

London East Teacher Training Alliance



**Equality, Diversity and Inclusion
policy and guidelines**

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1. Introduction

LETTA welcomes and celebrates diversity within our learning community and expects trainees and all staff to work to promote equality of opportunity and good relations between persons of diverse groups within the programme.

Equal opportunities are created by the way we live and conduct our business, and the respect and dignity we show to ourselves and others. LETTA acknowledges that key partners will already have their own policies. However, LETTA believes that it is important, in the pursuit of equality, diversity and inclusion in all aspects of its business, that a separate document exists.

This policy sets out:

- Expectations in relation to attitudes, behaviours and actions that will help LETTA pursue its aspirations to be an inclusive learning community where all are treated with dignity and respect, and at the same time comply with the letter and spirit of relevant legal requirements;
- Frameworks and processes for challenging unacceptable practices, such as discrimination, harassment and victimisation, where expectations are not met.*

LETTA courses are all school-based with some trainees receiving a salary from their training school. Those who have contracts with schools would normally use school policy procedures in order to challenge unacceptable practice in relation to equality, diversity and inclusion. However, there might be instances where it is in the interest of the trainees to be supported via LETTA equality, diversity and inclusion processes. Where this is likely, the decision will be made by the LETTA Board in consultation with appropriate parties.

LETTA acknowledges that the context in which we offer this document is not a static environment and that the legal requirements are frequently being enhanced and developed, along with good practice guidelines. For this reason we see this document as work in progress, requiring regular monitoring and review.

LETTA and partners are committed to widening access for those under-represented in the teaching profession and will monitor recruitment processes and outcomes. LETTA will therefore not tolerate practices which discriminate on the basis of the following Protected Characteristics.

2. Protected Characteristics

2.1 The Equality Act 2010 provides a single, consolidated source of discrimination law and provides a legal framework in support of the “Protected Characteristics” (PC) of:

- age
- disability
- race
- gender
- religion or belief (including lack of belief)
- sexual orientation
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity

It covers all protected characteristics in terms of:

- membership of the PC
- association with the PC
- being perceived to be a member of the PC.

2.2 Disability PC

It is lawful to make reasonable adjustments in relation to employment, education and services to ensure that there is true equality of opportunity for those with a disability.

2.3 Disability Equality Statement

LETTA is aware that discrimination can occur in relation to people with disabilities, as defined by the Disability Discrimination Act 1995. LETTA is, therefore, committed to the concept of “inclusive education”, and identifies four key commitments:

- To create a policy framework to promote disability equality;
- To design procedures to ensure the availability of reasonable adjustments in academic and service provision for disabled users and candidates / applicants;
- To nurture a welcoming culture and environment for disabled people;
- To ensure effective risk management in implementing provision for disabled people, and supporting through the use of reasonable adjustments and other appropriate means.

3. Equality Duties

Public bodies are obliged by law to think about how they can make sure their work supports equality.

Equality duties require LETTA to:

- Promote equality and diversity rather than just avoid discrimination;
- Ensure that policies and practices that may seem neutral do not have a disproportionate impact on staff or trainees because of a protected characteristic;
- Take action to ensure equality exists in practice as proactive support rather than as a response to requests for assistance;
- Monitor policies for any adverse impact and celebrate good practice and share this with others;
- Assess and consult on the impact new policies are likely to have on a protected characteristic;
- Disseminate the results of our assessments, consultations and monitoring to stakeholders;
- Ensure that staff and trainees have access to information and services;
- Ensure that a diversity and inclusion perspective is integrated into LETTAs work and activity – in policy and within the taught programme, spending and services;
- Encourage access to staff training, regarding the implications of these equality duties and legislation.

This policy includes statements aimed at addressing equality, diversity and inclusion issues relating to all the areas covered in the previous paragraph.

4. Aims

- To celebrate the unique and inclusive culture of LETTA;
- Meet the legal duties of the protected characteristics;
- Create a positive and safe working and studying environment for trainees and staff, making effective use of experience;
- Ensure Equality, Diversity and Inclusion issues are integrated into LETTA practices;
- To raise understanding and awareness of equality and diversity with staff and trainees by training and effective communication;
- Provide a framework to identify and amend policies or practices that might discriminate;
- Provide equal access for trainees and staff to the services available from the PGCE provider;
- To integrate achievable and measurable targets;
- To improve research and information available to assess the impact of diversity and inclusion issues;
- Continue to gain a greater understanding of and respect for the different communities in which we work and live, via community liaison, partnerships, inclusion and collaboration;
- To review progress to ensure continual promotion of inclusive practices.

