

Apprenticeship Employer Handbook



Contents

Page	Title
3	Welcome to Swift Who are we?
4	The benefits of having an Apprentice Responsibilities as an Employer
5	Swift's responsibility to you
6 - 8	The Level 2 Learning Journey
9-10	The Level 3 Learning Journey
10	E-Portfolio Progress reviews
11	When things go wrong Feedback
11-16	Policy Overview
16	Attendance and Absence
17	The Swift Way
18	Appendix 1: Workplace Induction Checklist
19	Appendix 2: Legal Considerations of employing a young person

Welcome to Swift

Thank you for agreeing to work in partnership with Swift ACI.






Swift ACI aims to provide a unique staffing solution for employers within your industry who are passionate about developing the next generation of Early Years Practitioners, whilst at the same time, benefiting your setting, through employing highly motivated individuals.

This handbook will support you throughout your journey with Swift. It tells you who we are, how we work, how you will benefit from working with us, and what your responsibilities are as an employer.

Should you require further information, please do not hesitate to contact the team.

Who are we?

Swift is an established training provider that has been delivering Apprenticeships for over 10 years, with a high percentage of our apprentices achieving distinctions.

Key Team Members			
<p>Jack Edwards Academy Director & Strategic DSL je@swiftcc.co.uk 0121 594 0610</p> 	<p>Jayne Hipkiss Learner Experience Manager & Operational DSL jh@swiftcc.co.uk 07535 002315</p> 	<p>Sara Lewis Curriculum Manager & Senior DSL sl@swiftcc.co.uk 07791 213727</p> 	<p>Nicola Nash Curriculum Manager & DDSL London nn@swiftcc.co.uk 07757 779 539</p> 
<p>Peter Billington Commercial Manager (London) peterb@swiftcc.co.uk 07528 340063 0121 594 0183</p> 	<p>Jessica Jones Business Development Manager & DDSL Mercia jessicaj@swiftcc.co.uk 07757 779 539 0121 594 0459</p> 	<p>Lisa Merricks Learner Support Manager (DSO Mercia) lm@swiftci.co.uk 07964 119220</p> 	<p>Samantha Freeman IQA SF@swiftcc.co.uk</p> 

We are proud to have been winner of the Training Provider of the Year at the Birmingham Live Apprenticeship Awards 2020, and to achieve runner up for the Education Engagement Award in 2021. In 2022 and 2023 we have also been shortlisted for the Multicultural Awards.

We have had a Swift Apprentice win “Apprentice of the Year” in recent years, of which we are incredibly proud.

We care about supporting our Apprentices to achieve their goals, to embark on successful career paths and we believe the support and training we offer is the key to our high achievement rates.

Everyone in our curriculum team has experience of working in a nursery setting, so they understand the demands, highs and lows and requirements of the industry.

As a result, our curriculum closely meets employer needs and has been developed by sector experts in collaboration with our employers.



Swift is built on 5 key underpinning principles called “The Swift Way” which were developed following consultation with staff, learners, and employers. These principles are the foundation of everything we do.

The Way



Supportive

At Swift we embrace teamwork, which allows us to create a holistic, supportive network for apprentices and ourselves.

The graphic for 'Supportive' features a hand holding a lightning bolt, a large yellow letter 'S', and a yellow lightning bolt icon.



Welfare

At Swift we practice a whole approach to each individual's health, wellbeing and we support them to make a positive contribution to society. We maintain a duty of care for all by promoting a safe environment with an underpinning pastoral support system.

The graphic for 'Welfare' features a lightning bolt icon, a large orange letter 'W', and a pair of hands holding a plant.



Impact

At Swift we facilitate high impact curriculums and learning opportunities designed to make a difference to each individual.

The graphic for 'Impact' features a heart with a plus sign, a large blue letter 'I', and a blue lightning bolt icon.



Focused

At Swift we are committed to a person-centred approach, where each individual can achieve their goals and aspirations.

The graphic for 'Focused' features a large green letter 'F' and an illustration of a person holding a target sign.



Trust

At Swift we promote a culture which embodies trust, transparency, integrity and respect. We believe that working collaboratively with these values supports all individuals to be successful within the Swift organisation.

The graphic for 'Trust' features a lightning bolt icon, a large black letter 'T', and a shield with a checkmark.

How will employing an apprentice benefit my business?

