



Torquay Girls' Grammar School

Equality Policy

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Policy Owner	Emma Browne
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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it. This aligns closely with our school values of kindness, quality, well-being, open minds and collaboration. The whole school vision is to equip all students for a future in which they have the academic qualifications, the character skills and self-esteem to make decisions that lead to long, happy and content lives.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

The Trustees will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.
- The equality link trustee will engage with the following:
- Meet with the designated member of staff (Emma Browne) for equality every year and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full trustee board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to trustees.

The designated member of staff for equality is Emma Browne. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link trustee every year to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs and deliver training as necessary.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training relating to the Equality Act as part of their induction, and all staff receive annual refresher training. We also work with external agencies to provide specialist equality, diversity and inclusion training. This has included the Devon Development Education provider which supports schools with CPD and offers diversity impact days.

The school has a designated member of staff (Emma Browne) for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities).

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times and providing a multifaith and reflection room).

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

Publish attainment data each academic year showing how pupils with different characteristics are performing.

Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

Make evidence available identifying improvements for specific groups (e.g. declines in the number of reported incidents against protected characteristics).

Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religion, Philosophy & Ethics and PSHE. Other curriculum areas will also endeavour to promote equality, diversity and inclusion. Some examples include students being exposed to a more diverse range of literature in English and in History, there is a focus upon learning about the histories of underrepresented minority groups. Students learn about a wide range of genres in music and study artists from a variety of different cultures.

Holding assemblies which focus upon social, moral, spiritual, and cultural education (SMSC). Tutor time will include a weekly focus upon equality, diversity and inclusion, diversity and the fortnightly diversity board which has a focus upon people with protected characteristics is visibly displayed across the school.

Working with our local community, for example supporting people in society who are disadvantaged in terms of their socio-economic background through supporting local food banks.

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is made up of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach, for example we have worked with the Devon Development Centre and they have led two training sessions for whole staff. The first session focused on stereotypes, discrimination and racism and the second session was a focus upon the rich diversity within the TGGS school community and learning about multicultural curriculums.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the SOP form has an 'Equality and Diversity' section:

The visit leader should consider the impact on particular groups and have due regard to whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality Objectives

Objective 1

To celebrate the school culture of equality, diversity and inclusion amongst all students, staff, trustees and parents/carers.

Why we have chosen this objective:

We want to ensure that our school culture of a shared sense of belonging with an appreciation of equality and diversity is celebrated within our school community. This will also further support good relations between all students and staff in our school community and provide a greater understanding of equality, diversity and inclusion.

To achieve this objective, we plan to:

Continue to educate students about the importance of the Equality Act, protected characteristics and the importance of being an upstander in challenging any incidents in relation to protected characteristics. This will be achieved through teaching the core values of the TGGS behaviour curriculum and the school values of kindness and equality. The SMSC calendar celebrates key events relating to diversity and inclusion and this is part of the tutor time SMSC activity. We hold assemblies which reinforce the teaching of core British values and equality and diversity, and we update the fortnightly diversity board which is displayed in various areas within school. Equality, diversity and inclusion will continue to be taught explicitly within PSHE, Religion, Philosophy and Ethics. In Religion, Philosophy and Ethics, sixth form Muslim students are providing students with an insight into the scheme of work that they helped co-produce; being a Muslim in modern Britain. As a school, we plan to celebrate a TGGS Cultures Day in May 2024, which will include an array of activities. Student council have been instrumental in supporting the plans for this day which will allow a celebration of the different cultures and ethnicities of students and staff at TGGS. Staff and students will be given an opportunity to complete a survey relating to equality, diversity and inclusion, providing an opportunity for all voices to be heard.

Progress we are making towards this objective:

Staff had received training from an external provider, the Devon Development Education Centre; the first session focused upon stereotypes, discrimination and racism and the impact upon students. The second session focused upon celebrating difference and diversity and learning about multicultural curriculums. Departments will now begin to audit their curriculum to support ways to promote greater equality, diversity and inclusion.

Objective 2

We will continue to provide training opportunities to all members of staff and trustees to further embed understanding of equality, diversity and inclusion with specific reference to the Equality Act and the Public Sector Equality Duty. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements and how the school monitors equality issues.

Why we have chosen this goal:

To maintain a priority of equality, diversity and inclusion, we want to offer an ongoing CPD programme which supports further understanding and impacts practice across the school.

