



UTC Cambridge Equality & Diversity Policy

Lead member of SLT: Principal
Designated Governor: Designated Safeguarding Governor

DfE Guidance from Statutory Policies for schools, June 2015

Review frequency: Governing body or proprietor is free to determine.

Approval: Governing body to delegate to a committee of the governing body, an individual governor or the Principal.

Legislation: The Equality Act 2010, section 10

Maintained schools (and applied to PRUs) – The Education Act 2002, section 29.

Academies, free schools and independent schools – The Education (Independent School Standards) Regulations 2010.

Non – maintained special schools – The Education (Non – maintained Special Schools) Regulations 2011.

UTC Cambridge Vision

UTC Cambridge: Delivering Future Scientists

UTC Cambridge Mission

Through an innovative curriculum, developed with leading scientists from industry and academia, UTC Cambridge builds bespoke learning solutions delivered in a state of the art science and technology environment that empowers students to manage their academic and career development.

UTC Cambridge Values

We set ourselves challenging goals, are agile and resilient, to achieve our personal best.

By respecting one another we enhance our experience and benefit from different perspectives.

We take individual responsibility, ensuring team delivery.

By respecting our environment, our world, we make a difference.

We celebrate positive contribution and aspire to excellence.

We are morally and ethically responsible in scientific and environmental innovation.

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Review date: July 2017

1. Aim

- 1.0 This policy aims to encourage an environment in which all governors, staff, sponsors, partners, students, parents/carers, contractors and visitors of the UTC Cambridge embrace the benefits of working in a diverse workforce and to promote fair and equal treatment for all, irrespective of their differences or any personal characteristics.
- 1.1 The policy relates to all aspects of employment, including individual standards of behaviour, the advertisement of jobs, recruitment and selection, induction, training and development, appraisal, pay, promotion and leaving the organisation. The principles apply equally to all dealings with all adults and young people.
- 1.2 UTC Cambridge is fully committed to the principles of equality and diversity in employment and learning. We will aim to ensure that no employee, applicant for employment, learner or applicant for a learning place is treated less favourably on the grounds of colour, race, age, nationality or ethnic, religion, gender, sexual orientation, disability, creed, offender background or material status or any other condition which cannot be shown to be justifiable.
- 1.3 UTC Cambridge recognises the benefits that can be secured through employing a diverse workforce and harnessing the individual talents of staff from different backgrounds and with different skills. These include:-
- Tangible college benefits such as improved staff morale, absence levels, learner satisfaction and efficient use of resources.
 - An improved college image leading to a wider learner base and a wider pool of people from which to recruit.
 - The avoidance of costly legal proceedings caused by breaches of equality legislation.
- 1.4 We are committed to providing fair equal treatment for all staff and learners and the whole college community is expected to treat everyone with whom they come into contact with dignity and respect.
- 1.5 All complaints of discriminatory behaviour, including harassment and bullying, will be treated seriously and investigated expeditiously and with confidentiality and sensitivity. Such activities will be regarded as grounds for disciplinary action, which could include dismissal or exclusion.

2. Legal Obligations

- 2.1 In valuing equality and diversity the college commits itself to go beyond the legal compliance through professional training and development for all staff and subsequent monitoring and evaluation. However, we still need to take account of current and future equality legislation (and associated codes of practice) including, but not limited to, the following:
- Sex discrimination Act 1975 (as amended)
 - Race Relations Act 1976 (as amended)
 - Disability Discrimination Act 1995 (as amended)
 - Employment Equality (Sexual orientation) Regulations 2003
 - Employment Equality (Religion or Belief) Regulations 2003
 - The Employment Equality (Age) Regulations 200 (Age Discrimination)
- 2.2 The above legislation protects individuals against direct discrimination, indirect discrimination, harassment (including bullying), and victimisation because of their gender, race, disability, age, sexual orientation and religion or belief.

3. Definitions

- Equality is about protecting certain groups of staff or learners against unfair treatment based on a particular characteristic. This protection is normally based on those groups covered by legislation i.e. gender, race, disability, sexual orientation and religion or belief.
- Diversity is about recognising, valuing and using the differences which people have. There is no definitive list of what these differences are but a selection is given at Appendix I.
- Direct discrimination is treating a person less favourably because of a particular characteristic.
- Indirect discrimination is applying a criteria or practice equally to all people but which has the effect of disadvantaging one group of people.
- Harassment is unwanted behaviour which affects the dignity of others.
- Bullying is a form of harassment which is normally related to an abuse of power.
- Victimisation is treating a person less favourably because they have asserted their rights under this policy or equality legislation (i.e. made or assisted with a complaint).