5. Scope

This policy applies to:

- all permanent and temporary **staff**;
- all **trainees** who are registered with LETTA for QTS + PGCE;
- all **contractors and any other party who is engaged in work (agency workers / third parties)** on behalf of LETTA / HEI provider.

The Equality Act 2010 makes LETTA / HEI provider liable in the case of harassment of its staff and trainees by third parties, such as maintenance contractors over whom LETTA / HEI provider does not have direct control, unless LETTA / HEI provider has taken reasonable steps to prevent the third party from doing so. This only applies if LETTA / HEI provider knows that harassment has taken place on at least two previous occasions. (See 6.2)

It is the responsibility of all staff and trainees to show a continued commitment to this strategy.

6. Definitions

6.1 Equality, Diversity, Inclusion

- **Equality** is recognising difference as defined under relevant equality legislation (gender and transgender, race and ethnicity, age, disability, religion or belief, sexual orientation)

- **Diversity** is celebrating difference and seeing how the uniqueness of all trainees and staff can enhance the trainee experience and support widening participation
- **Inclusion** is mainstreaming difference by monitoring the impact of our activities on the different equality areas and embedding good practice into all our policies and procedures, recognising that one single approach may not always be the most effective to support greater participation.

6.2 Types of Discrimination

(Source: <https://acas.org.uk/index.aspx?articleid=1363>)

- **Direct Discrimination**

This occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (perceived discrimination) or because they associate with someone who has a protected characteristic.

- **Discrimination by association**

Already applies to race, religion or belief or sexual orientation. Now extended to cover age, disability, gender reassignment and gender. This is direct discrimination because they associate with another person who possesses a protected characteristic.

- **Perception discrimination**

Already applies to age, race, religion or belief and sexual orientation. Now extended to cover disability, gender and gender reassignment. This is direct discrimination because others think they possess a protected characteristic. It applies even if the person does not possess that particular characteristic.

- **Indirect discrimination**

Already applies to age, race, religion or belief, gender, sexual orientation and marriage and civil partnerships. Now extended to cover disability and gender reassignment.

Indirect discrimination can occur when there's a condition, rule, policy or practice that applies to everyone but particularly disadvantages those who share a protected characteristic. Indirect discrimination can be justified if you can show that you acted reasonably, including showing that you've looked at less discriminatory alternatives to any decision made.

- **Harassment**

Harassment is 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'. Applies to all protected characteristics except for pregnancy and maternity and marriage and civil partnership. Individuals/employees will now be able to complain of behaviour that they find offensive even if it's not directed at them, and the complainant need not possess the relevant characteristic themselves.

- **Third party harassment**

Already applies to gender. Now extended to cover age, disability, gender reassignment, race, religion or belief and sexual orientation. The Equality Act makes an employer liable for harassment of employees by third parties who are not

employees. An employer is only liable when harassment has occurred on at least two previous occasions, or an employer is aware that it has taken place and has not taken reasonable steps to prevent it re-occurring.

- **Victimisation**

Occurs when an individual is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act, or because they are suspected of doing so. An individual is not protected from victimisation if they have maliciously made or supported an untrue complaint.

7. General Principles

7.1 Equality, Diversity and Inclusion Action Planning

LETTA will ensure that the EDI policy is monitored as part of annual review and regular strategic planning processes.

This will be done via the Self-Evaluation Document (SED)

Staff training, guidance and support will be provided, to assist in this process. LETTA will also draw upon statistical information and research to support review and planning.

7.2 Involvement and Consultation

LETTA seeks localised consultation within the partnership of schools, staff and trainees. This is an ongoing process which informs improvement planning and evaluation processes.

7.3 Transparency

Transparency is important in tackling discrimination. Policies and practices that may seem neutral can have a disproportionate impact on staff or trainees.

LETTA will work with trainees, schools and staff to identify any 'hidden' barriers to success and endeavour to overcome, manage or eliminate them. LETTA EDI policy will be available on the LETTA website. It will be available in hard copy, large print and alternative formats by request.

