rebeltraining.co) and should consider whether existing staff could be supported to take on additional duties.

### **Job Descriptions and Person Specifications**

Once authorisation is obtained, the recruiting manager must create a job description that:

* Provides a fair and accurate representation of the role.
* Includes a clearly drafted person specification outlining required qualifications, experience, skills, and competencies.
* Ensures no unreasonable criteria unfairly disadvantage certain groups (e.g., requiring excessive physical duties that are not intrinsic to the role).

### Advertising of Vacancies

All vacancies will be advertised internally before external recruitment methods are used. Internal candidates will be prioritised, and reasonable training will be offered to support career progression.

External advertisements must be approved by HR/Management Commitee and must not indicate any form of unlawful discrimination.

We conduct blind applications, where personal details such as gender, age, and ethnicity are removed from application forms. The EDI monitoring form is completed separately.

We do not ask pre-employment health questions unless directly relevant to the role (e.g., safeguarding responsibilities).

### **Shortlisting**

Candidates will be shortlisted based on:

* Specific job-related criteria derived from the job description.
* Information provided in the mandatory application form and optional CV.
* A fair and consistent screening process, with records retained for one year.

Candidates will be informed of the outcome of their application promptly.

### **Recruitment Interviews**

Interviews will:

* Focus on job-related skills and competencies.
* Ensure questions are not discriminatory or unnecessarily intrusive.
* Avoid assumptions based on age, disability, gender reassignment, marital status, pregnancy, race, religion, sex, or sexual orientation.
* Provide reasonable adjustments for disabled candidates.

Interviews may be held in person or remotely via Google Meet, Zoom, or Microsoft Teams. Candidates will be informed of the format and given the opportunity to request reasonable adjustments.

If selection tests are used, they will only assess genuine job requirements. Records of tests will be retained for one year.

### **Offer of Employment**

Once a candidate has been selected, the offer must be approved by HR and confirmed by the Management Team.

The starting salary will be set to ensure pay equity across similar roles within the organisation.

A verbal offer will be made, followed by a written contract of employment.

### **Compliance with UK Employment Law**

If an employee is found to be working in the UK illegally during their employment, Rebel Training Group will conduct a full investigation and, if necessary, terminate the contract in compliance with employment law.

Any concerns regarding an employee’s right to work should be reported to the Senior Leadership Team, who will carry out further investigations.

# EDI in the Workplace Procedures

### Our Commitment to Equality and Inclusion

At Rebel Training Group, we are dedicated to ensuring all employees—whether temporary, part-time, or full-time - are treated with fairness, respect, and dignity. We are committed to fostering an inclusive work environment that upholds equality in all areas of employment. As part of our commitment, we continue to develop policies and procedures to address any gaps and to ensure equality for all. Every policy undergoes an Initial Equality Impact Assessment to ensure fair implementation and outcomes.

We actively oppose all forms of unlawful discrimination, including but not limited to pay, benefits, terms and conditions, grievance handling, discipline, redundancy, and opportunities for employment, promotion, training, and career development.

### **Training and Awareness**

Rebel Training Group recognizes that for equality, diversity, and inclusion to be embedded effectively within our culture, ongoing education and awareness-raising are essential. We will invest in training and development initiatives for all staff, volunteers, and service users to ensure they understand the principles of EDI and how to apply them in their work and interactions.

