



Inspiring Optimistic Learners

## Equality Policy

### College Equalities Statement



<b>Reviewed:</b> October 2017	<b>Next review due:</b> October 2018
<b>Governing Body Committee:</b> HRF	<b>CLT contact:</b> Jeremy Plumb
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## Introduction

Torpoint Community College is an inclusive College where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe 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.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### **Our approach to equality is based on the following 7 key principles:**

1. **All members of our community are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our College community to feel a sense of belonging within the College and wider community and to feel that they are respected and able to participate fully in College life.
5. **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our children.** We expect that all students can make good progress and achieve to their highest potential.
7. **We work to raise standards for all students, but especially for the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole College.

## Context

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that Colleges cannot discriminate against students or treat them less favourably because of their age, gender, race, disability, religion or belief, gender reassignment, sexual orientation, identity or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” but are not part of the College provisions related to students.

The Act requires all public organisations, including Colleges to comply with the Public Sector Equality Duty or “general duty”. This requires all public organisations, including Colleges to:

- Eliminate unlawful discrimination, harassment and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

This policy describes how the College is meeting these statutory duties and is in line with national guidance. It includes information about how the College is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations.

Appendix 2 shows the College’s equalities information and analysis.

Appendix 3 shows the College’s Equality Objectives for 2015-2018 in an Equality Action Plan which links to other policies and documentation.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in all our policies and practice.

The Equality Act also applies to Colleges in their role as employers, and the way we comply with this are found in our recruitment policy.

## What we are doing to Eliminate Discrimination, Harassment and Victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the College.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

### **Racism/Racist bullying**

Racism/Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racism/Racist bullying can be identified by the motivation of the antagonist/bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

Torpoint Community College actively encourages its students and staff to understand, embrace and celebrate their diversity.

Bullying or abuse of anyone because of their race will not be tolerated, and any reports of such behaviour are swiftly and rigorously investigated in line with the College's current reporting and resolution protocols.

Incidents of racist bullying are recorded using the BI/B2 reporting system and logged in SIM's; the bullying log is regularly reviewed by the pastoral leads, DSL's and safeguarding governor. Torpoint Community College will always seek restorative outcomes for any cases of bullying including:

- 1:1 and small group mediation
- Working with parents and students
- Referral to Police Youth Liaison Officer
- Raising awareness and promoting positive relationships through PSHE and Rights Respecting Schools programme
- Sanctions taken against perpetrators of bullying in any form in line with College Behaviour Policy
- Individual or small group mentoring.

### **Behaviour, Exclusions and Attendance**

The College Policy on Behaviour Expectations and Rewards - takes full account of the new duties under the Equality Act. [TCC Behaviour Policy](#)

### **Addressing Prejudice and Prejudice Based Bullying**

The College challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

### **What We Are Doing To Advance Equality Of Opportunity Between Different Groups**

We know the needs of our College population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability.

We collect data and monitor progress and outcomes of different groups of students and use this data to support College improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

### **Positive Actions to Remove Barriers**

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the College's Equality Objectives.

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE during Tutor time and across the curriculum.
- We use materials and resources that reflect the diversity of the College, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole College ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole College events eg Black History Month, Deaf Awareness week, anti-bullying week.

### **College Equality Statement**

It is our aim that through our Equality and Diversity provision, policies, procedure and practice we promote the College's annual priorities.

We produce an Equality Action Plan that shows how we will achieve our objectives.

### **Roles and Responsibilities**

We expect all members of the College community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

### **Governing Body**

The governing body is responsible for ensuring that the College complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the College's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the College environment. Governors annually review the Equality Policy and evaluate the success of the College's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

#### Headteacher and Leadership Team

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

#### Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom deal fairly and professionally with any prejudice-related incidents that may occur plan and deliver curricula and lessons that reflect the College's principles, for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all students ;
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up-to-date with equalities legislation relevant to their work.
- challenge prejudice and discrimination.

#### Visitors

All visitors to the College, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

### **Equal Opportunities for Staff**

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

We are also concerned to ensure wherever possible that the staffing of the College reflects the diversity of our community.

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.

## **Monitoring and Reviewing the Policy**

We review the information about equalities in the policy annually and make adjustments as appropriate. Our review will involve students, staff, governors and parents and carers.

## **APPENDIX ONE**

### **Check List for College Staff and Governors:**

- Torpoint Community College was awarded Level I “Unicef UK Rights Respecting School Award” in recognition of the work the College has achieved with regard to the “UN Convention on Rights of the Child.”
- The College takes part in annual events such as Black History Month to raise awareness of issues around race, disability and gender. The College environment is increasingly accessible possible to students, staff and visitors to the College.
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the College.
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- The Governing Body is increasingly representative of the community it serves.
- Procedures for the election of parent governors are open to candidates who are disabled.
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies.
- The College collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions.
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the College provides.
- The College publishes information to demonstrate purposeful action on the general duties.
- The College analyses Student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- The College sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- The College ensures that all staff understand and implement the key requirements of the Equality Policy.
- The College ensures that visitors to the College understand and follow the key requirements of the Equality Policy.
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- All groups of students are encouraged to participate in College life and make a positive contribution, e.g. through class assemblies and the student council.
- The College monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern.



## **APPENDIX TWO**

### **Equalities Information and Analysis**

#### **Age**

The largest year group in school is year 8 with 115 students; the smallest is Year 13 with 45 and Year 14 with 1.

The staff profile is not representative of any age group more than another. There is a spread of ages from those commencing their professional lives to those approaching retirement.

