



Torquay Girls Grammar School Equality Policy

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*Appendix 1 Version Control Amendments Table

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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

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 is the Chair of Trustees. They will:

- 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 governors

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 governor 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 refresher training every September.

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 governors 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, or transgender pupils who are being subjected to transphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 incidents of homophobic or transphobic bullying)
- 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 RE, personal, social, health and

economic (PSHE) education. Other curriculum areas will also endeavour to promote inclusion and diversity, for example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.

- Holding assemblies which focus upon social, moral, spiritual and cultural education. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute. Tutor time will include a weekly focus upon inclusion, diversity and equality
- 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. In year 7 there is a school trip which includes visits to religious places of worship.
- 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 formed 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, a number of staff have attended stonewall training.

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 school considers 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 promote a school culture of equality, inclusion and diversity amongst all students

Why we have chosen this objective: We want to ensure that our school culture has a shared sense of belonging and that students understand why equality, inclusion and diversity underpins core British values. This will also help to foster good relations between all students and staff in our school community.

To achieve this objective, we plan to: support the gender and sexuality alliance student group and the student group for advocacy and pressure which both focus upon inclusion and equality. We will raise whole school awareness of equality, inclusion and diversity through teaching about equality, inclusion and diversity in the curriculum and SMSC. We will seek to reduce the instances bullying which targets students with protected characteristics.

Progress we are making towards this objective: We have already established the gender and sexuality student group which is being supported by two members of staff who have completed Stonewall training. The student group for advocacy and pressure is due to be launched in the Spring term of 2022. SMSC is being mapped across the school through assemblies, tutor times and PSHE and Religious Studies discretely teaches equality, inclusion and diversity.

Objective 2

We will provide training opportunities to all members of staff and trustees to understand the Equality Act and to follow the Public Sector Equality Duty. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements. To ensure that the school community is aware of the Equality, Diversity and Inclusion lead and how the school monitors equality issues.

Why we have chosen this objective: CPD has not focused upon this area in recent years and some staff lacked confidence in how to best support students with protected characteristics.

To achieve this objective we plan to: Require all staff to complete the Educare training on inclusion, diversity and equality. To provide inset relating to LGBTQ + and transgender awareness and other contextual CPD throughout the academic year. We intend to provide CPD for teaching staff which focuses upon decolonisation of the curriculum and SMSC.

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.

Objective 3

To continue to encourage girls to access ambitious future pathways post A Level, particularly STEM and to support them to develop the skillset required in the workplace.

Why we have chosen this objective: Many females students still feel unable to access STEM courses and other competitive courses due to gender stereotypes and a lack of confidence.

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.

Progress we are making towards this objective can be seen with the programme of focused careers seminars from the careers departments, talks put on through 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.

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 extracurricular 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. To support disadvantaged students with regard to uniform, school equipment, extracurricular activities, and school trips. To make provision for all students to access a multi-faith reflection room and make staff aware of the challenges presented to students who are fasting during Ramadan. We would like to support full access to gender neutral toilets for transgender students and to follow the guidance of 'holding the space' when supporting students under the age of 18. We will follow [Guidance for maintained schools and academies in England on provision for transgender pupils \(safeschoolsallianceuk.net\)](https://safeschoolsallianceuk.net).

Progress we are making towards this objective can be seen through the consultation with Muslim students regarding the curriculum; the Head of RE has consulted Muslim students when devising a scheme of work about Muslims in the UK. Student voice was also consulted during plans to introduce a multi-faith reflection room.

9. Monitoring arrangements

The trustee committee, equality link governor and headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

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

This document will be approved by the trustee committee, equality link governor and the headteacher

10. Links with other policies

This document links to the following policies:

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

Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes