Thinking Schools Academy Trust
"Transforming Life Chances"

Equality Policy

Brixham College

This policy was adopted on	September 2021
The policy is to be reviewed on	September 2025

1. **Introduction**

   The Academies within the Thinking Schools College Trust are inclusive and focus on the wellbeing and progress of every child. They view all members of the community as equal.

   The Trust believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

   This Policy sets out how the Trust and Brixham College meet the two specific duties within the Equality to act.

   The Public Sector Equality Duty to:
   - o Eliminate unlawful discrimination, harassment and victimisation
   - o Advance equality of opportunity between different groups
   - o Foster good relations between different groups

   Two Specific Duties:
   - o To publish information to show compliance with equality duty
   - o Publish Equality objectives at least every 4 years, which are specific and measurable.

2. **Adoption**

   This procedure was adopted by the Governing Body on September 2021 and supersedes any previous Equality Policy.

   This policy will be reviewed by the Governing Body every 4 years or earlier if there is a need. The School Actions (Section 6) and School Objectives (Section7) will be reviewed annually.

3. **Thinking Schools Academy Trust 6 Principles**

   Principle 1: All learners are of equal value
   • Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

   Principle 2: We recognise and respect diversity
   • Disability, so that reasonable adjustments are made
   • Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
   • Gender, so that the different needs and experiences of girls and boys, women and men are recognised.

   Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
   • Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

• Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
• Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:
• Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

Principle 5: We aim to reduce and remove inequalities and barriers that already exist, and take opportunities to maximise positive impacts 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
• Girls and boys, women and men and LGBT

Principle 6: We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
• Disabled people as well as non-disabled
• People of a wide range of ethnic, cultural and religious backgrounds
• Both women and men, girls and boys and LGBT

4. Equality Statement

a) In accordance with Trust and College ethos and values we respect the equal human rights of all our students, educate them about equality and respect the equal rights of our staff and other members of the school community.

b) We assess ("Equality Impact Assessment") our school practices, policies, procedures and provision and implement all necessary resulting actions in relation to: ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, and age.

c) We promote community cohesion at college, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to: ethnicity, religion or belief, and socio-economic background.

5. Responsibilities

The Local Governing Body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through

the Principal and Senior Leadership Team. A named Governor works with SLT to ensure equality duties, up-to-date polices, and any required plans are put into place.

The Principal & SLT promotes equality and eliminates discrimination by:
• raising awareness of all the duties within the whole school community;
• ensuring understanding of the broad legal definition of disability;
• sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
• ensuring that action plans are undertaken for all protected characteristics;
• ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately.
• providing appropriate training for staff, Governors and other members of the school community;
• monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
• in the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

6. **Action Brixham College is taking to: Eliminate unlawful discrimination, harassment and victimisation; Advance equality of opportunity between different groups; and Foster good relations between different groups**

a) Students' attainment and progress

The College aims to change life chances. Staff have high expectations of all students and continually challenges them to reach their potential and beyond. Every student's progress is monitored and tracked. The resulting data is analysed in respect of ability, gender, social background, ethnicity, disability, special educational need and looked-after status.

In addition to monitoring, to rule out any potential disadvantage, quality assurance procedures ensure the College meets its duty to positively promote diversity. For example, lesson plans record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity. The data collected is used to inform the College improvement plan, target-setting and decision-making.

b) The quality of provision - teaching and learning

Students are primarily encouraged to become responsible for their own learning. Teaching is responsive to students' different learning styles in order to engage all students and all classroom based staff ensure that the classroom is an inclusive environment in which students feel all contributions are valued. Where groups or individuals are marginalised, the teacher takes positive steps to include them

Teaching styles may include collaborative learning so that students appreciate the value of working together. All students are encouraged to question, discuss and collaborate in problem solving tasks, student grouping in the classroom is planned and varied to develop these skills.

The College support students who are bilingual, or for whom English is not their first language using adapted resources including technology. Students with additional needs are supported using differentiated activities which reflect student abilities.

All staff challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities

Resources and displays reflect the diversity within school and are reviewed regularly to ensure they echo the inclusive ethos of the College.

c) The quality of provision - curriculum and other activities

Each area of the curriculum is planned to incorporate the principles of equality and diversity in order to promote positive attitudes. All students participate in the mainstream curriculum of the school both within the main school, and the Student Engagement Department. All subjects contribute to the spiritual, moral, social, and cultural development of the students.

