



Spencer Alliance for Leadership and Teaching: Equality and Diversity Policy 2024-2026

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The Spencer Alliance of Leadership and Teaching wish to ensure that every person, from course participants to leaders and assessors, engaged with our programme and course delivery, is treated fairly and equitably at all times. This includes all arms of work:

Spencer Teaching School Hub, including all CPD courses

Spencer Teaching School Hub School ECF Training

Spencer Teaching School Hub AB Services

Spencer Teaching School Hub NPQ Training

George Spencer Academy SCITT

The Derby Research School at Wyndham Primary Academy

Spencer Academies Trust End Point Assessment Organisation



This statement sits under the wider umbrella of the Spencer Academies Trust Policy for Equality and Diversity, which sits [here](#). This policy adds to the global one with strand specific threads for the work the SALT team delivers on.





Contents

Spencer Academies Trust Equality Statement.....	3
Spencer Alliance for Leadership and Teaching Equality Statement.....	3
GSA SCITT and Spencer Apprenticeship Partnerships	3
Spencer Alliance for Leadership and Teaching Equal Opportunities Policy.....	4
SCITT and Spencer Apprenticeships: Assessing your fitness to teach.....	4
SCITT and Spencer Apprenticeships: Teachers with Physical or Mental Disabilities	4
Elimination of Harassment and Bullying	5
Responsibility of SALT Personnel	5
Response to Complaints	5
What is Harassment?	6
What is Bullying?	6
Procedures	6
Stage 1 (Informal).....	6
Stage 2 (Formal)	7
Appendix 1: Terminology	8





Spencer Academies Trust Equality Statement

The Spencer Academies Trust will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making.

We will provide high quality education services, making sure services are accessible without barrier or discrimination. We will improve what we do by continuing to consult with staff, students, parents and governors, their communities and partners about equalities issues. We will promote our equal opportunities and diversity policy in our contact with parents, staff, governors and external organisations.

We recognise that every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion; nationality or caring responsibilities. Where necessary we will implement reasonable adjustments, or additional support, to ensure equality of access to an education and suitable working environment.

Our staff, Trustees and governors will recognise the importance of diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special needs and understanding differences. Behaviour will reach our high standards of conduct (staff and students) and the learning environment we provide will be safe and accessible for all children, young people and adults who study or work within the Trust.

The Trust will adhere to statutory Government legislation and give consideration to other relevant guidance, which aim to make sure that everyone is treated with equity. We will not tolerate any form of discriminatory behaviour against members of the Trust community.

Spencer Alliance for Leadership and Teaching Equality Statement

The Spencer Alliance for Leadership and teaching will ensure that equal opportunities and the principles of fairness underpin all aspects of policy, procedure, education provision, consultation and decision making. It will adhere to the principles outlined in the Trust Equality and Diversity Policy.

GSA SCITT and Spencer Apprenticeship Partnerships

All partner schools will ensure that, as employees of the school, trainees and apprentices are made aware of and are subject to the school's policies and procedures regarding unlawful discrimination. This relates to schools both within Spencer Academies Trust and its wider base of partner schools beyond the trust.

The partnerships aim to foster a community with an atmosphere of trust, harmony and respect. It is committed to the elimination of both direct and indirect discrimination, and will take appropriate action to enforce its Equal Opportunities Policy.

The partnerships will actively implement positive policies to promote equality of opportunity for all present and potential trainees and staff, regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation or other irrelevant distinction. It recognises that discrimination on any of these grounds is both unjust and a waste of people's potential. This commitment applies to all individuals and all aspects of SCITT and Spencer Apprenticeship Partnership activity. All staff, trainees and visitors will be





made aware of the Equal Opportunities policy, and its operation will be subject to regular monitoring and review.

[Spencer Alliance for Leadership and Teaching Equal Opportunities Policy](#)

The Spencer Alliance for Leadership and Teaching believes that its policy for equality of opportunity benefits its partnerships and work with all schools, all of its staff, trainees, apprentices, course participants and pupils, and also the communities in which it operates.

The Alliance expects that all its staff and trainees will act within the spirit of this policy and will actively promote equality of opportunity and respect for diversity in all aspects of its activity. Steps are taken to ensure that the policy is known to all employees, trainees, and as far as possible all visitors to Alliance, by appropriate publicity, dissemination and training opportunities.

