

## ***Torquay Girls' Grammar School Policies***

### **Equality and Diversity Policy**

*Reviewed – Spring 2017 for review Autumn 2020*

#### **Context**

Torquay Girls' Grammar School is a selective girls school of 940 students. It admits students from a wide geographical area around Torquay and from some 60+ different primary schools. The preponderance of pupils are white/British but there are also small numbers of students from a wide range of other ethnic groups. A defining feature of Torquay Girls' Grammar School is that it selects students by ability and gender. This is because we believe that teaching bright girls separately best provides them with equality of learning.

#### **Rationale**

- The school acknowledges the complexity of British society and is committed to celebrating its diverse nature. It seeks to emphasise the common elements and values of our multiple culture rather than highlighting conflicting areas.
- The primary objective of this school will therefore be to educate, develop and prepare all our students for life in Britain and the rest of the world and promote equality of opportunity.
- Every student and teacher will therefore endeavour to contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals.
- We are committed therefore to ensuring that no student or staff member is discriminated against on the grounds of disability, ability, race/ethnicity, religion/belief or sexuality. In addition staff will not be discriminated against on grounds of age, gender, marital status or responsibility for dependents.

#### **Scope of the Policy**

The policy covers all aspects of the school's work.

##### **1. Staff**

Recruitment and retention; pay and rewards; promotion, terms and conditions of employment, training and professional development; performance management; consultation and involvement; grievance disciplinary matters.

##### **2. Students**

Admissions and attendance, teaching and learning. Curriculum and resources; progress, attainment and assessment; personal development and pastoral care; behaviour, discipline and exclusions.

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### **3. Other Stakeholders**

Governing body matters; parental consultation and involvement; collaboration with external bodies; contracting arrangements.

### **4. Other Policies**

All other policies will be reviewed in accordance with this policy.

## **Responsibilities**

### **a) Governing Body**

The responsibility for this policy and its effectiveness rests with the Governing body. Within its normal cycle of policy review the Governing Body will monitor and evaluate the operation and impact of the Equality and Diversity policy and provide the resources and support structures needed to ensure the effective implementation of the policy.

### **b) Headteacher**

Under the terms of this policy, the Governing Body may choose to delegate the day-to-day responsibility for the management of the policy to the Headteacher. The Headteacher may be given such responsibilities as deemed appropriate to:

Ensure the effective implementation of the policy  
Communicate the policy and its implementation staff, students, parents and other bodies; organize the delivery of relevant training for staff.  
Monitor and report on the operation of the policy; take any remedial actions as required.

### **c) Staff**

The policy applies to all staff. Some staff may, from time to time, be given specific responsibilities for the implementation of aspects of the policy, such as the investigation of reported incidents of racism or racial harassment.

The **teaching staff** have the responsibility to identify and challenge racial or cultural bias and stereotyping through their choice of resources and teaching methods. **All staff** are expected to promote the principles of the policy in all aspects of their work and interactions with the pupils.

## **Examples of how the policy is implemented into school practice**

Good race relations, an understanding of different cultures and differences between individuals are promoted through all subjects on the curriculum in the choice of resources and teaching methods and through the subject content. It is recognized that particular areas such as the PSHE and Citizenship programmes have a special role in this regard.

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Equal opportunities and respect for all are promoted through the school aims as outlined by the Learning Compass.

Cultural, racial and religious differences and similarities are celebrated through whole school assemblies and whole school events. School visits overseas have a major role in promoting mutual understanding of different races and cultures.

The religious beliefs and practice of all staff, pupils and parents are respected. Where a person's cultural traditions are at odds with the school rules (e.g. uniform, assembly) the case is treated sensitively and on an individual basis.

### **d) Students**

The policy applies to all students, regardless of whether they receive some or all of their education at this institution.

### **e) Other Stakeholders**

All parents, visitors, contractors and any other persons are expected to comply with the policy.

## **Training and Development**

The training and development needs of staff/governors will be considered as part of the arrangements for performance management/governor training.

## **Breaches of the Policy**

All forms of discrimination by any person within the school will be treated seriously. A careful note will be kept of such incidents. It should always be made clear to offending individuals that such behaviour is unacceptable.

Breaches of the policy will be dealt with in accordance with the disciplinary provisions set out in the relevant school policy.

For students this would involve:

Student interviewed by the Head of Year and/or member of the Leadership group.

Clarifications of expectations.

Consideration of appropriate sanctions.

Involvement of parent(s)/guardian(s).

For staff this would involve:

Staff interviewed by the Headteacher.

Consideration of disciplinary procedures.

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Reiteration of the policy and the establishment of clear expectations.  
Consideration of appropriate training.  
Targets set for improvement.  
Monitoring processes agreed.

### **Monitoring and Review**

We will undertake regular monitoring of any discriminatory incidents across the scope of the policy for the purpose of evaluating its impact and this will be reported to governors.

### **Dissemination**

The Equality and Diversity will be easily accessible to staff, governors and as appropriate to all pupils and parents within the policy file and on the school website.