

# School Equality Scheme

updated after consultation: October 2012  
Further updated by FGB: September 2014

2012 – 2014

Beaumont School



**July 2012**  
**To be reviewed: July 2014**

# Contents

Section	Page
1: Vision and Values	3
2: School Context	4
3: Legal Background	5 - 7
4: Roles and Responsibility and Published Information	8 - 10
5: Engagement - Participation and Involvement	11
6: Using information, Equality Impact Assessment data	12 - 14
7: Our School's Equality Priorities	15
8: Setting Equality Objectives Action Plan	16 - 17
9: School Equality Scheme Review Process, Complaints Procedure and References	18
10: School Policies & Procedures related to or incorporated within the School Equality Scheme	19

# 1: Vision and Values

---

## Our equality vision and the values that underpin school life

---

Our aim is to prepare young people to become active, caring and confident citizens who lead rewarding lives. We will do this by helping each young person to flourish within a school community which is committed to:

- Providing outstanding learning opportunities within a broad and balanced curriculum;
- Creating a safe and caring environment in which every young person enjoys learning;
- Promoting equal opportunity for all members of our community, regardless of their ability, background or culture;
- Developing an awareness of our world, celebrating diversity and promoting a concern for the environment.

We want every student who leaves Beaumont to do so with a sense of pride in their achievements, an awareness of their responsibilities and a sense of appreciation for all the opportunities they have experienced.

*Beaumont School Aims  
[ revised and adopted July 2012 ]*

## 2: School Context

The characteristics of our school [ data taken from the School Census: Summer 2012 ]

'The school serves an area of St Albans that has relatively low levels of socio-economic disadvantage. The school is very popular, being over-subscribed. It was awarded specialist language college status in 2003 and an additional specialisation for maths and computing was awarded in 2008. The proportion of students who are eligible for free school meals is well below the national average. The proportion who have learning difficulties and/or disabilities, or who have a statement of special educational needs is below the national average, while the proportion who are from minority ethnic groups reflects the national picture' *OFTSED Report, 2008*

Characteristic	Total	Breakdown (number and %)												
Number of pupils	1181	Number 572 and 48.4% Female Number 609 and 51.6% Male												
Number of staff	146	76% Female 24% Male												
Number of governors ( 1.7.12 )	18	44% Female 54% Male												
Religious character		Non-denominational: Pupils: 52% within Christian religions; 28% stated 'no religion'; 12% "non-Christian religions" ( including 6.0% Muslim ); 8% not declared												
Attainment on entry	30.1	Four year average Key Stage 2 score [ ~ 5c ]												
Mobility of school population	25*	2.11% [ * total of arrivals and departures ]												
Pupils eligible for FME ( FSM )		36 ( 3.0% of roll )												
Deprivation factor		81 pupils receiving Pupil Premium ( 6.9% of roll )												
Disabled staff		3.95%												
SEND Pupils		<table> <tr> <td>Statemented</td> <td>25</td> <td>( 2.1% of roll )</td> </tr> <tr> <td>School Action Plus</td> <td>44</td> <td>( 3.8% of roll )</td> </tr> <tr> <td>School Action</td> <td>150</td> <td>( 12.8% of roll )</td> </tr> <tr> <td><b>Total</b></td> <td><b>219</b></td> <td><b>( 18.7% of roll )</b></td> </tr> </table>	Statemented	25	( 2.1% of roll )	School Action Plus	44	( 3.8% of roll )	School Action	150	( 12.8% of roll )	<b>Total</b>	<b>219</b>	<b>( 18.7% of roll )</b>
Statemented	25	( 2.1% of roll )												
School Action Plus	44	( 3.8% of roll )												
School Action	150	( 12.8% of roll )												
<b>Total</b>	<b>219</b>	<b>( 18.7% of roll )</b>												
BME pupils		11.22%												
BME staff		5.80%												
Pupils who speak English as an additional language		122 ( 10.3% of roll )												
Average attendance rate		95.52% ( Years 7 to 11 )												
Significant partnerships, extended provision, etc.		BeauSandVer Consortium, Alban TSA St Albans ( East ) Local Partnership												
Awards, accreditations, specialist status		Specialist Status in Languages and Maths and Computing; International School Award, Artsmark Gold, Leading Edge Partnership Programme, Healthy Schools Award, Geography Quality Mark, SSAT Outstanding Attainment Award												

## 3: Legal Background

---

### The duties that underpin our scheme

---

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

#### **General Duty under the Equality Act 2010:**

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant Protected Characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant Protected Characteristic and persons who do not share it.