4. Roles & Responsibilities

- 4.1 Principal
- Has overall responsibility for this policy.
- 4.2 All SLT are responsible for ensuring this policy is understood and complied with by all staff in their area, dealing with breaches and complaints seriously, speedily, sensitively and confidentiality and contributing ideas for the advancement of diversity principles within the college.
- 4.3 All staff are expected to have read and understood this policy, ensure they behave in accordance with its principles, encourage the same level of behaviour in colleagues and immediately report any breaches witnessed.

- 4.4 It is impossible to define all of the characteristics which make people different and are hence covered by this policy. Some are protected by legislation whilst others are not, and some examples are included at Appendix I.
- 4.5 In order to ensure the principles of this policy are embedded in everything we do, UTC Cambridge provides a copy of this policy and regular briefings to all existing and new employees to help them understand their rights and responsibilities under this policy.
- 4.6 Below are some examples to illustrate how this policy impacts on all other college policies and practices. This list is not exhaustive as each situation must be considered on its merits.

5. General Standards of Behaviour

- 5.1 UTC Cambridge expects staff, students and visitors to conduct themselves in a professional and considerate manner at all times. UTC Cambridge will not tolerate behaviour such as:
- Physical violence
 - Shouting or swearing
 - Rudeness
 - Isolating, ignoring or refusing to work with certain people
 - Telling offensive jokes or name calling
 - The display of offensive material such as pornography or sexist/racist cartoons
 - Lewd gestures or remarks
- 5.2 Breaches of this policy may be treated as a disciplinary issue. Additionally, if legal requirements are contravened, both UTC Cambridge and the perpetrator concerned may be liable to legal proceedings and risk having unlimited damages awarded against them.
- 5.3 Alternatively, some form of training or education may be more appropriate where minor breaches have occurred due to a lack of understanding of equality and diversity principles.
- 5.4 It is no defence for anyone to say they did not intend their behaviour to cause offence as it is for the person on the receiving end of the behaviour to decide what they consider to be offensive. It is the impact of the behaviour rather than the intent which is important.

6. Recruitment and Selection

- 6.1 Individuals involved in the recruitment and selection of staff will ensure the college recruitment and selection policy is adhered to and that:
- A Carefully worded and objective role profile and person specifications produced for all vacancies, outlining the essential skills, knowledge, behaviours and experience required.
 - Job advertisements are agreed by the Principal and HRM and circulated to encourage applications from all sections of the community. Advertisements will not contain any age limits.
 - Short-listings and selection will be based on objective criteria relevant to the job and decisions made by suitably trained Heads of Department and other college advisors/stakeholders, purely on the basis of merit. The reason for all decisions will be recorded.
 - For monitoring purposes the college will keep details of all applicants, those short

- listed for interview and successful candidates by gender, race, disability and age.
- Those involved in the recruitment and selection process will be made aware of the current equality legislation and trained in the college's Recruitment and Selection Policy and procedures.

7. Training, Development and Promotion

- 7.1 UTC Cambridge will ensure that irrespective of any personal characteristics:
- Appropriate training will be provided to enable all staff to perform their work effectively.
 - The training necessary to implement this equality policy is provided.
 - All employees are encouraged to achieve their full potential.
 - Selection for all training, career development opportunities and job moves will be purely on the basis of merit.
 - Appraisals of performance will be conducted objectively and on time.
 - Selection for promotion will be purely on the basis of merit.

8. Meeting Individual Needs

- 8.1 As far as possible, UTC Cambridge will try to meet the needs of individuals at work. For example:
- Working patterns – wherever possible training courses and meetings should be planned to allow attendance by staff working non-standard hours.
 - Disability – disabled staff will be consulted about any reasonable adjustments which could be made to allow them to better perform their job role.
 - Religious practices – it may be necessary to provide time off for prayer or religious festivals or adjust appearance standards to meet religious needs.
 - Women will be advised of their rights if pregnant and given positive encouragement to return to work following maternity leave. Information on maternity, paternity or parental leave will be given to all staff on request.
 - Where employees, particularly those who have the legal right to apply to seek flexible working arrangements, the college will give serious consideration to such requests. The requests will be considered carefully and objectively.

