

EQUALITY, DIVERSITY AND INCLUSION (EDI) AIMS 2021/22

Intention	Actions (Implementation)	Monitoring	Responsible person/s	Impact
<p>1. LDE UTC is a positive environment where people of the different protected characteristics are valued and included.</p>	<p>To monitor and analyse learners' and apprentices' performance by race, gender, disability or any other relevant vulnerable groups and act on any trends or patterns in the data that require additional intervention or support.</p> <p>Curriculum development, lesson planning, resources and displays are made inclusive of as many of the protected characteristics</p> <p>All staff to be aware of the protected characteristics and their definitions.</p> <p>Inset days and CPD sessions to include elements of EDI training -</p> <p>To use the Chaplaincy as a place where learners and staff can feel valued and included.</p> <p>For staff to use the care first counselling as a place where they can feel valued and included.</p>	<p>Data monitored yearly to assess progress of pupils by ethnicity, pupil premium, religion, disability, sex against targets.</p> <p>HR will monitor appointments, opportunities and promotion patterns of staff across all protected characteristics. And will provide confidential support when needs arise.</p>	<p>EDI Lead</p> <p>Senior leadership team</p> <p>Pastoral team</p> <p>All staff</p> <p>All learners</p>	<p>Any member of the college or a visitor will be aware that LDE UTC is committed to including and valuing people of different protected characteristics.</p> <p>Achievement gap of specific groups minimised.</p>
<p>2. The college curriculum, lesson planning, and the physical environment are inclusive of people of all characteristics</p>	<p>To ensure that LDE UTC's curriculum and training promotes role models with whom learners and apprentices may identify positively with. These should reflect a diversity in terms of race, sexual orientation, religion, gender and disability.</p> <p>September INSET day to focus on development of inclusive curriculum plans.</p>	<p>To analyse stakeholder views and attitudes to judge the success of provision in terms of equality.</p> <p>To monitor impact of the UTC's education and messages on equality and respect for diversity.</p>	<p>EDI leads</p> <p>Heads of Faculty</p> <p>Pastoral Team</p> <p>Leadership</p> <p>Principal</p>	<p>The college's curriculum, lesson plans and resources will be reflective and inclusive of the different protected characteristics.</p> <p>Displays around the college will also reflect the protected characteristics.</p>

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	<p>Staff to include examples that challenge stereotypes</p> <p>Displays around the school to highlight EDI with the main focus on the competition for a large art display in the college.</p> <p>Learner exercise books show diversity and inclusion.</p> <p>Fiction as well as non-fiction books within the college also reflect diversity and inclusion.</p>		<p>Directors</p> <p>UTC Learner Council / EDI learner working group</p> <p>Head of Apprenticeships</p>	<p>All learners, apprentices feel valued, visible and included.</p>
<p>3. Ensure learners, staff and parents understand core British Values in relation to the Equality Act 2010</p>	<p>To ensure that LDE UTC's Core Values represent and underpin the UTC's ethos and are actively promoted by all Staff, Directors, Volunteers and Visitors at all times EDI will work closely with the community ethos working group</p> <p>To ensure EDI staff, learners and the parent working group advocate these values across the college</p> <p>To ensure the teaching resources, learning for life lessons reflect British Values in relation to the Equality Act</p> <p>To ensure the learners and apprentices have opportunities to discuss diversity the Learning 4 Life (L4L) curriculum. To monitor and review the L4L programmes of study.</p>	<p>Signs around the UTC and in classrooms.</p> <p>Discussions in assemblies and learning for life and modelled by everyone</p> <p>To monitor Spiritual, Moral, Social and Cultural activities.</p>	<p>EDI leads</p> <p>Principal</p> <p>Vice-Principal - Personal Development</p> <p>Chaplaincy team</p> <p>Pastoral Staff</p> <p>Curriculum leaders</p> <p>L4L teaching staff</p>	<p>Everyone in the LDE community will have an understanding of how British values revolve around equality, diversity and inclusion.</p>

