SIR THOMAS RICH'S
Single Equality Policy - Equality and Diversity Statement

This policy has been drawn up in accordance with the Equality Act 2010, the Equality Act 2010 (Specific Duties) Regulations 2011, Department of Education (DfE) guidance "The Equality Act 2010 and Schools" and "Public sector equality duty guidance for schools in England"- Equality and Human Rights Commission.

Date reviewed: August 2024
Status: Statutory
Responsibility: The School's Senior Leadership Team (SLT) writes the policy on Equality and Diversity. The Headteacher has overall responsibility for policy implementation. It is the responsibility of the Trustees' Curriculum and Evaluation Committee to review the policy, agree the principles, monitor its implementation and ensure appropriate levels of insurance are in place.

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1. The School Ethos

The School seeks to create an environment where **all** members of its community are valued and treated with respect. As an employer, the School complies with the Equality Act, ensuring that there is no discrimination in recruitment, retention and development and employees can work in an environment which is free from discrimination, harassment and victimisation. The School prides itself on the pursuit of excellence for **all** students both inside the classroom and out, and on encouraging them to develop their talents and interests. Of equal importance is the School's commitment to develop personal skills such as tolerance and respect, ensuring that all students can grow in self-confidence and understanding, thrive academically and make the most of the many opportunities the School offers.

2. The School's commitment to equality

The School is fully committed to equality for all and will:

- Recognise and respect diversity.
- Foster positive attitudes and relationships, and a shared sense of belonging.
- Aim to reduce and remove inequalities and barriers.
- Observe good equalities practice, including staff recruitment, retention and development.
- Strive to ensure that society as a whole will benefit.

3. Responsibilities

Promoting equality is the responsibility of the whole school.

Trustees
Trustees responsible for ensuring that the School complies with current legislation and that this policy and its related strategies are implemented.

Headteacher
The Headteacher has responsibility for implementing the policy, for promoting key messages to staff, parents and pupils about equality, ensuring that staff have appropriate skills to deliver equality and that they are aware of their responsibility to record and report to the Head of Year or Senior Leadership as appropriate prejudice related incidents.

Staff
Staff must uphold the School's commitment to treat all pupils fairly. They must record and report all prejudice related incidents. Teaching staff must ensure they deliver an inclusive curriculum.

Parents
Parents should take an active role in supporting the School in tackling inequality e.g. by identifying barriers and recommending actions which can be taken to eradicate these.

Pupils
Pupils will be made aware of the School's commitment to equality and be expected to act accordingly.

4. Legal Duties

a. Public Sector Equality Duty (PSED)
The Equality Act of 2010 introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. In accordance with this duty the School will have **due regard** to the need to:

- eliminate discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristic.
- advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it and encourage people from protected groups to participate in activities where their participation is disproportionately low.

The duty to have **due regard** means that thought will be given to the equality implication whenever significant decisions are being made or policies developed.

The protected characteristics are:

- Age (employees only)
- Sex
- Race
- Disability
- Religion or belief (includes lack of belief)
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership (employees only)

b. Specific Duties
Secondary legislation to support public authorities in meeting their obligations under PSED came into force in 2011. (The Equality Act 2010 (Specific Duties) Regulations 2011)

In accordance with this legislation, the School will:

- publish information on how it complies with PSED. (The School will not publish any information which identifies a pupil or employee.)
- prepare and publish equality objectives.

5. How the School fulfils its PSED

The School will collect data related to the protected characteristics from relevant areas e.g. attendance, attainment and behaviour and use this data to evaluate the effectiveness of equality provision and to inform future planning.

1) Sir Thomas Rich's strives to eliminate discrimination throughout the School.

   a. This commitment is reflected in our School policies, in particular the:

   - Accessibility Statement and Plan
   - Anti-bullying Policy
   - Behaviour and Discipline- General Principles
   - Behaviour and Discipline Policy
   - Exclusion Policy
   - Pupil Premium Policy
   - Child Protection and Safeguarding Children Policy
   - SEND Policy
   - Relationships and Sex Education Policy
   - Staff Anti-Harassment and Bullying Policy
   - Staff Code of Conduct

   b. Curriculum areas, where appropriate, use materials that reflect a range of cultures, backgrounds and lifestyles. In particular, PSHE, RSE and R.E. provide opportunities to study and reflect on issues of equality and diversity.

   The teaching of R.E. aims to promote knowledge, respect and tolerance of other religions and beliefs. For example, in Year 7, pupils are taught about how to listen and debate respectfully and different religions within Britain are explored; in Year 8 pupils study the topic of suffering and how religious groups may respond to overcome suffering; in Year 9 pupils learn about terrorism and the portrayal of religious groups in the media. In A level Religious Studies, the topic "Religious pluralism" is taught.

