



EQUALITY AND COHESION POLICY

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1 EQUALITY STATEMENT

Torquay Academy is committed to promoting equality both in terms of employment opportunities and within the school community. It is our belief that every Academy, irrespective of its intake and location, is responsible for educating young people who will live and work in a Country which is diverse in terms of age, culture, religion or belief, ethnic or national origins, nationalities, sex/gender, gender identity, sexual orientation, disability and socio-economic backgrounds. Torquay Academy aims to be a thriving, inclusive and cohesive community. We wish to show that, through our inclusive policies, ethos, curriculum, actions and relationships, we promote a common sense of identity and support diversity.

2 EQUALITY POLICY

2.1 This policy sets out our approach to equality and the avoidance of discrimination at work and within the wider school environment. It applies to all aspects of the Academy which includes employment of all staff members, our policies, ethos, curriculum, actions and relationships. The aim of this policy is to demonstrate how the Academy promotes and advances equal opportunities and community cohesion.

2.2 This policy deals with:

2.2.1 Equality and cohesion;

2.3 This policy applies to all staff members, Governors, students, parents and any other stakeholder of Torquay Academy.

2.4 We are committed to celebrating diversity; promoting and advancing equality and inclusion; meeting people's needs; encouraging participation; promoting cohesion, tackling prejudice and promoting understanding; tackling discrimination and disadvantage; tackling bullying; encouraging, supporting and striving to enable all students and staff to reach their potential; working in partnership with parents and the wider community to establish, promote and disseminate good practice; and ensuring that this policy is followed.

2.5 We adhere to our obligations under the Equality Act 2010 which is the legislation relating to equality and discrimination. Under this legislation employers are liable for acts of employees if they did not take reasonable steps to prevent such acts, but if the employer did take reasonable steps to prevent such acts, employees can be liable.

3 WHO IS RESPONSIBLE FOR THIS POLICY?

3.1 The Governing Body is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

3.2 A member of the Governing Body has a watching brief regarding the implementation of this policy.

3.3 The Principal is responsible for:

3.3.1 Implementing this policy;

3.3.2 Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support; and

- 3.3.3 For taking appropriate action in respect of any breach of this policy.
- 3.4 A senior member of staff has day-to-day responsibility for coordinating the implementation of this policy.
- 3.5 As appropriate the Academy will ensure that the content of this policy is known to students and their parents and carers.
- 3.6 All staff and Governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

4 GUIDING PRINCIPLES

4.1 In fulfilling our legal obligations under the Equality Act 2010 we are guided by the following principles

4.1.1 **Principle 1: All learners and staff are of equal value**

This is irrespective of the learner's (or potential learner's) or their parents' or carers' race, colour, nationality, ethnic or national origin; disability; gender reassignment; marital or civil partner status; sex or sexual orientation; religion or belief; pregnancy or maternity (Protected Characteristics).

4.1.2 **Principle 2: We recognise and respect difference**

This is reflected in our policies, procedures and activities which do not discriminate but which take account of differences based on the Protected Characteristics, as well as life experience, outlook and background.

4.1.3 **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

This is reflected in our policies and procedures which encourage and promote a friendly, all inclusive, and non-discriminatory work and school environment. Bullying and harassment are not tolerated.

4.1.4 **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees both in our recruitment and promotion procedures as well as in continuing professional development irrespective of any Protected Characteristic.

4.1.5 **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising any possible negative impact of our policies, we take opportunities to maximise positive impact by reducing and removing inequalities and barriers that may already exist between disabled and non-disabled people; people of different ethnic, cultural and religious backgrounds; and between different sexes.

4.1.6 **Principle 6: We consult and involve widely**

We believe that everybody affected by a policy or activity should be consulted and involved in the design and/or review of those policies and we endeavour to do so in every case.

4.1.7 **Principle 7: Society as a whole should benefit**

We aim to ensure that our policies and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of any marginalised groups.

4.1.8 Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to disability; ethnicity, religion and culture; and gender issues.

4.1.9 Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to disability; ethnicity, religion and culture; and gender.

4.2 Every three years we draw up an action plan within the framework of the overall Academy improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

4.3 We keep our equality objectives under review and report annually on progress towards achieving them.

4.4 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the Guiding Principles.

4.5 We ensure that the Guiding Principles apply to the full range of our policies and practices including those that are concerned with:

4.5.1 Students' progress, attainment and achievement;

4.5.2 Students' personal development, welfare and wellbeing;

4.5.3 Teaching styles and strategies;

4.5.4 Admissions and attendance;

4.5.5 Staff recruitment, retention and professional development;

4.5.6 Care, guidance and support;

4.5.7 Behaviour, discipline and exclusions;

4.5.8 Working in partnership with parents, carers and guardians; and

4.5.9 Working with the wider community.

4.6 We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

5 EXPECTATIONS ON STAFF IN RELATION TO EQUALITY AND COHESION

5.1 All staff are expected to:

5.1.1 Promote an inclusive and collaborative ethos in their classroom;

5.1.2 Promote an inclusive and collaborative ethos in the academy environs;

- 5.1.3 Deal with any prejudice related incidents that may occur;
- 5.1.4 Plan and deliver curricula and lessons that reflect the Guiding Principles;
- 5.1.5 Support students in their class for whom English is an additional language; and
- 5.1.6 Keep up-to-date with equalities legislation relevant to their work.

Links

Equality Act 2010

Anti-bullying Policy

Anti-harassment Policy

Safeguarding Policy

This Policy was adopted on 2/5/19 (Date)
Signed by <i>[Signature]</i>
Chair of Committee
Date of Next Review MAY 2022

Objective	Which group(s) will this most effect?	How will we know we have achieved the objective?	Leads	Actions
To use performance data to monitor student progress and respond to variations between groups of students	All groups	Every student will have the best possible provision and outcomes and will make progress in line with all students. Eg PP students make progress that is at least in line with Non PP groups	OWG Providing data HoLAs Intervention planning HOAPs Monitoring	Students identified Intervention in place Monitoring and reviewed each cycle
To eradicate barriers to achievement presented by low levels of literacy of all groups of students	All groups	Implementation of a consistent approach to developing skills in literacy and improvements in reading ages in line with all students Eg SEND students make progress in reading age that is at least in line with Non SEND students	OWG Providing data AGW Intervention planning and monitoring	Students identified through testing Interventions in place Monitoring and reviewed each cycle
To challenge stereotypes that can deny opportunities to all groups of students through options and careers guidance	All groups	Information, advice and guidance procedures are developed and implemented. All students are able to follow their option choices and receive careers advice. Eg Comparison between boys/girls and options taken. Post 16 destinations University Courses	PMH Options procedures and monitoring MAG Career IAG	Options procedures in place Option evening held Work experience in Yr 10 Careers support from CSW for CLAY/EHCP Appointment of Careers lead