



## **Bromley Schools' Collegiate Policy Document**

<b>Policy Name</b>	Equality Diversity and Inclusion Policy
<b>Date of Last Review</b>	September 2025
<b>Date of Next Review</b>	September 2026
<b>Reviewed Annually by</b>	Consortium Management Board



## Equality, Diversity & Inclusion Policy

### **Purpose of the policy**

The purpose of this policy is to explain how the Equality Diversity & Inclusion Policy provides a structure whereby trainee teachers are supported towards obtaining QTS at the end of their training programme. It also describes the steps where trainees who are identified as not being on track to obtain QTS are supported and monitored if they fall below the expected trajectory to be put forward for the final assessment process to be assessed against the Teaching Standards for QTS.

Bromley Schools' Collegiate is a School Centred Initial Teacher Training (SCITT) provider which trains and prepares graduates to become qualified teachers through assessment against the Qualified Teacher Standards. This process qualifies teachers to teach in England and Wales and allows them to progress, once employed, to become Early Career Teachers and start their Statutory Induction period. This is the process of professional formation that enables them to become fully qualified teachers.

### Mission Statement

In line with the Public Sector Equality Duty we have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Bromley Schools' Collegiate will actively promote equality in all areas of Collegiate life and eliminate any discrimination which inhibits equal access to a quality training programme.

We will work in partnership with schools and external agencies to provide an environment which is free from discrimination.

We will provide course materials that promote and value an understanding of cultural diversity. Britain is multi-cultural and our past and present pedagogy must reflect this: Understanding that within an ever-changing multi-diverse society, conventions of Britishness will always require reconceptualising to incorporate all our histories and stories.

### Scope of policy

The Equality and Diversity Policy applies to all advertising, recruitment, offers of training places and regular activities and projects organised by the Collegiate in the course of its business.

Bromley Schools' Collegiate is an equal opportunities provider.

The Collegiate actively promotes and ensures equal opportunities with reference to all protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

We uphold the principle and practice of fair treatment for all and strive to develop the potential of all trainees and mentors involved in our scheme. We are committed to undertaking an Equalities Impact Assessment on any proposed changes to our policies, admissions processes, recruitment of staff and assessment practices to ensure that they do not discriminate in any way.

No member, or prospective member of the Collegiate's community, will receive unfair or unlawful treatment as a result of race, colour, nationality, class, religious belief, gender, sexuality or disability.

The management of trainees will be fair and equally applied to all.

It is our belief that individuals have a right and responsibility to bring matters of inequality to our attention.

#### Equality and diversity in Initial Teacher Training

- We welcome applications from all members of the community
- We value diversity among staff and trainees– including those who are under-represented in the teaching profession.
- We select trainees on merit based on selection criteria to complete the training.
- We recognise the individual needs of all our trainees and aim to support these in our provision
- We will not tolerate harassment, bullying or discrimination of any kind.
- We review display materials and course content to ensure unwanted stereotypes are removed-
- We diversify material and content to ensure the positive representation of- race, class, gender, religion, ability, sexual orientation.
- We promote empathy and social cognitive skills
- We address social justice by providing opportunities for trainees to reflect on their relationships to power and privilege
- We provide trainees with the skills to develop a sense of belonging and identity amongst young people across the UK.
- We improve social cohesion between young people in the UK.
- We make reasonable adjustments to ensure accessibility for trainees on our courses

The 2010 Equality Act and 2001 Special Educational Needs and Disability Act (SENDA) require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants with disabilities are under no obligation to disclose their disabilities.

We ensure that our provision for trainee teachers and their recruitment does not place applicants with disabilities at a disadvantage.

BSC also makes anticipatory adjustments to promote positively equality of access for disabled applicants, including access to benefits, facilities and services. BSC provides as many opportunities as

possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

### **Health and physical capacity to teach**

Providers have a responsibility to ensure that candidates have the health and physical capacity to teach and will not put children and young people at risk of harm. Many people with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Providers are responsible for ensuring that only candidates who have the capacity to teach are accepted onto an ITT course.

Successful applicants offered a place on the ITT course may have completed a fitness questionnaire prior to commencing the programme. BSC does not ask all-encompassing health questions but will ensure that only targeted and relevant health-related questions are asked which are necessary to ensure that a person can carry out the functions required of teachers.

### **ITT Curriculum**

Our strong and sustained focus on Caring for the Whole Child demonstrates at its heart our commitment to ensuring equity, opportunity and improved outcomes for all pupils.

We will ensure that through our central and centre-based training, trainees:

- Understand legislation related to the Protected Characteristics and the 2010 Equality Act
- Understand their role and statutory responsibilities in preventing discrimination and promoting equal opportunities
- Understand the terms equality, diversity and inclusion, and know their own role in creating an inclusive environment
- Know how to sensitively address issues relating to this topic with pupils, parents and carers
- Understand the importance of portraying diverse role models in a positive light, and the impact this has on pupils
- Recognise what they already do to remove barriers to learning and how they can build upon this
- Begin to understand how to build and teach a more inclusive curriculum

### **Identifying support for trainees**

We seek to gather information from individual trainees via a Microsoft Form to ensure that we can provide effective support through agreeing reasonable adjustments or adaptations in accordance with the Equality Act 2010.

Trainees who wish to discuss what they have shared via this form, should talk to the SCITT Director or Primary Programme Lead.

Please note: We would expect to share any relevant information with your mentor and senior mentor in school to support you throughout your training year. Trainees are asked to indicate within the form whether you consent or do not consent to us sharing this information with them.

If information is self-declared by the trainee, then a meeting is arranged with the SCITT Director to formulate a ***personalised learning and placement support plan*** to agree any reasonable adjustments that will be needed during the training programme.

This plan is devised by the SCITT Director in discussion with the trainee and if the trainee gives consent this plan is then shared with the Senior Mentor, Placement Mentor and if appropriate the Secondary subject leader.

The plan format is shown on the next page.



## Personalised learning and placement support plan

Name	
Subject/phase	
Pathway (SCITT/SDS/PGTA)	
Date of plan	
Review date	

<b>Outline of need</b>

### Agreed reasonable adjustments

*In line with the Equality Act (2010), we are legally required to make reasonable adjustments for any trainee disclosing a disability.*

Reasonable adjustment	Action for trainee and programme staff/mentor

### Inclusive practice

Area of need	Action for trainee and programme staff/mentor

### Next steps

Action to be taken by BSC

If you have any questions on any of the above, please discuss these with the SCITT Director

Agreed review date	
Consent from trainee to distribute the support plan	

### Distribution list

Trainee file	
SCITT Director/Programme lead	
Senior Mentor	
Placement Mentor	
Subject lead (Secondary programmes)	