* **Ongoing Staff Training:** We will provide mandatory EDI training for all employees, volunteers, and contractors, ensuring they are equipped with the knowledge and skills to understand and address issues related to discrimination, unconscious bias, and privilege. This training will also cover strategies for supporting individuals with different needs, including those with SEND and mental health challenges.
* **Raising Awareness of Bias:** Our training will include a focus on identifying and challenging unconscious bias, prejudices, and stereotypes. We will support our team in developing an awareness of how these factors may affect decision-making, service delivery, and interactions with colleagues and service users.
* **Promoting Inclusive Practices:** Staff will be trained on how to implement inclusive practices within their day-to-day roles, including how to make reasonable adjustments for people with disabilities, how to communicate inclusively, and how to create environments that support the participation of all individuals, particularly those with SEND.
* **Cultural Competence Training:** We will ensure that staff are knowledgeable about cultural sensitivities, practices, and values to foster an environment that is respectful and inclusive of people from all backgrounds, including migrant and refugee communities, people of different faiths, and those from various ethnic groups.
* **Promoting Youth Rights**
* Staff are trained on youth voice facilitation from the onset and we are committed to promoting the rights through tailored learning activities that foster awareness of legal protections, equality, and social justice, helping young people to navigate their personal and professional lives with confidence and respect for their own rights and the rights of others (see [Appendix E](#_Appendix_E:_Signposts) for resource links).
* **Learning from Experience:** We will create opportunities for staff, service users, and other stakeholders to share their experiences and feedback on EDI initiatives. This will help us identify areas for improvement and ensure our training is relevant and effective.

By prioritising training and awareness, Rebel Training Group is committed to creating an informed, empathetic, and inclusive workforce that supports all individuals in reaching their full potential.

### **Support for Parents**

At Rebel Training, we recognise the importance of supporting parents in balancing their professional and personal responsibilities. We are committed to creating an inclusive and supportive work environment for all parents, ensuring that they have the flexibility needed to manage both work and family life.

#### **Pregnancy Risk Assessment**

We conduct a pregnancy risk assessment for all employees who are pregnant, ensuring that any potential risks to the health and safety of the parent or child are identified and mitigated. This assessment is carried out promptly, and any necessary adjustments to the work environment or tasks will be made to ensure the well-being of the parent and their baby.

#### **Flexible Working Options**

We offer a range of flexible working options to support parents, including:

* A 9:30 AM start time to accommodate morning routines and family needs.
* Part-time and compiled hours working arrangements to enable parents to balance their work with childcare responsibilities.
* Flexi-time, where possible, to allow parents to adjust their working hours to meet personal and family needs.

We are committed to reviewing and offering additional flexibility where possible, ensuring that employees’ needs are supported while also meeting the business requirements. Our goal is to help parents thrive both professionally and personally.

### Support for Employees with Disabilities

We recognise the importance of accessibility and inclusivity in the workplace. Rebel Training Group is committed to making reasonable adjustments to support employees who become disabled during their employment. Adjustments may include modifications such as additional training, special equipment, or change to working hours. We continuously review our operations and workplace to ensure they remain inclusive and accessible, addressing any challenges as they arise.

### Promoting Inclusive Language

At Rebel Training Group, we maintain an inclusive language policy that reflects our commitment to diversity and aims to avoid reinforcing stereotypes or unintentional discrimination. This applies to both written and spoken communication, and we encourage all staff to adhere to the following principles:

* Avoid gendered language, such as "cleaning ladies" or "boys will be boys."
* Use gender-neutral terms, such as "all genders" instead of "both genders."
* Respect individuals' preferred pronouns, including non-binary options, and include this information in email signatures.
* Refrain from using age-discriminatory language, such as "elderly," and avoid terms that imply negative connotations about disability, such as "suffers from" or "afflicted by."
* Use person-first language, for example, "person with a disability" or "child in care." We also respect the preference for identity-first language within communities like autism, where "autistic person" is commonly used.

### Addressing Victim-Blaming Language

We are committed to eliminating victim-blaming language, particularly in sensitive contexts like safeguarding and access to education. We recognise that negative language can hinder a young person’s ability to engage with services. Instead of assigning blame, we frame situations with empathy and understanding, such as:

* "Due to trauma from exploitation, the young person finds it difficult to trust unknown adults."
* "Support services have not yet found the best approach to engaging the child."
* “This young person’s behaviour may be indicating he has an unmet need”.