SALT provides reasonable resources to develop, implement and monitor its equal opportunities policy. It recognises that the success of this policy must be measured by outcomes, and not merely by intentions. Monitoring is carried out and reviewed by the Director of SALT and ITT.

SALT has established clear and consistent procedures for:

- Advertising, shortlisting, interviewing and appointing trainees and apprentices
- Promoting and recruiting participants for commissioned and open to offer programmes

The purpose is to recruit and train the best staff and trainees at all levels while safeguarding against unfair and unlawful discrimination. The purpose of this annual monitoring exercise is to discover to what extent the personnel profile of the Alliance at all levels reflects groups in the local and national population, and any changes over time. If apparent anomalies are detected or reported, the Alliance will investigate the reasons for this and in particular will seek to discover whether these anomalies are the result of practices which are having an unfair discriminatory effect.

[SCITT and Spencer Apprenticeships: Assessing your fitness to teach](#)

If you are made an offer to do your PGCE, it is important for everyone to establish whether you are fit to teach. All trainees will complete a occupational health assessment and any arising issues will be followed up - this will be done by Corazon Occupational Health.

[SCITT and Spencer Apprenticeships: Teachers with Physical or Mental Disabilities](#)

Many teachers have physical or mental disabilities and reasonable adjustments are made to help them carry out their duties and meet the standards of teaching effectively. Teachers with disabilities make an important contribution to their school - not just as effective employees but also as positive role models for diversity and disability and by raising the aspirations of disabled students. People with disabilities are confronted with many challenges on a daily basis and are used to finding solutions which require flexibility, creativity and an open mind, which can also benefit the whole school.

In all cases, our trainees with disabilities have to meet the academic and professional standards of our programmes and meet the Teachers' Standards.

Disclosure of a disability will initiate support for applicants who need reasonable adjustments to be made to their learning, teaching, training and physical environment. Telling people about your disability is a personal choice.





The advantage of disclosure is that it allows support and reasonable adjustments to be put in place, and provides you with protection under the Equality Act 2010. In addition, specialist equipment, extra funding, support, and the right training programme can help you achieve your ambition.

An Individual Support Plan is available to ensure that all parties understand the reasonable adjustments made and that regular reviews of the circumstances take place.

Elimination of Harassment and Bullying

The Spencer Alliance for Leadership and Teaching is committed to developing a culture of dignity, harmony and respect. In support of this intention, it has developed and actively implements a Policy for the Elimination of Harassment and Bullying. Each school the alliance works with will have its own procedures in place for all of its employees, including Schools Direct trainees and apprentices.

Complaints of discrimination, harassment and bullying are treated seriously and investigated as speedily and confidentially wherever possible. In the first instance complaints should be dealt with by the school's procedure and the Directors of ITT or Director of SALT informed.

Responsibility of SALT Personnel

All personnel within the Spencer Alliance for Leadership and Teaching have a responsibility to ensure that the environment in which they work or study is free from harassment. This can be achieved by setting high standards of conduct for themselves and for their colleagues, and by supporting colleagues who are considering making a complaint.

Response to Complaints

A complaint may be made by anyone who feels they are experiencing or witnessing an incident of harassment. No one should refrain from making a complaint about something which concerns them, even if they are unclear whether it is harassment or not. Any complaints of harassment and/or bullying will be investigated as quickly, as reasonably and as appropriately as possible, taking into account the complainant's wishes and the formal procedures in place in each school. All complaints will be followed up on in alignment with the Spencer Alliance for Leadership and Teaching Complaints Policy.





What is Harassment?

Harassment has a specific legal definition in the Act. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

It creates a hostile or unpleasant environment within the Alliance. Harassment is behaviour of an offensive, hostile or intimidating nature. It can be physical, verbal or non-verbal conduct. Such behaviour is unacceptable if it is unsought, unwanted, unreasonable and offensive to the recipient. Harassment may be plainly demonstrated or implied (by tone of voice, etc.). It may take the form of a pattern of behaviour in which individual episodes may appear to be trivial but the cumulative and repeated effect is distressing or intimidating to the recipient. Harassment may take place over a period of time or it may consist of a single incident, if sufficiently serious.

What is Bullying?

