EAST SCITT

DEVELOPING TEACHERS OF THE FUTURE

EAST SCITT Inclusion, Equality and Diversity Policy

Approved by: Strategic committee	**Date:** November 2025
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Next review due by:	

1. Introduction and Purpose

EAST SCITT is committed to creating an inclusive, supportive, and equitable training environment where all trainees feel valued, respected, and able to thrive. We recognise and celebrate diversity and are dedicated to removing barriers to learning, teaching, and professional development.

This policy integrates our statutory responsibilities under the **Equality Act 2010** with our commitment to trainee well-being, inclusion, and high-quality teacher training. We recognise that work-life balance and individual circumstances vary, and we aim to provide personalised support to ensure all trainees can reach their full potential without detriment to their health.

2. Legal Framework and Protected Characteristics

EAST SCITT does not tolerate discrimination, harassment, or victimisation. We uphold equality for all individuals regardless of protected characteristics, including:

- Age
- Disability (including neurodiversity and mental health conditions)
- Gender reassignment / gender identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Caring responsibilities and other personal circumstances

This policy is also aligned with the **Ofsted Initial Teacher Training (ITT) Inspection Framework (2025)**.

3. Aims

Through this policy, EAST SCITT aims to:

- Ensure all trainees are treated with dignity, fairness, and respect
- Proactively identify and remove barriers to learning and well-being

- Provide timely and appropriate support for trainees with SEND, mental health needs, or other circumstances
- Promote a culture of openness where trainees feel safe to disclose additional needs
- Ensure equitable access to training, support, and progression towards Qualified Teacher Status (QTS)

4. Identification, Disclosure and Confidentiality

To support trainees effectively:

- A **Support and Inclusion Information Form** is shared before the course begins to identify needs early
- Disclosure is voluntary, and trainees will never be pressured to share personal information
- EAST SCITT promotes a **safe and open culture** where disclosure is encouraged but respected
- All information is treated as **confidential** and only shared with placement schools with explicit trainee consent

5. Inclusive Practice and Support

EAST SCITT is committed to providing high-quality, individualised support through:

Personalised Support Plans (PSPs)

- Developed collaboratively with trainees where a need is identified
- Focused on practical, proportionate strategies aligned with teaching standards

Reasonable Adjustments

- Implemented to remove barriers while maintaining professional expectations
- May include adaptations to workload, planning, marking, or organisation

Well-being Support

- Integrated into regular mentor meetings
- Includes coaching and monitoring to ensure strategies remain effective

Access to Services

- Signposting to appropriate internal and external services, including:
    - Mental health support

    - Occupational health
    - Specialist SEND services

Partnership with Schools

- Close collaboration with placement schools to ensure consistent and inclusive support across all settings

6. Leadership and Responsibilities

Strategic and Senior Leadership

- Oversee implementation and impact of this policy
- Monitor equality, diversity, and inclusion outcomes
- Ensure staff training and compliance with statutory duties

Programme Managers and Tutors

- Identify and respond to trainee needs
- Liaise with placement schools to ensure consistency of support
- Promote inclusive practices within training provision

Mentors

- Provide day-to-day support and inclusive guidance
- Monitor trainee well-being and identify concerns early
- Implement agreed adjustments in school settings

Placement Schools

- Provide access to relevant support services and resources
- Uphold inclusive practices and local well-being policies

Trainees

- Engage proactively with support systems
- Share information about needs where possible to enable effective support

7. Leadership of Equality, Diversity and Inclusion

EAST SCITT leaders will:

- Analyse trainee data to identify and address barriers to success
- Promote equality and celebrate diversity across the programme

- Create safe opportunities for open and confidential dialogue
- Review recruitment, training, and placement processes to ensure inclusivity
- Maintain and review accessibility planning in line with legal requirements

8. Monitoring, Quality Assurance and Review

EAST SCITT will ensure continuous improvement through:

- Regular trainee feedback (surveys, boards, and review meetings)
- Analysis of trainee progress, retention, and completion data
- Mentor and partnership school evaluations
- Alignment with national guidance, including DfE workload recommendations

This policy will be:

- Reviewed **annually** by the leadership team
- Approved periodically by the **Strategic committee**
- Updated in response to feedback, legislative changes, or best practice

9. Related Policies and Guidance

This policy should be read alongside:

- Safeguarding Policy
- Wellbeing Policy
- Inclusion and Trainee Support Procedures
- Any relevant Equality and Diversity guidance

10. Commitment to Continuous Improvement

EAST SCITT is committed to fostering an inclusive culture through ongoing reflection, collaboration, and innovation. We will continue to work in partnership with schools and trainees to ensure that every individual—regardless of background or need—has access to high-quality training and an equitable pathway into the teaching profession.