Equality, Diversity, Inclusion and Belonging (EDIB) Policy

Statement of Policy

Showcase Training is committed to creating a culture of equality, diversity, inclusion and belonging where every individual is treated with dignity, respect and fairness, feels valued and able to participate, and has the opportunity to achieve their potential. We oppose unlawful discrimination, harassment and victimisation and uphold our responsibilities under the Equality Act 2010 and other applicable legislation.

We recognise that equality is not simply about treating everyone in the same way. Individuals may experience different barriers and may require different support, reasonable adjustments or approaches to achieve equitable access, participation and outcomes. We respect and value the diversity of our learners, clients, employees, suppliers, partners, employers and all other people we work with.

We aim to create inclusive learning and working environments in which individual differences are respected, barriers are identified and removed wherever reasonably possible, and people feel safe, listened to, valued and that they belong. We will challenge inequality, prejudice and discriminatory behaviour and respond positively to different needs and circumstances.

We recognise and celebrate the diversity of our learners, employees and employers. Our approach to inclusion extends beyond the protected characteristics in law and recognises that socio-economic disadvantage, geographical isolation, care experience, previous offending, caring responsibilities and other circumstances may create barriers to participation or achievement. We will consider these barriers sensitively and take proportionate action where appropriate.

Showcase Training is committed to strong inclusion and belonging. We believe that all learners, regardless of background, prior attainment, disability, additional needs or personal circumstances, are entitled to high expectations, ambitious learning and meaningful progression. We adopt a proactive and graduated approach to identifying and supporting learners who may experience barriers to learning. This includes early assessment, regular progress reviews and tailored intervention strategies. We monitor participation, progress, achievement and progression across learner groups and take targeted action where gaps are identified.

We support the requirements of the Equality Act 2010 and related duties. We will oppose and challenge unlawful direct and indirect discrimination, harassment and victimisation affecting an employee, job applicant, customer, learner, service user or member of the public because of a protected characteristic:

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

Bullying, prejudice-based behaviour and other conduct that undermines dignity, inclusion or belonging will not be tolerated.

The purpose of this policy is to explain how Showcase Training will put EDIB into practice, meet its legal responsibilities, remove barriers, promote fair access and outcomes, value diversity and create learning and working environments in which people can participate, contribute and belong.

We are committed to a respectful and inclusive working environment that provides fair treatment and opportunity, recognises individual needs and enables employees to contribute and develop.

Our Approach to Belonging

Belonging means people experience Showcase Training as a place where they are respected, valued, listened to and able to contribute without having to hide or minimise important aspects of themselves. We will promote belonging through respectful relationships, inclusive communication, learner and employee voice, appropriate support and prompt action when exclusionary behaviour occurs.

Legal Framework

Our approach to EDIB is informed by the following legislation and guidance, as applicable to our activities:

- Equality Act 2010, including the Public Sector Equality Duty where Showcase Training is carrying out a public function
- Human Rights Act 1998
- Equality Act 2010 (Gender Pay Gap Information) Regulations 2017, where applicable
- Employment Rights Act 1996
- Data Protection Act 2018 / UK GDPR
- ACAS Code of Practice on Disciplinary and Grievance Procedures

Access to Learning and Recruitment

We will strive to ensure that learning and recruitment opportunities are accessible and fair. We will not unlawfully discriminate because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. We will monitor participation, applications, withdrawals and recruitment outcomes, where appropriate and lawful, to identify barriers, under-representation or differences in outcomes and take proportionate action.

Additionally:

For learners: We will support learners, as far as reasonably possible and subject to relevant funding and health and safety requirements, to access suitable learning. We will consider reasonable adjustments, additional support and alternative approaches to remove or reduce disadvantage. Where a particular option cannot reasonably be provided, we will discuss appropriate alternatives with the learner.

We recognise that some learners may have Special Educational Needs and Disabilities or additional learning needs that require structured support.

We will:

- Identify additional needs at enrolment and throughout the learner journey
- Conduct initial and diagnostic assessment to inform support planning
- Develop individual learning support plans where appropriate
- Apply reasonable adjustments and adaptive teaching strategies
- Review support regularly with the learner
- Work with external agencies and specialists where required
- Ensure staff receive appropriate training in inclusive teaching and SEND awareness

Our aim is not only to enable access, but to support participation, belonging, progress, achievement and successful progression.

