



***Working together to develop the skills
for success in industry and university***

Specialists in science, technology, engineering and maths
in partnership with industry and the University of Lincoln

Equality and diversity policy

Lincoln UTC is a welcoming, mature, and professional learning environment that is underpinned by strong and supportive relationships based on tolerance and mutual respect. We treat each other equally... irrespective of age, sex, gender, sexual orientation, marital status, maternity, disability, race, or religious belief.

Our specialisms are in science, technology, engineering, and maths. Traditionally STEM industries find it more difficult to recruit female employees, especially engineering. In 2022, of the engineering jobs available in the UK workplace, only 16.5% were taken by women. Whilst women make up over half of all undergraduates in science areas of study, worryingly only 18.6% of students enrolled in engineering and technology are women. The inequality in STEM is not limited to gender. Fewer than 10% of UK Engineers are from BME backgrounds.

Lincoln UTC plays its part in addressing this gender and BME gap in Lincolnshire and our surrounding area. Over the past 8 years we have steadily recruited more females into the UTC to work in, and study STEM. In the past 5 years our recruitment of female students has risen from below 20% to 31%. Whilst this is improving, we aim to increase female recruitment year on year. In the same period our BME student intake has risen from 4% to 8%. This is positive and in stark contrast to our locality that has seen the BME remain at 4% over the past four years. Presently in Lincolnshire 10% of the population are foreign nationals whereas at Lincoln UTC we have nearly 20%.

We positively discriminate with our online presence and in our marketing material with positive portrayal of females and BME students in engineering roles. It is deliberate and reflects the balance and equality we are working towards, rather than that which currently exists in the STEM sector. It celebrates the growing diversity of culture and ethnicity that can be seen at Lincoln UTC.

This is supported by a curriculum that engages all students, regardless of their background. We have a comprehensive Life Guidance programme that addresses gender, relationships, ethnicity, religion and faith, equality, and justice. The schemes of work in our specialist areas, as well as the projects that we deliver are carefully considered, selected and reviewed so that they are both appealing and engaging, avoiding any activities that might perpetuate gender or racial bias and stereotyping.

We have an active LGBT student group who meet weekly to support their peers and provide support for those who are questioning or who are LGBT. This group is led by our KS4 pastoral lead who is open with students about her own LGBT identity, as she believes visibility is a key part of normalising diversity.

Our governors are aware of this equality and diversity statement and understand how it is embedded in everyday life at the UTC. The governing body receives information from the senior team with regards to diversity to review, challenge and monitor. We have a nominated link governor who is responsible for oversight of this area within Lincoln UTC.

The Public Sector Equality Duty (PSED)

Our students and staff work in an environment where equality is vitally important. We readily accept our duty to consider equality and foster good working relationships that positively impact our day-to-day business.

Our policies and the decisions that are taken every day embrace equality and safeguard those with protected characteristics. We encourage people from protected groups to participate in public life, or in other activities, where their participation might be disproportionately low.

The Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relationships and provide equal opportunity for people who share a protected characteristic and those who do not
- Remove or minimise disadvantages suffered by people due to their protected characteristics
- Take steps to meet the needs of people from protected groups where these are different from the needs of others

SEN disability and accessibility

All students and staff should be able to go about their day-to-day business without being disadvantaged by their SEN, disability or access to the building.

Lincoln UTC prepares accessibility plans for disabled student participation in the curriculum allowing them to take full advantage of our curriculum and facilities. Lincoln UTC also makes reasonable adjustments for disabled persons so that they do not have any substantial disadvantage when compared to a student who is not disabled.

We have an expert SEND team who work with a range of students to help them access our specialist curriculum. Our team of teaching assistants are primarily based within departments and as a result know our curriculum intimately and can therefore support all our students with additional needs effectively.

Prior to arriving at the UTC our SEND team contact all applicants to discuss any specific needs that a student may have. We work with students' 'home' schools to ensure that their transitions are smooth. Students and their families are invited into the UTC for an orientation tour to ensure that students feel comfortable with their new environment. If any accessibility issues are identified, the SEND team will work closely with the family and the site team to ensure that these barriers are, where possible, removed.

Once in attendance at the UTC the SEND team will keep in regular contact with all SEND students and their families to ensure that learning is not negatively impacted by any individual's disability or lack of access.

Teachers are made aware of all our SEND students needs through comprehensive student passports. These passports are informed and developed in consultation with students and their parents and are regularly revisited to ensure that the correct support is in place. Students are also supported with range of strategies depending on each individual student. For example, ReadingPlus, Dyslexia screening, access arrangements, one-to-one and small group work, and for students who require a laptop as their normal way of working - this will be provided.

Disclosure and monitoring

The UTC will monitor the make-up of its workforce and student body in terms of protected characteristics and will analyse the overall make up of the identified groups.

Information regarding students and staff will be collected based on self-declaration when they join the school. We will make every effort to support individuals to encourage such disclosure, however it may not result in an accurate disability profile.

We have a very open and accepting community where students can confidently and openly question their sexuality without the fear of ridicule or embarrassment. Students and staff readily support those who are 'questioning', allowing them to explore in a safe environment.

A handwritten signature in black ink, appearing to read 'Stuart Hamer'.

Stuart Hamer
Principal

A handwritten signature in black ink, appearing to read 'Andrew Ogg'.

Andrew Ogg
Chair of Governors

APPENDIX 1:

Equality Act 2010 - Protected characteristics and discrimination

The Equality Act 2010 introduces 'protected characteristics' which are outlined below:

Age

While Lincoln UTC only admits students into year 10 and year 12, applications that are made 'out of year' will be considered if it is in the best interest of that individual.

Disability

Refers to an individual having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Gender Reassignment

Refers to a person that has undergone, or is undergoing a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

Marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Discrimination

Direct discrimination is where someone is treated less favourably because of a protected characteristic, or because of their association with an individual with protected characteristics, or because they are perceived to have a protected characteristic.

Harassment

The definition of harassment will apply when it is clear that an individual has been subject to persistently offensive or troubling behaviour, either physically or psychologically.

Victimisation

A person victimises another person if they subject them to detriment because they complain about discrimination or help someone who has been the victim of discrimination.

APPENDIX 2: Disability access statement

We welcome students, staff and visitors with disabilities to into our community at Lincoln UTC, confident in the knowledge that we are committed to fair and equal treatment of all individuals.

We ensure that applications to join our community from people with disabilities are welcomed and treated fairly. Student applications will be considered in line with the published admission arrangements. An applicant's disability will not prevent him/her from being offered a place unless:

- The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it;
- The UTC would be unable to provide suitable trained staff or facilities to allow the requirements of the curriculum to be met.

On transfer to the UTC, additional time will be allocated to disabled students and their families to make sure that the student's educational needs and the UTC's requirements are fully understood by all involved. This understanding will assist in providing a smooth transition from their previous school into our new environment.

We make certain that the needs of disabled staff and students are fully considered in any planning for the development of the UTC and the curriculum. Evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

If a curriculum area is organised in such a way that a disabled student cannot fully participate, every effort to provide an alternative provision will be made. All areas of our main building are accessible via a lift system, with level access into every classroom.

We will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the UTC. To help facilitate this, we have a school minibus with wheelchair access. We will also ensure that disabled visitors to the UTC can participate in events held within school.