[Making words matter - A practice knowledge briefing, SBC](https://safeguardingpartnership.swindon.gov.uk/downloads/file/987/making_words_matter_-_a_practice_knowledge_briefing)

# Our EDI Objectives

Rebel Training Group is dedicated to embedding Equity, and Inclusion (EDI) in every aspect of our operations. We have outlined key goals to ensure continuous improvement in EDI across our workplace:

#### Goal 1: Integrating EDI into HR Practices

We will apply a EDI framework to key HR practices, including recruitment, retention, and professional development, by:

* Ensuring our culture supports work-life balance for all employees.
* Fostering a respectful and collaborative work environment.
* Embedding gender equity objectives in leadership performance plans.
* Revising qualifications and skills requirements to remove unnecessary barriers.

#### Goal 2: Data-Driven EDI

To monitor and enhance our EDI efforts, we will:

* Collect voluntary self-identified diversity data during the recruitment process.
* Track key metrics such as promotion rates, turnover, safety records, and gender diversity.
* Conduct gender-based compensation analysis to identify and address any pay gaps.
* Review harassment complaints and identify trends or areas for improvement.

#### Goal 3: Transparent Communication

We are committed to maintaining open communication around EDI, ensuring that all employees are informed and included. This involves:

* Regularly sharing opportunities for staff to suggest changes to their work environment.
* Communicating progress on diversity and inclusion targets.
* Engaging leaders to promote gender equity and inclusion at all levels of the organisation.
* Sharing employee experiences and data through focus groups, surveys, and communication platforms.

#### Goal 4: Addressing Misconceptions

We aim to challenge myths and misconceptions surrounding EDI by:

* Promoting the idea that gender equity and inclusive practices benefit everyone in the workplace.
* Ensuring transparency in decision-making processes to provide equal opportunities.
* Addressing unconscious bias through training and inclusive practices.
* Identifying and resolving any unintended barriers in hiring and promotion processes.

**Goal 5: Inspiring Change**

To inspire lasting change, we will:

* Share successful examples of gender equity and inclusive practices within the organisation.
* Encourage leaders and employees to share personal stories and experiences with inclusion.
* Involve all employees in gender inclusion efforts to create systemic change.
* Celebrate progress by sharing stories of women and other underrepresented groups in the workplace through company events and communications.

**Goal 6: Demonstrating Inclusive Behaviours**

At Rebel Training Group, inclusive behaviours are at the heart of our culture. We will:

* Model inclusive behaviours in meetings and casual discussions.
* Regularly invite staff input to demonstrate the value of EDI in decision-making.
* Recognise and reward inclusive practices and behaviours within teams.
* Address biased communication or behaviours promptly.
* Encourage senior leaders to model inclusive leadership behaviours.

By integrating these objectives into our everyday operations, Rebel Training Group aims to create a truly inclusive workplace where all employees, volunteers, and service users feel valued and supported.

# Zero Tolerance to Harassment & Discrimination

|  |
| --- |
| **It is not acceptable.** |

At Rebel Training Group, we adopt a **zero-tolerance stance** towards any form of harassment, discrimination, or victimization. We are committed to ensuring that all individuals—whether staff, volunteers, or service users—are treated with respect, dignity, and fairness in every aspect of their engagement with our organisation.

At Rebel Training Group, we have a zero-tolerance policy toward all forms of unlawful discrimination. Discrimination of any kind, whether direct, indirect, or based on any protected characteristic, is completely unacceptable. This includes discrimination by service users, staff, volunteers, or any individual associated with our organisation.

This means that any report of discriminatory behaviour will be treated as a serious matter and a breach of both the **Service User Acceptable Behaviour** and the **Staff Code of Conduct**.

Discriminatory actions will result in appropriate actions and sanctions, which may include exclusion from services for service users or disciplinary action for staff. In cases of extreme or criminal behaviour, we may involve law enforcement authorities to ensure that justice is served, and the safety of all individuals is maintained.

### The Law

As a public service provider, Rebel Training Group is required by **Section 149 of the Equality Act 2010** to:

* **Eliminate** discrimination, harassment, victimization, and any other prohibited conduct.
* **Advance equality of opportunity** between people with protected characteristics and those without.
* **Foster good relations** between people with and without protected characteristics.

All individuals, whether service users or staff, must comply with this legislation, and ignorance of the law will not be accepted as an excuse for any form of discrimination or harassment.