We recognise that learners who are looked-after children, previously looked-after children or care leavers may face additional barriers to learning, stability and progression. Showcase Training is committed to providing enhanced pastoral and academic support to learners from care backgrounds.

We will:

- Identify care status sensitively at enrolment
- Work in partnership with social workers, personal advisers and Virtual School Heads
- Contribute to and align with Personal Education Plans (PEPs) and Educational Pathway Plans where applicable
- Share progress information with relevant professionals, with appropriate consent
- Provide additional mentoring and wellbeing support where required
- Maintain high expectations for achievement and progression
- Support transitions into employment, higher-level training or further study

We recognise the importance of stability, trusted relationships and consistent communication when supporting learners from care backgrounds.

We understand that effective inclusion requires partnership working. Where appropriate, we will work collaboratively with:

- Local authorities
- Social workers
- Virtual School Heads
- Employers
- External specialist agencies
- Referral organisations
- Families and carers (where appropriate)

Our aim is to ensure coordinated, consistent and learner-centred support that promotes inclusion, stability and belonging.

For employees: Recruitment, selection, development and promotion will be based on objective, relevant and non-discriminatory criteria. Recruitment opportunities will normally be advertised appropriately and applicants will be invited to tell us about reasonable adjustments or support they require to participate fully in the selection process.

Wherever practicable, more than one person will be involved in shortlisting and interviewing. Selection decisions will be evidence-based and consistent with the requirements of the role. Reasonable adjustments will be considered at every stage of recruitment and employment.

Employees involved in recruitment, selection or promotion will receive appropriate guidance or training in fair and inclusive recruitment. Where Showcase Training operates a guaranteed interview commitment for disabled applicants who meet the stated minimum criteria, this will be clearly communicated in the recruitment process.

We will provide access to appropriate training and development to allow employees to carry out their roles. Each training and development need will be treated on its individual merits and in accordance with the needs of the business.

For employers: We expect employers working with Showcase Training to support the principles of EDIB, provide fair access to learning and work-based opportunities, make reasonable adjustments where required and maintain learning and working environments free from unlawful discrimination, harassment and victimisation.

Serious or persistent failure to meet these expectations may result in the working relationship being reviewed or ended.

Disclosure and Additional Support Provisions

Before and during learning or employment, individuals will be given appropriate opportunities, in confidence, to tell us about a disability, learning difficulty, additional need or other barrier that may affect their participation. We will explain why information is requested, how it will be used and who it may be shared with. Support and reasonable adjustments will be discussed with the individual and reviewed when needs or circumstances change.

Additionally:

For learners: Where a learner discloses a disability or learning difficulty, we will identify what additional or alternative support provisions need to be put in place in discussion with them. We will endeavour to secure and provide any additional support for the duration of the learner's learning programme where reasonably practical and possible. Support could be in the form of additional/alternative assistance, provision of a specialist service, involvement of personal carers/support workers, provision of alternative or adaptive equipment or learning environment etc. Where it is not reasonably possible to provide required and sufficient (specialist) support to enable a learner to achieve with Showcase Training, we will contact the learner's referral agency and/or signpost to more suitable provision.

Where barriers to learning cannot be minimised to such an extent to make learning with Showcase Training viable, we will refer the learner to their referral agency and/or signpost them to alternative provision. We will explain where learners are eligible for government funding to enrol and receive additional or alternative support on learning programmes. All learners will have their learning and access needs assessed to identify suitable learning programmes that are relevant to their development objectives and goals.

For employees: Where an employee declares a disability, reasonable steps will be taken to accommodate this by making reasonable adjustments. The company may consider re- deployment and appropriate re-training to enable the employee to remain in employment where possible.

For employers: We will, where appropriate and with the learner's permission, share information on any disability, learning difficulty and/or barriers to learning and where appropriate require support/ provision from the employer to accommodate these in the learner's learning and employment.