7.4 Monitoring

We will use both quantitative and qualitative data to:

- Analyse trends and how our policies are working in practice.
- Identify any areas where we need to take action to address inequalities.
- Evaluate our progress against our equality, diversity and inclusion priorities.
- Benchmark our progress against other SCITT providers and national targets, if possible.
- Report back annually on progress.

Priorities will reflect national government targets to reduce the ethnic minority and disability employment gaps as well as LETTA's own priorities. Monitoring will be carried out to ensure we are meeting our duty and the equality legislation in respect of staff and trainees.

7.5 Widening Participation

LETTA will work with partners to promote the recruitment of applicants representative of the locality in which we work.

7.6 Training and awareness raising

Staff equality, diversity and inclusion training is undertaken as appropriate, to cover:

- Roles and responsibilities within the legal framework;
- How EDI impacts on working practices and decision making;
- What it means in practice to treat staff and trainees with dignity and respect.

Each partner school has a Code of Conduct.

7.7 Complaints See Appendix 3 and 4

Anyone making a complaint will be taken seriously and treated with respect. Complaints themselves will also be taken seriously and will be investigated and dealt with swiftly. The procedures are detailed in Appendix 3 and 4 of this policy

8. Roles and Responsibilities

LETTA has lead responsibility for the development and implementation of LETTA's EDI policy. LETTA is committed to challenging and tackling discrimination and to actively promoting inclusion of all, and effective communication across all areas of its activity including:

- Recruitment and selection processes
- Access to university-based resources
- Trainee achievement and assessment
- Trainee development and advisory services
- Teaching and learning
- The LETTA central training programme
- Staff recruitment and professional development
- Partnerships and community links
- Quality assurance

It is the responsibility of all members of the LETTA Board and other permanent and temporary staff, and service providers engaged by LETTA, to comply with all relevant legislation requirements, including the duties of the Equality Act 2010.

In addition,

8.1 LETTA staff will:

- ensure that staff understand their responsibility with EDI, supported by appropriate training and engagement;
- ensure that policies / procedures are fairly and consistently applied;
- take appropriate action against staff or trainees who discriminate on grounds of equality, including assisting in correcting unacceptable behaviour;
- take appropriate action, liaising with schools concerning discrimination at school;
- act as role models in embracing and promoting equality, diversity and inclusion in the workplace;

- support any reasonable adjustments put into place to assist disabled staff and applicants, or appropriate amendments or alterations to better support widening participation and dignity.

8.2 Staff and trainees will:

- maintain acceptable standards of performance and conduct in relation to equality issues and not discriminate on equality grounds;
- know how to identify and challenge equality bias and stereotyping, supported via LETTA and school-based training.

8.3 Strategic planning activities:

- will regularly review and monitor the operation and effectiveness of the EDI policy and actions identified;
- ensure that strategic documents address equality issues;
- ensure that assessment procedures take account of individual needs and are commensurate with quality assurance and standards requirements, resources and learning objectives.

8.4 Recruitment and selection processes will:

- Use marketing materials which recognise the diversity of individuals;
- Ensure that all potential trainees are treated equally in terms of application to LETTA.

9. Obtaining a Copy of the Policy

Please contact LETTA at the address below.

LETTA Administration Officer
Bygrove Primary School
Bygrove Street
London
E14 6DN

Tel: 020 7538 4925

10. Key priorities

In an effort to challenge discrimination, bias and intolerance, and in pursuit of the stated commitments in the EDI policy, LETTA will:

Protected Characteristic	Key priorities	How this will be measured / Activities undertaken
All	Create a positive welcoming, supportive culture and environment, promoting equality, diversity and inclusion, based on respect of people's differences and show commitment to challenging stereotypes and preventing discrimination, bias or intolerance including the development of policies and procedures which are free from any form of discrimination, bias or intolerance.	Monitor recruitment data. Monitor withdrawals and reasons. Benchmark data. Monitor employment and subsequent retention. Minimise the risk of not meeting the needs of staff, visitors and trainees with disabilities. Include EDI issues in centre-based training programme. Encourage a learning community in each cohort. Knowledge of cultural / faith differences – made explicit within group. Liaise with local groups and schools.
All	Work to raise awareness among staff and trainees about the benefits of diversity and how discrimination, bias and intolerance is inappropriate in all of its forms (including harassment and physical or verbal abuse)	Information events. Include EDI issues in centre-based programme.
All	Take seriously any reports of incidents of discrimination, bias or intolerance including physical or verbal threat, abuse or harassment of individuals or groups and take appropriate action in relation to these matters in a timely and confidential manner protecting the dignity of all parties at all times.	Report to the LETTA Board. Pro forma to support identification, discussion and reporting of outcomes – See Appendices.
All	Expect the curriculum to contribute to modelling good practice in the protected characteristics, including the use of appropriate role models	Include EDI issues in the centre-based training programme. Staff and some facilitators drawn from local community.
All	Have procedures for reporting and addressing discrimination, bias or intolerance	Report to the LETTA Board. Pro forma to support identification, discussion and reporting of outcomes – See Appendices.

