



## Equality Objectives 2023/24

**Date: September 2023**

**Review date: September 2024**

## **Equality objectives 2023/2024**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

The Leigh UTC celebrates and values the diversity of its learners and employees and is committed to equality of opportunity for all. The UTC resolves to eliminate discrimination or other unfair treatment against any of its staff, potential staff or users of its services. This is regardless of age, ethnicity, gender, marital status, family circumstances and responsibility for dependants, physical ability, race, religious beliefs, sexual orientation or offending background that does not create risk to children and vulnerable adults.

Subject to the overriding consideration of protecting children and vulnerable people, we will make every effort to prevent unfair discrimination against those with criminal records.

We will demonstrate our commitment to learners and employees by

- Ensuring recruitment procedures will be designed to encourage applications from all sections of the community and from all levels of ability.
- Ensure that admission procedures are user friendly and avoid unnecessary barriers to access for intending learners.
- Identifying and responding to learning needs within the community to encourage widening participation from underrepresented, disadvantaged or excluded groups.

**Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:**

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

**As a public organisation, we are required to:**

- Have due regard to the PSED when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our Equalities Policy.
- Publish Equality Objectives which are specific and measurable.

## Our current Equality Objectives are:

### The Community and environment

- To continue to provide a school environment that welcomes, protects and respects diverse people. Ensuring we nurture and community that is free from bias, stereotyping and discrimination.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.
- To promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our school and wider community.
- To promote a whole school approach mental health awareness and develop appropriate interventions where necessary

### Teaching and Learning

- To continue to close the gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- To monitor and eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school. Monitor the incidences of the use of homophobic, sexist and racist language by students in our school. If such incidents arise, educate young people through our curriculum and support so that they understand and respect other people's views and beliefs.
- To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. Ensuring that learners with learning difficulties and/or disabilities receive appropriate additional support to meet individual learner needs.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect. Ensuring that the views and perceptions of learners are included in the process of curriculum review and self-assessment and also curriculum development.

### Recruitment and training/development

- To embrace equal opportunities and diversity in all its aspects, and aims to employ a workforce that reflects, at every level, the community it serves by ensuring job advertisements are targeted at both mainstream and minority communities.
- To treat all employees with respect and dignity, and seek to provide a working environment free from harassment, discrimination and victimisation. The UTC will not tolerate any form of discriminatory behaviour against its employees, either from other employees, students or members of the public.

- To ensure employees will have the opportunity for a performance management review and will have access to opportunities for training and development.
- To ensure that staff recruitment and selection procedures are open, consistently applied and free from bias, stereotyping and discrimination, and that reasonable adjustments are made to arrangements and premises to ensure both current and potential staff with disabilities have equality of access.

## Implementation

As part of the implementation of this policy, diversity and equal opportunities awareness will be an essential part of staff induction, in-service training and ongoing development. Responsibility for implementing the policy

The Principal and Trust Board have lead responsibility for implementing and monitoring this policy.

The Principal has responsibility for the strategic and operational development of this policy and for monitoring and regularly assessing how effectively it is being implemented across the UTC.

All employees have a responsibility to promote and adhere to the policy; therefore, the UTC has a range of additional policies to assist staff to embed the principles of diversity and equality of opportunity into all aspects of UTC life.

### **To make our Equality and Diversity Policy fully effective we will:**

- Actively promote it via all the UTC's established communication links
- Ensure the Equality and Diversity Policy is a working document
- Regularly monitor and review all our job selection procedures and criteria and make changes to ensure unfair discrimination does not take place.
- Take appropriate action, using agreed procedures, if employees breach this policy.
- Provide training and guidance, particularly for Staff Support Services and line managers, to ensure they understand this policy and their legal responsibilities.
- Monitor recruitment and employment statistics to identify under- representation in order to successfully implement this policy equality and diversity awareness will be an essential part of staff induction, in-service training and staff ongoing professional development.

Actions	Reason	Outcome
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Increased awareness of mental health through assembly and external visits from keynote speakers and guests	High priority within PSHE and AP in charge of wellbeing	Students are more supportive and understanding of those with mental health and manage their own mental health concerns more effectively
Key talks by teachers and students during assembly. Exposure and awareness of key celebration of religious festivals	Students are more understanding of diversity and value difference	Increased understanding of selves and each other. Understanding and awareness of special celebration to minority groups
LGBTQ+ celebrating celebrated	Increase awareness and education of the variance in preferences around sexuality	Explicit affirmation of LGBTQ+ characteristics supports student wellbeing
School is visually represented as a community which includes and values diversity at all levels	Increased use of diverse visuals on school websites, in recruitment materials, in school displays	Staff and students increasingly see themselves as included and valued. Staff are increasingly recognising the opportunity for progression to all levels in the organisation.
Celebrating diversity events together through our PHSE and assembly programme and more. Diverse cultures are valued and understood across the world recognising where this has been and has currently been a problem	World Mental Health Day Black History Month (student led) International Human Rights Day LGBTQ+ History Month International Women's Day Autism Awareness Month Eid Pride Month	Inform and educate staff about the different celebrations for members of our community. Raising the profile of celebrations of diverse people from diverse communities
Reducing sexist and LGBTQ+-phobic language & encouraging students to be upstanding	Provide awareness, education and reduce ignorance around these topics. Counteract incorrect messages from home and link this to our british values and is made explicit in conversation in and out of the classroom	All incidents with language highlighted as an issue language that fits this criteria to be identify and addressed and student educated to not u

Staff & governors more fully understand the Equality Duty and the academy's responsibility in these areas	Staff training day including guest speakers, student speakers, group discussions, department pledges	Staff and governors are more equipped and confident to ask questions and investigate race, gender and diversity issues, while minimally diverse community
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Diverse cultures are valued and understood across the world recognising where this has been and has currently been a problem	Global learning supports student understanding of the complex backgrounds of refugees, Ukraine, Afghanistan, south Africa	Student recognise the successes and challenges of diversity across different communities in the world, recognising the global challenge of diversity and its progress since the 1900's
Closing the academic gaps for SEND, Pupil Premium, Looked After Children and other vulnerable groups	Wide range of actions – see PP action plan	Effective closing of progress gap with this group and overall cohort, focusing on KPI's Behaviour Attendance Achievement Effective tracking and monitoring in place reviewing this every module with action plan adjusted/followed to ensure progress
Increasing the understanding of mental health	PSHE including gatherings, Tutor Time, wellbeing weeks, T&L briefings, wellbeing as standing item on line manager meetings	Establish a safer and more accepting environment (especially with boys) that supports mental health and informs students with powerful education around this topic
Curriculum includes and celebrates issues around diversity and supports an understanding of equality issues	Curriculum conversations to consider the diversity through literature and historical figures or groups facing discrimination through time	Exposure, education and focus/celebration/discussion/engagement of Race, culture, gender, age, and other discriminated attributes in the classroom. Informed students who can engage meaningfully with this better