



The Crypt School

Equal Opportunities Policy

Lead person: Deputy Head (Pastoral)

Support persons: SLT

Governing Body Committee: Full Board of Trustees

In line with The Crypt School values, which include respect, responsibility, kindness and integrity, inclusion and intersectionality are at the heart of the School.

Public Sector Equality Duty Statement

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment or victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex, race, disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity; marriage or civil partnership or age.

At The Crypt School all people are treated fairly, irrespective of their race, disability, marriage or civil partnership status, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (protected characteristics under the Equality Act). We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, work and visit here.

Our commitment to equal opportunities is reflected in our School policies, particularly:

- Accessibility Plan
- Anti-Bullying and Hate Policy
- Anti-Harassment, Sexual Harassment and Bullying Policy
- Staff Appraisal Policies
- Behaviour Policy

- Safeguarding Policy
- Curriculum Policy
- Special Educational Needs and Disabilities Policy
- English as Additional Language Policy
- Relationships and Sex Education Policy
- Recruitment, Selection and Disclosure Policy and Procedure

The Governing Body is required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act,
- 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.

The Governors and staff are committed to eliminating unlawful discrimination, and to promoting equal opportunities and good relations in all areas of school life.

1. Policy Statement

. All schools have a vital role to play in equal opportunity matters and The Crypt School will aim to influence individual behaviour as well as create a structure, culture and environment that combats discrimination in all its forms and promotes good relations between members of different racial, cultural and religious groups and communities. Such an approach will include:

- i) Ensuring that the obligation imposed under Legislation and Codes of Practice are met and complied with;
- ii) Ensuring that local policies, procedures and practices on employment matters (e.g. relating to recruitment, selection, promotion, training and transfer) are sensitive to equal opportunities;
- iii) Ensuring that staff are aware of these policies and given appropriate guidance and training in their implementation;
- iv) Ensuring that the promotion of equal opportunities and good relations between communities is a part of the school values.

2. Outline of the Legal Position

The key Act which provides the framework for equal opportunities is the Equality Act 2010, the primary purpose of which was to enshrine and codify in a single piece of legislation the various acts and regulations which formed the basis of anti-discrimination law in the United Kingdom. In addition the Department for Education has produced non-statutory guidance on the Equality Act 2010. We recognise that our duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of Persons with Disabilities and the Human Rights Act 1998. The school will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law.

3. Discrimination

Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

The following forms of discrimination are prohibited under this policy and are unlawful:

- Direct discrimination: direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race, would be direct discrimination.
- Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminatory on the grounds of sex.
- Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.
- Harassment: this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- Victimisation: retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
- Unlawful harassment or discrimination will be considered gross misconduct under the School's Disciplinary Procedure.

4. Recruitment and Selection

The recruitment and selection processes will ensure, in line with Safer Recruitment protocols, that the highest quality candidate is recruited, based on personnel specification and that no unlawful account will be taken of the protected characteristics in connection with an applicant. The School will not discriminate against people with protected characteristics when recruiting staff.

Where any provision, criterion or practice for recruitment and selection puts disabled people at a substantial disadvantage due to a reason connected with their disability, reasonable adjustments should be made to eliminate or, if that is not reasonably practicable, reduce the disadvantage. This could, for example, be making different interview

arrangements for applicants who require support with mobility, sight or hearing impairments.

5. Challenging misogyny and gender based discrimination

The Governors, Headmaster, Senior Leadership Team and staff stand against sexism and all forms of discrimination on the grounds of sex, sexual orientation, race, ethnicity, religion, or disability.

To promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils to achieve the level of success and self-respect which they deserve, the School aims:

- To instil in pupils an awareness of sexism and misogyny (through PSHE / Personal Development lessons, assemblies and form time activities) and to establish an environment where school becomes effective in reducing intolerance and raising self-esteem.
- To provide a safe and welcoming place for all of staff and pupils.
- To provide an environment where sexist assumptions, prejudice, intolerant attitudes and behaviour are continually challenged, inline with the Misogyny and Sexual Harassment Action Plan.
- To provide a curriculum which gives children the confidence that sexism, misogyny and prejudice can and must be eradicated.
- To contribute towards imparting a sense of citizenship and belonging in all pupils.
- To take the appropriate action to deal with any form of sexism, misogyny or prejudice within the School.