Protected Characteristic	Key priorities	How this will be measured / Activities undertaken
All	Fulfil legal and moral obligations to promote equitable access to all LETTA activities in line with current DfE guidelines	As above and below in this column.
Disability	Ensure reasonable adjustments to space and resources to facilitate equitable access. Offer a supportive physical environment. Offer equality of provision for staff with disabilities	Monitor physical space and access. Monitor methods of assessment. Monitor resources used. Monitor web pages for access and readability. Monitor school experience.
Disability	Ensure the curriculum reflects a positive and realistic image of disabled people, and that issues of disability are covered by the curriculum as appropriate	Include EDI issues in centre-based training programme. Seek evaluation from those with disabilities.
Age	LETTA embraces the concept of life-long learning and the entitlements of people of all ages to learning opportunities including preparation for employment. Therefore consideration will be given to enhancing age diversity and access to LETTA activities in line with national frameworks and relevant legislative requirements	Monitor recruitment data. Monitor withdrawals and reasons. Benchmark data. Monitor employment and subsequent retention.

Other	Key priorities	How this will be measured / Activities undertaken
Socio-economic background (Not a PC)	LETTA is committed to providing teaching education and employment opportunities to people from all socio-economic backgrounds and social classes and will work towards extending access to the teaching profession to those social groups who are traditionally under-represented. In support of this, LETTA will work towards raising the awareness, aspirations and achievements of trainees and staff from diverse social groups.	Monitor recruitment data. Monitor information events. Use of local press and social media for publicity about recruitment / courses / events.

This list is not exhaustive but illustrative and may be amended from time to time.

10. Key priority outcomes

LETTA hopes that by working within the key priority areas identified above, the trainee experience and widening participation of its trainees and staff will be enhanced. We will continue to aim for the following:

- The quality of experience for persons related to the protected characteristics, is enhanced
- All people feel welcomed, valued and respected within the LETTA partnership
- LETTA is as an inclusive learning community, makes a valuable contribution to the local communities in which it works and in which trainees and staff live.
- Access to the physical environment and facilities of LETTA is enhanced.

1. The Legal Framework

1.1 The General Duties

The Equality Act 2010 requires public authorities to have due regards to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

1.2 Employment

The Equality Act makes it unlawful for an employer to discriminate against or victimise employees or people seeking work. The provisions for direct and indirect discrimination and victimisation apply where the employer is making arrangements to fill a job, and in respect of anything done in the course of a person's employment, for example: terms of offer; transfer or training; receiving benefits; access to opportunities for promotion; facility or service; dismissal or subjecting employees to detriment.

1.3 Disability Equality

The Act imposes the reasonable adjustments duty in respect of disabled employees and applicants including adjustments made to LETTA to ensure that disabled staff / trainees are not put at a substantial disadvantage in comparison to others who are not disabled. LETTA will focus on promoting disability equality in line with the social model of disability by removing barriers which lead to discrimination and promoting language and practices preferred by disabled staff and trainees. A key aspect of the social model is working in partnership with disabled people.

The social model of disability recognises that all disabled people have the right to belong and be valued in the community. It challenges the way we view society, our attitudes, language and the physical access to buildings and transport. It defines disability as:

'the loss or limitation of opportunities that prevents people who have impairments from taking part in the mainstream life of the community on an equal level with others due to negative attitudes, physical and social barriers'

1.4 Enquiries about disability and health

The Act makes it unlawful for LETTA to ask about the health of an applicant either before offering work or an ITT place, or before including an applicant in a pool of shortlisted candidates from whom LETTA intends to select a person for work or an ITT place, unless there are professional body requirements such as "fitness to teach". LETTA will continue to be able to, and should, ask all applicants whether they require any reasonable adjustments or support during the recruitment and interview process. We will monitor the numbers of disabled applicants.

