

SUTTON GRAMMAR SCHOOL



EQUALITY POLICY

Staff member with responsibility:	Kate Ross, Deputy Head
Reviewed by:	Board of Trustees
Policy Agreed date:	July 2022
Revised:	December 2023
Next review date:	July 2025

1. SUTTON GRAMMAR SCHOOL VALUES AND COMMITMENT

Sutton Grammar School is committed to a policy of equality. Every member of our school community is regarded of equal worth and importance. We aim to provide equal access to high quality educational opportunities and to create a learning environment where everyone feels safe and secure; where discrimination in any form is not tolerated and diversity is celebrated.

2. LEGISLATION AND GUIDANCE

All public bodies are required to meet the general and specific duties of the Equality Act (2010). Under the Equality Act it is unlawful to discriminate against a pupil or perspective pupil by treating them less favourably on the basis of a 'protected characteristic'.

The 'protected characteristics' are:

- Age (staff only/employment)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act (2010) also introduced a single Public Sector Equality Duty. The school must have due regard for the need to:

- eliminate discrimination and other conduct that is prohibited by the act
- advance equality of opportunity among people who share a protected characteristic and people who do not share it
- foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it

The school must also publish information showing how we comply with our equality duty. We do this by putting this statement on our website, and by publishing information which shows how we uphold and promote the principle of equality.

The school must also set out equality objectives which will help us to further our aims of our equality duty. Our objectives will be appropriate for the needs of the school, and will be achievable, specific and measurable. We publish our equality objectives on our website.

3. EQUALITY IN PRACTICE AT SUTTON GRAMMAR

Equality principles are embedded in all aspects of how the school is run. Examples of the ways in which we demonstrate our commitment to the principle of equality are set out below:

Admissions: our Admissions Policy does not permit colour, class, origin, race, sexuality or disability to be used as criteria for admission.

Language: we view linguistic diversity positively. We aim for students and staff to feel their natural language is valued. We are committed to supporting students who have English as their second language.

Culture, class and race: members of our school community come from diverse cultural, racial and socio-economic backgrounds. We endeavour to foster an atmosphere of mutual respect and promotion of a community where there is social, religious and racial harmony. We do not tolerate any form of racist behaviour.

Sexual orientation: positive attitudes are promoted through the school's Personal Development curriculum, as well as through the inclusive ethos of the school. Any form of homophobic, transphobic or bi-phobic bullying is not tolerated.

Sex: We constantly examine our curriculum, materials, procedures, opportunities for sex bias or inequalities. We work hard to ensure that our female students in the Sixth form feel valued members of the school community. We do not tolerate any form of discrimination or negative behaviours based on a student's sex.

Religion: we recognise that members of the school come from diverse faith backgrounds. We work to promote an ethos of tolerance based on an understanding and respect for the beliefs and practices of others. The RE and Citizenship curriculums teach students about religion and tolerance.

Recruitment: we ensure that the recruitment process is neither directly or indirectly discriminatory. In each case the most suitable candidate will be appointed based on strict professional criteria.

Breach of policy: appropriate action will be taken in light of a breach of policy. If a student breaches the policy the incident will be dealt with in accordance with the behaviour policy. If a staff member breaches the policy the relevant procedures in the staff discipline policy will be instigated. A serious breach may constitute a criminal offence and will be reported to the relevant authorities.

Awareness of policy: we want all members of the Sutton Grammar School community to be aware of our policy and so we publish it on our website.

4. MONITORING AND REVIEW

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.

APPENDIX 1: Sutton Grammar School – Equality Objectives 2022-2025

Objective	Protected Characteristic	Actions	Responsibility	Date for review	Outcomes
To continue to move smoothly and effectively from single sex to a Sixth Form with a significant number of female students	Sex	<p>Audit of experience of current female students in the Sixth Form completed, analysed and action points identified (including a focus on sexual violence and harassment in response to Ofsted report); review of facilities carried out by Senior Team; review of opportunities carried out by KR, IM.</p> <p>Embedding of the new Personal Development Programme including a review of need for increase in teaching time to one lesson a week, group sizes and female to male student ratios in groups; development of an appropriate Games programme; current opportunities in the Sixth Form (e.g Senior Prefect Team; editor of the Suttonian) accessible to all.</p> <p>Continued promotion of a positive and inclusive culture through assemblies, form time programmes, lessons, website etc.</p> <p>Continue to review and develop the induction programme for Year 11 students moving into the co-ed Sixth Form</p>	BC; KR; IM; HOYs 12 and 13; WH	2021-22 2022-23	<p>Successful integration of female students into the school demonstrated through pre and post audit of experiences of students.</p> <p>‘Lad culture’ not present and demonstrable within the Sixth Form</p> <p>Personal Development Programme in place across Key Stages 4 and 5 and embedded; with a review of Year 1 and 2 teaching carried out; new groups for the delivery of the curriculum created.</p> <p>Additional facilities where necessary (e.g. changing rooms; toilets)</p> <p>New Sixth Form Games programme developed</p> <p>Effective induction programme in place.</p>
To improve accessibility arrangements across the school site	Disability	<p>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.</p>	HM, Bursar, members of the Trust	2021-2022	The school site and school facilities to be accessible to all
To continue to review and develop	All	KR and WH to audit the Personal Development	KR, WH	2020-2021	Student surveys completed and responses

<p>the Personal Development curriculum to ensure a cohesive and effective curriculum is in place that spans Years 7 -13.</p>		<p>curriculum to identify any areas for adaptation or development (including possible use of external companies/speakers who have specialist knowledge for key areas); student surveys to gain feedback of impact; survey feedback used to inform the review. Review of group sizes in the Sixth Form and time allocation to ensure sufficient time to cover necessary content. Staff training undertaken to ensure knowledge to deliver the curriculum effectively.</p>			<p>reviewed. Personal Development programme reviewed and amended where necessary. Inclusion of external companies/speakers to complement and enhance curriculum offer. Set sizes in Sixth Form reviewed and amended if necessary; time allocation reviewed and amended if necessary. Ongoing training of staff in place to ensure knowledge to deliver the curriculum effectively.</p>
<p>Review of the Behaviour, Rewards and Sanctions Policy in response to key contextual issues such as BLM, Me Too Movement, Everyone’s Invited</p>	<p>All</p>	<p>KR to lead a review of the current Behaviour, Rewards and Sanctions Policy with key stakeholders(including staff and students) to ensure that the policy fully supports the school’s inclusive ethos and clarifies the zero tolerance approach to behaviours such as sexual harassment and violence; bullying or discrimination based upon sex, sexual orientation, gender reassignment or race; and outlines clearly the severity of sanctions for such behaviours.</p>	<p>KR</p>	<p>2021-22 2022-23</p>	<p>Behaviour, Rewards and Sanctions Policy to have been reviewed with input from key stakeholders; review used to inform the adaptation of current policy. Behaviour, rewards and Sanctions Policy updated, tabled and approved by Trust. New policy disseminated to staff with staff training to ensure policy in enacted in practice.</p>

APPENDIX 2:

The Equality Act (2010) 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, sex, 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.

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.