#### **Disability**

There are 6 students on roll (0.96%) who have a disability, hearing or visual impairment. An accessible disabled toilet, fully equipped medical room and lift that can be used by students and staff if necessary.

There are a small number of students whose long term health issues have an impact on attendance, the numbers and details are not published as the students could be identified.

Although there no members of staff who identify as disabled, we have 2 disabled parking spaces.

#### **Gender Reassignment**

No data is collated by the college about gender reassignment for the staff or student population.

#### **Race**

The College educates 5.8% BME students, significantly lower than national averages. The vast majority of students are White British or White Cornish 94.2%. This data excludes refused and other categories of ethnicity.

The College has consistently recorded and reported racist incidents. There has been no incidents in the current academic year.

#### **Religion or Belief**

The College's uniform policy is specific about cultural sensitivity towards school uniform and is in accordance with DfE guidance.

No data is held by the College about students' or staffs' religious beliefs.

#### **Sex**

There are 301 girls and 323 boys in the college.


Key Indicator		2013-2014 Internal	2014-15 Internal	2015 – 16 Internal	2016-2017
<b>5 A*-C including English and Maths</b>	<b>All</b>	<b>62%</b>	<b>59%</b>	<b>58%</b>	<b>61%</b>
	<b>Boys</b>	<b>55%</b>	<b>62%</b>	<b>56%</b>	<b>55%</b>
	<b>Girls</b>	<b>68.3%</b>	<b>56%</b>	<b>60%</b>	<b>67%</b>
<b>GAP</b>			<b>+6%</b>	<b>-4%</b>	<b>-12%</b>
<b>Value Added</b>	<b>All</b>		<b>1017</b>	<b>1007</b>	<b>976</b>
	<b>Boys</b>		<b>1010</b>	<b>1002</b>	<b>966</b>
	<b>Girls</b>		<b>1024</b>	<b>1012</b>	<b>987</b>
<b>3+ Eng</b>	<b>Boys</b>		<b>78</b>	<b>55</b>	<b>47</b>
	<b>Girls</b>		<b>77</b>	<b>79</b>	<b>63</b>
<b>GAP</b>			<b>+1%</b>	<b>-24%</b>	<b>-16%</b>
<b>3+ Maths</b>	<b>Boys</b>		<b>72</b>	<b>57</b>	<b>50</b>
	<b>Girls</b>		<b>69</b>	<b>70</b>	<b>54</b>
<b>GAP</b>			<b>+3%</b>	<b>-13%</b>	<b>-4%</b>

Fixed Term Exclusions and Internal Exclusion is dominated by boys 87% of for FTE.

There are 85 members of female staff compared to 20 of male staff. If you take into account just teaching staff this changes to 32 female and 14 male.

**Salary information for all staff 2016/17 (this includes all teachers, support staff, cleaners, catering on a variety of different hours).**

	Average salary
Female staff	£ 24,630
Male staff	£ 34,292

**Salary information for all teaching staff 2016/17**

	Average salary inc TLR/R&R	Average salary	Number receiving TLR	Average TLR rate	Number receiving R&R	Average R&R
Female staff teachers	£40,727	£38,301	15	£4,583	0	£0
Male staff teachers	£41,727	£37,984	10	£5,239	0	£0

**Salary information for all teaching staff 2016/17 (excluding members of staff on Leadership Scale)**

	Total number	Average salary inc TLR/R&R	Average salary	Number receiving TLR	Average TLR rate	Number receiving R&R	Average R&R
Female staff teachers	29	£38,002	£35,326	15	£4,425	3	£2,703
Male staff teachers	12	£38,647	£34,280	10	£4,490	0	£0

**Sexual Orientation**

No data about the sexual orientation of students, parents or staff is collected or held by the college.

## **Marriage and Civil Partnership**

When information about changes to marital status or home circumstances is communicated to the school this is recorded onto SIMS and the child's file. Any changes made to contact details are recorded onto SIMS. No data is collated by the college about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

## **Pregnancy and Maternity**

No students have been reported as being pregnant in this academic year.

Two members of staff are currently on maternity leave, a second will leave at the end of the Autumn Term. The College has developed flexible policies with regard to returning to work and flexible arrangements regarding emergencies relating to children, childcare and parenting.

### APPENDIX THREE – Equalities Action Plan 2015-18

Equality Objectives	Actions	How will it be monitored?	Who is responsible?	Time frame	Review and Evaluation
Bringing the Rights Respecting Schools priorities in line with school policy. Linking Fundamental British Values within the tutor sessions along with the PREVENT strategy.	Achieving Rights Respecting School award. Range of tutor activities and assemblies. Staff modelling behaviours. Consistent application of Behaviour Policy. FBV	Analysis of behaviour and bullying log. Achievement of Rights, Respecting Schools award.	RBE, JCH HLOL all staff.	Ongoing	Achieved Level 1 Rights Respecting Schools Award 2017 Now working towards Level 2
We ensure all provision is sharply targeted following thorough evaluation so ALL individuals and groups achieve more e.g. staff, more able, PP FSM Ever 6, disadvantaged	Ensure curriculum meets the needs of all students Development of T&L in the college	Data analysis, three times a year.	MBL with DBR, BLO, JGO, JHO and achievement and all staff.	Ongoing	
Advance equality of opportunity for improving the attendance, attainment and participation for students from areas of social deprivation and those who are eligible for pupil premium.	Clear procedures Engaging parents, through regular contact Nurture groups in college Mentoring and group work.	Attendance Analysis Data Analysis Self esteem assessment data SSC	MBL, JCH, SFO for behaviour and safety, HLOL and tutors	Ongoing	