Induction and Equality Training

All individuals will receive an induction into their learning/employment and working environment. We will make everyone aware of our commitment to EDIB, arrangements in place to ensure all people are treated fairly and equally, standards of behaviour and how to make us aware of any dissatisfaction and concern.

Additionally:

For learners: Our mandatory induction training course is required for enrolment to an Apprenticeship programme to take place. This includes training videos and quizzes on Equality and Diversity. During learning, we will remind learners of arrangements in place to ensure equality of opportunity and to promote diversity, give regular opportunity to disclose any disability or learning difficulty or adjust additional support provisions and support them to develop their awareness of equality, diversity, inclusion and belonging.

For employees: All new employees are required to complete mandatory EDIB induction training. All staff will be required to refresh their knowledge by completing the training annually and familiarising themselves with any supportive equality guidance.

For employers: We expect employers to provide staff induction, training and information on EDIB arrangements in place within their organisation and what to do should a staff member wish to make a complaint.

Learning and Working Environment

We are committed to creating inclusive learning and working environments where everyone is treated with dignity and respect and can participate without fear of bullying, harassment, discrimination or prejudice. Individuals will have clear routes to report concerns, and concerns will be handled fairly, sensitively and in line with relevant procedures.

We want individuals to feel able to express their views, experiences and perspectives respectfully, including where views differ. Prejudice, discriminatory behaviour and stereotypes will be challenged. Learning materials and internal and public communications will, wherever practicable, be accessible, inclusive and reflective of the diverse society in which we live.

Additionally:

For learners: We have a separate disciplinary policy for learners which sets out types of behaviour which is unacceptable and procedures which will be followed to respond to complaints and/or concerns and how people involved will be supported. Where learners are following work-based training in employers, they will also be subject to their employer's disciplinary procedure.

For employees: We have a separate Dignity at Work Policy for employees which explains how issues of bullying and harassment and complaints of this type will be dealt with.

For employers: We expect employers to have in place and to communicate procedures that deal with staff bullying, harassment, unacceptable behaviour and disciplinary.

Monitoring of Learner Participation, Performance and Satisfaction

Where appropriate and lawful, individuals may be asked to provide equality monitoring information. This information will be handled in accordance with our GDPR and Privacy Policy, used only for stated and legitimate purposes, and access will be restricted appropriately. Individuals may select a prefer-not-to-say option where this is available. We will analyse relevant learner and employee data to identify notable differences in participation, experience or outcomes and take proportionate action where required.

We will encourage feedback on people's experience of learning and working with Showcase Training, including whether they feel respected, included, supported and able to contribute. Feedback will inform quality improvement and EDIB activity.

Additionally:

For learners: We will monitor participation, retention, achievement, progression and, where appropriate, experience across relevant learner groups, including learners with SEND and learners from care backgrounds. Where significant or persistent gaps are identified, leaders will consider the causes, agree proportionate actions and review their impact.

For employees: We will encourage employee promotion, but this will only take place as a result of objective assessment based on the specific abilities, skills and knowledge required for the post. We will exercise equal access to promotion and opportunities will be advertised on the basis that they are accessible to all employees including those that work full time, part time, from home and those that are office based.

There may be situations where some specialist posts are only suitable for people with particular skills, but consideration must still be given to all employees and a fair selection process adopted as some employees may have skills of which the company are unaware.

For employers: We will encourage employers to measure the participation, performance and satisfaction of their staff and support us in developmental work to promote and address under- representation.

Responsibilities

We will:

- Provide learning and working environments that respect difference, promote inclusion and belonging, and protect the dignity of those within them.
- Raise awareness of EDIB, the impact of discrimination and prejudice, and the importance of respectful relationships.
- Develop the awareness and skills needed to promote fairness, inclusion, belonging and good relations.
- Maintain high expectations for achievement and progression and recognise individual success.
- Work to ensure that everyone can achieve positive outcomes and that avoidable barriers are identified and addressed.
- Promote fair access to learning, recruitment, development and progression and take proportionate action where inequality is identified.
- Make reasonable adjustments where required and consider other practicable measures to remove or reduce barriers to participation.
- Consult with and involve individuals in improving their experience of learning and working with Showcase Training.
- Consider equality and inclusion impacts within key business projects, policies, procedures and improvement activity.
- Work with employers, suppliers and partners that support our EDIB commitments and challenge practices that conflict with them.
- Senior leaders are accountable for embedding EDIB within strategic planning, curriculum design, quality assurance, workforce practice and performance monitoring.

