



Thinking Schools Academy Trust
“Transforming Life Chances”

Paignton Academy

Equality Policy

This policy was adopted on	September 2021
The policy is to be reviewed on	September 2025
Review period extended	September 2026

1. Introduction

The Academy's within the Thinking Schools Academy 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 Paignton Academy meet the two specific duties within the "Equality Act".

The Public Sector Equality Duty to:

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

Two Specific Duties:

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

2. Adoption

This procedure was adopted by the Governing Body on 27/11/25 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 (Section 7) 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 and any other gender identities 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, girls, women, men and any other gender identities 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 any other gender identities and LGBTQ+

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 LGBTQ+

4. Equality Statement

a) In accordance with Trust and Academy 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) Where appropriate we assess ("Equality Impact Assessment"- see Appendix 1) specific projects or processes, 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 Academy, 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 Headteacher and Senior Leadership Team. A named Governor works with SLT to ensure equality duties, up-to-date policies, and any required plans are put into place.

The Headteacher & 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 Paignton Academy is taking to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and foster good relations between different groups

a) Pupils' attainment and progress:

The Academy 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 Academy 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 Academy 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.

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 Academy 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 Academy.

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 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 and the local community. The materials and programmes of study in each department should reflect and value the Academy 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 Academy 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 Academy.

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 Academy, 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 Academy sets high expectations of all students with regard to behaviour and attendance.

The Academy 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 Academy'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.

Adults in school take care to lead through example, demonstrating high expectations of all students.

Attendance is analysed by gender, ethnicity, special educational need and socio-economic group (e.g. Pupil Premium). 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 Academy fully supports children with long-term medical needs who may have irregular attendance because of their condition.

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

The Academy 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.

The Academy 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 Academy 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 Academy'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 Academy does not discriminate.

The Academy 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 Academy 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 Academy 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) Linguistic Diversity:

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

7. Paignton Academy Equality Objectives

Objectives – what will be done	Strategies – How are we going to do it	Led by	Evidence of Impact
<ul style="list-style-type: none"> • Continue to close the gap on national average for White British students (particularly boys) making expected levels of progress in subjects • Continue to close the gap between SEN Support (K), EHCP (E) and non-SEN students and the expected progress they make based on their attainment on entry • Continue to close the in- school variation gap between disadvantaged and non-disadvantaged students who make expected levels of progress at the end of each key stage • Improve understanding of the importance of equality and equity within our society and throughout the whole school community. 	<p>Use of regular Assessment Data to scrutinise performance of different groups throughout the year. SLT, CTLs, SENCOs and HOHs to use this data to develop strategies for meeting equality gaps within class.</p> <p>Appropriate interventions to be implemented.</p> <p>Through the PSHE curriculum, tutor Activities and assembly programme, and through communications with parents.</p> <p>Regular attention to equality related issues during staff CPD. Monitoring equality and equity within the classroom by SLT, HoDs and HoYs. Ensuring equality of opportunities at all times.</p>	SLT, SENCO, CTLs, HOHs	<p>Data shows that no differences in progress can be attributed to reasons of inequality</p> <p>An environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. Therefore, incidents involving intolerance or prejudicial behaviour are rare.</p>

XXXX School Equality Impact Assessment (EIA) – Project/Process

The aim of an equality impact assessment (EIA) is to consider the equality implications of our policy, practice, function or service on different groups of staff and students, and consider if there are ways to proactively advance equality.

Part 1: EIA Details

Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives		Is it new or existing?	
Who is responsible		Date of completion	
EIA completed by		EIA approved by	

Evidence Gathering and Engagement
What evidence has been used for this assessment?

Who have you engaged and consulted with as part of this assessment?

Groups that may be affected:

Consider the impact on different groups of Staff

Are there concerns that the policy/project/process could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental health disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (Trans staff, and non-binary staff)		
Marriage and civil partnership		
Race Staff from minority ethnic backgrounds (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief Staff and students with different religions and/or beliefs (practices of worship, religious or cultural observance, including non-belief)		
Sex and gender Gender (including men, women and pregnancy/maternity, surrogacy and adoption)		
Sexual orientation (LGBTQ+ actual or perceived)		
Socio-economic backgrounds		

Geography		
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Any adverse impacts are explored in the Full Impact Assessment below.

Part 2: Full EIA

Identify the aims of the policy/service/function and how it is implemented.

EG) The aim of the redundancy process is to remove a deficit position in the school's budget, created by government cuts to funding. It will be implemented in accordance with existing law and good practice, advised by HR

Assessment of impact (with regard to protected characteristics: disability, gender, race, religion or belief, sexual orientation, age, marriage and civil partnership, pregnancy and maternity)

EG) The following adjustments will be made to the redundancy selection process if required:

Addition support with completion of audit

Adjustments to interview process to ensure all candidates can participate equally

Ensure that staff who are on maternity leave are invited to consultation meetings or provided with information in writing

Consideration of alternative measures or adjustments.

EG) The redundancy process will be subject to consultation with unions and staff and will be responsive to suggestions made.

Consultation

EG) Early consultation will take place on XXX with unions and staff

Data to support the Assessment

EG) The deficit, if left unchecked, will be XXX in 2012/13 and a deficit of XXX in 2013/14

Monitor for adverse impact in the future and publication of results of such monitoring

EG) We will assess the outcome of consultations in order to ensure that no groups of staff are more adversely affected than others.

Publication of results of the impact assessment

EG) The assessment will be made to the Governing Body and published through the minutes.

Part 3: EIA Action Plan

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments

Part 4: Monitoring and review

How will you monitor the impact once it has been put in to effect?	Timeframe	Lead person

External review	Timeframe	Lead person

Review date	Timeframe	Lead person