For further details of the R.E. curriculum, contact Dr Scott: kis@strs.org.uk

Schemes of Work in PSHE address aspects of equality across a number of years. For example, In Year 7, pupils learn about the importance of community, diversity, British Values, the Universal Declaration of Human Rights alongside exploring their own identity and their rights and responsibilities. In addition, pupils learn about healthy relationships and harmful gender stereotypes. In Year 8, pupils develop an understanding of tolerance and inclusivity across a range of differences including age, gender, disability, race, religion and culture and consider the importance of diversity and equity in the workplace. In Year 9, pupils build on their knowledge of what constitutes a healthy relationship, considering different family relationships and sexual orientation. School principles of equality, British values and identity, gender and stereotyping are also addressed. A programme of lessons in Year 10 examines a variety of issues including homophobic bullying, extremism and radicalisation, forced marriage and FGM. In Year 12, students follow a programme of Enrichment which includes lessons on intolerance, radicalisation and Islamophobia, LQBTQ+ issues and identity, healthy relationships and consent.

For further details of the PSHE curriculum, contact the Head of PSHE – Mrs Garcia Toja: pgt@strs.org.uk

2) The School is committed to advancing equality of opportunity for all.

   - The School will not discriminate against people with protected characteristics when recruiting staff.
   - The School is very supportive of mothers who require maternity leave and fathers who require paternity leave. For example, usually in maternity cases where a teacher wishes to take most of the year off, lessons are covered for the full year so that teachers are well supported on their return to work. Every effort is made to accommodate a wish to job share or take up a part-time position.

- The School welcomes girls into the Sixth Form providing them with the opportunity to study, in strong departments, subjects where participation of girls is traditionally low. e.g. sciences and maths.
- The School has been modified to allow improved access for those with physical disabilities and now has a personal care suite.
- A room is set aside enabling Muslims to pray at prescribed times and for Christians for their weekly meeting of the Christian Union. This is also available for other faith communities and organised world views.
- Underpinning the Learning and Teaching Policy is the overriding principle of providing every student regardless of ability, gender, gender identity, race, disability, religion or sexual orientation with the opportunity to achieve their academic potential. Data on the achievement of pupils with the protected characteristics may be found in Appendix B. The School does not consider it appropriate to publish data on pupils with the protected characteristics religion, sexual orientation, gender reassignment, pregnancy or maternity.

3) Fostering good relationships across all characteristics and with the wider community is central to our mission. This principle is reflected in our Behaviour and Discipline Policy and Anti-bullying Policy. The curriculum areas PSHE, RSE and RE, focus on developing tolerance and understanding of different cultures and lifestyles. Tutor periods and assemblies are frequently devoted to promoting good relationships and specifically when action is required following any breakdown of relationships. In the local community, the School has developed links with primary schools, a Special School and Gloucester Hospital. The School has well established annual exchange visits with schools in France and Germany.. The School's link with a school in Uganda through Founder's Fortnight is particularly important for the School in establishing friendships with a country of a very different cultural and ethnic background.

Details of these links can be found in the Community Section of the School's website: http://www.strschool.co.uk/about/community

Equality Objectives
These can be found in Appendix A.

Equality Data
This can be found in Appendix B.

Appendix A: Equality Objectives 2024-2025

Objective	Action	Person Responsible	Measuring Progress
Refine the School's approach to diversity and inclusion	Continue to raise the profile of Black History and LGBTQ+ Month in the school, raising awareness in tutor time and encouraging students to lead and participate in promotional events	BLB/PGT/CER/Heads of Year	Black History and LGBTQ+ Month has been incorporated in the tutor programme and events held in the school
	Ensure that Tutor Time reading texts available to Key Stage 3 and Key Stage 4 include those by BAME authors and cover diverse contexts	SLT/Heads of Department/Heads of Year/Tutors	Texts are purchased and have been read by tutor groups in Key Stages 3 and Year 10
	Tutor Time used to acknowledge key dates in the Diversity and Inclusion calendar such as 'International Women's Day and Pride Month	BLB/PGT/SLT/Heads of Year	
	Student-led societies and clubs to raise awareness and fundraise, such as The Female Lead and Diversity Society, in Year 12. Annual student-led celebration of diversity 'Culture Day'		

