

# Equality Annual Report for Torquay Girls' Grammar School

## February 2024

As a public sector body, we conform to the Public Sector Equality Duty through:

Eliminating discrimination and other conduct that is prohibited by the Act; advancing equality of opportunity between people who share a protected characteristic and those who do not; fostering good relations across characteristics.

### **Objective 1:**

To promote a school culture of equality, diversity and inclusion amongst all students.

We ensure that the school culture has a shared sense of belonging and that students understand why equality, diversity and inclusion underpins core British values. This will also help to foster good relations between all students and staff in our school community.

The gender and sexuality student group continues to meet as part of the school's extracurricular clubs and societies provision. The group is supported by two members of staff. Students who attend the group are given opportunities to contribute to assemblies and tutor time activities to support greater understanding of LGBTQ+ History month and Pride Month. Students are provided with opportunities to give their views on equality, diversity and inclusion via student surveys, at student council meetings and during PSHE lessons and tutor time. Recently, students were given the opportunity to present their views on the gender questioning guidance consultation paper released by the DfE. The consultation takes into account all views when shaping the guidance for how schools should support students who share this protected characteristic.

The Student Council meets every half term and is chaired by Emma Browne (Deputy Head) , who is the designated member of staff for equality, diversity and inclusion. The student council continues to meet with the student council from Torquay Boys' Grammar School fostering positive relations between students from both schools. This includes joint sporting events, participation in the TBGS school musical, super-curricular and extra-curricular trips. The Student Council is currently planning a Cultures Day for May 2024 which will involve input from the Devon Development Education Centre.

SMSC continues to be mapped across the school through the curriculum including tutor time, the fortnightly diversity board and assemblies. There is a weekly SMSC activity during tutor time and each week has a different theme to represent equality, diversity, inclusion and core British values. PSHE and Religious Studies teach equality, inclusion and diversity, and citizenship. Sixth form student PSHE ambassadors from both TBGS and TGGs continue to support the delivery of PSHE across both schools. Key stage 4 and 5 students from TBGS and TGGs have also attended joint Philosophon events.

Assemblies continue to have a key focus upon equality, diversity, inclusion and how to be an upstander. We have a zero-tolerance policy towards bullying, including bullying which targets students with protected characteristics. Incidents of bullying are rare, and when reported, the incidents are investigated thoroughly, and action is taken swiftly including sanctions (in line with the Behaviour Policy) and restorative practice.

## **Objective 2:**

We provide training opportunities to all members of staff and trustees to understand the Equality Act and to follow the Public Sector Equality Duty.

Staff training has focused upon the Equality Act and staff and trustees are enrolled with the online CPD portal, National College to support further training on equality diversity and inclusion. As part of staff induction, all new staff receive training in relation to the Equality Act. We have continued to focus CPD upon restorative practice, adaptive teaching and reasonable adjustments to ensure that staff meet the needs of all students.

The DSL has led two sessions of CPD in relation to the school's approach to support transgender students and the DfE guidance regarding transgender students.

Devon Development Education (external provider) has led two CPD sessions on equality, diversity and inclusion and staff valued the opportunity to further their understanding. The first session focused upon racism, stereotypes and discrimination in schools and the context of Devon. The second session was a celebration of difference and diversity with an opportunity to explore multicultural curriculums.

The SMSC calendar has a key focus upon equality, diversity and inclusion, for example, celebrating neurodiversity week and reinforcing understanding of the Equality Act. Departments have started to update their taught curriculum to reflect diversity, equality and inclusion, for example, the English department have introduced a wider range of texts and the Art department are focusing upon artists from a variety of different backgrounds.

New school policies embed the practice of equality, diversity and inclusion to ensure alignment to the core school values and culture. There are fortnightly SEND and Safeguarding briefings which reinforce understanding of protected characteristics, the Equality Act and reasonable adjustments. This ensures that staff are aware that some children with protected characteristics may be more vulnerable, and that appropriate action is taken to deal with any incidents if they arise.

## **Objective 3:**

To encourage girls to access ambitious future pathways post A Level, particularly STEM and to support them to develop the skillset required in the workplace.

