



Equality and Diversity Annual Report

February 2018

Introduction

UTC Reading is a 14-19 educational provision specialising in Computer Science and Engineering.

Our mission is “deliver computer science and engineering excellence for 14-19 year olds”.

We aim to “educate and train the next generation of technicians, engineers and industrial innovators”.

UTC READING

Equality Statement and Objectives

Statement

UTC Reading (UTC) is a 14-19 sub-regional provision where our students have high aspirations for themselves and each other. We are creating a place of learning for each and every student in our care and nothing will stand in the way of this entitlement. All of our students have the right to grow into well-informed, confident individuals who are able to demonstrate independent learning and responsibility in their attitudes towards one another.

UTC Reading will promote equality of access for all those involved in the educational process. The UTC is located in a mixed area and attracts students with wide ranging learning, social, economic and ethnic differences. The UTC strives to identify, prevent and redress unfair discrimination against groups who may be disadvantaged. The UTC seeks to create a community in which everyone, without exception, is respected, valued and happy.

Striving to ensure that the work environment is free from harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities in employment.

Objectives

- To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.
- To work with the local community to increase the participation of girls in STEM activities resulting in increasing the percentage of girls studying Computer Science and Engineering.

Compliance with general and specific legal duties

Section 149 of the Equality Act 2010 places a General Equality Duty on public authorities.

A public authority must, in the exercise of its functions, have due regard to the need to -

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

The Equality Act 2010 (Specific Duties) Regulations 2011 came into force on 10 September 2011. These regulations place specific duties on public authorities to publish:

- information to demonstrate their compliance with the Equality Duty, by 31 January 2012 (6 April 2012 for schools) and then at least annually, and
- equality objectives, by 6 April 2012 and then at least every four years.

The table below shows how UTC's equality objectives fulfil the requirements of the General Equality Duty

Equality objectives	Requirements of the General Equality Duty		
	Eliminate discrimination, harassment, victimisation and other prohibited conduct	Advance equality of opportunity	Foster good relations
1. To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.	X	X	X
2. To work with the local community to increase the participation of girls in STEM activities resulting in increasing the percentage of girls studying Computer Science and Engineering.	X	X	X

Update on progress in relation to UTC's equality objectives

- 1. To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.**

UTC Reading is a fully inclusive school. In September 2017 we recruited 101 new year 10 students from 50 schools in the areas. UTC Reading is recognised a centre of excellence for training the engineers and computer scientists of the future but in addition also represents a school where students can get a fresh start. The nature of being an outstanding and designated world class school means that we are attracting students who just want to get a great education without our specialist areas being such a focus.

We attract a diverse group of student to both year 10 and 12 each year and our pastoral support for personal development, behaviour and welfare is truly exceptional.

Looking at 2017 exam results for Year 11 there are no significant trends between different ethnic groups or genders. Looking ahead at the 2018 Year 11 leavers, again there are no significant trends between gender or ethnic groups.

An area for improvement regarding equality for 2018 is across all groups identified within the protected characteristics is to raise the achievement of more able learners or those identified as high attainers based on entry data in year 10 or 12.

Students with Special Education Needs performed broadly in line with non-SEND students in 2017 and well compared to national data.

Feedback from parents in January 2018 showed high levels of satisfaction with support received from staff, fair treatment by staff and the accessibility of resources.

97.14% of parents agree or strongly agree that their child is safe at UTC Reading.
94.19% of parents agree or strongly agree that UTC is effective at dealing with any bullying incidents.

Parental quotes:

“Sincerely speaking i love UTC & wish parents could know what they are missing my son has improved alot & has matured greatly. It was the best choice i ever made & in deed don't regret moving my son”

“That it is still a small school and no pupil goes unnoticed. The links with industry are very good. The ethos is excellent.”

The equalities council was established last year and is now a firm part of UTC Reading student life. This gives students a peer-to-peer support programme for those that might be suffering from mental health issues for example or may be experiencing anxieties around life events thoughts or emotions.

Since last years report, the senior team has been developed from a single Vice Principal focusing on Personal development Behaviour and welfare to two Assistant Principals focusing on this area but each with a Key stage focus as part of their role. In addition at the time of writing this report, the UTC is recruiting a pastoral support coordinator to provide an additional layer of support to the AP's in their role. The AP's have developed a robust pastoral support programme delivered through effective pastoral tutorials and engage regularly with their year groups on key matters.

A new area for development within the UTC this year linking the strengths of neurodiversity with specific industry needs within the world of cyber security. UTC Reading has become a Hub for developing a strategy associated with this. The Cyber Neurodiversity working group is working with the National Cyber security centre. The aim of this working group is to develop a balanced talent pipeline of Neurotypical and neurodiverse students into cyber security careers.

2. To work with the local community to increase the participation of girls in STEM activities resulting in increasing the percentage of girls studying Computer Science and Engineering.

Whilst increasing the participation of girls in STEM activities remains a distinct challenge for UTC Reading, we are seeing an increase in the number of female students applying and joining the UTC.

UTC Reading continues to host the STEM hub and is attended by representatives from primary, secondary, further and higher education as well as professional bodies, industry partners, community groups and the local authority. The aim of the group is to ensure all primary age students understand what an engineer is and to run one IT event and one engineering event each academic year with support from industry partners.

In February 2018 approximately 120 primary children took part in the Children and the Chocolate factory with many more scheduled to participate in the eF1 in School Challenge. Whilst these events are not female only it is clear that research shows that females are put off STEM careers at an early age and the aim is to get them engaged and excited about STEM careers.

UTC Reading is a member of WISE (Women in Science and Engineering). WISE is supporting UTC Reading in raising the awareness of getting girls into STEM subjects.

This year, we have developed our programme to achieve this by running more female only tutor periods, supported by female industry partners, as well as a series of IET (Institute of Engineering and Technology) talks on Women in STEM, again supported by inspirational industry females.

Throughout the year, we have also been supporting the IET 9% is not enough campaign on social media platforms.

UTC Reading was identified as a key UTC to provide information for Ada Lovelace day where we focused on promoting girls into STEM careers and the success of women in the stem industry. This included radio interviews and writing articles for the Baker Dearing Trust to be shared nationally.

We have a member of the leadership team who promotes women in stem through a variety of channels to good effect is representing the UTC at a national Women in Stem conference during this academic year and is presenting the work of UTC Reading to delegates during the conference.

We have run People Like Me training with our current girls, to help them self-identify with personality traits for future careers; this is a scheme run by WISE which we will also develop with prospective Year 10 and 12 females too.

Reflecting on current applications for year 10 and 12 at this stage, the prediction is 15% female students across the two year groups and this is likely to be reflected across the whole of the UTC in September 2018. This is broadly in line with the percentage this year at this stage but there are further events where we expect to be able impact on this number.

Conclusion

UTC Reading is a rich and diverse school setting. The environment is inclusive, welcoming and we are confident that meet the requirements of the general equality duty.

As the UTC grows each year until we are at capacity we will review the systems and procedures that we have in place to ensure that we continue to serve the students in our locality well and provide exciting pathways to meaningful employment.

The Equality Statement will need to be reviewed and updated at least every four years.

Prepared by Jonathan Nicholls, Principal for the Board of Governors
22nd February 2018