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<p>4. To ensure there are opportunities within enrichment, careers, employer engagement and post 16 and 18 destinations to address equalities issues.</p>	<p>To continue to celebrate respect for and understanding of diversity in all its forms through whole UTC events trips/visits and assemblies and tutor activities</p> <p>To seek employers or employees who reflect a diverse workforce.</p> <p>Support potential NEETs and learners who do not fall in more than one protected group.</p>	<p>To monitor and reflect on impact of teaching on learner's and apprentice's behaviours and attitudes.</p> <p>To review Learner Voice and Staff Voice questionnaires regularly and act on findings</p> <p>Curriculum reviewed annually by Vice-Principal - Personal Development alongside the Pastoral and Chaplaincy Teams</p> <p>To record post 16 and 18 destinations</p> <p>Working with outside agencies to support the potential NEETs.</p> <p>To have an audit of employers or employees who reflect the protected characteristics and local community.</p>	<p>EDI leads</p> <p>Principal / Core Leadership and members with responsibility for Curriculum/Teaching and Learning and Pastoral/ Governors</p> <p>Vice-Principal – Personal Development</p> <p>Careers and employment lead</p> <p>Chaplaincy Team</p> <p>Directors</p> <p>Head of Apprenticeships</p> <p>Stakeholders</p> <p>Employers</p>	<p>Learners who are disadvantaged are equipped to move into the next stage of learning or employment</p> <p>No learner is disadvantaged due to their background or if they fall into a protected characteristic.</p> <p>Equal opportunities for all.</p>

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<p>5. To encourage all learners, apprentices, staff, parents and stakeholders to make a positive contribution to the life of the UTC community</p>	<p>To actively promote and recruit vulnerable groups of learners/ apprentices or individuals to participate in Learner Voice, assemblies, enrichment, fundraising, presentations and other extra-curricular activities.</p> <p>To hold a parent, learner and staff EDI working group as advocates of EDI across the college and the community.</p> <p>Work with ethos community group to ensure EDI is at the heart of the college ethos.</p>	<p>Monitoring and analysis of participation rates</p> <p>Monitor meeting minutes from EDI learner, staff and parent working groups and learner voice (equivalent to student council)</p> <p>Padlet will record the positive contributions that learners make</p> <p>Displays and art work to showcase examples of these positive contributions.</p>	<p>EDI leads</p> <p>Pastoral Team</p> <p>Vice-Principal – Personal Development</p> <p>Head of Apprenticeships</p> <p>EDI leads</p>	<p>A positive ethos across the college.</p> <p>Any internal or external visitors will notice the recognition and importance of EDI around the college.</p>
<p>6. a. Parents and carers know how to make a complaint of discrimination, harassment and/or victimisation</p> <p>b. learners know how to make complaint of discrimination, harassment and/or victimisations.</p> <p>c. staff know how to make a complaint of discrimination, harassment and/or victimisation.</p>	<p>To ensure that the procedures for dealing with such incidents are established and widely understood and that parents, staff, learners and apprentices are all clear about their responsibilities.</p> <p>To report incidents and behaviour trends to the Board</p>	<p>Use the data to assess the impact of the UTC’s response to incidents.</p> <p>Use Parent Voice and Parent Forums to inform Leadership</p> <p>July and September – 2-day staff training insets. The first on the characteristics and their definitions. And how to report incidents.</p> <p>Second day on developing inclusive curriculums.</p>	<p>EDI leads</p> <p>Leadership Group</p> <p>Pastoral Leaders</p> <p>Directors</p> <p>Head of Apprenticeships</p> <p>HR</p> <p>All staff</p> <p>All parents</p> <p>Parent working group and friends of LDE</p>	<p>Minimisation of incidents as policies can act as empowerment.</p> <p>LDE learners, staff and parents feel protected</p> <p>LDE learners, staff and parents feel this is the best place to learn or work and can thrive regardless of their characteristics.</p>

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<p>7. To establish effective systems to communicate the UTC's equality duties</p>	<p>To disseminate the UTC Equality Objectives through the school website.</p> <p>To communicate through Padlet website, briefings and Equalities Award</p>	<p>To include questions relating to the UTC</p> <p>Equality Plan in surveys to parents</p>	<p>Senior Leadership Team</p> <p>Directors</p> <p>EDI Lead</p> <p>Website Developer</p>	<p>External accreditation and recognition for all the work that we do.</p> <p>LDE receives the recognition of a forward thinking, inclusive, diverse and equal place to learn and work.</p>