#### Who Enforces the Laws?

* **OEC** – Equal Opportunities Commission
* **CRE** – Commission for Racial Equality

These organizations work to ensure that discrimination is prevented and that the rights of individuals with protected characteristics are upheld.

### What is Unlawful Discrimination?

The **Equality Act 2010** defines several forms of discrimination, all of which Rebel Training Group seeks to prevent:

* **Direct Discrimination**: Treating someone less favourably because of a protected characteristic.
* **Indirect Discrimination**: When a policy, rule, or practice negatively affects someone with a protected characteristic more than others.
* **Harassment**: Bullying, offensive comments, or jokes related to a person’s protected characteristic
* **Victimisation**: Treating someone unfairly because they have challenged discrimination.

*See more information on* [*Workplace Bullying and Harassment*](https://www.gov.uk/workplace-bullying-and-harassment)

See more information on [*Victimisation*](https://www.acas.org.uk/discrimination-and-the-law/victimisation#:~:text=The%20law%20says%20victimisation%20means,complaint%20of%20discrimination%20or%20harassment)

### What Are the Protected Characteristics?

It is unlawful to discriminate against anyone based on the following **protected characteristics**:

* **Age**
* **Disability**
* **Gender reassignment**
* **Marriage and civil partnership**
* **Pregnancy and maternity**
* **Race** (including colour, nationality, ethnic or national origin)
* **Religion or belief**
* **Sex (gender)**
* **Sexual orientation**

See [**Appendix C**](#_Appendix_C_-)for more information on each of these characteristics.

It is also unlawful to discriminate based on **discrimination by perception** (e.g., mistaking someone’s sexual orientation) or **discrimination by association** (e.g., harassing someone because they have a disabled relative).

S*ee more information on* [*direct and non-direct discrimination.*](https://www.acas.org.uk/discrimination-and-the-law/direct-discrimination)

### What Service Users and Staff Must Do

At Rebel Training Group, all service users and staff are expected to uphold the principles of equality, diversity, and inclusion.

* **Service Users and Staff Must Refrain** from using discriminatory language, remarks, or actions related to any protected characteristic.
* **Service Users and Staff Must Report** any incidents of discrimination that they witness or experience. This includes reporting both direct and indirect discrimination, as well as harassment and victimization.
* When service users or staff are named as a witness to an incident, they are expected to **cooperate fully** with any investigations, providing accurate and honest accounts of the event.
* All staff and volunteers must understand our duty to ‘actively promote’ the **fundamental British Values** of:
  + - * + Democracy;
        + The rule of law;
        + Individual liberty;
        + Mutual respect;
        + Tolerance of those with different faiths and beliefs;

# Reporting a Concern

At Rebel Training Group, we are committed to ensuring that all service users and staff feel safe, respected, and valued. If you witness or experience any form of discrimination, harassment, or victimisation, it is important to report the concern as soon as possible. We take all concerns seriously and will handle reports with care, confidentiality, and respect.

#### **How to Report a Concern**

1. **Informal Reporting:**
   1. If you feel comfortable, you may address the concern informally by speaking directly to the individual involved. This can be an opportunity for resolution without escalation.
   2. If you do not feel comfortable addressing the issue yourself, or if the concern persists, please proceed with the formal reporting process outlined below.
2. **Formal Reporting:**
   1. To report a concern formally, you can:
      1. **Contact a Designated Person**: Report your concern to a member of the senior management team, the Designated Safeguarding Lead (DSL), or your line manager. Their contact details can be found on the staff notice board, on the Digital Workspace on SharePoint or in in the staff handbook.
      2. **Submit a Written Report**: You may submit a written report via email or through our internal reporting system, which is available to all staff and service users. Please include as much detail as possible, such as the date, time, location, individuals involved, and a description of the incident. *If you are concerned about a child’s behaviour, following our* ***Behaviour Policy*** *and/or* ***Safeguarding Policy*** *Procedures.* The DSL/DDSL will be able to advise you.
      3. **Anonymous Reporting**: If you wish to remain anonymous, you can submit an anonymous report through our designated online form. While we encourage transparency, we understand that some individuals may feel safer submitting a report anonymously.
3. **External Reporting (if applicable):**
   1. In cases where you believe the matter involves serious criminal conduct, such as hate crimes, threats of violence, or any other illegal activity, you have the option to report the concern to the police. Additionally, if you feel that internal reporting mechanisms have not adequately addressed your concern, or if you fear retaliation for raising an issue, you are encouraged to refer to our ***Whistleblowing Policy*** for guidance on how to report matters safely and confidentially. See Appendix

