

BRADFORD BIRTH TO 19 SCITT

Equity diversity and inclusion policy

Date 9th January 2026

Approved:

Approved SCITT Management Group

By:

Review date: January 2028

Publication: This Policy and Procedure will be published on the SCITT Website. Trainees will be informed of their right to utilise this policy and process at their discretion.

BB19 SCITT's approach takes reference to the overarching St Edmund's Equality Policy <https://stedmundsbradford.org.uk/about-us/policies>

1. Policy Statement

Bradford Birth to 19 SCITT is committed to providing an inclusive, equitable and respectful training environment where all trainees, staff, lead mentors, mentors and partners feel welcomed, valued and able to succeed. In line with the Equality Act 2010 and the Public Sector Equality Duty (PSED), we will:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity and equity of access
- foster good relations across all groups

We aim to create a culture of psychological safety where all trainees feel able to seek support, disclose needs and flourish, regardless of background or protected characteristics.

This policy aligns with the Lilycroft and St Edmund's Nursery Schools' Federation Equality Information, Inclusion Policy and the statutory expectations of the ITT Criteria (2025), the ITTECF entitlement, and the Ofsted ITE Inspection Framework (2025).

Our Vision

Working in partnership to develop highly employable, research-informed, early-career-ready teachers who transform the life chances of young people in their local communities.

Our Values

Model Excellence
Inspire Learners
Embrace Research

2. Scope

This policy applies to trainees, SCITT staff, mentors, placement schools, governors, contractors and all applicants.

It covers;

recruitment & admissions
Induction and SCITT based training
placements
pastoral & well-being support
reasonable adjustments
Personal Plans
assessment & progression
Inclusive curriculum intent, implementation & impact

3. Statutory Framework

The SCITT complies with:

- Equality Act 2010
- Public Sector Equality Duty
- Prevent Duty
- Keeping Children Safe in Education
- ITT Criteria (2025)
- ITECF entitlement
- Ofsted ITE Framework (2025)
- The Lilycroft and St Edmund's Nursery Schools' Federation Equality Information
- The Lilycroft and St Edmund's Nursery Schools' Federation Inclusion Policy

Protected Characteristics

Age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex, sexual orientation.

4. Our Commitments

4.1 Inclusive Culture

We ensure a culture where trainees feel:

- welcomed, respected and valued
- safe to discuss needs without stigma
- confident they will be supported equitably
- protected from discriminatory behaviour or microaggressions

4.2 Reducing Barriers

We proactively:

- identify individual and structural barriers
- provide swift reasonable adjustments
- adapt expectations where appropriate
- monitor impact on trainee progress
- ensure proactive well-being support

4.3 Anticipatory Duty

We recognise our anticipatory duty under the Equality Act, ensuring support is considered even where a trainee has not disclosed a disability or need but barriers are observed.

4.4 Consistent Support Across Placements

We ensure:

- adjustments are enacted consistently across schools
- Lead Mentors understand and uphold responsibilities
- communication between SCITT and schools is timely and clear

4.5 Inclusive Curriculum and Training

Our curriculum:

- embeds EDI within intent, implementation and impact

- aligns with the ITTECF
- prepares trainees for diverse classrooms
- integrates SEND, EAL, PP, CLA and behaviour needs
- teaches adaptive practice and inclusive pedagogy
- supports understanding of pupil and teacher mental health
- prepares trainees to meet Part 2 of the Teachers' Standards
- develops moral, ethical and anti-discriminatory practice

4.6 Personal Plans & Targeted Support

The SCITT Leadership Team, supported by the Inclusion Lead, evaluates the impact of Personal Plans and ensures that adjustments are enacted promptly and consistently across placements.

Personal Plans:

- define needs and potential impact
- specify adjustments and responsibilities
- ensure consistency across placements
- are shared only with consent
- are **reviewed termly or earlier if needed**

The Leadership Team evaluates the impact of Personal Plans and ensures that adjustments are enacted promptly.

Non-disclosure support

Where a trainee chooses not to disclose, we still act sensitively on observed barriers.

4.7 Safe and Respectful Environment

We do not tolerate:

- discrimination
- harassment
- bullying
- victimisation
- unsafe or exclusionary behaviour

Concerns are taken seriously, investigated promptly and handled sensitively.