Widen the opportunities for students to engage with both employers and institutes of Higher Education, locally, nationally and internationally through talks, visits, workshops and work experience opportunities. The work experience programme has been developed in collaboration with local and national employers, so that we now use a hybrid model (both in-person and virtual), as well as not having a fixed work experience week. This has been met with very positive feedback from employers, as they are now able to offer placements when they have the best opportunities to allow our young people to learn. Students are able (with support) to be able to apply for placements that are more closely aligned with their future ambitions and pathways. We have held a range of talks, for example talks from legal professionals, medical professionals and engineers. Student and parent feedback is used, in addition to the SWOT analysis, to further develop and enhance the careers programme. In March 2023, the school held a Medical networking day and 175 students in Years 9 to 12 (from 13 local schools) attended this event. Students were able to explore a wide range of healthcare and veterinary careers and had input from four university healthcare schools, local hospitals and many professionals including some alumnae and parents who offered keynote speeches, hands-on workshops and 22 carousel stands. Last summer term we

hosted a careers fair in school in June 2023 and invited over 30 local and national employers to present. Year 9 students also attended a careers networking event in November 2023 and this included over 22 external providers. We have a school LinkedIn page to allow us to keep in touch with our alumnae, to allow us to widen the range of speakers we invite into school to talk to our students. The careers leader has been successful in applying for a grant to support those students wishing to pursue careers in Engineering, with Y10 and Y11 students participating in the Hymid - MAKE UK National Manufacturing Day. This funding will also allow further workplace visits for students to open their eyes to the wide variety of opportunities available in the local area. To further support STEM, the TGGs challenge Day programme includes students in Y10 and Y11 participating in a day of Coding, App Building and Problem solving. The careers programme is constantly evolving, with regular checks against the Gatsby benchmarks achieving 100%, undertaken in conjunction with our enterprise coordinator, our two enterprise advisers and the trustee with responsibility for careers.

We have a mapped programme of focused careers seminars from the careers department, talks put on through curriculum departments (for example the HE programme through the Geology department), the forthcoming careers workshops and the talks programme together with the use of Challenge Days to allow students to work with both industry representatives and university representatives. We have for example welcomed higher education departments to come into school, working with year 9 on a "problem solving day, as well as year 10 having had a communications and networking day with local business leaders.

In relation to future pathways, 51% of the year 13 leavers (academic year 2023) are engaging in STEM based university courses.

The school behaviour curriculum focuses upon the key character skills of leadership, presenting, teamwork, listening, problem solving, creativity and aiming high. Students who show evidence of these skills are rewarded with positive house points as well as opportunities to have hot chocolate with the Headteacher and/or be entered into a prize draw. The leadership opportunities at TGGs continue to develop as we now have sixth form wellbeing ambassadors who support younger students. Students who take on a position of responsibility received leadership training and have the opportunity to represent the school during open events.

#### **Objective 4:**

To ensure equitable practices are uniform across the school.

Students have access to the multi-faith and reflection room. The SMSC calendar includes the celebration of religious festivals and sixth form Muslim students have supported lessons in Religion, Philosophy & Ethic about being a Muslim in Modern Britain. These sixth form students helped devise the scheme of work when they were in key stage 4.

The school focuses upon adaptive teaching and reasonable adjustments for students with SEND and disadvantaged students. This includes a scrutiny of progress, pastoral, behaviour and attendance data. We have a new SEND area, and all SEND students on the register have a SEND support plan (on provision map) that supports the graduated response. The SEND team has designated leads to support students with the following needs: SEMH, communication and interaction, cognition and learning and one member of staff is ELSA trained.

We also run an optional Teen life programme for parents of children with ASD and due to increased demand, we are now offering an additional course.

We have a collection of secondhand uniforms led by the newly created PTA. In response to student voice we have provided an additional skirt that students can purchase, and this is also more environmentally friendly. From September 2024 we are introducing a more environmentally friendly blazer which is cheaper. We have reduced the scope of branded uniform products and branded PE kit is now optional rather than compulsory, enabling parents to source lower cost alternatives.