### What Happens After You Report a Concern?

Once a concern has been reported, the following steps will be taken:

1. **Acknowledgment**:
   1. You will receive an acknowledgment of your report within 48 hours, confirming that the concern has been received and will be investigated.
2. **Investigation**:
   1. The reported incident will be investigated by the appropriate staff members in a fair, thorough, and impartial manner. The investigation will aim to gather all relevant facts and may involve interviewing witnesses, reviewing evidence, and speaking to those involved.
   2. The Designated Safeguarding Lead (DSL) will oversee the investigation, ensuring that confidentiality is maintained throughout the process.
3. **Outcomes**:
   1. After the investigation, the results will be shared with the individual who reported the concern, as well as any other relevant parties. The outcome may include:
      1. Training or support for the individuals involved.
      2. Appropriate sanctions or actions taken e.g. full risk assessment, provision change or staff disciplinary process. Additional support or follow-up services for the person who reported the concern.
4. **Follow-Up**:
   1. Rebel Training Group will ensure that any corrective actions are taken, and we will monitor the situation to ensure that the concern has been fully resolved, and that no retaliation occurs.
   2. We encourage open feedback and will check in with the individual who raised the concern to ensure their satisfaction with how it was handled.

# Monitoring and Evaluation

We are dedicated to the continuous monitoring and evaluation of our diversity and inclusion efforts to ensure they are effective and impactful. This includes the systematic collection and analysis of data related to recruitment, retention, and progression rates, with a focus on identifying and addressing any disparities.

Regular feedback from staff, learners, and service users is gathered and reviewed to assess how well our policies are being implemented and to identify areas for improvement. This feedback loop helps ensure that the needs of all stakeholders are met and that our approach remains relevant and effective.

We are committed to the ongoing evaluation of the policy’s effectiveness, making necessary adjustments to enhance inclusivity and equality within the workplace. Where new areas are identified that require attention, we will develop and implement additional policies and procedures. As part of this process, each policy undergoes an Initial Equality Impact Assessment to ensure fair outcomes and continued progress towards a more inclusive environment.

# Appendices

### **Appendix A Initial Equality Impact Assessment**

This policy has not yet been checked for accessibility: Alt Text added.

An Initial Equality Impact Assessment has been completed for this policy, and no concerns have been raised.

### **Appendix B Version History**

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Date Published | Changed made | Signed off by |
| 1.1 | 10 June 2024 | Policy created. | Jo Vertannes |
| 1.2 | 27 March 2025 | Updated to reflect new services (family work/youth voice). Added Quick Procedure Guide. | Jo Vertannes |
|  | 31st March | Formatted new copyin Word. |  |
|  |  |  |  |
|  |  |  |  |

### Appendix C - The Nine Protected Characteristics

The nine protected characteristics are:

#### Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds). *See* [*Age Discrimination*](https://www.equalityhumanrights.com/node/14474)*.*

#### Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. *See* [*Disability Discrimination*](https://www.equalityhumanrights.com/node/14477)*.*

#### Gender Reassignment

Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex. \*To be protected from gender reassignment discrimination, you do not need to have undergone any medical treatment or surgery to change from your birth sex to your preferred gender. *See* [*Gender Reassignment Discrimination*](https://www.equalityhumanrights.com/node/14481)*.*

#### Marriage and Civil Partnership

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act). *See* [*Marriage and Civil Partnership Discrimination*](https://www.equalityhumanrights.com/node/14487)*.*

#### Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. *See* [*Pregnancy and Maternity Discrimination*](https://www.equalityhumanrights.com/node/14773)*.*