All Heads of Departments will continually review their schemes of work to ensure that their subjects are diverse and representative with respect to content, methodology, aims and resources.

The Crypt School values all of its pupils and staff equally. School will ensure that:

- Pupils will not be denied fair and equal treatment because of any protected characteristic.
- The School recognises that staff and pupils come from diverse backgrounds, and will strive to ensure that they do not face discrimination.
- Harassment and bullying (e.g. name calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) are serious disciplinary offences, and will be dealt with under the appropriate procedure outlined in the Anti-bullying and Hate policy.
- The Crypt School will provide a supportive environment for everyone who wishes it to be known that they are either lesbian, gay, bisexual or transgender (LGBTQ+). However, it is the right of the individuals to choose whether they wish to be open about their sexuality in the School. To “out” someone, whether staff or pupil, without their permission is a form of harassment, and will be treated as such.

- Assumptions will not be made that partners are always of the opposite sex and LGBTQ+ issues will be included in equality training for staff.
- The School will monitor any incidents or alleged complaints of abuse, harassment and bullying and conduct an annual review to identify any patterns or any areas for improvement in this regard.
- Anyone undergoing medical and surgical procedures related to gender reassignment will receive positive support from the School to meet their particular needs during that period.
- In relation to social transition, The Crypt School will not initiate any action and will take a very careful approach with parents/carers involved in the vast majority of cases.

6. Teaching and Learning

Underpinning the School's teaching and learning is the overriding principle of providing every student regardless of ability, sex, race, disability, religion or sexual orientation with the opportunity to achieve their academic potential. The performance of students with protected characteristics is appropriately monitored.

Curriculum areas regularly utilise resources, themes and issues that reflect the dynamic range of cultures, backgrounds and lifestyles that feature both locally and more broadly in British society.

All pupils, including those on the SEN register, will be given access to the full range of subjects and Heads of Department are required to ensure content is diverse, representative and actively challenges misogyny.

7. Employment Practice

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

- The School will not discriminate against people with protected characteristics when recruiting staff. A Safer Recruitment trained senior member of staff is on every interview panel.
- 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.
- Shared Parental Leave provides choice and flexibility. More information is available in the Staff Family Leave statement.

- Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.
- The School, where possible, is very supportive of flexible working requests.
- The School has been modified to allow improved access for those with physical disabilities with lifts in each building, ramp access and (from 2026-27) a personal care suite with a hoist.

8. Cultural and Religious Needs

Where employees and pupils have particular cultural and religious needs which may conflict with existing work requirements, the School will consider whether it is reasonably practicable to vary or adopt these requirements to ensure such needs can be met.

Rooms are set aside enabling students to pray and reflect at prescribed times. Halal food is available in the school canteen.

9. Access to Extracurricular Opportunities

The Governors recognise the need for extracurricular opportunities as ways of broadening pupils' educational experience. Where these activities form an integral part of a pupil's course of study the activity will be subsidised if the parents of the pupil are unable to fund the trip. For nonessential trips/visits the school will make every effort to support those in financial need, subject to availability of financial support.

10. Responsibilities:

A. Governing Body

The Governors are responsible for:

- Making sure the school complies with the Equality Act 2010 (the Act);
- Complying with the Public Sector Equality Duty;
- Drawing up equality objectives every four years and publishing information annually demonstrating how it is meeting the aims of the general public sector equality duty.

B. Headmaster

The Headmaster is responsible for:

- Ensuring the equality policy is readily available and that the Governors, staff, pupils, and their parents and carers know about it;
- Ensuring the equality procedures are followed;
- Informing staff and Governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- Ensuring all staff know their responsibilities including their responsibility to report and record prejudice related incidents and receive training and support in carrying these out; and
- Taking appropriate action in cases of unlawful harassment and discrimination.

C. Senior Deputy Head

The Senior Deputy Head is responsible for:

- Overseeing staff training and CPD requests and ensuring equality of access;
- Ensuring regular training opportunities for staff (for example at INSET or via Every online training platform) for staff to maintain awareness of issues and language around equality and inclusion;
- Overseeing that staff returning to work from a period of absence (including Maternity or Paternity Leave) are supported and not discriminated against under protected characteristic of pregnancy/ maternity.