The definitions of harassment above may equally characterise bullying behaviour. Bullying involves belittling or intimidation of an individual and may arise from the misuse of managerial status or as a result of certain physical and mental characteristics. Bullying is often characterised by a series of acts each of which seems relatively minor in itself, but which have a cumulative effect which undermines, oppresses, intimidates and demeans the recipient. A single act may also be defined as bullying where it is sufficiently serious in having the effect described above. Bullying behaviour may not be recognised as such by the perpetrator. The defining feature of bullying is that it is behaviour which is experienced by the recipient as unreasonable and oppressive, and that the recipient’s response to it would be recognised as reasonable.

Procedures

The purpose of these procedures is to stop harassment and bullying which may be occurring and to produce solutions which are speedy, discreet and effective. The procedures are intended to minimise the risk of breaking confidentiality, to protect the rights of complainants and of alleged harassers, and to provide the basis wherever possible for a restored working relationship. The general principle underlying these procedures is that the decision to pursue a complaint of harassment or bullying rests with the individual complainant.

These processes followed match those outline in the Spencer Alliance for Leadership and Teaching Complaints Policy:

Stage 1 (Informal)

In many cases of harassment or bullying, it may be sufficient for the complainant to raise the problem with the perpetrator. It is sometimes the case that the perpetrator does not realise that their behaviour/conduct is offensive and the behaviour may stop once they realise the effect of their actions. The complainant may raise the matter informally with the person who is creating the problem, either face to face, or by means of a letter or telephone conversation.

- Where the complainant is a Spencer Apprenticeships Apprentice or SCITT Trainee, they should follow their School’s procedure but may also choose to contact the Director of ITT and SALT who will give advice and information to enable and assist





the complainant to decide what course of action to follow. The Director of ITT will act in an objective and confidential capacity, and will seek to bring about a clear understanding on the part of all concerned of why the problem has arisen, and will work with the complainant and the alleged harasser to achieve a satisfactory working relationship.

- Where the complainant is a course participant, they should first share their complaints with the strand lead, e.g. Director of the Derby Research School or EMW Maths Hub Lead. The strand lead will act in an objective and confidential capacity, and will seek to bring about a clear understanding on the part of all concerned of why the problem has arisen, and will work with the complainant and the alleged harasser to achieve a satisfactory working relationship.

Throughout the Informal Procedure (Stage 1), the confidentiality of all concerned will be preserved at all times. No records will be placed on personal files. Effective informal resolution of complaints, together with mutually agreed remedy, is likely to produce an outcome which works to the best advantage of all parties concerned in a complaint. It is expected therefore that every effort will be made to achieve a resolution through the informal procedure wherever possible and reasonable.

In cases where resolution through the informal process proves to be impossible, the complainant may wish to invoke the Formal Procedure (Stage 2).

Stage 2 (Formal)

- Where the complainant is a Spencer Apprenticeships Apprentice or SCITT Trainee, the complainant shall submit the complaint in writing to the Head Teacher of their School and the Director of ITT. This letter will be made available to the alleged harasser/bully. The Head Teacher of the School and the Director of ITT will ensure that the School's formal procedures are followed. This will normally include undertaking a full investigation.
- Where the complainant is a participant of a programme, they will follow the escalation process as outlined in the Spencer Alliance for Leadership and Teaching Complaints Policy.

The need for privacy and confidentiality will be respected at all times, as far as is consistent with progressing the complaint. Where it is necessary for confidence to be shared in order to go to the next stage of the procedure, this will be clearly explained to the complainant and the complainant will be consulted before the decision is taken to move to the next stage.

Mediation and Conciliation

Many episodes leading to complaints of harassment and bullying arise from lack of awareness, stereotyping, reactions to stress, and ignorance. In addition to the Alliance's formal procedures, SALT provides, through the Director of ITT and SALT, a confidential and professional mediation service which may be used in cases where complainants wish for an opportunity to raise a matter of concern with another person or with a group of people, and prefer not to proceed through formal investigation of a complaint.





Appendix 1: Terminology

The Equalities Act 2010 defines four kinds of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat or would treat other people: for example, if an employee was refused a promotion because of their race.

Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. An example might be holding a parents’ meeting on a Friday evening, which could make it difficult for observant Jewish parents to attend, or arranging the weekly CPD sessions for teachers on days when no part time staff are available for work.

It is a defence against a claim of indirect discrimination if it can be shown to be “a proportionate means of achieving a legitimate aim”. This means both that the reason for the rule or practice is legitimate, and that it could not reasonably be achieved in a different way which did not discriminate.

Harassment has a specific legal definition in the Act. It is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act.