There is ongoing scrutiny of participation rates of disadvantaged students by the senior leadership team and the pastoral team, in relation to extracurricular trips and our charging and remission of fees policy allows a discount for the board and lodgings element of essential curricular trips. All pupil premium students are supported by the pastoral team to create a personalised pupil passport. This passport is updated termly and is shared with all staff. The pastoral team meet regularly with disadvantaged and SEND students, and these students are well represented in both leadership opportunities and through engagement in extra-curricular activities.

Our sixth form also welcomes students from across Europe to join our A Level programme for semesters or the full academic year. In September 2023, we welcomed 19 students for a semester (term and a half) and in February 2024, 13 new students joined the school.

**Index:**

- A) CPD including feedback
- B) Student voice
- C) SMSC
- D) Next steps
- E) School leaders
- F) Incidents against protected characteristics

A) CPD

This has been a key focus to ensure that staff have a greater understanding of equality, diversity and inclusion. All new staff have a session that relates to equality, diversity and inclusion and they have a meeting with the SENDCO. There were two CPD briefings in May and December 2023, led by the DSL, relating to supporting transgender students and DfE guidance. We have also invested in providing whole staff CPD led by an external provider, please see below the details and feedback. Next steps will include a further session in the summer term which will support the planned cultures day of May 2024.

### **Whole staff CPD led by Devon Development Education**

Session 1- Date -5<sup>th</sup> December 2023- CPD session on exploring stereotypes, discrimination and racism

Session 2- Date- 9<sup>th</sup> of January 2023- CPD exploring the diversity of the TGGs school community and learning about multicultural curriculums.

The cost of both sessions totaled: £1045 for both CPD sessions plus travel expenses.

### **Feedback from CPD from DDE session 1: 5<sup>th</sup> December 2023**

10. Equality & Diversity Training: **I found the training informative and relevant**

Insights:

Strongly Agree	9
Agree	4
Disagree	4
Strongly disagree	0

11. Equality & Diversity Training: **I think the training will have an impact on my approach, awareness, and practice in school**

Insights:

Strongly Agree	9
Agree	5
Disagree	3
Strongly disagree	0

12. Equality & Diversity Training: **I have a greater understanding of how EDI is supported at TGGs**

Insights:

Strongly Agree	8
Agree	6
Disagree	3
Strongly disagree	0

13. Equality & Diversity Training: **I am confident in the follow up to any reported L3 incidents against protected characteristics**

Insights:

Strongly Agree	10
Agree	4
Disagree	3
Strongly disagree	0

14. Equality & Diversity Training: **I would like further training in this area**

Insights:

Strongly Agree	3
Agree	8
Disagree	6
Strongly disagree	0

**Staff comments:**

1	anonymous	I felt uncomfortable at the end of the session when Sandyha singled out Juan and Christina. She asked us to look at people coming into a room and think how they felt as minorities. I don't know if I misinterpreted this, but if someone with an accent came into a room I wouldn't be thinking that I should adapt my behaviour or tune into them more, as I would just treat them as an equal in the room. To me this went against the earlier conversations about inclusivity.
2	anonymous	I think it is vital that students have opportunity and encouragement to report incidents. Also although I don't personally think I gained anything from it, I understand that it is very important that staff discuss these issues. But the training was far too slow paced and felt patronising at times - it would have finished on time if we hadn't spent time slowly defining hate names and definitions of obvious words such as "assumptions" and "stereotype". We could probably have fitted both this session and the next into one if it ran at a better pace.

3	anonymous	I would value a wider focus on all protected characteristics. There were assumptions and stereotypes made by the presenter about the audience that were untrue. The way the training was led was not inclusive of all in the room.
4	anonymous	Really captivating speakers. Very frank. Increased my confidence in how to approach/deal with this topic.
5	anonymous	Interesting and thought-provoking.
6	anonymous	I did attend the twilight on my day off, but didn't do the Staff meeting on my day off. I tried to leave the Qs on the staff meeting blank but it wouldn't let me, so I've put Disagree for all of them - hope that's OK.
7	anonymous	I have really mixed feelings about this training but I will verbally feedback to Emma Browne as it is hard to put in words the points I would like to highlight.

Separate email from session 1- I just wanted to say that I thought the session this afternoon was really good, in as far as discussing anti-racism can be 'good'. I thought both of the speakers were great.

The Devon Development Education training leads also gathered feedback from the second CPD session which I have collated below.

<b>1. Please rate the training on a scale of 1-10 for new insights</b>
8
8
9
3
7
9

<b>2. Please rate the training on a scale of 1-10 for effective and clear communication</b>
10
10
7
10
10
8
8

<b>3. Please rate the training on a scale of 1-10 for being challenging</b>
8
9
6
9



6
6
8

<b>4. Please rate the training on a scale of 1-10 for meeting the stated aims</b>
8
9
8
10
5
8
10

<b>5. Please rate the training on a scale of 1-10 for enjoyment of learning</b>
9
10
8
10
6
8
10

<b>6. What have been the high points of the training sessions for you? Please do give us comments for each session</b>
Really useful insights into experiences that people have had and what students still have to put up with. Very helpful information on current language choices and reasoning behind the uses of these.
It was good to have a chance of thinking about people's similarity and differences
Awareness of how important diversity is and to ensure students can feel represented
A real understanding of the issues of diversity and how this impacts those around me.
Raised awareness . Great presenters
Good exercises and chance to discuss curriculum

<b>7. What have been the low points of the training sessions for you? Please do give us comments for each session</b>
No low points but I would have liked more direct advice on how to approach tricky topics with students from different cultural and religious backgrounds - e.g. when teaching about relationships or

sensitive topics. I think it would have been helpful for the school to facilitate the full length versions of the training sessions.
From an SEND point of view, there was a lack of suggestions from the CPD providers about how to promote inclusion and diversity in SEND
Perhaps more steering towards do and donts to ensure all students feel included and valued and represented
None
Didn't learn much that I didn't feel I knew already
as often with CPD sessions, it felt rushed with not enough time allocated to it

<b>8. Overall do you feel more aware about issues of racism in schools?</b>
Yes
Yes
More aware of the diversity in our school and how lack of inclusion can impact students
Yes
Yes
yes
Yes

<b>9. Overall do you feel more aware about issues of racism in schools?</b>
Yes
Yes
More aware of the diversity in our school and how lack of inclusion can impact students
Yes
Yes
yes
Yes

<b>10. Overall do you feel more aware about issues of diversity and multicultural curriculums?</b>
Yes
Partly
It was good to discuss how we could futher improve the curriculum and ensure that all students feel values and represented
Yes
Y
yes
Yes

<b>11. What have you learnt from the training overall?</b>
Better insight into multicultural education
It was interesting to see the diversity stats for TGGs and the importance of taking the diversities in consideration in school to reduce the risk of making diverse cultures/religions feel not thought of
It's made me think about my own personal approach to diversity and multicultural groups.
to think through our curriculum and how we frame issues in class

<b>12. Please give us any general constructive feedback and comments about the trainers.</b>
Really well delivered thank you.
perhaps some more challenging tasks to engage with
Honestly, both were very good.

<b>13. What other related topics or further training would you like to cover?</b>
Greater insight into how students in our school feel about how the curriculum and delivery of the curriculum is handled, particularly from the perspective of students from ethnically or culturally diverse backgrounds.
How to avoid making students feel uncomfortable- dos and don'ts
Not at the moment.

<b>14. Any other comments?</b>
I think this would be valuable training for all of our students, not just the year group who will have the workshop on Challenge Day.
None

**B) Student voice:**

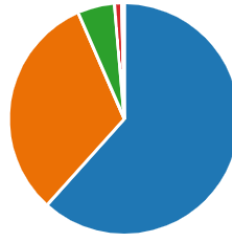
This is a key part of the school culture at TGGs, and students are regularly asked to provide their views to ensure that all voices are heard. Please see below some examples of the questions asked to students. Students have also been recently asked to complete a survey regarding cultures day in May 2024. This will ensure that as a school we can capture as much information that students are happy to share to ensure that we can celebrate the diversity of the TGGs community.

