

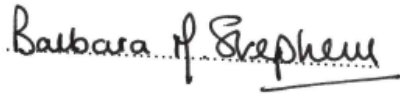


ENERGY COAST UTC

EQUALITY AND DIVERSITY POLICY

2020-2023

Approved: Full Governing Body



Signed:

Date: December 2020

Date for Review: December 2023

Revision History:

Revision	Date	Owner	Summary of Changes
1	4/6/17	BLS.	N/A
2	7/6/18	BLS.	Change of title to reflect Home office guidelines, addition of "age related discrimination".
3	December 2020	CBT	Reviewed as part of HR review
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Policy Statement

This policy reflects our aims that all employees and students will:

- Show respect in valuing themselves and recognising the values of others.
- Uphold the values of the local, national and international community.
- Be able to challenge injustice and possess the compassion, courage and understanding to do so fairly.
- Be provided with appropriate interventions and enhancement programmes to allow all to have a broad and positive educational experience and to take advantage of the changing nature of progression and work.

We aim to empower our students to make informed choices so they are better prepared for the opportunities, responsibilities and experiences of life within their community. We endeavour to promote positive relationships with parent/carers, governors and members of the wider community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the Energy Coast UTC community and a common understanding of the pivotal role of equal opportunities in the context of ethos and the UTC's values, in particular, the recognition that the role of all employees is crucial in the delivery of the objectives of the policy.

We expect all our employees to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as harassment in the services we provide to the public and our wider community. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if these physical features make it impossible or unreasonably difficult for disabled people to make use of services.

In addition, the UTC as service providers of children and young people, we have an obligation to think ahead and address any barriers that may impede disabled people from having access to services we provide.

Legal Requirements

The main reason for adopting an Equal Opportunities Policy is to identify, prevent and redress unfair discrimination against disadvantaged groups. The Equal Opportunities Policy will assist the governing body to address legal, managerial and social issues from the basis of a statement of commitment to equality supported by a more detailed policy and procedures for implementation.

The Equality Act 2010

The Equality Act 2010 makes it unlawful to discriminate against people on the grounds of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex and sexual orientation. Discrimination under The Equality Act 2010 can be direct or indirect and the Act also prohibits harassment and victimisation.

However, the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic – for example, on gender, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation. It should also be

noted that victimising a student who has a protected characteristics or their parents or siblings is also regarded as unlawful. Good practice should ensure that teaching and support staff are constantly able to evaluate what they do and to receive appropriate support and training in this area. The UTC must not discriminate against a child applying to be admitted to the school or to existing students on the grounds of their protected characteristic.

Accessibility for Disabled Students

UTCs are expected to improve the ways in which disabled students can access the UTC's curriculum. There must be a written accessibility plan which should be implemented within a reasonable time.

Types of Discrimination

The following forms of discrimination are prohibited under this policy and are unlawful:

- **Direct discrimination:** treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views or because they might be gay;
- **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified. For example, requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified;
- **Harassment:** this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in the bullying and harassment procedure;
- **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment;
- **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

Implementation of Equal Opportunities at the Energy Coast UTC

The UTC's Board of Governors and Leadership Team must:

- Carry out their legal duty in complying with the relevant legislation;
- Endeavour to assess candidates objectively for employment and promotion against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates;
- Comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by protected characteristics;
- Reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities;
- Ensure that equality remains high on the school's strategic agenda;

- Establish good people management practices in which discrimination is recognised as an organisational issue which needs an organisational response;
- Work towards an employee and governing body that reflects the composition of the wider community;
- Ensure all employees work together with a shared sense of purpose to meet the needs of every student;
- Ensure that students and employees contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- Provide equal access to training and development opportunities for all employees on the basis of their assessed training needs;
- Promote greater awareness of equal opportunities and the contribution which employees, governors, parents / guardians and students can make;
- Equip employees with the skills to provide personal and organisational solutions, to recognise discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally;
- Ensure that complaints or evidence of failure to comply with the UTC's Equal Opportunities Policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to employees may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate).

Role of the Leadership Team and Heads of Year:

The Leadership Team are accountable for the UTC's curriculum and line management.

Assistant Principals and Heads of Year are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged learners.

Measures in place include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance/punctuality in respect of particular groups;
- Monitoring differences in student attitudes to work (particularly of those with protected characteristics) and towards each other with a view to identifying any significant patterns and issues;
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- Ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are as well as evaluating the impact of additional support on achieving standards.