To achieve this objective we plan to:

Require all staff to complete National College training on equality, diversity and inclusion. To work with Devon Development Education Centre (an external provider) to support equality, diversity and inclusion as a key whole school focus. To provide inset on transgender awareness and other contextual CPD relating to equality, diversity and inclusion throughout the academic year. We intend to provide time for teaching staff to focus upon supporting equality, diversity and inclusion within the taught curriculum. We will produce an annual report on the equality objectives, and this will be discussed at SLT and at trustee meetings.

Progress we are making towards this objective can be seen through the signposting of these courses to staff and there is evidence that the staff who have attended the training understand the material they have studied. Staff feedback has been gathered from the recent CPD provided by the DDE. An annual report for 2022 and 2023 has been produced and discussed at SLT and trustee meetings. New school policies embed the practice of equality, inclusion and diversity to ensure alignment to the core school values and culture. There are fortnightly SEND and safeguarding briefings which reinforce understanding of protected characteristics, the Equality Act and reasonable adjustments. The DSL has led two sessions of CPD in relation to the school's approach to support transgender students and the DfE guidance regarding transgender students.

Objective 3

To continue to encourage girls to access ambitious future pathways post A Level, particularly STEM; to support them to develop the character skills of teamwork, leading, listening, presenting, creativity, problem solving and aiming high to support success in the workplace.

Why we have chosen this objective:

Many female students still feel unable to access STEM courses and other competitive courses due to gender stereotypes and a lack of confidence. Students ambitions can be stymied due to a lack of self-belief and lower visibility of successful female leaders within society.

To achieve this objective we plan to:

Widen the opportunities for students to engage with both employers and institutes of Higher Education, locally, nationally and internationally through talks, visits, workshops and work experience opportunities. To support students to gain character skills through participation in extra-curricular and super curricular activities and to gain leadership skills through taking on roles of responsibility. To invite a wide variety of external speakers including ex-students to inspire the students and raise aspiration.

Progress we are making towards this objective can be seen with the programme of focused careers seminars from the careers departments, talks offered from curriculum departments (for example the HE programme through the Geology department) and the use of Challenge Days to allow students to work with both industry representatives and university representatives. The Behaviour curriculum focuses upon rewarding students for displaying key character skills. We have welcomed various professionals and ex-students into school. We are offering leadership training to students who apply for positions of responsibility and the leadership roles will begin from year 7 right through to year 13 with older students acting as role models for the younger students.

Objective 4

To ensure equitable practices are uniform across the school.

Why we have chosen this objective:

We want to ensure that all students are able to fully access the curriculum and engage in super curricular and extra-curricular opportunities during their time at Torquay Girls' Grammar School.

To achieve this objective we plan to:

Ensure that all SEND students have access arrangements during examinations and assessments. SEND students will have a plan to support their learning and wider engagement in school life and this plan will be shared with all staff. To raise awareness of the different cultures, faiths, ethnicities, and religions of the students at TGGS and ensure that all students feel valued and heard. To support disadvantaged students regarding uniform, school equipment, extracurricular activities, and school trips. All premium students will have a personalised pupil premium passport which will support their learning and wider engagement in school life, and this will be shared with all staff. To offer leadership positions from year 7 and to encourage all students to apply for roles during their time at TGGS.

Progress we are making towards this objective can be seen through all SEND students having support plans which are updated termly. All pupil premium students have a personalised pupil passport which is updated termly. The SMSC calendar includes the celebration of religious festivals and sixth form Muslim students have supported lessons in Religion, Philosophy & Ethic about being a Muslim in Modern Britain. We have asked students to complete a survey to give them an opportunity to share their experiences of equality, diversity and inclusion and will use the survey to inform future actions. We have reduced the scope of branded uniform products and branded PE kit is now optional rather than compulsory, enabling parents to source lower cost alternatives. There is ongoing scrutiny of participation rates of disadvantaged students in relation to extracurricular trips. The charging and remission of fees policy allows a discount for the board and lodgings element of essential curricular trips.

9. Monitoring arrangements

The trustee committee, equality link governor and headteacher will annually update and publish the equality information linked to the equality objectives.

This policy will be reviewed at least every 4 years by the trustee committee, equality link trustee and the Headteacher.

This policy will be approved by the trustee committee, equality link governor and the Headteacher.

10. Links with other policies

This Equality Policy is linked to the following policies:

- Accessibility plan
- Careers Education Policy
- Admissions policy
- Pupil Premium policy
- RSE policy