## Student Survey- January 2023

7. My school encourages me to respect people from other backgrounds and to treat everyone equally

[More Details](#)

Strongly agree	359
Agree	185
Neither agree nor disagree	30
Disagree	6
Strongly disagree	2



## The Big Ask Survey 15<sup>th</sup> of May 2023

How are you taught about different beliefs and cultures?



Students have also provided feedback that the positive parts of life at TGGs include the inclusion and the welcoming environment. They are also aware of how they are taught about equality, diversity and inclusion.

### C) SMSC:

Part of the school curriculum includes a key focus upon spiritual, moral and social education. This is delivered within lessons and subjects have audited their curriculum areas to highlight when they teach SMSC and PSHE places a huge emphasis upon core British values and equality, diversity and inclusion. SMSC is also delivered via the tutorial programme with the weekly SMSC activity as well as assemblies. Please see below an example of the SMSC calendar for the calendar year of 2023-2024. This provides opportunities for the school community to learn about events linked to equality, diversity and inclusion. Every fortnight we also display visual images on the school computer screens to celebrate equality, diversity and inclusion. Please see below for some examples of this.

## SMSC Annual Calendar 2023-2024

Month	Week	Theme	Delivery	Staff/Depart lead
<b>September</b>	4th Sept	Women's football	Tutor time	E Browne
	7th Sept	Krishan	Diversity board	E Browne
	11th Sept	World Afro day's big hair	Diversity board Tutor time	E Browne
	18th Sept	International Day of Democracy	Tutor time	A Endersby
	25th Sept	HOY assemblies	Tutor time	MFL
	25th Sept onwards	European Day of Languages UK national inclusion week	Celebration of diversity board	R Stacey
	25th Sept	Harvest festival	Assembly	SB
<b>October</b>	2 <sup>nd</sup> of Oct	Equality Act	Assembly	E Browne
	6th Oct	Geodiversity Day	Tutor time	G Neighbour
	2-8th Oct	Dyslexia awareness week	Diversity board	R Stacey
	8th Oct	Simchat Torah	Diversity board	E Browne
	10th Oct	World Mental Health Day Young minds- Hello Yellow	Assembly and mufti the last Wednesday of half term	COYO
	16th Oct	World space day	tutor time	Science dep
		Black History Month	Tutor time	
Hustings assemblies 16 <sup>th</sup> of October and 2 <sup>nd</sup> of November		Husting for Heads of houses	R North and student ambassadors Assemblies	
	HOY assembly celebrations and mufti for young minds- 9 <sup>th</sup> of October			

<b>November</b>	1 <sup>st</sup> Nov	ADHD awareness month	Diversity board	E Browne
	6 <sup>th</sup> Nov	Tomorrow engineers	Tutor time	G Neighbour
	11 <sup>th</sup> Nov	Diwali	Diversity board	D Bloomfield
	14 <sup>th</sup> Nov	Remembrance Day	Tutor time	R North
	13-17 <sup>th</sup> Nov	UK Parliament week Assembly student council	Tutor time	A Endersby
	13 <sup>th</sup> -17 <sup>th</sup> Nov	World diabetes day	Celebration of diversity board	EB
	15 <sup>th</sup> Nov	Anti-Bullying Week & International Day of Tolerance	Assemblies	SEND/RS
		Children in Need Day	Tutor time and Mufti Day on final Friday of term	A Saunders H Wilkinson
		SMSC activity	Tutor time	RT
	24 <sup>th</sup>	Head of house assembly to launch charity week		EB RT
		Survey for youth action		
<b>December</b>	4 <sup>th</sup> December	International Day of persons with Disabilities- 3 <sup>rd</sup> Dec	Diversity board	EB
	11 <sup>th</sup> December	International Human Rights Day- 10 <sup>th</sup>	Tutor time	A Endersby
		HOY assemblies		
	18 <sup>th</sup> December	Yule and Hanukkah	Tutor time	D Bloomfield
		End of term assembly celebrations and Mufti for Children in Need 19 <sup>th</sup> of December		
<b>January</b>	3 <sup>rd</sup> of January	Kindness and TGGs Behaviour Charter	Assembly	SB

