

SUTTON GRAMMAR SCHOOL



EQUALITY POLICY

Staff member with responsibility:	Kate Ross, Deputy Head
Reviewed by:	Board of Trustees
Policy Agreed date:	February 2019
Next review date:	February 2022

1. INTRODUCTION AND PURPOSE OF THE POLICY

At Sutton Grammar School, we are committed to ensuring that discrimination in all its forms is not tolerated. The Equality Policy and equality objectives aim to:

- Improve awareness of equality issues and ensure the school is compliant with the Equality Act
- Improve the school experience for all students
- Ensure that all staff work together with a shared sense of purpose to meet the needs of every student
- Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals
- Identify areas where there is potential for improvement

2. LEGISLATION AND GUIDANCE

All public bodies are required to meet the general and specific duties of the Equality Act (2010). This act brings together all the legal requirements on equality; and replaces and incorporates earlier duties including, the Sexual Discrimination Act (1975), the Race Relations Act (1976) and the Disability Discrimination Act (1995).

In the General Duty set out by the Public Sector Equality Duty (PSED) a school must have due regard to the need to eliminate discrimination, to advance equality of opportunity and to foster good relations.

By recognising the following protected characteristics:

- Age (in relation to employment and to the provision of goods and services)
- Disability
- Gender reassignment
- Pregnancy and maternity (at work)
- Ethnicity
- Religion or belief – this includes lack of
- Gender
- Sexual orientation
- Marriage or civil partnership (but only in respect of eliminating unlawful discrimination)

In addition to meeting the general duty to have due regard to the need to eliminate discrimination, to advance equality of opportunity and to foster good relations, specific duties of a school are to:

- Publish information to demonstrate compliance with the general duty
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years

The Act defines four kinds of unlawful behaviour: direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination: direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.

Discrimination also arising from disability; and failing to make reasonable adjustments in relation to disability.¹

Indirect discrimination: indirect discrimination occurs when a “provision, criterion or practice” is applied too generally and has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment: related to a protected characteristic (disability, race, gender, maternity or pregnancy).

Harassment has a specific legal definition in the Act - it is “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

Victimisation: victimisation occurs when a person is treated less favourably than they otherwise would have been because of a previous complaint made in good faith. A previous complaint could be, in the case of a student, related to something done by a parent or a student in relation to the Act; or a person could have given evidence or information relating to someone else’s complaint.

3. SUTTON GRAMMAR SCHOOL VALUES AND COMMITMENT

Sutton Grammar School is committed to a policy of equality. We aim to provide equal access to high quality educational opportunities and to create a learning environment where everyone feels safe and secure and discrimination in any form is not tolerated. Our school ethos including the House system aims to promote and awareness of the wider community and a sense of belonging. We observe good equalities practice and aim to reduce and remove any existing inequalities and barriers.

All members of the school community are responsible for promoting the school’s equality policy and respect and act in accordance with it.

4. AREAS OF FOCUS

Sutton Grammar School is committed to advancing equality of opportunity, eliminate discrimination and foster good relations in the following areas:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents

The school will regularly analyse data and information with regards the above focus areas to evaluate our practice and to determine focus areas for the school’s equality objectives.

¹ The disability provisions in this Act are different from those for other protected characteristics in a number of ways: see pages 24-29 ‘The Equality Act 2010 and Schools’, DfE.

5. ROLES AND RESPONSIBILITIES

(a) The Trust is responsible for:

- Making sure the school complies with current equality legislation
- Making sure the aims of the Equality Policy are met and its objectives are implemented; and that reviewed and updated at least once every four years
- Delegating responsibility for monitoring the achievement of the objectives on a daily basis to the Headmaster

(b) The Headmaster is responsible for:

- Ensuring that the school advances equality of opportunity, eliminates discrimination and fosters good relations in the focus areas
- Promoting knowledge and understanding of the equality objectives amongst staff
- Ensuring all staff are aware of their responsibilities and have receive appropriate training and support to carry them out
- Taking appropriate action in any cases of discrimination, harassment or victimisation
- Monitoring success in achieving the objectives and reporting back to the Trust

(c) Class teachers are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom
- Reporting and dealing with any prejudice or bullying that may occur according to school guidelines
- Working to achieve the equality objectives set out in this document
- Ensuring they attend training and development in this area as needed

6. MONITORING ARRANGEMENTS

This policy and objectives will be regularly monitored and reviewed by staff and members of the Trust to ensure that they are effective in eliminating discrimination, promoting access and participation, promoting equality and good relations between different groups; and that particular groups of the school community are not disadvantaged.

The policy will be approved by the Trust every three years.

7. LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to:

- Disability Equality Scheme and Action Plan
- Attendance Policy
- Behaviour Policy
- Bullying and Harassment Policy
- Child Media Policy
- Educational Visits Policy
- Recruitment Policy
- SEND Policy
- School Development Plan

APPENDIX 1: Sutton Grammar School – Equality Objectives 2019-2022

Objective	Protected Characteristic	Actions	Responsibility	Date for review	Outcomes
To continue to move smoothly and effectively from single gender to a Sixth Form with a significant number of female students	Gender	Audit of experience of current female students in the Sixth Form completed, analysed and action points identified; review of facilities carried out by Senior Team; review of opportunities carried out by KR and Pastoral Team. Development of a new Personal development Programme; development of an appropriate Games programme; current opportunities in the Sixth Form (e.g Senior Prefect Team; editor of the Suttonian) accessible to all. Promotion of a positive and inclusive culture through assemblies, form times, lessons, website etc. Engagement with outside agencies with specialist expertise in these areas (e.g. UK Feminista)	HM; KR; Head of Sixth Form; Deputy Head of Sixth Form; AB and CR	2020-2021 2021-2022	Successful integration of female students into the school demonstrated through pre and post audit of experiences of students. 'Lad culture' no longer present and demonstrable within the Sixth Form Reviewed Personal Development Programme in place across Key Stages 4 and 5 Additional facilities where necessary (e.g. changing rooms; toilets) Staff INSET and training completed
To improve accessibility arrangements across the school site	Disability	SLT, Bursar and site manager to conduct a review of the current site in terms of accessibility arrangements and identify areas for improvement; research into and, if feasible, quotes obtained for a lift to be fitted into the main building to allow access to the science facilities; funds procured to allow a lift to be installed.	HM, Bursar, members of the Trust	2021-2022	The school site and school facilities to be accessible to all
Development of new SRE programme of study across Key Stages 3-5; and review of and possible amendment to the current Personal Development programme to create a spiral curriculum that spans Years 7 -13.	All	Pastoral Team to oversee the review of and development of the current Personal Development programme to identify areas for adaptation; development of a new, robust SRE programme of study up to and including the Sixth Form. Plans and schemes of work and resources in place.	KR, Pastoral Team leads (AM, CR, AB, GM and LM)	2020-2021	Personal Development programme reviewed and amended. A new SRE programme of study in place across the school including Sixth Form.

Ensure that best practice is adhered to when organising the logging of incidents on SIMS	All	Ensure that within the new logging of incident on SIMS there is effective and distinct logging of issues for bullying, racism and homophobia.	KR and the Pastoral Team	Sept 2020	Refined behavioural categories in SIMS being used effectively by all staff.
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