9. Complaints

- 9.1 If members of staff or students feel this policy has been breached they should speak to the Principal, in the first instance, who will ensure all issues are investigated and dealt with appropriately.
- 9.2 Formal complaints about breaches of this policy can be made using the college's Grievance Forms, please refer to the UTC Cambridge complaints policy.

10. Positive Action Initiatives

- 10.1 As a demonstration to its commitment to promoting diversity, UTC Cambridge may undertake positive action initiatives for certain groups of staff or learners. Positive action involves offering particular development opportunities to certain groups to enable them to compete more equally with others. This should not be confused with 'positive discrimination' (i.e. deliberately offering someone preferential treatment) which is illegal.

II. Monitoring Impact & Review

- II.1 The consistent application and enforcement of an effective policy and the resulting procedures by all staff, with suitable monitoring to ensure this, can improve the behaviours of all members of the UTC Cambridge community.

Appendix I: Examples of individual differences include:

SOCIAL CATERGORY

Gender
Race
Disability
Religion or Belief
Sexual Orientation
Age
Marital pattern
Culture
Nationality
Colour
Language
Accent
Weight
Height
Appearance
Social class
Health

INFORMATION

Previous jobs
Career length
Upbringing
Education/qualifications
Outside Interests
Trade Union Activity

VALUE

Personality
Politics
Learning Styles

Appendix 2

This three-year plan identifies the actions the UTC intends to take over the next three years to increase access to the curriculum, teaching and learning, for the following identified groups of staff and students:

- Age
- Disability
- Gender
- Gender Reassignment
- Race
- Religion/Belief
- Sexual Orientation

The plan will be evaluated and published annually on the UTC Cambridge website.

The purpose and direction of the UTC Cambridge Accessibility Plan is to:

- Remove barriers to access
- Promote involvement and successful participation
- Promote self-management
- Celebrate positive contribution
- Aspire to Excellence
- Use IT and assistive technology effectively to differentiate teaching and learning

The accessibility plan commits UTC Cambridge to strive to:

- Increase access to the curriculum for all students
- Improve access for staff, students and parents to information
- Improve our knowledge of what works so that we can continue to improve accessibility as far as is practical and financially viable
- Increase input from all identified groups especially relating to decisions and actions that impact them specifically
- To evaluate and report to students, staff, governors, parents and the community, on the success of the implementation of the accessibility plan

Year 3: 2016/17

During the third year the UTC Cambridge will continue to focus on delivering the highest level of accessibility possible to all staff, students and parents to ensure the success of identified individuals and groups. Following an evaluation of year 2 Accessibility Plan implementation, the year 3 plan will be reviewed and adjusted to maximise strategic impact.

Area	Goals	Actions	Responsible person	Accountable to	Implementation by	Review date
Building Access	Review use of building to accommodate more students and ensure accessibility for all targeted groups	Review of timetable	Principal	Governors	September 2016	June 2017
		Review use of learning plaza and challenge project labs	Deputy Principal	Principal		
		Review use of areas used for small group activities and one to one tutoring	Director of Student progress	Principal		
Finance	Strategic use of resources including pupil premium and SEN funds to maximise accessibility and minimise the gap	Tracking of groups Provide resources and accommodations	Deputy Principal	Principal	December 2016	June 2017
Transport Access	Strategic use of UTCC funds to ensure regional access for all groups	Implementation and review of transport from Cambridge bus and railway station to UTCC and the return journey	Principal	Governors	September 2016	April 2017
Staffing	UTCC staff recruitment will promote diversity to enable UTCC to move towards self sufficiency	Staff recruitment adjusted to student numbers. Recruitment driven by new curriculum criteria.	HRM	Principal	September 2016	Monthly

Staffing	Strategic CPD focuses of increasing community understanding, targeted intervention and inclusion	Tailoring careers and transition services for targeted groups	Principal SENDCo SENDCo	Principal	2016/17	July 2017
Curriculum Teaching and Learning	Year 3 implementation of new curriculum and government guidelines to ensure accessibility for all students	Differentiation Multisensory techniques Learning Mentors (TA's) Allocated in relation to need at K+EHCP levels. Cross-curricular, open-ended PBL – Criteria portfolio included for all Accessibility/Risk Assessment in place	Deputy Principal	Principal	December 2016	July 2016
Assessment	Assessment Policy and Schedule reviewed and modified in line with new curriculum and regulations	Assessment Policy in place	Deputy Principal	Principal	September 2016	