4.8 Supporting Trainee Well-being

Well-being and Workload Training

Delivered via:

Woodlands Hypnotherapy – Well-being in the Workplace

<https://www.woodlandshypnotherapy.co.uk/wellbeing-in-the-workplace>

Covers stress management, self-regulation, workload strategies and resilience.

External Support – Education Support

24/7 counselling and emotional support:

<https://www.educationsupport.org.uk/>

Mental Health First Aid Support

SCITT staff are MHFA trained and provide early guidance and signposting.

Accredited MHFA Training for Trainees

All trainees receive accredited MHFA training to:

- understand children's mental health
- recognise early distress
- support pupils safely
- escalate appropriately

5. Roles & Responsibilities

SCITT Leadership Team

Responsible for:

- EDI leadership
- Personal Plans
- adjustment oversight
- mentor training
- monitoring & evaluation
- Compliance

Inclusion Lead

The SCITT has a designated Inclusion Lead who works with the SCITT Leadership Team to support trainees who require additional support during their training year.

The Inclusion Lead provides specialist oversight of inclusive practice and is responsible for:

- supporting trainees who experience barriers to learning, well-being or placement engagement
- reviewing and contributing to the development of Personal Plans
- monitoring the effectiveness of reasonable adjustments
- ensuring consistency of support across placement schools
- acting as a point of contact for trainees, Lead Mentors and placement staff where additional guidance is required
- advising the Leadership Team on inclusive practice and emerging patterns of need

Governance

Responsible for:

- scrutiny of EDI implementation
- monitoring equality trends
- holding leaders to account

Staff & Lead Mentors

Must:

- model equity and inclusion

- challenge discriminatory behaviour
- uphold adjustments
- escalate concerns early

Mentors & Placement Schools

Must:

- implement adjustments
- support trainee well-being
- maintain inclusive practice
- communicate concerns promptly

6. Trainee Responsibilities

Trainees must:

- uphold professional behaviours
- engage with Personal Plans
- communicate needs early
- follow safe and inclusive practice
- challenge discrimination appropriately

7.1 Fair and Inclusive Processes

Criteria and processes are reviewed regularly to reduce bias and support diversity.

7.2 Reasonable Adjustments During Recruitment

Applicants may request adjustments for interview, assessment or communication. This is outlined to applicants in their invite to interview email.

7.3 Pre-Enrolment Health Screening

Prior to enrolment, applicants are required to complete a confidential **Health Screening Questionnaire** via:

Corazon Health

A specialist occupational health provider supporting screening for ITT programmes.

Website: <https://www.corazonhealth.co.uk/>

They provide a fitness to train to teach check which involves a medical questionnaire to ensure mental and physical fitness for the role and determines the adjustment(s) a trainee might need in order to fulfil the typical demands of the teaching role.

This enables early identification of needs, disabilities or circumstances requiring support. Where relevant, the **SCITT Leadership Team** will contact the trainee to plan any necessary reasonable adjustments and, where appropriate, begin constructing a Personal Plan ahead of enrolment.

7.4 Widening Access

We actively seek to improve representation from under-represented groups in teaching.

7.5 Early Support Planning

Where needs are known early, Personal Plans may be initiated at or before induction.

8. Monitoring & Quality Assurance

We monitor:

- recruitment, retention and progression data across characteristics
- the number, themes and impact of Personal Plans
- trainee feedback
- placement school implementation of adjustments
- patterns in referrals or concerns
- outcomes and gaps between groups

Findings are shared with governance and inform continuous improvement.

Personal Plans are **reviewed termly or earlier if circumstances change**.

9. Reporting Concerns

Concerns can be reported to:

- SCITT Leadership Team
- Designated Safeguarding Lead (Executive Head Teacher St Edmunds)
- Head of ITT
- Placement School DSL (if applicable)

Concerns are:

- taken seriously
- investigated promptly
- recorded securely
- analysed for patterns

10. Related Policies

- Safeguarding & Child Protection
- Prevent Policy
- Trainee Disciplinary Policy
- Mental Health & Well-being Guidance
- Recruitment & Admissions Policy
- The Lilycroft & St Edmund's Nursery Schools' Federation Equality Information Policy
- The Lilycroft and St Edmund's Nursery Schools' Federation Inclusion Policy

11. Review

Annual review, or earlier if required by legislation, Ofsted or best practice.