	8 <sup>th</sup> of January	Resilience	Tutor time	EB
	15 <sup>h</sup> January	Year 9 options Martin Luther King JR Day	Assembly Tutor time	RAB EB
	15 <sup>th</sup> January	Imprezza assembly	Assembly	SB and COYO
	27 <sup>th</sup> January	International Day of Commemoration in Memory of the Victims of the Holocaust	Tutor time	History/R North/ student ambassadors
		Make your mark voting sixth form students		A Endersby
<b>February</b>	1 <sup>st</sup> –7 <sup>th</sup> Feb	World Interfaith Harmony Week	Tutor time presentation	RE/student ambassadors
	1-7 <sup>th</sup> Feb	Safer Internet Day HOY assemblies	Assembly and tutor time	HW
	5 <sup>th</sup> -9 <sup>th</sup> Feb	Children's Mental Health Week	Diversity board	COYO
	6 <sup>th</sup> Feb	Mufti for charity 7 <sup>th</sup> of Feb chosen by student voice- animal charities	Celebration of diversity board	
	11 <sup>th</sup> Feb	International Day of Women and Girls in Science	Tutor time	Science
	21 <sup>st</sup> Feb	International Mother Language Day	Tutor time activities & assembly & quiz	MFL
	1 <sup>st</sup> - 29 <sup>th</sup> Feb	LGBTQ+ History month		GSA student leads and RT
<b>March</b>	7 <sup>th</sup> March	World Book Day	Whole school mufti celebration day	R Stacey
	4 <sup>th</sup> -8 <sup>th</sup> March	National Careers Week	Tutor time	G Neighbour
	8 <sup>th</sup> March	International Women's Day	Tutor time	E Browne
	11-15 <sup>th</sup> March	House assemblies		RT

	18 <sup>th</sup> -22 <sup>nd</sup> March	Neurodiversity week Red Nose Day Anti bullying led by PSHE assemblies Revision assemblies for year 11 The Legal Young Citizens Women's history month 28th of March Mufti day for Red Nose End of term celebration assembly	Tutor time Celebration of diversity board Yr 7, 8 and 9 Year 11 Tutor time	SEND team E Browne PSHE Leads PSHE leads A Endersby R North
<b>April</b>	2 <sup>nd</sup> April 10 <sup>th</sup> of March – 9 <sup>th</sup> of April 22 <sup>nd</sup> of April 15th of April	World Autism Day Ramadan Stephen Lawrence Day HOY Assemblies - Behaviour and exam etiquette	Tutor time Tutor time Tutor time	SEND Donna B EB SB
<b>May</b>	4 <sup>th</sup> of May 6th of May 13th of May 20th May 24th of May	Anti-Bullying Day Eco awareness The Big ASK TGGs volunteering Student survey World Day for Cultural Diversity- House assemblies Junior League of Friends Mufti- 24 <sup>th</sup> of May	Assembly Tutor time Assemblies Tutor time Tutor time Tutor time	AS and PSHE leads Geography SB SB/ HOYs Heads of Houses and other school leadership teams Student leaders



<b>June</b>	5 <sup>th</sup> June	Student council assembly World Environment Day	assembly Tutor time-	EB Geography/ eco group
	June 13th	Pride Month	Assembly	Ruth Thompson and GSA group
	20 June	Refugee Day	Tutor time	AE and Politics ambassadors PE
	21 <sup>st</sup> June	International Day of Yoga Sponsored walk assemblies  HOY celebration assemblies		SB
<b>July</b>	1 <sup>st</sup> July	World Reggae Day	Tutor time	Jenny A
	8th July	Children's Art Week	Tutor time	Steve Smedley
	12 <sup>th</sup> July	National Simplicity Day	Tutor time	EB
	15 <sup>th</sup> July	World Youth Skills Day End of term assembly 19 <sup>th</sup> of July Mufti for Imprezza	Tutor time	Gordon Neighbour

Examples of Celebration of Diversity and Equality themes- boards updated fortnightly.