- ✓ Screened, selected and trained candidates, ready to start work,
- ✓ No fees or training costs to your business for apprentices aged 16 – 18,
- ✓ For those aged 19+, there is a small, 5% contribution,
- ✓ Access to government incentives,
- ✓ Support from an experienced, qualified team throughout the apprenticeship journey
- ✓ Reduced wage costs,
- ✓ Motivated and keen employees,
- ✓ The ability to grow your apprentice, through the values and ethos of your setting.

What are my responsibilities as an employer?

- Employ the apprentice for a minimum of 30 hours per week over the apprenticeship duration,
- Provide them with a with a contract of employment and a job description,
- Payroll the apprentice paying at least the national apprenticeship wage,
- Level 2: at the beginning of their leaning journey, allow 1 day a week paid release to attend Swift Academy for the first 15 weeks of the programme,
- Level 3: Allow 9 paid days release to attend Swift remote training sessions for the duration of the apprenticeship.
- Allow paid release for your apprentice to attend functional skills sessions / exams where required,
- Allow paid release for your apprentice to attend both End Point assessments to complete their apprenticeship,
- Allow a Swift assessor onsite monthly to conduct observations and reviews with the apprentice,
- Have supervision in place at your setting to support and mentor the apprentice,
- Support and contribute to the 20% off the job training within working hours (explained further on page 7)
- Notify us of any sickness, absence, accidents or incidents within 24 hours.
- Notify us immediately if you have concerns regarding the conduct of your apprentice,
- Attend regular progress reviews with the apprentice and their assessor,
- Treat the apprentice as you would any other employee whilst being mindful of the limited work experience, they may have, and any legal restrictions regarding working hours or conditions.
- Provide the apprentice with an effective induction, including access to policies and procedures to ensure a safe working environment.

Our Responsibilities to You:

- Ensure the apprentice is right for your setting,
- Provide multiple apprentices as required,
- Be on hand to you and your apprentice for the duration of the apprenticeship,
- Provide training and assessment for your apprentice,
- Support you with any concerns,
- Provide you with the confidence that Swift will deliver a quality service, whilst adhering to all governance requirements.

How does Swift ensure Apprenticeship Quality?

- All apprentices follow an Individual Learning Plan (ILP) that supports them to achieve the required Knowledge, Skills, and Behaviours (KSBs) of the Apprenticeship Standard.
- All employers, apprentices and Swift are bound by the terms of the Commitment Statement.
- Swift aims to forge quality partnerships between employers and apprentices, to ensure all your needs are met.
- Swift will support you to provide equal opportunities and promote inclusion in the workplace.
- Our training is accredited by NCFE and NCFE CACHE.
- Following successful completion of End Point assessment, your apprentice will receive their nationally recognised certificates from NCFE.
- Apprenticeships are monitored by the government, therefore, subject to OFSTED inspection.
- Swift works within the Education Inspection Framework, and all other statutory guidance and regulation to ensure we deliver a high quality, up to date curriculum, within a safe environment, both physical and virtual.

All apprentices use the City & Guilds Learning Assistant E-Portfolio system, which allows them to access learning and assessment materials online at any time, and means we can effectively track their progress.

Attendance and absence

Whether a learning session is face to face or online, they must be in attendance by 08.45am ready for a 09.00 start.

Running Late: if an apprentice is running late, they must call or email (texts will not be accepted) their Tutor/Assessor before 8.45am, explain the reason for the lateness, and give an approximate time of arrival.

If they are so late that they will not arrive until after 09.30, they will be advised to go to work instead, and a catch-up day arranged. This is due to having missed valuable parts of the session.

Unexplained Absence/Missing Learners: if an apprentice does not arrive for a session (online or in person) the safeguarding process will be triggered as follows:

- ✓ **08.45:** Tutor will attempt to call.
- ✓ **09.00:** If there is still no successful contact made the Learner Support Manager will call the apprentice.
- ✓ **09.30:** if there is still no contact, The Learner Support Manager will contact you as their Employer, to check if they have gone to work.
 - The LSM will also call the emergency contacts at this point if they are not at work,
 - if there is still no contact made, the LSM will leave a message stating the concern has been passed to the ODSL and a police welfare call will be requested within 30 minutes,
- ✓ **10.00:** ODSL to request welfare check.

Progress Reviews

All Swift Apprentices are involved in progress reviews every 8 weeks. Progress Reviews are a three-way meeting, where we invite you as the employer to contribute and be involved in understanding, developing and supporting your Apprentice's progress.

Progress Reviews are also a great opportunity for you to discuss what is going well and what could be better so we can incorporate this feedback into our discussions and planning with Apprentices. We know you are busy, so we aim to include you in the review for only 15-20 minutes every 8 weeks.