1.5 Admission and treatment of trainees as defined by the Equality Act 2010

The Act prohibits LETTA from discriminating against a person in the following ways:

- in the arrangements it makes for deciding who is offered a place
- in the terms on which it offers to admit the person as a trainee
- in the way it provides education for a trainee

- in the way it affords the trainee access to a benefit, facility or service
- by not providing training for the trainee
- by not affording the trainee access to a benefit, facility or service
- by excluding the trainee
- by subjecting the trainee to any other detriment
- by victimising or harassing trainees or prospective trainees.

With regard to disability discrimination, LETTA ensures that we will not discriminate or victimise disabled trainees through either:

- the arrangements it makes for deciding upon whom to confer a qualification
- the terms on which it is prepared to confer a qualification on the person
- by not conferring a qualification on the person
- by withdrawing a qualification from the person or varying the terms on which the person holds it
- upholds the duty to make reasonable adjustments in respect of disabled trainees and applicants, with the exception of competence standards.
- teaching methods, delivery and related issues such as assessment all need to comply with the main provisions of the Equality Act, including those relating to direct and indirect discrimination, harassment and the duty to make reasonable adjustments for disabled trainees.

1.6 Positive action

The Act provides positive action for trainees, allowing voluntary positive action measures to be considered by LETTA to alleviate disadvantage experienced by people who share a protected characteristic, reduce underrepresentation in relation to particular activities, and meet particular needs. Such measures need to be a proportionate way of achieving the relevant aim.

Useful Links and Organisations

Appendix 2

The following links and organisations are able to provide advice and support on matters relating to equality, diversity and inclusion:

The Government Equalities Office

This website includes an easy read version of the Equality Act 2010 and a useful summary guides.

http://www.equalities.gov.uk/equality_act_2010.aspx

Skill

Skill is an organisation that works nationally on behalf of disabled trainees. They produce a large number of publications and free fact sheets via:

www.skill.org.uk

Commission for Equality and Human Rights

The CEHR was formed in 2007 with the merging of the Disability Rights Commission, the Equal Opportunities Commission and the Commission for Racial Equality.

www.equalityhumanrights.com

Equality Challenge Unit

The ECU is a body set up to support Higher Education providers in best practice guidance in the area of equality. They produce free guidance publications. Download from:

www.ecu.ac.uk

Interfaith Network for the UK

Interfaith Network provides information on faith and links to faith groups via:

www.interfaith.org.uk

a. Introduction

Schools will have set in place their own policies and procedures for addressing allegations of discrimination related incidents within their institutions. LETTA is further required to be responsible for meeting this duty when working in partnership with other organisations. In practice this means that we must have in place policies that ensure that complaints of discrimination made by trainees are appropriately investigated and recorded. This includes issues of direct or indirect discrimination.

These procedures do not in any way seek to replace or interfere with schools' policies and procedures; they are designed to run in parallel; the responsibility for dealing with complaints of alleged discrimination by trainees needs to be shared. **Normally, complaints of alleged discrimination relating to LETTA trainees will be dealt with under the school's own procedures.** However, there may be instances where a trainee, in consultation with the Programme Leader, might request such a complaint be considered through LETTA procedures.

LETTA seeks to ensure that appropriate policies, procedures and strategies are in place to deal with any such complaints of alleged discrimination made by trainees. A flowchart outlining the procedures is included below together with forms for the associated record keeping (monitoring and impact assessments).

Any complaint of alleged discrimination made against the trainee while undertaking training is covered by LETTA's cause for concern procedures. If a complaint of alleged discrimination is made against a trainee, the school should contact the Programme Leader immediately.

b. What is Racial Harassment, Racism and a Racist Incident?

The Commission for Equality and Human Rights (CEHR) defines racial harassment as 'verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.' Institutional racism is defined in the Macpherson Report as 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage ethnic minority people.' The Macpherson Report further indicated that a racist incident is 'any incident which is perceived to be racist by the victim, or any other person.'

The CEHR indicate that racist incidents often go unreported because complainants may:

- feel too intimidated to do anything;
- be afraid of reprisals;
- not want to make a fuss, especially if they think they will not be believed or understood;
- think nothing will be done about their complaint;
- not know how to go about making a complaint, or to whom, especially if the harassment is coming from their line manager or supervisor.

The above comments should be taken to apply to gender and disability issues. Other protected characteristics may also be affected adversely as above.

