

SUTTON GRAMMAR SCHOOL



EQUALITY STATEMENT AND EQUALITY OBJECTIVES 2025-2028

Reviewed by:	Board of Trustees
Agreed date:	July 2025
Next review date:	July 2028

SUTTON GRAMMAR SCHOOL VALUES AND COMMITMENT

Sutton Grammar School is committed to creating an inclusive school community. Every member of our school community is regarded as 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.

Our commitment to this is reflected through our school values of excellence, integrity, kindness and community.

PUBLIC SECTOR EQUALITY DUTY

Under the Equality Act it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic'.

The 'protected characteristics' are:

- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

(Age as a protected characteristic does not apply to pupils in school, and so pupils can be treated in ways appropriate to their age and stage of development).

The Equality Act (2010) introduced a single Public Sector Equality Duty. Public bodies, including schools, 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

Our school approach reflects DfE guidance: 'Equality Act 2010 Advice for School Leaders, School Staff, Governing Bodies and Local Authorities'.

Through our Equality Objectives we aim to ensure that inclusivity and equality are fundamental tenets of our school community.

Evaluation: The effectiveness of our policies and practice are assessed through our self-evaluation procedures and Safeguarding reviews. The annual review of the School Development Plan by the Senior Leadership Team provides us with the opportunity to fully assess the impact of our Equality Objectives.

Monitoring and reporting: The Trust Board receives reports from the Headteacher and the Senior Leadership Team that enable evaluation of the implementation and impact of actions taken to achieve our equality objectives. A full review of progress against our objectives takes place annually.

SUTTON GRAMMAR SCHOOL – EQUALITY OBJECTIVES 2025-28

Objective	Actions	Who?	Update/evidence of impact – June 2026	Update/evidence of impact – June 2027	Update/evidence of impact - June 2028
<p>To ensure that girls feel safe in school and valued members of our school community; and that they thrive in all aspects of school life, without any prejudice or discrimination or harmful behaviours.</p>	<p>Continue to develop our RSE curriculum, including feedback from student voice; and the use of external providers (e.g. The Limes College) for key topics (e.g. consent) to complement and strengthen our delivery.</p> <p>When Personal Development is not delivered by a specialist teacher, to ensure that sufficient and high quality training is in place to support staff delivery; to ensure consistency of staffing maintained in this subject as a timetabling priority.</p> <p>Continue to work to empower girls within the school; to collect regular feedback through student focus groups and girls meetings to enable key concerns to be addressed.</p> <p>Continue to review and develop the induction programme for Year 11 students moving into the co-ed Sixth Form; and the induction of new students in Year 12, including the development of the mentor programme and the timetabled new girls meetings.</p>	<p>KR, KL, MT</p> <p>KR, JC, MT</p> <p>KR, LM, CR, KL</p> <p>KR, CR, LM, OG</p>			

	<p>Continue to ensure that any sexist or misogynistic language and behaviours; and sexual harassment is not tolerated within our school by continuing to work on the school's reporting systems so that all incidents are reported and can be addressed; continuing to develop our Personal Development curriculum to educate and challenge such attitudes; by working with staff to ensure that they are vigilant and addressing and challenging such behaviour or language.</p> <p>Ensure accurate logging of such incidents.</p>	<p>KR, SLT, HOYs, all staff</p>			
<p>To embed inclusive pedagogy across the school by ensuring that all staff understand the impact of inclusive attitudes and language in promoting equity and positive outcomes for individuals with protected characteristics.</p>	<p>Collaborate with external agencies to deliver high-quality training on inclusive pedagogy, focusing on inclusive language, unconscious bias, and equitable classroom practices. Integrate this training into the school's CPD programme to ensure consistent and ongoing professional development. Create and maintain a staff resource hub with practical guidance on inclusive vocabulary and inclusive teaching strategies. Use student feedback to evaluate the impact of training on classroom culture and relationships. Monitor inclusive practice through lesson observations, student voice, SLT patrols.</p>	<p>JC, SLT, All staff</p>			
<p>To ensure that our LGBTQ+ community feel safe and</p>	<p>To re-launch our Queers and Allies Club from September 2025 to provide a safe</p>	<p>KR,KL, CR</p>			

<p>valued in school; and that they feel empowered and that their voice is heard.</p>	<p>space for students to share experiences, build friendships and celebrate diversity within our school community; and to ensure that student voice is heard in relation to LGBTQ+ through regular meetings and inclusion in the running and delivery of the society and broader school events.</p> <p>To work with Free2B a London based community organisation supporting LGBTQ+ young people and their parents to provide specialist guidance and support.</p> <p>To continue to ensure that we are creating an inclusive environment at school that challenges homophobia, biphobia and transphobia by continuing to work on the school's reporting systems so that all incidents are reported and can be addressed; by working with staff, including staff training, to support the process of adapting practice to be inclusive; by reviewing our Personal Development curriculum and through celebratory events such as Pride Month.</p> <p>Ensure accurate logging of such incidents.</p>	<p>KR, KL</p> <p>KR, SLT, HOYs, all staff</p>			
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