Additional responsibilities of the Leadership Team

- To provide strategies to implement a rise in performance, aspirations and self-esteem of potentially disadvantaged learners;

- To provide employees development to raise awareness of differences in need and to promote strategies to raise achievement in all learners;
- To provide an environment that creates, affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Expectations of Employees

- Employees share a responsibility to challenge a student, parent/carer or colleague who behaves in a discriminatory way and encourage them to exhibit more appropriate attitudes or behaviour;
- Anti-discriminatory practice involves the examination of our personal values, beliefs, attitudes and expectations to ensure that we work proactively to give equality of opportunity to all learners, parents/carers and colleagues at all times;
- Employees should provide extra-curricular activities and events that cater for the interests and capabilities of all students and take account of parental concerns related to protected characteristics;
- For employees to work in an anti-discriminatory way we need to have knowledge of relevant equal opportunities legislation and what this means for our practices and UTC policies;
- Parents/carers of students have a right to a genuine commitment by the UTC to concepts and practices that underpin equal rights legislation and policies and the avoidance of tokenistic behaviour;
- The promotion of equality of opportunity involves respect for all people and valuing their individuality and personal circumstances. It also involves encouraging and fostering a positive learning environment;
- To provide a broad and balanced curriculum that is designed to meet the diverse needs of students in curriculum design, subject options and pedagogy so that every learner can succeed;
- All employees will ensure that curriculum resources reflect and celebrate diversity;
- The pastoral care implications require monitoring and supporting the progress and development of all students irrespective of prior learning attainment and background;
- Employees are vigilant towards those from minority groups or with disabilities, medical conditions or other special educational needs. In specific circumstances, making special arrangements for students with protected characteristics is appropriate;
- Employees who commit serious acts of harassment may also be guilty of a criminal offence. Acts of discrimination, harassment, bullying or victimisation against employees or parents/carers and their families are disciplinary offences and will be dealt with under the UTC's Staff Disciplinary Policy. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

Disability

- The UTC will make whatever arrangements are reasonable and practical within financial constraints to ensure that disabled learners can gain access to the curriculum;
- The UTC will work effectively with local services and agencies to provide integrated support.

Gender

- Curriculum materials and pedagogy reasonably reflect a gender balance and extend aspirations and opportunities;
- Guidance is given on subject choices and careers so as to encourage students to consider non-stereotypical opportunities;
- Gender issues are considered when preparing for, and following up, work experience and other work related learning and to take account of positive role models such as employees, guest speakers and representatives in the promotion of specific gender initiatives.

Ethnic, indigenous, refugees, religious or any other group who may be considered as a minority within the school community have:

- Effective induction arrangements;
- Effective home-school liaison links made to strengthen our partnership with parents/carers directly in their child's education;
- Cultural and linguistic diversity recognised and celebrated;
- Essential information translated into a community language when possible or necessary.
- Links established with local communities and their leaders;
- Effective interventions for ethnic minority and students who are early stage English as an Additional Language learners;
- For students from traveller communities, appropriate support to enable them to achieve their best;
- Programme of spiritual, moral, social and cultural education with appropriate information and resources and student names accurately recorded and as far as possible pronounced correctly. We expect students to respect the names from cultures or socio-economic groups other than their own.

Low income

- Where evidence is provided that a student is entitled to have access to a balanced free school meal at lunch time;
- Full admittance to extension and core extra-curriculum activities independent of cost;
- Raise low aspirations in order to encourage social mobility.

Sexual orientation and reassignment

- Ensure no-one within the UTC or using its services experiences discrimination or harassment;
- Ensure employees have received training on equality issues concerning sexual orientation;
- Broaden representation in the UTC to reflect society;
- Ensure services take into account difference and diversity are accessible to all who need them.

Age discrimination

- Protect employees and potential employees and students from discrimination on the basis of their age;

- Treat seriously allegations of age related discrimination i.e. Use of ageist language or allocation of work related tasks assuming the employee's ability in relation to age.

Monitoring and Evaluation

Each student's progress is tracked to monitor gaps in attainment and participation. The resulting data is analysed in respect of disability and special educational needs; gender; where prior attainment may be different from national norms; minority ethnic and students who use English as an additional language; students of different sexual orientation or family grouping; for students who are looked after or young guardians; and students who live in low socio-economic households.

Review

This policy will be reviewed every three years.