Bearing this in mind the following procedures have been drawn up in the flowchart on page 18.

c. Purposes

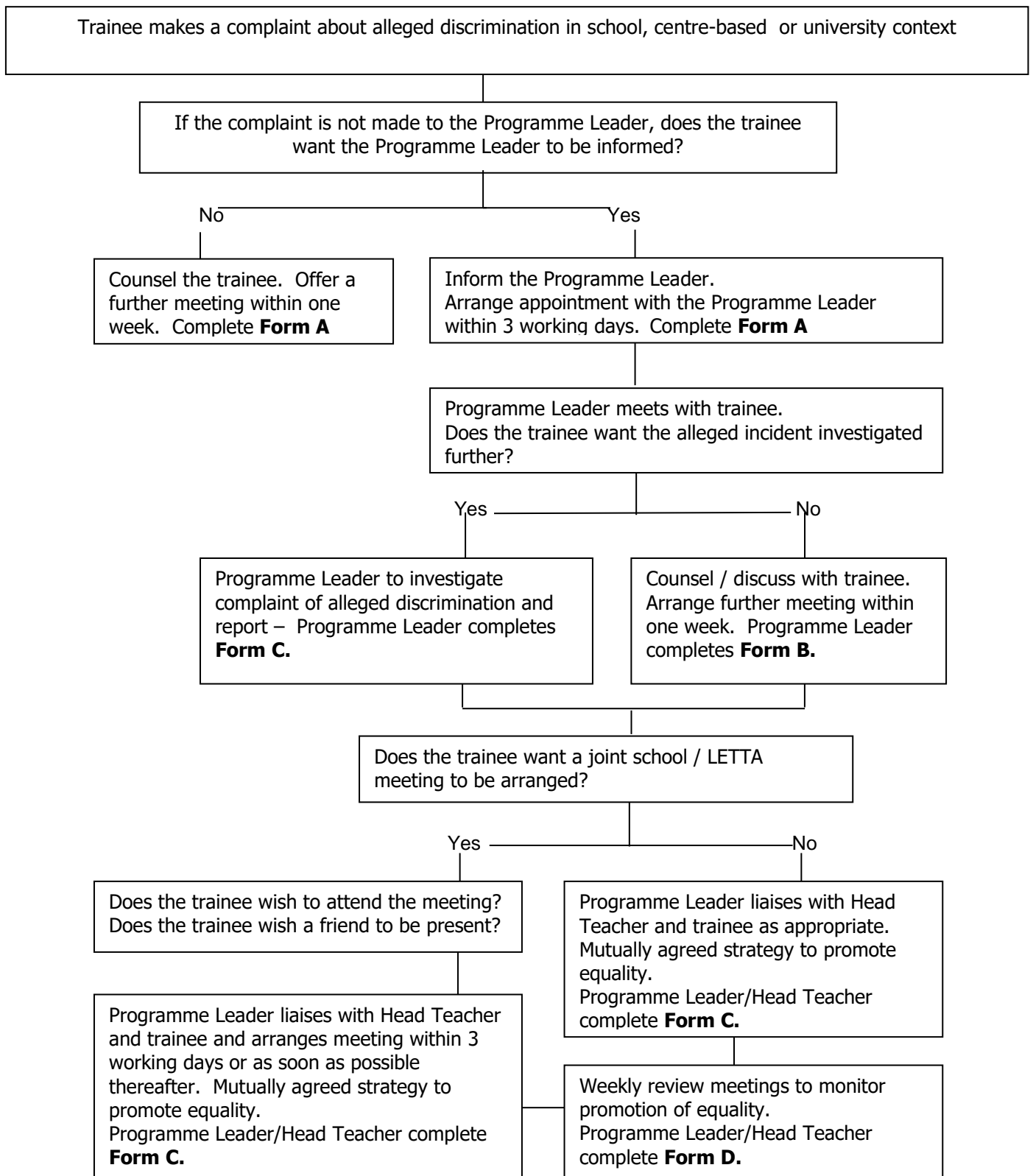
- To ensure that any complaints of alleged discrimination and alleged harassment are swiftly and effectively addressed.
- To ensure that the rights of all parties to any grievance are fully protected, ensuring confidentiality as appropriate.
- To ensure that all parties involved in dealing with a complaint are clear as to their roles and responsibilities.
- To ensure that tutors, schools and trainees are clear as to the expectations in terms of conduct with regard to equality and the likely outcomes of any misconduct.
- To promote a culture of equality and inclusion where anti-equality activities will not be tolerated and where all are treated with dignity and respect.