#### ***The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty ( PSED)***

##### ***The specific duties require schools to:***

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives which further the aims of the equality duty.*

#### **Protected Characteristics**

*The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions are:*

- *age (for staff only)*
- *disability*
- *ethnicity and race*
- *gender (sex)*
- *gender identity and reassignment*
- *pregnancy, maternity and breast feeding*
- *religion and belief*
- *sexual orientation*

## Disability

The school's Accessibility Plan is reviewed annually. It is published to parents via the school website / VLE and available to all staff within the Central Resource Library.

The following is taken from the Accessibility Plan adopted by the Governing Body in June 2012:

### Aims of the Plan

Beaumont School is committed to an inclusive curriculum and increasing access to the school's facilities for all. We shall do this by:

1. Increasing the extent to which pupils with a disability can participate in the school's curriculum by providing an accessible curriculum that reflects the different learning styles and needs of all students.
2. Increasing the level of support for students who are unable to fully access the curriculum due to SpLD or low literacy
3. Ensuring the physical environment of the school enables all students to access education and associated services at school.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

### Audit of existing achievements/provision.

#### 1. *Curriculum*

- Obtain quantitative/qualitative data on future population to facilitate advanced planning/transition.
- Curriculum differentiated by content, context and delivery.
- Liaison with external services and agencies.
- Detailed pupil information given to all staff.
- Teaching Assistants are skilled at supporting learning and many have particular curriculum expertise.
- Specialist resources available to support specific needs (laptops, scissors, writing slopes).
- Liaison with SENCO and all supporting staff.
- Access arrangements for exams.
- Diversity of options for GCSE/BTEC/ASDAN/College-based attainment and long term work experience
- Literacy support groups in KS3 and Supported Study in KS4.

#### 2. *Physical Environment*

- Wheelchair access to all main buildings.
- Audible fire alarm.
- Disability toilets.

- Accessible physiotherapy room.
- Lift to first floor of main building.
- Height adjustable tables in most rooms.
- Automatic door opening by remote control on all main doors but not classroom doors.
- Accessible mini bus.
- Staff trained in minibus tail lift operation; 'Evac chair' use and paediatric moving and handling.

## Consultation on the Plan

Discussion with SEN department, who then liaised with other school staff for comments.  
Discussion with a cross section of pupils with SEN.  
Parental comments.  
Collaboration with SEN Governor.  
Agreed by school and FGB.

## Community Cohesion

The Beaumont School Aims (q.v.) enshrine its commitment to Community Cohesion and our 'working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community' [OFSTED]. In working towards achieving these aims, the school has developed and implemented an Action Plan, derived from the 'Priority Outcomes' of the *Hertfordshire Children and Young People's Plan ( 2009 - 11 )* to address issues related to resilience in and opportunities available to vulnerable groups. Substantial progress was achieved through our full engagement with Extended Services ( via *Nexus* ) and then *Vista* through the St Albans (East) Local Partnership. Through joint planning of Targeted Services, such as the "*Munch Bunch*" group to develop girls' resilience and positive choices and 1:1 mentoring provision, we have been able to remove barriers to learning and improve community engagement for vulnerable pupils, including those with Protected Characteristics. Targeted intervention through Local Partnership and commissioned services has and continues to enable the school to meet its General Duties within the PSED, specifically 'advancing equality of opportunity between people who share a Protected characteristic and people who do not share it' and 'fostering good relations across all characteristics - between people who share a Protected Characteristic and people who do not share it'.

## 4: Roles and Responsibilities and Published Information

### Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

### Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Senior Leadership will report to the Headteacher in regular 'link meetings' on actions and progress. There will be regular reporting on equality and diversity and the School Equality Scheme to the Community Governors committee.

All members of staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
School Equality Scheme	Please refer to the List of Designated Teachers/Governors which can be found on the school website.
Disability equality (including bullying incidents)	
SEN/LDD (including bullying incidents)	
Accessibility	
Gender equality (including bullying incidents)	
Race equality (including racist incidents)	
Equality and diversity in curriculum content	
Equality and diversity in pupil achievement	
Equality and diversity – behaviour and exclusions	
Participation in all aspects of school life	
Impact assessment	
Stakeholder consultation	
Policy review	
Communication and publishing	

### Commitment to review ( see page 18 )

The school equality scheme will be aligned with the Plan for School Improvement. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed every two years.

The basic principle underlying the new specific duties is that of 'transparency' which ensures that we fulfil the aims of the Equality Duty to eliminate discrimination, advance equality of opportunity and foster good relations between different groups. Transparency means being open about the information on which we base our decisions, on what to publish and how.

At Beaumont School we will publish information annually through the school website.



