
Equity, Diversity and Inclusion Policy

1. Purpose

To provide an overview of our Equality, Diversity and Inclusion Policy.

The Psychotherapy Institute seeks to meet the aims and commitments set out in its Equity, Diversity and Inclusion Policy. This includes adherence to the Equality Act 2010 and building an accurate representation of the staff and trainees of the organisation and their diverse make-up. We also commit to adhering to the UKATA Diversity and Social Responsibility policy

2. Scope

The people responsible for this Equity, Diversity and Inclusion Policy are Susie Hewitt (Founder and Director) and Katie Gill (Academic Administrator) - collectively known as the Management Team.

This Policy applies to all students, employees, consultants and external trainers (the staff).

3. Policy Statements

3.1 Psychotherapy Institute is committed, where reasonably practicable, to promoting equality of access and participation to its training programmes and processes aligned with the Equality Act 2010, which specifies the following 'protected characteristics':-

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual Orientation

3.2 We seek to provide training and employment opportunities within our organisation irrespective of the person's protected characteristics.



3.3 We are committed to anti-discriminatory behaviour and clinical practice. Any instances of bullying, harassment or victimisation towards trainees or staff is unacceptable and will be treated seriously and investigated in line with our Complaints Policy.

3.4 We would expect all trainees to incorporate the same values and behaviours as Psychotherapy Institute as detailed in this policy. Each training module will explore issues of power privilege and oppression within the theory & its application. We require trainees to adopt a willingness to be curious about aspects of intersectionality, whilst maintaining an adult ego state 'I'm ok, you're ok' stance.

3.5 The Psychotherapy Institute adheres to both the UKATA and the UKCP's Diversity Policies.

4. Policy in Practice

4.1 We request that all course applicants indicate on their application any specific learning needs or reasonable adjustments which may mean they need additional support on their training journey

4.2 Your course tutor will then discuss and develop strategies to enable you to access all aspects of the training in a way that may better suit your learning style

4.3 Each trainee's progress is monitored and steps taken to address any inequalities and to discuss these with you

4.4 The way the training is organised and delivered is intended to take account of different groups and cultures, and how we can be supported to maintain an anti-oppressive clinical practice

4.5 Some of the reading material lists are included so you can reference and understand the original thinking and theory (to avoid plagiarism), however we invite you to join us in rigorous analysis of how Intersectionality and Equality theories have changed so significantly, that if the same material were written today, it would need to be significantly updated. This may offer you opportunity to evidence how you understand diversity in both theory and practice.

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- 4.6 Any complaint about discrimination, bullying or harassment should be made in writing to the Business Director who will liaise with the External Moderator (in line with our Complaints Policy 9.2)
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5. Statement of Psychotherapy Institute values with regard to Humanistic Psychotherapy

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- 5.1 The statement of values set out below are integral to the philosophy of the teaching and practice of the training staff and are organised within the three fundamental assumptions of Transactional Analysis.
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- 5.2 *People are Born OK* – Taking the position I'm OK, you're OK is the minimum requirement for good psychotherapy and enduring emotional and social wellbeing.

A person's right to be different is supported by the epistemological basis of the programme and is fundamental to the theory of Transactional Analysis.

The programme will challenge and confront structural/historical inequality e.g. racism, sexism, ageism, classism.

Course members will be facilitated to challenge abuse of power among their peers, from their tutors, or the theoretical assumptions of the training programme.

Humanism and Constructivism support the belief that personal growth and change is possible and that it requires intrapsychic, interpersonal and sociopolitical awareness in order to deconstruct and reconstruct knowledge and understanding.

The programme staff will provide support for students who are members of both visible and invisible minorities e.g. students who are dyslexic, hard of hearing, etc.

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- 5.3 *People in emotional difficulties are nevertheless full, intelligent human beings.*

They are capable of understanding their own and others problems.

The learning environment created by the programme will seek to maximise opportunity for students to share their thinking, experiences

and perspectives in a way that encourages creative personal and professional development.

5.4 *All emotional difficulties are curable given adequate knowledge and the proper approach.*

The difficulty psychotherapists have in providing healing with the more damaged personality is due to a lack of understanding, knowledge and resources, rather than incurability.

5.5 References:

Berne, E. (1972). What do you say after you say hello? New York, Bantam Books.
Clarkson, P. (1992). "TA in Psychotherapy". Routledge.
Woollams, S & Brown, M. (1978). Transactional Analysis. Huron Valley Institute Press.

6. Programme Objectives

6.1 The programme will enable students to understand health as the ability to maintain an I'm OK You're OK position with regard to self and others. It will raise consciousness of the many ways in which life script interferes with our capacity for healthy relating and results in varying degrees of social and occupational functioning and personal distress. Personal growth and development are a continual focus of the training during which students and staff will have the opportunity to experience and reflect on the quality of their relationships one with another. This is complemented by a student's ongoing personal therapy which is a fundamental requirement of the training programme.

6.2 The relational/developmental focus of the programme emphasises both technical competence and the importance of the therapeutic relationship and requires course members to commit themselves to:

- Increasing awareness
 - Listening to self and others
 - Becoming responsible
 - Making informed choices
 - Engaging in and assessing risks
 - Being open to feedback
 - Identifying own needs
 - Monitoring tendencies to justify, explain or defend
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- Recognising social, cultural and political sources of 'personal distress.
 - In summary, the goals of Transactional Analysis psychotherapy are to enhance a person's capacity for spontaneity, awareness and intimacy, via satisfying experiences and relationships.

6.3 From the Transactional Analysis perspective, an individual cannot achieve autonomy in isolation. Three types of basic hungers (survival needs) are described – Structure, Stimulation and Recognition – which emphasise the interdependence of the individual on its environment.

6.4 Environmental factors can prove a major source of distress disempowerment and alienation. This is particularly manifested by inequality of opportunity. The programme will address in both general and specific ways inequality based on nationality, race, gender, sexual orientation, age disability, class, political or religious belief.

6.5 Assumptions about the validity and effectiveness of Transactional Analysis will be challenged by contemporary research and reflected in the literature content of the programme.

6.6 Matters of professional ethics and clinical practice are an important feature of the programme in view of professional registration following graduation.