d. Principles

- All forms of discrimination are unacceptable.
- The rights of all parties involved in a complaint of alleged discrimination must be protected.
- Where a complaint of alleged discrimination is made, the complainant must retain control of the ownership of the complaint and any documentation arising from it.
- The validity of the complaint must not be questioned, that is, all complaints must be fully investigated.
- All formal complaints of alleged discrimination and harassment must be fully investigated and a report produced using the procedures within the policy.
- All partners must follow the agreed procedures.
- The effectiveness and appropriateness of the procedures must be reviewed regularly. The review should be based on the views of all the parties to complaints. The Programme Leader will present a report for the consideration of LETTA team board and Steering Board annually unless circumstances demand this be needed more often.

LETTA Alleged Discrimination Complaint Procedures Flowchart

Where a complaint of alleged discrimination is made by a trainee



Alleged Discrimination Complaint Procedures: Form A

To be completed after a trainee makes a complaint of alleged discrimination. Staff should only complete Form A if the trainee agrees to a record being made of the meeting.

Note to member of staff:

There are two key principles: the trainee must retain control of the ownership of the complaint and any documentation arising from it (*a copy kept confidentially at LETTA*); and the validity of the complaint must not be questioned, (*although not confirmed until investigated and if evidence is accepted*).

The purposes of the interview are: to support the trainee; to determine what, if any, action the trainee wishes to be taken; and to pass on information to all relevant parties. All paper work will be confidentially stored, if the trainee does wish you to make a record.

Question A.1 – A.5 and C must be completed.

Trainee's Name: Date:

Member of staff conducting interview:

- | | | |
|-----|--|--------|
| A.1 | Does the trainee wish a record of this interview to be made?
(<i>would recommend notes are taken</i>) | Yes/No |
| A.2 | Does the trainee want the Programme Leader to be informed? | Yes/No |
| A.3 | Is the trainee willing to attend a meeting with the Programme Leader? | Yes/No |
| A.4 | If the trainee attends the meeting does s/he want a friend to be present? | Yes/No |
| A.5 | Does the trainee wish to receive counselling/support? | Yes/No |
| B.1 | Does the trainee want the school to be informed of the complaint? | Yes/No |
| B.2 | Does the trainee wish a joint LETTA / school meeting to be arranged to address the complaint? | Yes/No |
| B.3 | If a joint school / LETTA meeting is arranged does the trainee wish to be present? | Yes/No |
| B.4 | If the trainee attends the meeting does s/he want a friend to be present? | Yes/No |
| C | Who does the trainee wish to receive a copy of this report? | |
| 1. | The school-based mentor | Yes/No |
| 2. | The LETTA Tutors | Yes/No |
| 3. | The Programme Leader | Yes/No |
| 4. | The Director of the Teaching School | Yes/No |
| 5. | The Accounting Officer | Yes/No |
| 6. | The university tutors | Yes/No |
| 7. | The person or persons who are the subject of the complaint
(<i>feedback suggests that natural justice would require this to happen</i>) | Yes/No |

Details of alleged incident complained of (including context and dates)

Person(s) named in the complaint as carrying out alleged incident

Placement school

Any action already undertaken by the trainee (with dates)

Effect of action taken by the trainee

Any action taken by the school/LETTA staff (with dates)

Effect of action taken by the school/LETTA staff

Signed: (Trainee)

Signed:..... (Member of staff receiving complaint)

Alleged Discrimination Complaint Procedures: Form B

To be completed at a meeting between the trainee and the Programme Leader where a complaint of alleged discrimination made by a trainee is discussed. You should only complete Form B if the trainee agrees to a record being made of the meeting.
(It is recommended that notes are made)

Note to the Programme Leader:

There are two key principles: the trainee must retain control of the ownership of the complaint and any documentation arising from it (*a copy kept confidentially at LETTA*); and the validity of the complaint must not be questioned, (*although not confirmed until investigated and if evidence is accepted*).

The purposes of the interview are: to support the trainee; to determine what, if any, action the trainee wishes to be taken; and to pass on information to all relevant parties. All paper work will be confidentially stored. If the trainee does wish you to make a record

Question A.1 – A.5 and B must be completed.

Complete page 2 only if this has not been completed at a previous meeting. Update as necessary.