		Assessment Schedule and Procedures ensure rigour and Fairness.				
Students	Effective identification and tracking of groups allows for timely, targeted intervention	<p>Transition documents</p> <p>OTI in place</p> <p>RAISE online</p> <p>Prior school records</p> <p>YELLIS / ALPS / ALIS</p> <p>Reading Levels</p> <p>Numeracy (to be reviewed)</p> <p>Subject specific benchmarking – introduced as diagnostic, not baseline yet.</p> <p>Go 4</p>	Deputy Principal	Principal	October 2016	January 2017
Pastoral System	Students coached towards becoming independent and self-managed lifelong learners with emphasis on transitions	<p>Strengths-based profile. ELF, MEG + feedback (SAP)</p> <p>SMART targets</p> <p>Strategy plans</p>	Assistant Principal	Principal	December 2016	July 2017

		Student portfolio SMSC PSHCEE Duke of York Award Seamless Transitions				
Staff Recruitment	Awards to recognise best practice	Equal Op. Data Tracking Hiring and Equal Ops Policy Vision, Mission and Values	HRM Executive Principal	Principal	September 2016	July 2017
Student Recruitment and Admissions	Even gender distribution and diversity of student population. Targeting positive recruitment of females and other stated groups	Marketing Materials Equal Opportunity Data Tracking	Principal	Principal	December 2016	July 2017
Evaluation	Ongoing planning-evaluation-review cycle ensures clear target setting and optimum outcomes	Whole UTC review – Introduction of performance monitoring + independent planning Parent surveys	Principal Executive Principal	Governors	December 2016 April 2017	July 2017
Publishing	Clear communication through multi-media reinforces vision, mission, values and goals of the UTC	Website	Principal	Principal	Annually	July 2017

Year 2: 2015/16

During the second year the UTC Cambridge will continue to focus on delivering the highest level of accessibility possible to all staff, students and parents to ensure the success of identified individuals and groups. Following an evaluation of year 1 Accessibility Plan implementation, the year 2 plan will be reviewed and adjusted to maximise strategic impact.

Area	Goals	Actions	Responsible person	Accountable to	Implementation by	Review date
Building Access	Development of specifically adapted SEND area to meet the specific needs of the expanded population	Analysis of SEND population needs Development of plan Implementation	SENDCo	Assistant Principal	September 2015	June 2016
Finance	Strategic use of resources including pupil premium and SEN funds to maximise accessibility and minimise the gap	Tracking of groups Provide resources and accommodations	Assistant Principal	Principal	December 2015	June 2016
Transport Access	Strategic use of UTC funds to ensure regional access for all groups	Purchase second Minibus with accessibility	Principal	Governors	September 2015	April 2016
Staffing	Second round of hiring will increase diversity of staff and may include NQT's		PRINCIPAL	Principal	September 2015	Monthly
Staffing	Strategic CPD focuses of increasing community understanding, targeted intervention and inclusion	Applications to specific curriculum areas	PRINCIPAL SENDCo	Principal	2015/16	July 2016

			SENDCo			
Curriculum Teaching and Learning	Year 2 implementation of new curriculum accessible for all students	Differentiation Multisensory techniques Bespoke Learning Mentors Cross-curricular, open-ended PBL Accessibility/Risk Assessment	Deputy Principal	Principal	December 2015	July 2015
Assessment	Assessment Policy and Schedule reviewed and modified in line with new curriculum and regulations	Assessment Policy Assessment Schedule and Procedure	Deputy Principal	Principal		
Students	Effective identification and tracking of groups allows for timely, targeted intervention	Transition documents RAISE online Prior school records	Deputy Principal	Principal	October 2015	January 2016