#### Race

A race is a group of people defined by their colour, nationality (including citizenship) , ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British. *See* [*Race Discrimination*](https://www.equalityhumanrights.com/node/14488)*.*

#### Religion or belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. *See* [*Religion or Belief Discrimination*](https://www.equalityhumanrights.com/node/14490)*.*

#### Sex

#### A man or a woman. *See* [*sex discrimination*](https://www.equalityhumanrights.com/node/14492)*.*

#### Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. *See* [*sexual orientation discrimination*](https://www.equalityhumanrights.com/node/14493)*.*

### Appendix D - Equality and Diversity Training Options

#### Option1. For most staff

[Discussing equity and inclusion in the Workplace](https://alison.com/course/discussing-diversity-equity-and-inclusion-in-the-workplace?utm_source=google&utm_medium=cpc&utm_campaign=Performance-Max_Tier-1_Wellbeing-Assessment&gad_source=1&gclid=Cj0KCQjwltKxBhDMARIsAG8KnqU2Tcj1NxuP-golwo_KvW6CkJQusmdh1qvMy-kBoAtnQJxuIBssMxgaAis1EALw_wcB)

#### Option 2: For Managers and Aspiring EDI Advocates

Level 2 [Equality and Diversity Training](https://freecoursesinengland.co.uk/equality-and-diversity/?utm_feeditemid=&utm_device=c&utm_term=diversity%20equity%20and%20inclusion%20training&utm_source=google&utm_medium=ppc&utm_campaign=FCIE+/+Autos+/+Equality+%26+Diversity&hsa_cam=19981886624&hsa_grp=150612863680&hsa_mt=b&hsa_src=g&hsa_ad=655089472725&hsa_acc=8772894239&hsa_net=adwords&hsa_kw=diversity%20equity%20and%20inclusion%20training&hsa_tgt=kwd-626222557323&hsa_ver=3&gad_source=1&gclid=Cj0KCQjwltKxBhDMARIsAG8KnqWu0LWT5BYGMEGnPekNYqVybKZCL4rIlewulFnuKgpdpB5p--cmgs4aAi63EALw_wcB). The government funded online course takes an average of 6-12 weeks to complete. This is based on 4-5 hours of weekly study.

Units covered:

* Equality and diversity in society
* Equality and diversity in the community
* Equality and diversity in the workplace

### Appendix E: Signposts to Young Person’s Rights Info and Resources

* <https://www.coe.int/en/web/human-rights-education-youth/resources>
* <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>
* <https://www.youngminds.org.uk/>
* <https://lawstuff.org.uk/>
* <https://www.mind.org.uk/for-young-people/your-rights/understanding-my-rights/>
* <https://learning.nspcc.org.uk/child-protection-system/children-the-law>
* <https://www.citizensadvice.org.uk/law-and-courts/civil-rights/young-people-s-rights/>

### **Appendix F Quick Procedure Guide**

Quick Procedure Guide. 
1 - Concerned about a child or adult: Follow Safeguarding Policy Procedures.  You must report to the Designated Safeguarding Lead or Deputies immediately.
2 - Missing child (Child Missing From Home or Care,  Child Missing Education, Child Missing from our Care): Follow Child Missing Procedures. You must report to the Designated Safeguarding Lead or Deputies immediately. If a child has gone missing from out care you must call 101/999.
3. Serious child behaviour concern: Follow Behaviour Policy and use the behaviour de-escaltion log.  Call the Duty Manager for support and in extreme  cases you may need to call 101.
serious child behaviour concern
4. Crisis e.g. fire, outbreak, data breach, intruder: Follow Incident Management Actions in the Business Continuity Plan. You must report to a member of the Crisis Management Team and call 101/999. for emergency service is required.
5. Worried concerns are not being taken seriously about a child: Follow Escalation Procedures in Safeguarding Policy. See also:  Multi-Agency Process for the Resolution of Professional Disagreements
6. Worried concerns are not being taken seriously about practice: Follow the Whistleblowing Policy. See also the independent charity Protect - Speak up stop harm on their helpline at 020 3117 2520