The Level 2 Learning Journey

You will receive a training schedule that is specific to your apprentice/s during the sign-up period.

Developing Competence:

Throughout the learning journey, your Apprentice will be developing the Knowledge, Skills and Behaviours required to achieve occupational competence with the apprenticeship standard.

You can find out more about the Apprenticeship Standard, and view the KSBs here:

[Early Years Practitioner Level 2](#)

A key part of the Apprentice's journey is developing their competence in the workplace.

To support this, we need you to:

- Facilitate observations, which will be carried out by your Assessor,
- Support and contribute to off the job training (more detail),
- Provide a workplace mentor for your apprentice, who is responsible for supporting them to develop the required knowledge and skills for the job role,
- The workplace mentor will also be required to attend and contribute to Progress Reviews every 8 weeks, with the first review taking place at week 4,
- Ensure that the apprentice is given opportunities to develop the Knowledge, Skills and Behaviours by completing CPD activities.

Once all parties have agreed that the apprentice is ready for their EPA (End Point Assessment) this will be discussed, and will transition for learning to assessment, this is known as Gateway.

Your Level 2 apprenticeship will run for 13 months and follow the below Learning Journey:

Learning on and off the job:

- ✓ 12 classroom-based training sessions
- ✓ 3 portfolios
- ✓ Underpinning knowledge
- ✓ Holistic observations
- ✓ Logbook projects
- ✓ Professional discussions
- ✓ Professional Development Plans (PDP)
- ✓ Product Evidence

During the apprenticeship:

- ✓ Apprentice available for full time work – min of 30 hours per week
- ✓ Monthly on-site visits by the apprentices' assessor

Apprenticeship completion

- ✓ Entry stage (Gateway) to End Point Assessment (EPA)
- ✓ End Point Assessment (EPA)
- ✓ Completion of NCFE CACHE Level 2 Diploma for the Early Years Practitioner

Assessment:

Throughout the apprenticeship, your apprentice will be studying towards several qualifications:

- ✓ NCFE CACHE Level 2 Diploma for the Early Years Practitioner
- ✓ Employer Rights and Responsibilities (ERR)
- ✓ Personal Learning and Thinking Skills (PLTS)

Beyond the Level 2 Apprenticeship

There is no reason why at the end of their Level 2 apprenticeship that your employee should stop their training. Swift ACI will be able to support your Apprentice to develop further through our Level 3 Early Years Educator Apprenticeship programme.



The Level 3 Learning Journey

You will receive a training schedule that is specific to your apprentice/s during the sign-up period.

Developing Competence:

As with the Level 2 apprenticeship, throughout the learning journey, your Apprentice will be developing the Knowledge, Skills and Behaviours required to achieve occupational competence with the apprenticeship standard.

You can find out more about the Apprenticeship Standard, and view the KSBs here:

[Early years Educator level 3](#)

A key part of the Apprentice's journey is developing their competence in the workplace.

To support this, we need you to:

- Facilitate observations, which will be carried out by your Assessor,
- Support and contribute to off the job training (more detail),
- Provide a workplace mentor for your apprentice, who is responsible for supporting them to develop the required knowledge and skills for the job role,
- The workplace mentor will also be required to attend and contribute to Progress Reviews every 8 weeks, with the first review taking place at week 4,
- Ensure that the apprentice is given opportunities to develop the Knowledge, Skills and Behaviours by completing CPD activities.
- Demonstrate, support and encourage effective teamworking practice.
- Maintain a positive relationship with your apprentice.

Your Level 3 apprenticeship will run for 13 months and follow the below Learning Journey:

Learning on and off the job:

- ✓ 9 Virtual training sessions
- ✓ 3 portfolios
- ✓ Underpinning knowledge
- ✓ Holistic observations
- ✓ Logbook projects
- ✓ Professional discussions
- ✓ Professional Development Plans (PDP)
- ✓ Product Evidence
- ✓ Longitudinal Studies

During the apprenticeship:

- ✓ Apprentice available for full time work – min of 30 hours per week
- ✓ Monthly on-site visits by the apprentices' assessor/workplace trainer
- ✓ Apprentice demonstrates the knowledge, skills and behaviours for their Level 3 Diploma for the Early Years Educator Apprenticeship completion.