We will require all individuals:

- To communicate and behave with courtesy, kindness and respect and in accordance with our policies and procedures.
- To inform us if they have any additional needs or are experiencing difficulties in learning or working with us.
- To value and respect individual differences and the contributions of others.
- To maintain a safe and secure learning and working environment.
- To take responsibility for their own actions, personal development and performance.
- To work to achieve their personal best and allow others to do the same.
- To let us know immediately if they are unhappy with any aspect of learning or working with Showcase Training or have witnessed anything of concern.

Complaint/Grievances

We will make all individuals aware of the steps to follow should they wish to raise a concern, grievance or make a complaint. We will aim to fully resolve any concerns or problems as quickly as possible and if we cannot resolve or put right straight away, we will explain why and say what we can do.

For learners: The quickest and easiest way for a learner to raise a concern or make a complaint is to do so via their Tutor or the Senior Management Team.

Where a learner is learning through one of our supply chain partners, this will initiate their own procedure first and the learner will be advised of who will take responsibility for resolving their concern or complaint and how long this should take.

Where a learner does not feel able to do this, the following options are available to all learners:

- Call us on 0330 320 9230 (Showcase Training is open Monday – Friday 9am-5pm)
- Visit www.showcasetraining.co.uk
- Email hello@showcasetraining.co.uk
- Write to us at Showcase Training Ltd., Unit 77 Merlin House, Meteor Way, Daedalus Drive, Fareham, Hampshire, PO13 9FU.

For employees: If you wish to make a complaint or raise a concern of unlawful discrimination, you should follow the company's Grievance Procedure. If your complaint involves bullying or harassment, please refer to the company's Dignity at Work Policy.

The company will take any complaint seriously and will seek to resolve any grievance which it upholds. You will not be penalised for raising a grievance, even if your grievance is not upheld, unless your complaint is both untrue and made in bad faith.

Any employee (found to be) breaching this policy will be regarded as behaving in a manner that constitutes an act of misconduct and will be dealt with through the disciplinary procedure.

For employers: If you wish to make a complaint or raise a concern of unlawful discrimination, bullying, harassment and/or unacceptable behaviour by a Showcase Training employee, you should:

- Call us on 0330 320 9230 (Showcase Training is open Monday – Friday 9am-5pm)
- Visit www.showcasetraining.co.uk
- Email hello@showcasetraining.co.uk
- Write to us at Showcase Training Ltd., Unit 77 Merlin House, Meteor Way, Daedalus Drive, Fareham, Hampshire, PO13 9FU.

Review

This policy will be reviewed at least annually and sooner where there are significant changes to legislation, guidance, organisational practice or identified EDIB risks. Monitoring information, feedback, complaints and quality activity will inform the review.

Issue	Issue Date	Author	Revision Notes
1	15/11/2015	Aneta Orlowska	1st Issue
2	24/06/2016	Ellen Mould	Revision of Policy
3	23/10/2017	Ellen Mould	Revision of Policy
4	23/01/2018	Ellen Mould	Revision of Policy

5	05/03/2018	Ellen Mould	Revision of Policy
6	28/01/2019	Ellen Mould	Reviewed Policy
7	20/02/2020	Ellen Mould	Reviewed Policy
8	20/05/2021	Ellen Mould	Reviewed Policy
9	08/08/2022	Ellen Mould	Policy updated including address and telephone number change
10	19/04/2023	Ellen Mould	Policy reviewed
11	22/04/2024	Ellen Roberts	Policy reviewed
12	28/05/2025	Ellen Roberts	Legal framework section added.
13	16/07/2026	Ellen Roberts	Policy revised and renamed Equality, Diversity, Inclusion and Belonging (EDIB) Policy. Updated legal wording, inclusion, belonging, monitoring and reasonable adjustment commitments.