The content of the curriculum reflects and values diversity. It encourages students to explore bias and to challenge prejudice and stereotypes. Choice of literature and text should highlight the diversity of the College and the local community. The materials and programmes of study in each department should reflect and value the College equalities policy. For example, in providing materials that give positive images in terms of race, gender and disability.

This curriculum builds on student starting points and is differentiated appropriately to ensure the inclusion of:

- Students of all gender identities
- Students of any sexual orientation
- Students with English as an additional language
- Students from minority ethnic groups
- Students with SEN and/or a disability
- Students who are looked after children/previously looked after children
- Students at risk of disaffection, exclusion or NEET

Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all students and take account of parental preferences related to religion and culture.

d) The quality of provision – guidance and support

Students are prepared for life in a diverse society and the College ensures that there are a range of activities to promote the spiritual, moral, social and cultural development of the students. Good personal and community relations are recognised, and diversity is seen as having a positive role to play within the College.

Students are taught about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, citizenship and across the curriculum. Materials and

resources are used that reflect the diversity of the College, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

Positive messages about equality and diversity are demonstrated through displays, assemblies, visitors, whole school events such Black History Month, LGBT History Month and Anti-bullying week.

Staff challenge stereotypes and foster student's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and gender. Any victims of harassment and bullying are given appropriate support.

Outside agencies must also demonstrate their commitment to equality, including disability, gender and race equality.

e) Behaviour and Attendance

Students are encouraged to become independent and to take responsibility for their own conduct, the College sets high expectations of all students with regard to behaviour and attendance.

The College promotes a whole school ethos that challenges prejudice based discriminatory language, attitudes and behaviour. Language or behaviour, which is racist, sexist, Homophobic, Biphobic and Transphobic (HBT) or potentially damaging to any minority group, will not be tolerated. In addition, derogatory and offensive language towards others with SEN or those who are disabled will also be challenged.

All forms of discrimination, including racism, sexism and HBT, are recorded, monitored and dealt with in line with the College's behaviour and anti-bullying policies. Students, staff and parents are aware of these procedures and all staff operate consistent system of rewards and sanctions. It is recognised that cultural background may affect attitudes, opinions and behaviour. The College takes this into account when dealing with incidents of unacceptable behaviour.

Adults in school take care to lead through example, demonstrating high expectations of all students. Visitors to school are also required to adhere to Brixham College equalities policy.

Attendance by gender, ethnicity and special educational need. Action is taken in order to address any disparities between different groups of students.

Leave of absence for religious observance is offered, for staff as well as students.

The College fully supports children with long-term medical needs who may have irregular attendance because of their condition.

Information and advice on attendance and exclusion can be made available to parents/carers in accessible formats such as relevant community languages and large print.

f) Partnership with students, parents, carers and the wider community

The College communicates effectively with children, young people, colleagues, parents and carers and provides timely, accurate and constructive feedback on learners' attainment, progress and areas for development. Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary, information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be supported to access schools information.

The College has a commitment to collaboration and cooperative working. It recognises and respects the contribution that the community, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment. When necessary, the College works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

Parents are fully involved in the co-production process for their child with special educational needs, understand the purpose of any intervention or programme of action, and are informed about available support organisations when SEN is identified.

The College's premises and facilities are equally available and accessible for use by all groups within the community.

g) Leadership and management

Admission arrangements are fair and transparent, and the College does not discriminate against students by treating them less favourably on the grounds of sex, ethnicity, disability, religion or belief, sexual orientation, gender and other protected characteristics.

The College is aware of the Reasonable Adjustment duty for disabled students and does not discriminate against a disabled student in the arrangements it makes for determining admission.

Students with already identified special educational needs are admitted. Students with EHC plans will also be admitted unless it is demonstrated that the student's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about student's ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms and gathered at admissions interview.

The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties.

We welcome people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices.

The College expects all members of the school community and visitors to support our commitment to promoting equalities, meeting the requirements of the Equality Act, and challenging bias and stereotyping wherever they observe it. The College will provide training, guidance and information to enable them to do this. Equality is incorporated in the induction programme for new staff.

Everyone associated with the school is informed of the contents of this policy.

h) Inclusivity and Equity lead

The College promotes equality through the appointment of an Inclusivity and Equity Lead. This post leads on the implementation of the policy through monitoring the incidences of Racist, sexist and HBT discrimination. Any incidences of discrimination are logged by staff using Class Charts, this is monitored daily by the Equality and Equity Lead and, if necessary, appropriate action taken the following morning. Actions may include, mentoring, restoratives between students or disciplinary sanctions. Patterns and trends of discrimination will be addressed through tutor activities, assemblies and PSHE.

