

**Equality Information and  
Objectives Policy  
(Public Sector Equality Duty)**

<b>Date of Review:</b>	<b>July 2020</b>
<b>Approved by:</b>	<b>Trust Board</b>
<b>Next Review Date:</b>	<b>November 2024 (Policy – 4 year cycle). July 2021 (Objectives – annual cycle)</b>

## **Aims**

UTC Leeds aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

As a public authority we will:

- Publish equality objectives at least every 4 years.
- Provide information to demonstrate our compliance with the public sector equality duty annually.

UTC Leeds is committed to eliminating discrimination, to promoting equal opportunities and to celebrating difference in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **1. Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance.

### **2. Roles and responsibilities**

UTC Leeds will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout UTC Leeds, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal.

The Principal will:

- Apply the principles outlined within this Policy.

Staff, students and volunteers will:

- Challenge discrimination in any form and to foster and promote equality of opportunity
- Endeavour to further these objectives by showing respect for, and appreciation of, each other as individuals

### **3. Our commitment to students**

At UTC Leeds our primary aim is 'Achievement through Respect and Care'. We will educate and develop students to challenge discrimination in any form and to foster and promote equality of opportunity. We acknowledge the complexity of British society and recognise the need to prepare our students to play an integral part in that society. When students leave UTC Leeds they will be well prepared to participate in and to contribute to society, to form worthwhile relationships with those around them and to care for themselves and others.

The curriculum of each department has been developed to promote equality in relation to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These also constitute key aspects of our citizenship curriculum.

We passionately believe that all our students are entitled to every opportunity to achieve their own potential without any limitations based on age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **4. Obligations under the public sector equality duty:**

#### **a) Eliminating discrimination**

- UTC Leeds is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff, governors and board members are regularly reminded of their responsibilities under the Equality Act.
- Each academy within UTC Leeds follows the relevant local authority Admissions Policy, which does not permit age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation to be used as criteria for admissions.
- All allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic by any person within UTC Leeds are treated seriously and the relevant procedures followed.
- Where there are allegations of discrimination, verbal abuse, derogatory remarks or inappropriate use of language related to a protected characteristic concerning a student or a group of students, a careful note made by the Head of School must be kept of any such incidents concerning students. This will be the case whether they take place in the grounds of the academy, on corridors or in teaching areas. If such an incident occurs the appropriate action will be taken. If there are subsequent incidents, then the appropriate senior staff

member should be informed and consideration should be given to involving the parents.

- Allegations of discrimination concerning staff will be referred to the Director of HR and if necessary, addressed under the Personal and Professional Code of Conduct for staff, the Grievance and Bullying and Harassment Policy and Procedure and the Disciplinary Policy and Procedure. Appropriate action will be taken and it will be made clear to offending individuals that such behaviour is unacceptable.
- Racist symbols, badges and insignias on clothing and bags are forbidden in the academies and will be confiscated. Graffiti should be removed immediately.
- Students' names must be accurately recorded and correctly pronounced at registration and students must respect names from other cultures.
- New staff are directed to UTC Leeds's Equality and Diversity Policy which outlines the requirements of the Equality Act.
- All staff have access to the Equality and Diversity Policy and the Public Sector Equality Duty on the academy website and in staff areas on the network.

#### b) **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, UTC Leeds aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. UTC Leeds enables Muslim pupils to pray at prescribed times if requested)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school trips and societies)
- All staff and volunteers should be aware of possible cultural assumptions and bias within their own attitudes
- Staff must be vigilant regarding their own expectations in relation to the achievement, and behaviour of each student and must not make assumptions based on any protected characteristics
- In order to understand the background and experience of ethnic minority students and to raise expectations of their potential, staff need to be aware of the historic and contemporary contexts which have caused racism.
- Close liaison with families from such backgrounds is encouraged and beneficial to all concerned. Within an individual academy the pastoral care system should be used, particularly with regard to home/school liaison and for dealing with any situation of discrimination or harassment.
- All students must have full access to curriculum. The curriculum must be balanced, objective and sensitive and should highlight diversity.
- The Trust views linguistic diversity positively and staff should be aware of the language and dialect spoken by students and their families.
- Staff must be conscious of any perceived racist or sexist connotations in the language they themselves use.
- In all staff appointments the best candidate will be appointed, based upon strict professional criteria in line with UTC Leeds's Recruitment and Selection Policy and Procedure
- Parents will be made aware of UTC Leeds's commitment to equal opportunities.