	Extend use of SOCs extracurricular software to enable staff to take registers for all extracurricular activities. Training for relevant staff and monitoring	PGT/RGW/All staff	Staff are regularly taking registers for all extracurricular activities. Reports provide insight into which students are not accessing extracurricular offering and barriers identified and addressed
	External speakers and workshops to raise awareness of diversity and equality issues, such as Hollie Gazzard Trust and Rob Higgs anti-bullying talk to Year 8		
Improve provision for students with SEND (SE2)	Enhance early screening of pupils presenting with speed of working and /or processing barriers (Year 7)	JOL/SFR	Appropriate SEND support in place for Year 7 pupils
	Support Heads of Department (HoDs) to ensure curriculum planning includes support for SEND pupils to access the curriculum (Quality First Teaching)		HoDs able to identify how curriculum plans support access for SEND pupils; quality first teaching strategies observed in lesson visits
	Develop monitoring and review schedule for IEPs/staff awareness of strategies to support SEN pupils		All IEPs reviewed at least annually with parental input; staff able to describe the strategies they use to support pupils with SEN; positive parental feedback

	Develop monitoring of SEND in-class support and interventions		SEND support in class and through bespoke interventions show positive impact on pupil attainment and SEND needs
To continue to widen access to Sir Thomas Rich's through further work with primary schools where a significant proportion of pupils come from deprived backgrounds (SE4)	Coordinate our current outreach work with that of other Gloucestershire grammar schools to ensure more effective coverage and increase participation in the test	EFH/SLT/Trustees	More applicants in receipt of Pupil Premium apply to sit the test in 2025, and 2026.
	Introduce new 11+ test familiarisation resources for PP pupils	EFH	New resources freely available to PP pupils to support *Skyward Kids* programme
	Devise assembly curriculum to ensure key messages given at the appropriate time and revisited	PMD/AIW/PGT/Heads of Year	
	Develop positive bystander behaviour through creation of anti-bullying champions		
	Develop year plan for gathering student voice (internal surveys and external surveys)		
	Continue to ensure clear monitoring of pupil interactions to ensure appropriate adjustments made to assembly curriculum and pastoral care		

Further enhance zero tolerance culture of negative pupil interactions and promote active bystander behaviour		SAT/SLT	

Appendix B: Equality Data – Attainment in 2019

(N.B On 23rd March 2020 the government announced the cancellation of all the exams due to take place in the summer of 2020. It also announced that there would be no publication of any school level educational performance data based on tests, assessments or exams for 2020, therefore the equality data for 2019 remains extant)

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	194	4.08	10	39	75	92
White – English	152	4.16	10	39	75	92
Indian	11	4.38	19	49	78	92
Black - African	5	3.71	0	21	71	86
White and Chinese	4	3.92	8	50	58	83
Any other Asian background	4	3.69	8	38	54	77
Not White - English	42	3.92	9	35	66	84
Male	118	4.10	11	38	73	90
Female	76	4.06	8	36	73	91
SEN	0	-	-	-	-	-

^ A*= 6, A = 5, B = 4,...

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	124	6.97	47	69	96	99
White – English	84	7.28	49	71	97	100
Indian	12	6.55	32	47	88	96
Chinese	3	7.70	57	90	100	100
Black - African	3	7.50	63	73	97	100
Pakistani	2	5.68	5	26	89	95
Not White - English	41	7.04	43	64	95	98
SEN	1	6.30	10	30	90	100
Not SEN	123	7.21	47	69	96	99
Pupil Premium	5	6.13	24	33	93	98
Not Pupil Premium	119	7.24	48	70	96	99

** - points = grade as number

Appendix C: Equality Data – Attainment in 2020

Provided for further information

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	196	4.42	14	52	81	95
White – English	142	4.53	16	57	84	95
Indian	14	3.95	2	28	74	91
Black - African	6	4.89	26	74	89	100
White Eastern European	5	4.07	0	33	80	93
Pakistani	4	4.08	8	33	67	100
Not White - English	54	4.12	9	36	74	93
Male	125	4.32	12	49	79	93
Female	71	4.59	18	57	86	98
SEN	2	5.75	75	100	100	100

^ A*= 6, A = 5, B = 4,...

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	126	7.51	53	80	99	100
White – English	82	7.47	52	78	99	100
Indian	18	7.71	63	85	100	100
Black - African	2	7.55	60	80	100	100
Not White - English	44	7.58	55	84	100	100
SEN	5	7.09	33	72	100	100
Not SEN	121	7.52	54	80	99	100
Pupil Premium	4	7.53	45	83	100	100
Not Pupil Premium	122	7.51	53	80	99	100