		<p>YELLIS / ALPS</p> <p>Reading Levels</p> <p>Numeracy</p> <p>Subject specific benchmarking</p> <p>SIMS</p>				
Pastoral System	Students coached towards becoming independent and self-managed life long learners with emphasis on transitions	<p>Strengths-based profile</p> <p>SMART goals</p> <p>Passport to Success</p> <p>SMSC</p> <p>PSHCEE</p> <p>Duke of York Award</p> <p>Biweekly case-management</p> <p>Seamless Transitions</p>	Assistant Principal	Principal	December 2015	July 2016
Recruitment	Awards to recognise best practice	<p>Equal Op. Data Tracking</p> <p>Hiring and Equal Ops Policy</p> <p>Vision, Mission and Values</p>	PRINCIPAL	Principal	September 2015	July 2016

Recruitment and Admissions	Even gender distribution and diversity of student population. Targeting positive recruitment of females and other stated groups	Marketing Materials Equal Opportunity Data Tracking	PRINCIPAL	Principal	December 2015	July 2016
Evaluation	On going planning-evaluation-review cycle ensures clear target setting and optimum outcomes	Whole UTC review Parent surveys	Principal	Governors	December 2015 April 2016	July 2016
Publishing	Clear communication through multi-media reinforces vision, mission, values and goals of the UTC	Website	PRINCIPAL	Principal	Annually	July 2016

Year 1: 2014/15

This is the schools inaugural year during which we will focus on delivering the highest level of accessibility possible to all staff, students and parents to ensure the success of identified individuals and groups.

Area	Goals	Actions	Responsible person	Accountable to	Implementation by	Review date
Building Access	New building meets all regulations for accessibility	Lift Hearing Loops and Sound field System Quiet space	Principal to oversee transition from contractors SENDCo	Governors AP	September 2014	June 2015
Finance	Strategic use of resources including pupil premium and SEN funds to maximise accessibility and minimise the gap	Tracking of groups Provide resources and accommodations	Assistant Principal	Principal	December 2014	June 2015
Transport Access	Strategic use of UTC funds to ensure regional access for all groups	Implementation of transport policy and bursary Minibus with accessibility Provide clearly marked disabled parking	Principal	Governors	September 2014	April 2015
Staffing	Highly qualified and experienced staff, fully checked and inducted to UTC maximises success for	Safeguarding Equal Opportunities	PRINCIPAL	Principal	September 2014	Monthly

	all in the first year of operations	Health and Safety First Aid SEND/G&T				
Staffing	Strategic CPD focuses of increasing community understanding, targeted intervention and and inclusion	Groups Asperger's Hearing and Visually Impaired Dyslexia/Dyspraxia Behaviour	PRINCIPAL SENDCo SENDCo	Principal	2014/15	July 2015
Curriculum Teaching and Learning	Successful design and implementation of Challenge Projects, KS4 and KS5 curriculum through effective teaching and learning emphasises acquisition of knowledge applied to ensure depth of understanding and readiness for work and continuing education	Differentiation Multisensory techniques Bespoke Learning Mentors Cross-curricular, open-ended PBL Accessibility/Risk Assessment	Deputy Principal	Principal	December 2014	July 2014

Assessment	Initial benchmarking, goal setting, regular assessment and review/reporting, successfully implemented reduces bias and increases accessibility	Assessment Policy Assessment Schedule and Procedure	Deputy Principal	Principal		
Students	Effective identification and tracking of groups allows for timely, targeted intervention	Transition documents RAISE online Prior school records YELLIS / ALPS Reading Levels Numeracy Subject specific benchmarking SIMS	Deputy Principal	Principal	October 2014	January 2015
Pastoral System	Students coached towards becoming independent and self-managed life long learners	Strengths-based profile SMART goals Passport to Success SMSC	Assistant Principal	Principal	December 2014	July 2015

		PSHCEE Duke of York Award Biweekly case-management Seamless Transitions				
Recruitment	Diverse staffing supports our value that by respecting one another we enhance our experience and benefit from different perspectives	Equal Op. Data Tracking Hiring and Equal Ops Policy Vision, Mission and Values	PRINCIPAL	Principal	September 2014	July 2015
Recruitment and Admissions	Even gender distribution and diversity of student population	Marketing Materials Equal Opportunity Data Tracking	PRINCIPAL	Principal	December 2014	July 2015
Evaluation	On going planning-evaluation-review cycle ensures clear target setting and optimum outcomes	Whole UTC review Parent surveys	Principal	Governors	December 2014 April 2015	July 2015
Publishing	Clear communication through multi-media reinforces vision, mission, values and goals of the UTC	Website	PRINCIPAL	Principal	Annually	July 2015

