

Equality Information Report

Intent

Overton Grange School is committed to ensuring an education which provides equality of opportunity and freedom from discrimination. We seek to ensure that no student, member of staff or visitor to the school shall receive less favourable treatment on the grounds of age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

The School is committed to promoting equality, celebrating differences and fulfilling its legal obligations. This includes the requirements of the Equality Act 2010 which gives schools a general duty to:

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

About Overton Grange School

Overton Grange School is an 8 form entry coeducational non-selective school of approximately 1,250 students with over 200 in the sixth form. Prior to 2016 the school was 7 form entry. In June 2011 it converted to become an academy within the London Borough of Sutton retaining its commitment to being an inclusive, non-selective school in partnership with, and serving, the local community. Out of fifteen Sutton secondary schools we are one of only four that has no selection. In September 2018 a new secondary free school opened in our catchment area. During the 2020 -21 academic year we have started working with the Folio Trust, having previously been a partner school with the University of Brighton Academies Trust (UoBAT).

The school is located in outer London in a socially and culturally mixed community. It is consistently around the 50th percentile for FSM. In line with the Sutton community, we are receiving increasing numbers of students with EAL (61 languages currently spoken across the student population), SEND or have been out of formal education. The majority of students live within 2 miles of the school. Over the last few years, the local population has become more mobile increasing our in-year admissions. There is a significant gender imbalance (male students 55%).

Within the Learning Support Department there is a Hearing Support base and, because the building is relatively new (1997), we are able to support the inclusion of students with a range of physical disabilities. Around 10% of students in Years 7 to 11 have SEND.

Student and Parental surveys show very high levels of satisfaction with the school, in particular in finding the school a safe and enjoyable environment in which to learn. Over 95% of our parents consistently say that their child is happy at school (based on parental questionnaires; Ofsted 2019).

Overton Grange School places equality at the heart of its Ethos, which is:

In partnership with parents and the community, Overton Grange aims to provide opportunities for its students that enable them to play an active role in the twenty-first century. As members of a co-educational comprehensive school, students have full access to and experience of the curriculum regardless of race, class, gender, physical ability and religious belief. The school promotes a sense of self-esteem, responsibility and tolerance in young people. It values and challenges the individual so that they achieve the highest levels of attainment whatever their starting point.

Overton Grange places great emphasis on high academic and vocational standards and has at its heart the development of the whole person. Expectations are high and the achievement of the individual is celebrated. Overton Grange provides a supportive atmosphere based on self-discipline, mutual respect, co-operation and understanding. Students are encouraged to take responsibility both for their own learning and for the environment in which they live.

Equality Objectives 2020-2023

For the period 2020-2023 the governing body has approved five key strategic objectives in order for Overton Grange to become an outstanding school for the local community.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further.

These objectives are:

1. Promotion of cultural understanding, awareness and respect of different religious beliefs between different ethnic groups within our school community.
2. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, especially students with learning difficulties and disabilities.
3. Actively work to close gaps in attainment between students and all groups of students.
4. Continue to improve accessibility across the school for students, staff and visitors with disabilities.
5. Reduce the incidence of the use of homophobic, sexist and racist language used by students in the school.

Equality in Action 2020-21

- The School has a number of policies that demonstrate its awareness of the Equality Act and its determination to comply with the non-discrimination provisions. The following policies and plans which specifically refer to equality were reviewed in 2020-21:
 - Behaviour;
 - Careers Programme and Provider Access;
 - Child Protection;
 - Health and Safety;
 - Medical Needs (Healthcare);
 - Special Educational Needs and Disability;
 - Pupil Premium Development Plan; and
 - Pastoral Action Plan.

- Within our whole school curriculum both Citizenship and Religious Studies are compulsory throughout Key Stages Three and four. Citizenship continues for all in Key Stage Five.

- Students and staff and worked together to raise awareness of the Black Lives Matter movement, including the personal experiences of Overton Grange students.

- The School continues to actively promote students' spiritual, moral, social and cultural development and deliver a very diverse curriculum that meets the needs of pupils of all ages, aptitudes and abilities.

- The School presents positive images of all groups and cultures in our society through the curriculum, displays and extended opportunities. For example, Stonewall posters are displayed throughout the School.

- The School is proud to offer an extensive range of extra-curricular activities. These include trips & visits, sports, music, games, other interests, and study support. Unfortunately participation has been hampered during the year due to Covid-19 but these activities are re-starting as government guidance allows.

- The School continues to identify and provide effective interventions for students who are making too little progress in **all** three Key Stages through regular data gathers, SLT focus meetings and department meetings supported by action plans and success criteria for individual students. This includes analysis and action 'to continue to narrow the gap' for groups of students, including boys, Pupil Premium, EAL, SEND, MAGT.

- The context of 'accessibility' has been different during this academic year due to the national 'school closure'. Staff have ensured that disadvantaged students have access to the laptops provided by the Department for Education. Teaching was delivered remotely by a mix of live lessons and set work. Student engagement has been very high and students who have not attended lessons or completed work have

been contacted weekly. Vulnerable students were given access to the school and were as a result supported in following their lessons like all other students.

- Procedures are in place for incidents of discrimination to be reported and recorded. Information is provided to the governing body and the London Borough of Sutton about the number of recorded incidents of discrimination.
- We enhanced the training staff received on teaching Hearing Impaired students through closer work with specialist agencies. One result of this was that we were able to offer places to students with more profound levels of hearing impairment than ever before.
- The school became part of the Mental Health Trailblazers project which enabled us to provide students with a range of one-to-one support, group support and signposting.
- The school has supported students who are questioning their gender identity through changes of name, pronouns etc.
- The school committed to a Youth Summit on racism and one year group were surveyed concerning their attitudes in preparation for this.
- Staff received regular professional development and training which covered topics such as racism and also sexual harassment.
- The school Newsletter included safeguarding items on a regular basis. As did the internal staff bulletin.

October 2021.