



# **SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS**

## **EQUALITY INFORMATION AND OBJECTIVES POLICY**

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## 1. Aims

Sutton Coldfield Grammar School for Girls is committed to meeting its obligations under the Equality Act 2010, including advancing equality of opportunity, eliminating discrimination, and fostering good relations between people who share a protected characteristic and those who do not. The nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We will do this by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Our school aims to promote respect for difference and diversity in accordance with our values and character strengths, such as Respect, Positive and Resilient, Make Good Decisions, Integrity and Love of Learning.

This policy applies to all staff, volunteers and governors in the school.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination.
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The equality link governor is Mr. N. Dance. They will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students.

Meet with the designated member of staff for equality half-termly to monitor success in achieving the objectives and discuss any additional actions required. The designated member of staff for equality, Deputy Headteacher: Student and Staff Development Mr. N. Eaton will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and students.
- Meet with the equality link governor termly to monitor success in achieving the objectives and report back to governors and to raise any related issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.
- Work with Assistant Headteacher: Personal Development to proactively review our curriculum to ensure that it reflects the diversity of modern Britain, including positive representation of LGBTQ+ identities, diverse family structures, and gender roles.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training through INSET and/or online training sessions at least annually.

The Headteacher and Deputy Headteacher: Staff and Student Development, as the designated member of staff for monitoring equality issues, will regularly liaise regarding any issues and make other senior leaders and governors aware of these as appropriate.

The school website has specific reference to how Equality and Diversity is promoted throughout the school.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing, defined by Department for Education in line with government performance measures.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Analyse further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Studies, Personal Development, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, students will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes organising school trips and activities based in and around Sutton Coldfield, Birmingham and the West Midlands.
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students

are encouraged to participate in the school's activities, such as sports clubs. We also work with parents/carers to promote knowledge and understanding of different cultures.

- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays.
- Is accessible to students with disabilities.
- Has accessible facilities for students who are questioning their gender.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Equality objectives**

### **Objective 1**

To use performance data to monitor student achievement and respond to variations between groups of learners who share a protected characteristic and those who do not share it.

### **Objective 2**

To improve accessibility to the school site by ensuring that any new building works ensures full access for any disability. We will also continue to make other adjustments on a case-by-case basis, in order to meet the needs of individual students.

### **Objective 3**

To collect voluntary data and monitor our workforce so that we have a clear picture of any equality and diversity issues affecting staff.

## **9. Reporting and Response Procedures**

Any member of the school community can report incidents relating to Equality and Diversity, with the expectation that the school will respond.

Issues can be raised by;

- Emailing the school via [enquiry@sutcold.bham.sch.uk](mailto:enquiry@sutcold.bham.sch.uk)
- Contacting the school anonymously using the online form, found [here](#)
- Telephone the school on 0121 354 1479

Should the issue relate to a complaint being raised, the school complaints procedure should be followed, found on the school website [here](#)

## **10. Monitoring arrangements**

The Full Governing Board will update the equality information we publish, described in sections 4 to 7 above, at least every year, with input from students, parents/carers, staff and governors.

This document will be reviewed by the Full Governing Board at least every year.

This document will be approved by the Full Governing Board.

## **11. Links with other policies**

This document links to the following policies:

- Child Protection & Safeguarding Policy
- Health & Safety Policy
- Behaviour for Learning Policy
- SEND Policy
- Charging & Remissions Policy
- Health, Sex & Relationships Policy
- Inclusion Policy, Incorporating Disability Discrimination Policy
- GDPR Policy
- Complaints Procedure

## INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Equality information and objectives policy

Is this a new or an existing policy/activity/project?

New version of existing Policy

Scope/timescales for project or activity (including review date):

Approval at Full Governing Board meeting in July 2025. Reviewed Annually.

Policy/project lead and Author of Equality Impact Assessment:

N Eaton, Deputy Headteacher

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about equality in our school, including ways to eliminate discrimination

Who will benefit/be affected by this policy/activity?

All members of the school community

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

The provisions of the policy are equally applicable to all.

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

**Full impact assessment is not required**

Justification: The policy is of equal benefit to all students, regardless of gender, gender reassignment race, religion, sexual orientation etc. in compliance with equalities legislation

Name: N. Eaton Date: July 2025