## Commitment to action

### **Governors will:**

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and pupils
- Congratulate examples of good practice from the school and among individual managers, staff and pupils
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the DfE as necessary)

### **Headteachers and senior staff will:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and pupils
- Highlight good practice from departments, individual managers, staff and pupils
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

### **Line managers will:**

- Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and pupils
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equality scheme

**All staff: teaching and non-teaching will:**

- Contribute to consultations and reviews
- Raise issues with line managers which could contribute to policy review and development
- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and pupils
- Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying cases and racist incidents
- Contribute to the implementation of the school's equality scheme

The following is taken from the *Home School Agreement* all Pupils and Parents/Carers are asked to sign on joining Beaumont:

**All pupils/students will undertake to:**

- Respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion or ability
- Treat all members of the community with courtesy and consideration and follow the ICT code of conduct
- Support the work of the Student Voice Committees and use them to contribute [their] views and ideas
- Have the confidence to seek help if [they] have a problem

**All parents/carers will undertake to:**

- Respect all members of the school community, irrespective of their gender, sexuality, ethnic origin, religion or ability
- Ensure my child understands the expectations of being a responsible member of the community, including how they use ICT in and beyond the school
- Attend consultation evenings and other events organised to help me support my child's progress and the work of the school where possible
- Take part in consultation processes when requested by the school

## 5: Engagement

---

Involving our learners, parents/carers and others

---

### **Engagement – Participation and Involvement**

*How the development of the policy has been inclusive of the whole school community, taking into account the protected characteristics listed under the Equality Act 2010:*

We have aimed to facilitate the participation and involvement of people from broad and diverse backgrounds and of different abilities. We have consulted and engaged both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Mechanisms we have used to achieve this have included:

- Consultation with a student “focus group” from the cross-year, Student Voice Committee;
- Discussion with parents and Governors through the governors’ Community Committee;
- The creation of specialist “focus groups” of SEND pupils and their parents to the review of the Accessibility Plan and to formulate an on-going Action Plan;
- Wider consultation with the full parent body via the school website and the ‘feedback@Beaumont’ e-mail;
- Consultation and discussion with key pastoral staff ( including Heads of Year and the SENCo );
- Input and perspective from the local community via the St Albans (East) Local Partnership through Jo Maher of *Vista*

## 6: Using information – Equality Impact Assessment, data and other information

---

### Evaluating the impact in terms of the outcomes

---

#### ***Equality Impact Assessment***

Equality Impact Assessment helps us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. It is a way to ensure we meet diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We have chosen not to create a specific EIA “tool” as we believe that Equality Impact Assessment is inherent to all on-going school activities and functions. Specific consideration of and reference to EIA is, however, being included in all school policy reviews, commencing September 2012.

#### **Analysis of academic outcomes for pupils with Protected Characteristics:**

Year-on-year analysis of RAISEonline pupil performance data indicates that there is no statistically significant underachievement within the protected characteristic groups reported: gender, ethnicity and race and SEND. Looking at 2010 – 11 validated data ( analysed in more detail with Section 1 of the school’s Self Evaluation Document ):

##### *Gender*

84.1% of girls achieved 5 A\*-C GCSEs including English and Maths, compared with 75.3% of boys. This difference in performance is broadly in line with the national gap reported for 2010 of 7.5%. In 2010, boys outperformed girls in this statistical measure, reversing the national trend. Other 2011 data for 5A\*-C grades overall, A\*-C in English and A\*-C in Maths are a reversal of, a reduction in or in line with the respective national gender-gap data. In the Sixth Form, the gap between boys’ and girls’ performance was lower than the national and is above average for both genders. The average total points for girls in 2011 was 844.5 as opposed to 815.8 for boys – this difference is slightly less than the national difference for 2011 of 31.9.

##### *Ethnicity & Race*

In analysing the performance of pupils by ethnicity and race, comparisons with national data are often not valid due to the small numbers in each group, meaning that we can see considerable year-on-year fluctuations. However, the RAISEonline data indicates that the results for all reported ethnic groups, in terms of progress, are broadly in line with expectation. As a school we monitor the progress of the groups carefully but whilst we may identify issues with individuals, there are no worrying trends for individual groups as a whole.