Other responsibilities include: supporting LGBT+ students by means of mentoring and weekly meetings; upholding the right to use chosen name, gender and pronouns; ensuring that all staff are aware of student preferences through the use of student passports; collaborating with curriculum leads on Black History Month and decolonising the curriculum; and working on events throughout the year to highlight diversity within the College.

i) Linguistic Diversity

The College welcomes the diversity of languages in the school, giving them equal status and value. We look for opportunities to use our languages to enrich the curricular experience of all our students and we draw upon the expertise of our school community wherever possible.

Students are encouraged to complete a qualification in their home language.

7. Brixham College Equality Objectives

Objectives – what will be done	Strategies – How are we going to do it	Led by	Evidence of Impact
Promote Inclusive Education: Ensure that all students, regardless of their background, have access to high-quality education and resources. This includes providing support for students with disabilities, those from minority ethnic backgrounds, and those facing socio-economic challenges.	- Integrate diverse perspectives and materials into the curriculum. - Include lessons on cultural awareness, social justice, and equity. - Regularly review and update the curriculum to ensure it reflects the diversity of the student body	SLT Dept and Subject Leaders HOYs	**Academic Performance Data:** - Compare standardized test scores, graduation rates, and college admission rates before and after implementing equity initiatives. - Highlight improvements in the performance of underrepresented groups. **Student and Staff Surveys:** - Conduct regular surveys to gather feedback on the school environment, inclusivity, and the effectiveness of equity initiatives.

Enhance Staff Diversity: Aim to recruit and retain a diverse workforce that reflects the community. Implement training programs to raise awareness about unconscious bias and promote inclusive practices in hiring and professional development.	• Provide ongoing training for staff on topics such as unconscious bias, inclusive teaching practices, and cultural competency. • Encourage staff to attend workshops and conferences related to equity and inclusion	SLT Dept and Subject Leaders HOYs	• Use survey results to identify areas of improvement and measure progress over time. **Participation Rates:** • Track participation in extracurricular activities, advanced placement courses, and leadership roles by different student demographics. • Show increased involvement from underrepresented groups as a result of targeted support and outreach. **Behavioral Data:** • Monitor incidents of bullying, discrimination, and harassment.
Foster a Safe and Respectful Environment: Create a school culture where all students and staff feel safe and respected. Implement anti-bullying initiatives and provide support for victims of discrimination and harassment.	• Establish support groups and mentoring programs for underrepresented students. • Provide counselling services that address the unique needs of diverse student populations. • Implement peer tutoring programs to help students who may need additional academic support	SLT Dept and Subject Leaders HOYs	• Demonstrate a decrease in such incidents as a result of anti-bullying programs and inclusive policies. **Case Studies and Testimonials:** • Collect stories and testimonials from students, parents, and staff about their experiences and the positive changes they've observed. • Highlight individual success stories that showcase the impact of equity initiatives. **Community Engagement:**

Equal Opportunities in Extracurricular Activities: Ensure that all students have equal access to extracurricular activities, including sports, arts, and clubs. Provide additional support to encourage participation from underrepresented groups.	• Ensure all students have access to extracurricular activities by providing financial support or transportation if needed. • Promote diverse representation in student leadership roles and clubs. • Encourage participation from all students, especially those from underrepresented groups	SLT Dept and Subject Leaders HOYs	• Measure the level of community involvement in school activities and decision-making processes. • Show increased collaboration with local organizations and community groups. **Professional Development Outcomes:** • Track the number of staff members participating in equity and inclusion training programs. • Assess changes in staff attitudes and practices through follow-up surveys and observations. **Policy and Practice Changes:** • Document changes in school policies and practices that promote equity and inclusion. • Highlight specific initiatives that have been implemented and their outcomes.
Community Engagement: Strengthen partnerships with local communities and organizations to promote equality and inclusion. Involve community representatives in school activities and decision-making processes.	• Develop clear communication channels to share information about equity initiatives and progress. • Use newsletters, social media, and school assemblies to raise awareness about the importance of equity and inclusion. • Celebrate achievements and milestones related to equity objectives.	SLT Dept and Subject Leaders HOYs	