



Initial Teacher Education Reflective - Responsive - Research-driven

ITE Equality and Diversity Policy: 2022/23

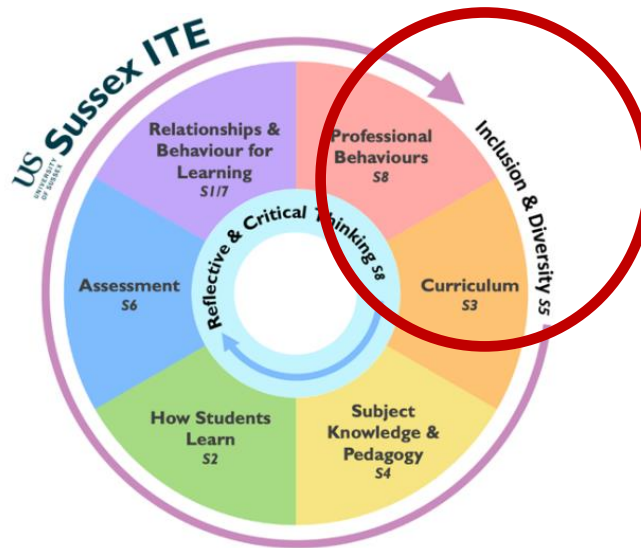
Introduction

The School of Education and Social Work (ESW) subscribes wholly to promoting equality and diversity, enshrined in the University of Sussex's [Equality, Diversity and Inclusion](#) agenda. Sussex ITE is committed to providing an inclusive and environment for all, including teacher trainees and the pupils they teach in our local partnership of schools, colleges and early year settings, in an environment free of harassment and bullying on any grounds. The particular context of delivering a professional course of training with partner schools, necessitates an additional focus for students studying on our ITE courses. By challenging discrimination and prejudice and by educating pupils about rich cultural heritage, we have a fundamental role to play in the drive for reducing inequalities across a diverse range of educational settings across the southeast region.

1. Initial Teacher Education Curriculum

At Sussex we are committed to producing teachers who understand and respect diversity and who have as their goal the development and promotion of inclusive practice in their classrooms. As a key area of our ITE Curriculum Intent, the theme of Inclusion and Diversity permeates all ITE undergraduate and postgraduate training programmes. We expect our trainees to have a commitment to meeting the needs of all pupils through their phase/subject curricula with a focus on identifying barriers to learning, adapting teaching to meet the needs of all pupils and working closely with expert colleagues for guidance and support from the university and in school. As such, trainees are expected to develop an awareness of the particular features associated with pupils' social backgrounds and heritage, their sexuality and gender and their physical, emotional and intellectual abilities in accordance with the Equalities Act, 2010. There is also a focus on calling out discriminatory language that trainees might encounter in the classroom or around school.

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2. Initial Teacher Education: Trainees and Equalities

Similarly, we focus on inclusive practices in the selection and recruitment of trainees and in the ongoing work and support we provide to trainees during their training programmes. EDI training is compulsory for all ITE tutors every two years; staff evaluate our practice each year to ensure we are operating within current guidelines.

We require a commitment from partnership schools to incorporate university policies on equal opportunities into their own school policies and their assistance in the delivery of a course whose features include equality of opportunity in the following areas:

Selection and Recruitment

Selection and interviews take account of trainees' specific needs during training to ensure equality of access and opportunity as per the Equality Act (2010) and the SEND Act (2001). We consider making anticipatory adjustments to positively promote equality of access for disabled applicants, including access to benefits, facilities and services and liaise closely with our Student Support Unit to facilitate this. Similarly, arrangements for interviews also take into account any special arrangements that might need to be made for potential applicants. We also offer interviews online and in person.

Equivalency tests in GCSE maths and English are offered to enable trainees to meet university and DfE entry requirements.

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In course support and guidance:

- All trainees are invited to complete a declaration to identify if they require additional support or arrangements.
- Heales' occupational health check identifies any diagnoses that we need to be aware of regarding the trainee's physical and mental health to make reasonable adjustments.
- Early analysis of needs during induction period for trainee teachers with disabilities and additional learning needs. Trainees complete a pen portrait during induction which is shared with university tutors and school based colleagues including reasonable adjustment plans.
- Reasonable adjustments are also made during the training programme through course variation, temporary withdrawal and one to one tutor/mentor support.
- We have developed the part time PGCE/SD programme (since September 2018) in response to the needs of our trainees, particularly parents and carers. This is a flexible and inclusive programme where entry and award requirements are the same as for the full time PGCE Course. Trainees on this programme follow the same structure of University sessions and school placements as full time trainees but over a two year period.
- The part time course is sometimes used for full time trainees who are finding the demands of the course too much whilst managing other responsibilities at home. This allows trainees to continue their training without pausing through temporary withdrawal until the following academic year.
- Trainees with particular disabilities are supported through DSA funding, for instance funding to access particular technologies to support trainee's work in school placement and at the University.
- For international students and students who are returning to university study after a significant period of time, we provide training on the English education system to enable a smoother transition into the school environment, voice and self-presentation skills, study and language skills, on-going support and guidance from personal tutors in these areas throughout the course
- All tutors specifically support BAME trainees in university and on school placements to monitor the implementation of equalities. BAME trainees are urged to contact their tutor if they have any concerns. ESW also has BAME ambassadors who can offer guidance and support.
- Our Canvas sites are kept up to date each week and checks are made for usability and accessibility of the provider-led training.

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School placements:

School Placements should take into account the specific individual needs of trainees so that schools provide the support necessary to enable trainees to reach the professional standard of which they are capable e.g.

- By supporting physical access.
- By raising racial and cultural awareness among Mentors.
- By supporting minority ethnic trainees in areas which may prove difficult – e.g. discipline in school, language and accent development.
- By making appropriate adjustments where needed to enable trainees to reach their potential.
- Our second placement model ensures that wherever possible we place trainees in a contrasting second placement with different demographics, needs and attainment.

3. Complaints and reporting incidents:

We log any issues of bullying and harassment that are reported to us by trainees whilst on school placement and on provider-led training. These are dealt with on a case by case basis with the Professional Tutor in the school (if a school-based incident) and are logged on our Disclosure Tracker which is only available to the Heads of Primary and Secondary Education and the Senior Course Coordinator. This may also lead to a Termination of Placement and Suitability for Professional Practice Procedures for any trainee involved in such an incident.

The [University Students Complaints Procedure](#) is also available to any trainee who wants to report an incident arising directly or indirectly from an equal opportunities issues that takes place in school or at the university. Equal Opportunities Monitoring Beyond the University's Equal Opportunities procedures:

The SCTER Steering Committee reviews Equal Opportunities issues as a standing item on each agenda. Once a year the Head of Primary and Secondary Teacher Education reviews the Equality and Diversity policy and reports to the Sussex Consortium Steering Committee.

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4. Further references:

For information and guidance about recent legislation on discrimination on protected characteristic see:

[Equality Act Guidance \(2010\)](#)

[Public Sector Equality Duty \(2011\)](#)

[ACAS Sexual Harassment in the Workplace \(2021\)](#)

[ACAS Discrimination on Religion or Belief in the Workplace \(2018\)](#)

[ACAS Age Discrimination in the Workplace \(2019\)](#)

[ACAS and Employment Equality Legislation](#)

[National Education Union \(NEU\)](#)

[National Association of Schoolmasters and Union of Women Teachers \(NASUWT\)](#)

[Ofsted ITE Inspection Framework \(2020\)](#)