

Equalities Guidelines: GPUTC

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act** by removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not** by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not** by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our academy has considered how well we currently achieve these aims with regards to the nine protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, and sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All people -- learners, potential learners, their parents and/or carers, volunteers and staff -- are valued equally:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender, sex or gender transition status
- whatever their age
- whether they are pregnant, on maternity or paternity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls, boys and non-binary children, and women, men and non-binary adults, are recognised

- age, so that reasonable adjustments are made
- pregnancy/ maternity/ paternity, so that reasonable adjustments are made and staff continue to feel part of the Academy
- religion, belief or faith background
- Sexuality

3. 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys, girls and non-binary children, and women, men and non-binary adults, and an absence of sexual, transphobic and homophobic harassment.

4. We follow good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender identity and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- people of different genders
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6. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- people of different genders
- people of all sexualities

The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.

Code of conduct GPUTC policy: “Racist, sexist, homophobic or discriminatory behaviour” is defined as “serious misconduct”. All students and parents/carers sign to agree to this.”

Protected characteristic	Evidence
In relation to race , the evidence tells us	56.6% of students come from White British backgrounds. 14.4% come from other White backgrounds. 5.2% come from a Pakistani background; 2.5% come from an Indian background. 3.2% come from a mixed black and white African background; 2.2% come from a mixed Asian and white background; 1.5% come from other Asian backgrounds. 4% come from black backgrounds. 10 incidents of racism have been logged this year; these have been sanctioned with CARs, inclusion and suspension. The Year 9 English curriculum explicitly looks at texts by writers of colour in the unit Marginalised Writers. This unit aims to celebrate diversity in both literature and life. Students further explore racism, prejudice and stereotyping through GCSE Literature texts. Students in KS3 and KS4 PSHE cover the impact of stereotyping, prejudice and discrimination on individuals and relationships, the unacceptability of prejudice-based language and behaviour, offline and online, including racism, promote inclusion and challenge discrimination, and how to do so safely, including online and strategies to challenge all forms of prejudice and discrimination. In KS5 we explore ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination.
In relation to disability , the evidence tells us	7.5% of students are K coded or have an ECHP. SEND spotlight training sessions offer training to all staff every three weeks. SEND training this academic year has covered Waves of need, strategies for dyslexia, ADHD, Neurodiversity and Access Arrangements and Reasonable Adjustments. KS3 and KS4 PSHE students are taught how stereotypes, in particular stereotypes based on disability, can cause damage (e.g. how they might normalise non-consensual behaviour or prejudice) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, the impact of stereotyping, prejudice and discrimination. KS5 PSHE students cover recognising and challenging prejudice and discrimination and understand rights and responsibilities with regard to inclusion and ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination. KS4 and 5 Architecture students explore accessibility as part of their work on building design. Students with physical disabilities and/or short and long term injuries take part in class activities with differentiated learning for their needs.

	We have an accessibility plan for inclusion of SEND students. This includes accessibility of bathrooms, corridors and workspaces, as well as emergency evacuation procedures. PEEPs are used for students and staff that require individual support for safe and effective evacuation planning. Disabled staff have risk assessments/accessibility plans where relevant. Our dress code allows scope for students and staff to accommodate any sensory needs. The absence policy for staff allows for accommodations/mitigations where absence is caused by disability.
In relation to sex, gender and gender reassignment, the evidence tells us	71% of students are legally recorded as male. 29% of students are legally recorded as female. This compares to 85%/15% in the UTC's first year. This date for incoming students September 2022 is: Y7 65% male/35% female Year 9 70% male/30% female Y10 60% male/40% female Y12 80% male/20% female Students are not split by gender for lessons. We have a small number of students who are openly nonbinary. Staff training is scheduled on July 5th 2022 with a focus on supporting trans students and tackling transphobia if it arises. Nonbinary students have access to gender neutral bathrooms and changing rooms; gendered bathrooms and changing rooms are available for students in KS3 and 4. Staff bathrooms are gender neutral. GPUTC contributed to the most recent version of the CMAT Transgender Guidance. We annually participate in events celebrating of Women in STEM for IWWWD Our dress code for staff and students is gender neutral. We have female, male and nonbinary staff; applications from applicants of all genders are welcomed. KS3 and KS4 PSHE learning opportunities in Relationships and Sex Education include students learn the difference between biological sex, gender identity and sexual orientation and the legal rights, responsibilities and protections provided by the Equality Act 2010. KS5 PSHE students learn ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination and to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion.

In relation to pregnancy and maternity, the evidence tells us	We follow the MT policies for parental leave, leave to care for dependents and special leave for IVF treatments. In the event of student pregnancy, students are accommodated with risk assessments, maternity plan, and an individual alternate/part-time timetable and home learning provision with ongoing extensive support from our student welfare team. KS3, KS4 and KS5 students in PSHE cover about healthy pregnancy and how lifestyle choices affect a developing foetus, about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy, about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice. The importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families, the reasons why people choose to adopt/foster children and about the current legal position on abortion and the range of beliefs and opinions about it.
In relation to religion, the evidence tells us	Students are taught about the 'big six' religions in PSHE, and awareness of religious festivals/celebrations are included in mentoring and assemblies. Days off for religious observance follow the Local Authority guidance and the Principal's discretion and follow prior precedence. (e.g. students celebrating Eid are authorised one day.) Our dress code for staff and students is inclusive of religious dress/clothing . We actively promote the British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging students, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. PRE lessons educate all students on understanding and tolerance of those with different faiths and beliefs. Community meetings and discussions involving prejudices and prejudiced-based bullying are priority, frequent and appropriate.
In relation to sexuality, the evidence tells us	9 incidents of homophobia have been logged this year. Staff training is scheduled on July 5th 2022 with a focus on tackling homophobic and biphobic comments. No data about sexuality of staff or parents/carers is collected by the UTC; therefore, there is limited potential for victimisation. A Student Support Officer is in liaison with Stonewall/KITE trust re Rainbow Award. KS3, KS4 and KS5 students in PSHE are taught to recognise that sexual attraction and sexuality are diverse, the legal rights, responsibilities and protections provided by the Equality Act 2010 and about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.
In relation to marital status,	We use 'parent/carer' as term of address in general communication; where students have more than one household, communications are sent to each parent/carer.

the evidence tells us	In KS3/KS4/KS5 PSHE students learn that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion and students learn the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships and the law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support.
In relation to age , the evidence tells us	Student ages range from 11 to 19. Staff ages range from 19 to 61. We follow the CMAT recruitment policy and Equality and Diversity policies. We use the EPM portal TES and local sources of advertising for posts. The academy returns the relevant monitoring forms. We actively promote the British Values through the students know and understand that it is expected and imperative that respect is shown to everyone especially with protected characteristics. In KS3/KS4 PSHE students are taught to value the different contributions that people and groups make, stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes, prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. KS5 students in PSHE are taught to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion, and the Equality Rights 2010.

The UTC maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity and nationally through Meridian Trusts Joint Consultation and Negotiation Committee (JCNC).

All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.

At GPU TC, we want to promote Equality and Diversity through our objectives:

1. To ensure that identified gender plays no role in limiting the opportunities for students in all areas of the curriculum and wider school life;
2. To further develop the understanding of staff, students, parents and other members of the community regarding different races and customs;
3. To raise staff awareness of the Equalities Duty and the part that each of us plays
4. To ensure that disadvantaged groups of students achieve in line with their peers