D. All Staff

All staff are responsible for:

- Dealing with discriminatory incidents, and being able to recognise and tackle equality bias and stereotyping;
- Challenging discriminatory or prejudicial language when heard by any member of the school community. If this involves a member of staff this must be reported to the Headmaster or Designated Safeguarding Lead as a Low Level Concern. Students should be dealt with in line with the Behaviour Policy and / or Anti-bullying and Hate policy.
- Promoting equal opportunities and good relations and avoiding unlawful discrimination against anyone; and
- Keeping up to date with the law on discrimination, and being actively anti-racist.

E. Staff with specific responsibilities

The Headmaster and Deputy Head (Pastoral) are responsible overall for coordinating work on equality and dealing with reports of discriminatory incidents.

F. Visitors/Volunteers

Visitors (including supply / agency teachers and staff) are expected to conduct themselves in accordance with this policy and undertake not to act in a prejudicial or unlawful discriminatory manner towards staff, pupils and other visitors.

11. Monitoring

The policy is reviewed annually by SLT and Governors.

Data will be used to monitor attainment and progress as well as the pattern of sanctions and rewards. A summary of the policy and data review will be presented to staff and Governors annually.

The School will ensure that it keeps and maintains all appropriate records to ensure that progress of this policy is monitored.

The effectiveness of the policy will be monitored in pupil attainment and progress as set out in Analyse Performance Data which is reviewed annually in September by SLT and Governors.

We:

- monitor the progress of pupils from all ethnic groups;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunities;
- monitor the school's behaviour policy, and the numbers of suspensions, to make sure that pupils from minority groups are not unfairly treated.

Monitoring with respect to employment may be undertaken in the following areas on at least an annual basis by sex, race, disability, grade and subject area:

- Composition of the school staff
- Recruitment trends
- Take up of training opportunities
- Exit interviews can also provide further helpful information and feedback.

12. What to do if you have a complaint

Concerns or complaints about this policy should be raised under the School's complaints procedure, which is available on the policies section of the School website. The procedure does not apply to complaints for which separate statutory procedures exist, including admissions, suspensions, staff grievances and staff conduct.

Reviewed: May 2026

Approved by Full Board of Trustees: May 2026

Next Review: May 2027

The Crypt School Equality Objectives 2026-29

Equality Objective 1: Prevent bullying, abuse, discrimination, victimisation, harassment and/or hate crime against people as a result of them having one or more protected characteristics. Ensure victims have access to advice and support to protect their wellbeing and enable them to feel safe and secure at school.

Equality Objective 2: Overcome disadvantage by closing the attainment gap for disadvantaged students and those with additional needs.

Equality Objective 3: Improve the attendance of disadvantaged students and those with additional needs.

Equality Objective 4: Ensure high uptake of extra-curricular opportunities by disadvantaged students and those with additional needs, to ensure they access the full benefits of a Crypt School education.

Equality Objective 1: Prevent bullying, abuse, discrimination, victimisation, harassment and/or hate crime against people as a result of them having one or more protected characteristics. Ensure victims have access to advice and support to protect their wellbeing and enable them to feel safe and secure at school.

Action	Strategies	Date	Success Criteria
Educate the school community about the importance of equality and that diversity makes us stronger.	Assemblies, Schemes of Work, classroom resources and displays are inclusive to promote a sense of belonging and security.	Ongoing	Reduction in incidents of bullying and harassment. Monitored through MyConcern and Bromcom data.
Review the Anti-Bullying policy and implement a new policy for 2026-27 academic year.	Community Hours throughout the year dedicated to building inclusion and belonging, and minimising exclusion or prejudicial behaviour - for example Black History Month, Anti-bullying awareness week.	Ongoing since 2023	Student Voice indicates that staff effectively challenge stereotypes and that school feels like a supportive discrimination-free space.