Assessment:

- ✓ Completion of NCFE CACHE Level 3 Diploma for the Early Years Educator
- ✓ Completion of functional skills qualifications as required.
- ✓ Completion of Paediatric first aid Level 3 qualification
- ✓ End Point Assessment (EPA)

- ✓ Entry stage (Gateway) to End Point Assessment (EPA)

Throughout the apprenticeship, your apprentice will be studying towards several qualifications:

- ✓ NCFE CACHE Level 3 Diploma for the Early Years Educator
- ✓ Employer Rights and Responsibilities (ERR)
- ✓ Personal Learning and Thinking Skills (PLTS)



End Point Assessment:

- ✓ Swift led the way for End Point Assessment in Childcare and were the first organisation in the UK to have Apprentices complete their End Point Assessments and become qualified Early Years Practitioners.
- ✓ End Point Assessment is the assessment of your Apprentice by an external assessor. This confirms their competence and gives an objective guarantee that the Apprentice has achieved the required standard in full.
- ✓ The activities that take place during EPA are a multiple choice test, a 121 professional discussion and evidence previously submitted from their E-portfolio, demonstrating their journey to date.

Off the Job Training: What is it?

- ✓ It is a requirement of all apprenticeships for the apprentice to spend a minimum of 20% of a 30-hour working week, over the duration of the programme, learning the knowledge, skills and behaviours required to be successful in their job and to achieve the apprenticeship. However, Swift don't want to operate at the minimum level, so we have designed our apprenticeships to offer each apprentice the best learning experience. Therefore, our planned delivery exceeds the minimum number of hours.
- ✓ The learning must be time that they spend away from the normal duties of their job, hence, it is referred to as "Off-The-Job". This is not to say that it can't be time spent in the workplace as it could be time spent shadowing a colleague or with their mentor being shown how to complete a task, for example.
- ✓ Swift will work with you to plan how the required number of hours will be completed and we will support the apprentice to record all the learning activity throughout the program.
- ✓ It is important that the employer not only allows, but also supports and encourages the apprentice to spend the required hours learning and developing. If 20% of their paid hours seems too much to learn how to do the job, then it could be that there isn't enough to learn and an apprenticeship may not be the right solution for them.
- ✓ In the simplest of terms, it means providing evidence of learning that is taking place

outside of the Apprentice doing their normal day-to-day job.

- ✓ Off the Job Training must always be completed during working hours, and can take many forms.
- ✓ Apprentices can also complete further certified training and qualifications during time allocated for their off-the-job training, if it is relevant for their role and Apprenticeship Standard.
- ✓ Employers and Apprentices will be supported in planning, carrying out and recording Off the Job activity throughout the Apprenticeship programme.

To see our recommended monthly OTJ activity scan the QR codes:

Level 2



Level 3



You can find out more about Off the Job Training here:

[What is classed as off the job?](#)

[OTJ Myths Vs Facts](#)

Training and Supervision:

Young people will need training when they start a job as they will be facing unfamiliar risks and are therefore likely to need more supervision compared to adults. They need to be trained to do the work without putting themselves and other people at risk.

Training should cover:

- ✓ Basic introduction to health and safety (see induction checklist)
- ✓ Hazards and risks in the workplace, and associated control measures put in place to ensure safety.
- ✓ Supervision and support are important, especially in the childcare industry. As they are still in training, an apprentice cannot be left unsupervised, however they can be included in, as per section 3, paragraph 29 in the EYFS) once you deem them to be occupationally competent.

Suggested Off the Job Activity:

Type of OTJ Activity	Childcare Specific Example
Shadowing Mentoring Coaching	How to change a nappy How to mediate a disagreement between children
Role Play / Simulations	How to encourage children to participate in activities What to do if a child hurts themselves
Classroom Learning	Swift classroom or online learning sessions e learning, webinars, and Ted Talks Always ensure that all classroom learning the apprentice completes is directly related to the childcare field and will upskill their knowledge, behaviour and skills.
Studying Sessions	Completing assigned training from Swift Working through units and submitting coursework
Reflective Journals	An explanation of the knowledge they have learnt. How this knowledge has developed their learning, behaviours and skills and why it is important in a childcare setting
Forums	Off-the-job training can also include contributing to online forums that are relevant to the apprentice's role within childcare. This method can develop learning and experience by allowing apprentices to identify with others who are in similar positions, situations and occupations. Here, apprentices can: <ul style="list-style-type: none"> • share and reflect on their experiences in childcare • offer and receive different perspectives within childcare; and • offer and receive advice or help for any issues experienced within a childcare setting
Attending Conferences or Industry shows	A couple of examples of childcare conferences, include: <ul style="list-style-type: none"> • NDNA - National Day Nursery Association • Early Education
Visiting other departments or businesses related to childcare setting	Allowing your apprentice to visit other departments or businesses related to your childcare setting can enable your apprentice to understand how other professions can impact their job. This can include: <ul style="list-style-type: none"> • Experiencing the childcare required for different ages to whom they commonly work with • A different childcare business, e.g., a visit to a different nursery or childcare setting

If things go wrong

We understand that not everything always goes according to plan when employing an Apprentice. Here at Swift, we have a pastoral support system that provides support at every stage of the learning journey.