Trainee's Name: Date:

Programme Leader's name:

- | | | |
|------|--|--------|
| A.1 | Does the trainee want the school to be informed of the complaint? | Yes/No |
| A.2. | Does the trainee wish a joint LETTA / school meeting to be arranged to address the complaint? | Yes/No |
| A.4 | If a joint school/ LETTA meeting is arranged does the trainee wish to be present? | Yes/No |
| A.5 | If the trainee attends the meeting does s/he want a friend to be present? | Yes/No |
| A.6 | Does the trainee wish to receive counselling? | Yes/No |
| B | Who does the trainee wish to receive a copy of this report? | |
| 1. | The Programme Leader | Yes/No |
| 2. | The LETTA Tutor | Yes/No |
| 3. | The school-based mentor | Yes/No |
| 4. | The school's Head Teacher | Yes/No |
| 5. | The Director of the Teaching School | Yes/No |
| 6. | The Accounting Officer | Yes/No |
| 7. | The university tutor | Yes/No |
| 8. | The person or persons who are the subject of the complaint
<i>(feedback suggests that natural justice would require this to happen)</i> | Yes/No |

Details of alleged discrimination complained of (including context and dates)

Person(s) named in the complaint as carrying out alleged discrimination

Placement school

Any action already undertaken by the trainee (with dates)

Effect of action taken by the trainee

Any action taken by the school/university centred-based staff (with dates)

Effect of action taken by the school/university centre-based staff

Signed: (Trainee)

Signed :.....(Member of staff receiving complaint)

Alleged Discrimination Complaint Procedures: Form C

To be completed after the trainee makes a complaint of alleged discrimination and LETTA carries out an internal investigation.

The purposes of the report are: to record the views of those involved in the complaint; to determine what, if any, action LETTA proposes to take to resolve the complaint; and to pass on information to all relevant parties. All sections should be completed. All information will be stored confidentially.

Note to respondents

There are two key principles: the trainee must retain control of the ownership of the complaint and any documentation arising from it (*a copy kept confidentially at LETTA*); and the validity of the complaint must not be questioned, (*although not confirmed until investigated and if evidence is accepted*).

It is not the role of any of the participants to make a judgement as to fault.

Trainee's Name: Date:

School: Mentor:

- A.1 Have all the parties involved in the complaint been interviewed? Yes/No
- A.2 Have any further witnesses been identified and interviewed? Yes/ No
- A.3 Has a meeting been held at which representatives from LETTA and the school were present to discuss the complaint? Yes/No
- A.4 Who was present at the meeting? When did the meeting take place?

A.5 What were the outcomes of the meeting?

1.

2.

3.

4.

A.6 Has the complaint been satisfactorily resolved?
(Are both LETTA and the trainee happy with the outcome?) Yes/No

Please attach copies of the minutes of all of these meetings.

Summary of the investigation of the complaint carried out by LETTA (with dates)

Any action taken by the school / LETTA staff (with dates)

Effect of action taken by the school / LETTA staff

Review date of agreed action

Signed: (Trainee)
..... (Head Teacher)
..... (Programme Leader)

Copies of the report to be distributed by to:

The complainant, the school-based mentor, the LETTA Tutor/s, the Programme Leader, the school's Head Teacher, the person or persons who is/are the subject of the complaint.

Alleged Discrimination Complaint Procedures: Form D

To be completed weekly after the trainee makes a complaint of alleged discrimination, to review the action plan drawn up to address the harassment / support amended practices or procedures.

The purposes of the report are: to review the progress of the action plan drawn up by LETTA and/or training school and to determine any adjustments or further actions that need to be taken. All sections should be completed.

Note to respondents

There are two key principles: the trainee must retain control of the ownership of the complaint and any documentation arising from it (*a copy kept confidentially by the Programme Leader*); and the validity of the complaint must not be questioned, (*although not confirmed until investigated and if evidence is accepted*).

It is not the role of any of the participants to make a judgement as to fault.

Trainee's Name: Date:

School: Mentor:

A. What progress has been made in relation to achieving the outcomes of the action plan?

B. What adjustments or further actions need to be taken?

Signed: (Trainee)

..... (Programme Leader)

Copies of the report to be distributed by the Programme Leader to:

The complainant, the school-based mentor, the Programme Leader, the school's Head Teacher, the person or persons who is/are the subject of the complaint.