Explicitly tackle sexual harassment and misogyny. Embed equality and inclusion within the Personal development curriculum. Train staff.	Further strengthen the Sexual Harassment and Misogyny Action Plan to tackle inappropriate, offensive or demeaning language and ideas. Personal Development plan states: “Facts on stereotypes will be shared, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage and encourage prejudice. “ (Year 7) Students “can expect to be treated with respect by others, and they should show tolerance of other people’s beliefs and the legal rights and responsibilities regarding equality.” (year 10) “will have an understanding of the similarities, differences and diversity among people such as different race, culture, gender identity and sexual orientation and the impact of stereotyping, prejudice and discrimination.” (Year 11) Provide training for staff on the protected characteristics and how to address issues of misogyny and racism.	Ongoing Misogyny workshops for year 9-13 students - April 2026, reinforced by later whole school assemblies	Teacher surveys will show that staff feel confident in tackling discrimination and discussing sensitive issues both in the classroom and as Form Tutors. New Staff reflections (Autumn Term) will show staff confidence in preventing prejudice and discrimination, and supporting victims as
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	All new staff receive Equality, Diversity and Inclusion training as part of their New Staff Induction programme. Training and regular reminders to ensure that teachers are aware of indicators of SEN and when and how to escalate their concerns.	Evidenced in Friday staff briefings	necessary.
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Equality Objective 2: Overcome disadvantage by closing the attainment gap for disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
Track and monitor the progress of Pupil Premium and SEN students to ensure that timely and appropriate intervention and support is put in place to support effective learning habits and improve outcomes.	Academic support offered in English and Mathematics across KS3 and KS4. Pupil Premium students meet one-to-one with Careers Adviser for bespoke careers advice and support. Celebrate success of SEN and Pupil Premium students through emails and phone calls home, assemblies, and whole school events. Deputy SENDCo to be given additional time to bolster SEN team	Ongoing Ongoing- Sept 2023 onwards. Ongoing - email home sent Sept 2023 from subject teachers, HoYs and PSW Done for 2026/27 academic year and under review	An increase in the number of Pupil Premium and SEN students meet the criteria for Sixth Form and choose to stay. Deputy SENDCo makes a positive and tangible impact - staff feel SEN team are

	Promote support available for Young Carers, and guided by Student Voice, reflect on support offered during school hours.	thereafter Ongoing	proactive, responsive and meeting the needs of all students.
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Equality Objective 3: Improve the attendance of disadvantaged students and those with additional needs.

Action	Strategies	Date	Success Criteria
Put in place a rigorous procedure for tackling nonattendance and promote positive messages about attendance and the value of being in school.	Attendance Officer works with families where there is persistent absence. Heads of Year promote and celebrate high levels of attendance through weekly briefings and ensure that form tutors follow up non-attendance and reward good attendance. Use assemblies and communication to parents/carers to promote the value of attendance and the impact of non-attendance on students' progress. Regularly review the attendance of disadvantaged and SEND students to ensure that appropriate support and interventions are in place.	Ongoing Ongoing - in Heads of Year assemblies Attendance bulletin sent to all parents termly since 2023 HoYs review attendance weekly, and meet	An eventual return to attendance of 97% and above. An improvement in outcomes and progress at the end of KS4. Reduction in the level of persistent absences. Minimal students exhibit

	Deputy Head (Pastoral) meets with parents of students who exhibit emotionally based school refusal. New Assistant Head (Pastoral) appointed to oversee Attendance	with Attendance Officer ever 3 weeks to discuss/ action From Sept 2026.	emotionally based school avoidance, and those who do are supported by external agencies - eg CAMHS.
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Equality Objective 4: Ensure high uptake of extra-curricular opportunities by disadvantaged students and those with additional needs, to ensure they access the full benefits of a Crypt School education.

Action	Strategies	Date	Success Criteria
Track and monitor participation and intervene to support students where there are barriers to participation.	Promote the different clubs and activities through form time, display boards, newsletter, social media and assemblies. Run a Societies Fair to promote participation at the start of the year and ensure students record which clubs/activities they have joined. Run clubs that are targeted towards specific groups of students. This includes the LGBTQ+ group, Christian Union, multi-cultural society, Makaton Club. Targeted support for engagement through support	Throughout the year Early October each year Throughout the year	Data analysis shows that engagement for Pupil Premium and SEND students has improved. Student Voice shows high levels of engagement and uptake.

	with equipment and any other necessary purchases where necessary. Funded by PP or Sixth Form bursary. Recording participation (through Bromcom) and ensure Form Tutors record student participation and target and support students that are not yet involved in any activities in or out of school. Conduct one-to-one conversations with all Pupil Premium students three times a year (Pupil Premium Lead). Data analysis reported to SLT and governors in the Pupil Welfare Committee to address any imbalance in protected characteristics including gender imbalance.	Pupil Education Outcomes Committee meets 3 times a year, with report sent to Full Governing Body	
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