In fulfilling this aspect of the duty, UTC Leeds will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **c) Fostering good relations**

UTC Leeds aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Students must be encouraged to make choices that are based on interest, aptitude and ability rather than reacting to pressure to conform to stereotypes based on protected characteristics.
- Working with our local community includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academies. For example, student voice/the school council have representatives from different year groups formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the academies's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- UTC Leeds will continue to develop links with people and groups who have specialist knowledge about particular characteristics, which will help inform and develop our approach

## **6. Equality considerations in decision-making**

UTC Leeds ensures it has due regard to equality considerations whenever significant decisions are made. Each academy always consider the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the academies will consider whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## **7. Equality objectives – 2020-2024 (Last reviewed June 2020)**

- Promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our college academies' community through English, the Values

curriculum and assemblies RE, history, English, modern foreign languages, citizenship and personal, social, health and economic (PSHE) education.

- Actively close gaps in attainment and achievement between students for all groups of students; especially the gap between boys and girls English KS4 results, students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- Continue **to** review and revise the curriculum so that it reflects diversity and encourages tolerance and respect.
- Develop and embed curriculum-based work on homophobia/biphobia/transphobia, and reduce behaviour incidents linked to these characteristics and to race, religion or belief, gender and disability, by increasing students' awareness, understanding and empathy citizenship and personal, social, health and economic (PSHE) education **through the values**, and other parts of the curriculum.
- Monitor and reduce the incidence of the use of homophobic/biphobic/transphobic, sexist and racist language by students in the college academies..
- Develop staff and pupil awareness of key terms relating to gender e.g. gender identity, gender dysphoria, cisgender, gender reassignment, transsexual, transgender, intersex.
- Develop staff and pupil awareness of key terms key non-binary terms such as gender neutral, non-gender, third gender, gender fluid, androgynous.
- Develop staff and pupil awareness of key terms of the differences between sexual orientation and gender identity. E.g. a trans person may be gay, straight, bisexual, asexual or any other sexual orientation.
- To increase the extent to which all students, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.
- Actively promote mental health awareness and develop appropriate interventions where necessary through increased staff training and personal, social, health and economic (PSHE) education via the values curriculum.
- Continue to improve accessibility across UTC Leeds for students, staff and visitors with disabilities, including access to specialist teaching areas.
- To work towards more detailed monitoring of recruitment data and trends with regard to race, gender and disability.
- To continue to ensure that UTC Leeds's Managing Attendance Policy is applied as required in relation to managing attendance and making reasonable adjustments where necessary.

## **8. Monitoring arrangements**

UTC Leeds Board will update the equality information annually. This document will be reviewed by UTC Leeds Board every 4 years.

## **9. Links with other policies**

All our policies include the appropriate references to the protected characteristics. This document links particularly to the following policies:

- Access Provider Policy
- Admissions Policy - 2020-2021
- Accessibility plans

- Anti-Bullying Policy
- Equality and Diversity Policy
- Grievance and Bullying and Harassment Policy and Procedure
- Managing Attendance Policy and Procedure
- Recruitment and Selection Policy
- Risk Assessments
- Sex and Relationship Education Policy
- Whistleblowing Policy

## Appendix 1

### Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of [Equalities considerations](#).

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

<b>Organisation: UTC Leeds</b>	<b>Department responsible for the Policy: HR</b>
<b>Lead Person: Pauline Moore (HR Manager)</b>	<b>Contact Number: 0113 353 0140</b>

<b>1. Title:</b>
Is this a:  <b>Policy</b>
<b>If other, please specify</b>

<b>2. Please provide a brief description of what you are screening</b>

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### 3. Relevance to equality, diversity, cohesion and integration

*All the Trust's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.*

*The following questions will help you to identify how relevant your proposals are.*

*When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).*

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the Policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on: <ul style="list-style-type: none"> <li>● Eliminating unlawful discrimination, victimisation and harassment</li> <li>● Advancing equality of opportunity</li> <li>● Fostering good relations</li> </ul>		

### 4. Considering the impact on equality, diversity, cohesion and integration

*If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.*

*Please provide specific details for all three areas below (use the prompts for guidance).*

● **How have you considered equality, diversity, cohesion and integration?**  
*(think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)*

We have considered equality, diversity, cohesion and integration in relation to the following:

- Scope of the proposal –
- Who is likely to be affected –
- Equality related information –
- Gaps in information and plans to address –
- Consultation and engagement activities with those likely to be affected –

● **Key findings**  
*(think about any potential positive and negative impact on different equality characteristics, perception that the proposal could benefit one group at the expense of another)*

● **Actions**  
*(think about how you will promote positive impact and remove/ reduce negative impact)*

## 5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening		
<b>Name</b>	<b>Job title</b>	<b>Date</b>
Tim Craven	Chair of Governors	

<p><b>6. Publishing</b></p> <p>This screening document will act as evidence that due regard to equality and diversity has been given.</p> <p>For record keeping purposes a copy will be kept on file with a copy of the Policy and one with HR.</p>	
<b>Date screening completed</b>	
<b>Date agreed at Trust Board</b>	