[Celebration of diversity Sep 2023.pptx](#)

[diversity black history month.pptx](#)

[SMSC Jan 2024.pptx](#) Celebrating Heroes

[smsc Sept 11th 2023.pptx](#)- Females in chess

[Hanukkah and Yule.pptx](#)

[diversity board November 13th 2023.pptx](#)- World Kindness Day

[Holocaust Memorial Day 2024 v2.pptx](#)

[parliament week 2023.pptx](#)

Example of the diversity board displayed below:



Welch and Allison will take charge of Premier League matches over the Christmas period

- Rebecca Welch will become the first female referee for a Premier League fixture when she officiates Fulham's match against Burnley on 23 December.
- Welch, 40, began refereeing in 2010, and in January became the [first woman to referee a men's Championship game](#).
- Sam Allison will also take charge of a top-flight match in December, making him the Premier League's first black referee for 15 years.
- He will oversee Sheffield United's match against Luton on 26 December.

#### D) Next steps:

Student council are working with the Head Girl, Annemieke, the Deputy Headteacher, Emma Browne and the Head of House, Ruth Thompson to support a cultures day in May 2024. This will include the following:

- Celebrating diversity impact days- Five cultural Champions will be invited into school on May 3<sup>rd</sup>, 2024, to lead a session with students about Devon's rich diversity via personal stories, activities and question and answers
- Subject teaching- staff will tailor their curriculum during this week to explicitly teach equality, inclusion and diversity during the week beginning the 1<sup>st</sup> of May.
- Food options during the week of the 1<sup>st</sup> of May will be broad and diverse to reflect different cultures.
- Reading and literacy- The library will display books that focus upon equality, inclusion and diversity and students who engage with the books and write reviews will gain house points. All tutors will be reading extracts from the book Musical Truth.
- The SMSC activity will focus upon celebrating multiculturalism and this will be shared by all form tutors.

## E) School leaders:

They have also promoted equality, diversity and inclusion in many other ways, for example, International Women's Day is celebrated annually at TGGGS with an assembly led by a member of the senior leadership team. Former students are also invited into school to raise aspiration and act as positive role models for the next generation of TGGGS students.

Senior leaders have also met with local leaders to discuss issues relating to equality, diversity and inclusion. In January 2023, the Headteacher, Sarah Forster met with Councillor Darling and discussed concerns that students had raised in relation to their experiences of sexism and misogyny in the workplace. The suggestion was a proposal for a workplace-based charter for businesses in Torbay. This idea was also previously discussed with Kevin Foster, local MP for Torbay.

In April 2021, Chloe Stone, PSHE sixth form lead and the Deputy Head, Emma Browne attended an online meeting with Kevin Foster and Victoria Atkins, the Minister for Women. Issues discussed included making PSHE compulsory for post 16 students, and to raise awareness of catcalling and the impact of misogyny upon young women and girls, particularly in the workplace.

## F) Incidents against protected characteristics:

These are very rare at TGGGS and the reports that we have received this year were one off incidents and not bullying which is repeated action from the perpetrator against the victim. This year, four students have been involved in an incident against protected characteristics.

Type	Incident	Follow up
Racism	*Two Year 7 students saying to another student during an online exchange that you have lowered my standards of Japanese people', calling her 'Anime girl'	Reported to Torbay local authority. Students received sanction; parents notified. Students also had follow up education regarding the importance of protected characteristics and the Equality Act.
Racism	*One year 7 student said to another student during an online exchange that 'you have lowered my standards of Egyptian people'	Reported to Torbay local authority. Students received sanction; parents notified. Students also had follow up education regarding the importance of protected characteristics and the Equality Act.
Homophobic	A comment was made by a year 9 student about the months of	Sanction given and parents informed. Education provided

	the year being straight and another student was offended by this. This was not a comment that was directed at any student.	about how language and statements can be viewed as offensive, against protected characteristics by other students.
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\*These perpetrators were from multi-ethnic backgrounds. Egyptian, Japanese & British and Afghan & British