At any time, you can contact the Learner Experience Manager (Operational DSL), Commercial Manager, Assessor to discuss any concerns you may have. For any Safeguarding concerns, a link to our Safeguarding Policy is detailed below with full contact details and guidance on the Safeguarding process.

Helping to retain your Apprentice

An Apprentice can be a great asset to an organisation. An apprentice typically receives a lower wage in return for paid on and off the job training. In order to retain your apprentice, we suggest gradually increasing pay as an incentive to the apprentice and in recognition of the fact that your apprentice will, through time, become more valuable to your organisation.

Feedback

We love to hear your feedback!

Three times a year we will ask you to complete a quick survey focused on our improvement plan to help shape and improve our provision for the future.

You can also provide feedback at any time via feedback@swiftcc.co.uk

Policy Overview

Safeguarding at Swift

Swift understands 'it can happen here' and has a duty to safeguard all apprentices, staff and visitors. We have a dedicated safeguarding team whose responsibility is to ensure individuals feel safe and able to disclose anything they feel is unsafe or affecting their wellbeing. They are always available to listen to your concerns, or just a chat.

Our Designated safeguarding Officers all have a specialist area of knowledge and can offer support and information.

Swift promotes and encourages an environment where the risk of exposure to violence, abuse, extremism, discrimination, victimisation and exploitation is eradicated by providing the skills, tools and knowledge to report, share or disclose harmful activity safely.

In turn, we aim to promote British Values and safeguard the welfare of all.

Reporting a Safeguarding Concern

If you have a Safeguarding Concern regarding yourself or anyone else, you can discuss this with your Tutor, Assessor, Designated Safeguarding Officer (DSO) or Designated Safeguarding Lead (DSL) all of whom will be able to support you further with this.

You can view the full Swift Safeguarding Policy Here:

Our Key Safeguarding Contacts are: [SG1. Safeguarding Policy.pdf](#)

Strategic DSL: Jack Edwards. je@swiftcc.co.uk

Operational DSL: Jayne Hipkiss. jh@swiftcc.co.uk

London DDSL: Nicola Nash. nn@swiftcc.co.uk

Mercia DDSL: Jessica Jones. jessicaj@swiftcc.co.uk

You can also email our dedicated wellbeing email addresses:

wellbeingbirmingham@swiftcc.co.uk OR wellbeinglondon@swiftcc.co.uk

Prevent

The aim of Prevent is to stop people from becoming terrorists or supporting the rehabilitation and disengagement of those already involved in terrorism.

The aim of the counter-terrorism strategy, CONTEST, is to reduce the risk from terrorism to the UK, its citizens and interests overseas, so that people can go about their lives freely and with confidence.

Prevent is one of the 4 key pillars of CONTEST:

- **Prevent:** to stop people becoming terrorists or supporting terrorism
- **Pursue:** to stop terrorist attacks
- **Protect:** to strengthen our protection against a terrorist attack
- **Prepare:** to mitigate the impact of a terrorist attack

The Swift Radicalisation, Extremism and PREVENT Policy details how Swift will fulfil its obligations to the UK Government Prevent Duty and CONTEST Strategy as detailed in the Counterterrorism and Security Act 2015 and the Prevent Duty Guidance for Further Education Providers.

Swift recognises some Apprentices may be in vulnerable social and domestic situations and these Apprentices may be at greater risk of radicalisation than other Apprentices.

Swift will closely follow any locally agreed procedures set out by all local authorities for safeguarding individuals who are vulnerable to extremism and radicalisation.

Possible Signs of Radicalisation:

Swift recognises the relevance of the Channel Process that focuses on providing early support and intervention for those identified as being vulnerable to radicalisation. We encourage a culture of Safeguarding that supports the identification of vulnerability and abuse.

Swift understands that the most obvious signs of radicalisation are extreme changes in behaviour, which will vary in its obviousness from case to case.