** - points = grade as number

Appendix D: Equality Data – Attainment in 2021

Provided for further information

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	178	4.76	24	67	89	97
White – English	120	4.85	26	70	91	98
Indian	16	4.31	14	49	82	90
Black - African	6	4.75	25	60	90	100
White and Asian	5	4.87	6.7	80	100	100
Chinese	4	5.08	33	75	100	100
Not White - English	58	4.57	20	61	85	94
Male	118	4.74	27	64	88	96
Female	60	4.80	18	73	91	98
SEN	2	4.83	33	67	83	100

^ A*= 6, A = 5, B = 4,…

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	125	7.65	59	85	99	100
White – English	78	7.69	61	86	99	100
Indian	18	7.44	51	79	99	100
Other Asian	4	8.07	84	96	100	100
Chinese	3	8.65	87	100	100	100
White and Asian	3	7.65	48	81	100	100
Not White - English	47	7.59	57	82	99	100
SEN	5	7.04	31	75	98	100
Not SEN	120	7.67	61	85	99	100
Pupil Premium	6	7.30	47	75	98	100
Not Pupil Premium	119	7.67	60	85	99	100

** - points = grade as number

Appendix E: Equality Data – Attainment in 2022

Provided for further information

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	206	4.64	24	60	85	96
White – English	120	4.64	23	60	85	96
Indian	16	5.02	39	69	94	100
White – Eastern European	6	4.78	33	61	89	94
Black - African	4	5.00	27	82	91	100
Pakistani	3	3.00	0	11	33	78
Not White - English	62	4.69	27	60	86	96
Male	139	4.69	27	61	86	97
Female	68	4.55	20	58	84	94
SEN	12	4.38	17	59	79	90

^ A*= 6, A = 5, B = 4,…

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	126	7.85	66	84	99	99
White – English	72	7.81	65	83	99	100
Indian	19	8.20	79	92	99	99
Bangladeshi	4	7.75	68	78	97	97
Pakistani	3	7.11	39	64	96	100
Chinese	2	8.26	65	90	95	95
Not White - English	54	7.91	67	85	98	99
SEN	4	7.88	67	85	99	99
Not SEN	122	6.70	33	53	90	97
Pupil Premium	4	6.40	20	51	91	97
Not Pupil Premium	119	7.89	67	85	99	100

** - points = grade as number

Appendix F: Equality Data – Attainment in 2023

Provided for further information

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	194	4.44	22	54	77	92
White – English	129	4.58	27	58	79	95
Indian	21	4.09	1.5	43	77	89
Other Asian background	9	4.33	0	33	100	100
Chinese	3	5.60	60	100	100	100
Pakistani	3	4.44	22	67	67	89
Male	136	4.54	22	58	81	93
Female	58	4.21	22	43	68	90
SEN	11	4.26	12	38	76	100
Not SEN	183	4.45	23	55	77	92

^ A*= 6, A = 5, B = 4,...

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	155	7.31	49	73	98	99
White – English	97	7.25	48	71	97	99
Indian	16	7.30	46	74	97	98
Other Asian	9	7.09	45	66	98	100
Black African	4	7.32	55	68	100	100
Bangladeshi	3	7.21	50	71	96	100
White – Eastern European	3	8.15	79	97	100	100
SEN	7	7.19	48	72	93	98
Not SEN	148	7.31	49	73	98	99
Pupil Premium	6	6.85	39	61	96	98
Not Pupil Premium	149	7.32	50	73	98	99

** - points = grade as number

Appendix G: Equality Data – Attainment in 2024

Provided for further information

At A Level,

Pupil Group	Number	Ave Points per Qualification^	%A*	%A*-A	%A*-B	%A*-C
All	244	4.39	18	51	80	94
White – English	166	4.48	19	54	83	95
Indian	19	4.16	19	44	66	87
Other Asian background	9	4.32	11	43	79	100
Black African	8	4.38	17	38	88	96
Other mixed	8	4.12	12	40	72	88
Male	144	4.60	21	55	83	94
Female	100	4.10	14	44	76	94
SEN	9	3.94	17	40	73	97
Not SEN	235	4.40	18	51	80	94

^ A*= 6, A = 5, B = 4,…

At GCSE in reformed qualifications,

Pupil Group	Number	Ave Points per Qualification**	%8-9	%7-9	%5-9	%4-9
All	159	7.46	55	76	98	99
White – English	102	7.49	55	76	98	99
Indian	21	7.25	49	68	95	98
Other Asian	7	7.11	39	67	100	100
Pakastani	5	7.36	57	72	98	100
White and Asian	4	7.43	43	84	100	100
Bangladeshi	2	7.94	77	100	100	100
SEN	9	6.66	25	50	91	99
Not SEN	150	7.51	56	77	98	99
Pupil Premium	11	7.16	43	76	93	98
Not Pupil Premium	148	7.48	55	76	98	99

** - points = grade as number