Possible indicators are:

- General changes in demeanour, behaviour or viewpoint
- Changes in faith
- Becoming involved with a narrow view of politics
- Isolation
- Expressing views that are “them” and “us” Association with known terrorist organisations.

If you have a concern about yourself or anyone else with regards to Extremism or Radicalisation, the first thing you must do is to tell someone. This could be a trusted person you know, or you can tell your Tutor or Assessor who will be able to support you further, they will also seek advice from the Designated Safeguarding Lead (DSL).

[HR6. Prevent, Extremism and Radicalisation Policy.pdf](#)

IT Usage and the PREVENT Duty

At Swift we are fully aware that Apprentices of all ages can be exposed to extremist influences or prejudiced views during their learning, this can come from a range of sources to include the media, internet or from other learners or contacts.

We aim to highlight through relevant training, policies and procedures the potential risks that Apprentices of all ages may be faced with in relation to “on-line” radicalisation and encourage all learners to promptly report any concerns they may have for themselves or any other learners regarding extremism or radicalisation.

All prejudice, discrimination and/or extremist views, including derogatory or offensive language displayed by learners will always be appropriately challenged in line with our prevention of extremism and radicalisation policy.

Preventing Radicalisation by working together

For Swift to support you and fulfil the Prevent duty, it is essential that we are able to identify young people who may be vulnerable to radicalisation and know what to do when they are identified.

Protecting young people from the risk of radicalisation is something we should all be aware of, whether these come from within their family or are the product of outside influences.

What is Prevent?

Prevent is the Government's strategy to stop people becoming involved in violent extremism or supporting terrorism, in all its forms. Prevent works within the non-criminal space, using early engagement to encourage individuals and communities to challenge violent extremist ideologies and behaviours.

What is Channel?

Channel is an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour.

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

Raising a concern:

If you believe that your apprentice is vulnerable to being exploited or radicalised, please escalate your concerns to us so that we can support your organisation.

Please contact Jayne Hipkiss, our Operational DSL on jh@swiftcc.co.uk

What does Channel support look like?

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their personal circumstances.

Online safety

Employees and Apprentices must not engage in any activity which is illegal, offensive or likely to have a negative impact on the Company or themselves.

Material which is or might be identified as offensive or abusive or illegal may be considered to be a personal attack, rude, personally critical, sexist, racist or generally distasteful. This will not be tolerated at Swift.

British Values

Swift supports and upholds the 4 fundamental British Values:

- ✓ **Democracy**
- ✓ **The rule of law**
- ✓ **Individual liberty**
- ✓ **Mutual respect for and tolerance** of those with different faiths and beliefs and for those without faith.

Swift offers a curriculum that:

- ✓ Enable students to acquire a broad general knowledge of and respect for public institutions and services.
- ✓ Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
- ✓ Encourage respect for other people.
- ✓ Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Equality, Diversity & Inclusion

Discrimination of any kind is abhorrent and will not be tolerated here at Swift.

Swift is committed to ensuring that no individual is treated less favourably as a result of sex, sexual orientation, pregnancy and maternity, marriage and civil partnership, gender reassignment, race, colour, age, religion or belief, or disability.

Swift encourages a culture of fairness, equality, diversity and inclusion.

We promote dignity and respect for all, where individual differences and the contributions of all staff are recognised, celebrated and valued.

You have the right to report a concern, should you feel you have been victim to bullying, harassment or discrimination.

[HR3. Equality and Diversity Statement.pdf](#)

Bullying & Harassment

Swift recognises that we all have a right to work in an environment in which the dignity of individuals is respected and is free from harassment and bullying. We are committed to eliminating intimidation in any form. Bullying and harassment is not necessarily face to face, it may occur through written communications, visual images (for example pictures of a sexual nature or embarrassing photographs of colleagues), on or offline.

[HR1. Bullying and Harassment Policy.pdf](#)

Complaints

Swift aims to provide an exemplar experience to all stakeholders, however, our Complaints Policy enables apprentices, employers and employees who have concerns and/or complaints to have them addressed efficiently and effectively in the interests of continually improving the service we offer.

Through the Complaints Procedure, Swift seeks to provide an accessible, fair and straight forward system which enables individuals to raise concerns, and which ensures an effective, timely and appropriate response.

You can access the full policy here: [A2. Complaints and Appeals policy July 22.pdf](#)

Find us on Social Media



www.swiftcc.co.uk



[Swift - Education Apprenticeships](#)



[swiftcc](#)



[Swift - Education Apprenticeships](#)