## SEND

Beaumont has considerably more Statemented students than any other mainstream school in St Albans. In the academic year 2010-11, for example, we had 24 Statemented pupils. Analysis of RAISEonline data provides evidence that our students who are Statemented make very good progress. It also indicates that students at School Action overall make good progress. The most common reason for pupils to be placed on the SEN Register at School Action is for SpLD or general difficulties with literacy and numeracy. In English they make excellent progress and the CVA average for students on School Action is significantly positive for 2008-10. This is due to a focus on literacy and early intervention in KS3 to support those who have difficulty in accessing the curriculum due to poor literacy. Students at School Action Plus make progress in line with expectations. However, there are huge fluctuations in the performance of these students when looked at individually and they cannot be treated as a group due to the range of needs covered by the SEN category. Similarly, the number of disabled pupils is too small for an analysis of data but case studies provide evidence of success. This notwithstanding, when comparing the achievements of all students with SEND at Beaumont with national data ( from 2010 ), 41% of students with SEN achieved 5 A\*-C GCSEs including English and Maths compared to 20.2% nationally and 88% achieved 5 A\*-C GCSE grades compared to 46% nationally, demonstrating the school's success in narrowing the attainment gap for pupils having this protected characteristic.

### **Data from recent pupil, staff and parent surveys and other evidence sources:**

In a staff questionnaire, using the OFSTED *pro forma*, completed in October 2011, 82% of all respondents agreed that the school 'meets the needs of differing pupils'.

In the equivalent OFSTED parental survey, completed in October 2011, 98% of respondents 'agreed' or 'strongly agreed' with the statement 'the school keeps my child safe', with 88% agreeing or strongly agreeing that 'the school deals effectively with unacceptable behaviour'. These factors contributed to 93% of parents agreeing with the statement 'I am happy with my child's experience at Beaumont' and 94% agreeing that 'my child enjoys school'.

Data collection for termly reporting on instances of bullying, racial harassment and hate crime indicates very low occurrence of these forms of antisocial behaviour. One former student nominated the school for a Pink Paper award due to the tolerant attitude within the school regarding differing sexual orientation. In the 2011 Kirkland Rowell *Education Perceptions Monitor* questionnaire, pupils rated 'Control of bullying' as outstanding ( 83.3% up from 77.5% in 2009 ). This contributed to 92.6% of pupil respondents rating the school's 'Community spirit' as outstanding which was a statistically significant increase from the value of 86.3% in 2009 ). Furthermore, 78.6% of pupils agreed that the school 'treats pupils fairly and equally' which was also an increase on the previous survey.

The inclusive, supportive and nurturing nature of the school in relation to vulnerable pupils has been consistently recognised by the parental body: 'Teaching for Special Needs' was ranked first in the most recent Kirkland Rowell Parents' *Education Perceptions Monitor* questionnaire and the mother of a Year 8 pupil who is Statemented

with significant ASD difficulties recently wrote of her son: 'Many thanks for all the wonderful care and support that he has received at Beaumont'.

Each year, all Year 7 pupils are given the opportunity to complete an 'About School' questionnaire which is part of the 'Your Say' programme of surveys run by the Herts Anti-Bullying Initiative. Pupils answer the questions anonymously but they are asked to record their gender and ethnic group to help identify trends and patterns in the overall information provided.

As we would expect, the strength of the relationships between pupils and staff and pupils and their peers was rated very highly with almost all of Year 7 reporting that they are 'made to feel good' by their teachers and friends. Furthermore, all pupils agreed that they had been 'treated fairly by the school'. The questionnaire responses gave a very strong message that 'the school shows respect for pupils of all races, religions and cultures' and that 'the school takes a strong stand against bullying and prejudice'. Pupils also reported experiencing very low levels of bullying behaviour within the school.

### **PSED Protected Characteristics**

- 74% of all pupils believe that the school 'always shows respect for pupils of all races, religions and cultures'; 66% of BME pupils believe this. All BME pupils believe that respect is shown 'usually' or 'always'; 4% of non-BME pupils believe it is shown only 'sometimes'.
- Two out of three pupils chose to answer a question on how the school 'shows respect for pupils who are gay'. 62% of responses stated 'always'; 20% of responses stated 'sometimes'.
- 25% of all pupils reported they had, at least 'sometimes', been 'picked-on or insulted because of being different in terms of race, religion, culture or sexuality at school' whereas 20% of BME pupils reported this.
- Around one third of pupils believe that their peers do not make sexist, racist or homophobic remarks. The remaining pupils largely believe that 'some' of their peers do this, girls more so than boys. Homophobic remarks are believed to be more prevalent than racist or sexist ones.
- 51% of pupils believe that 'the school always takes a strong stand against bullying and prejudice'; 34% believe that this is 'usually' the case.

Support in building positive relationships and anti-bullying activities feature strongly within the Personal, Social, Health, Citizenship and Economic Education (PSHCEE) schemes of work and new topics, such as lessons on tackling homophobia, are being developed this year. Greater involvement of the Student Voice Committees and use of new media to enable pupils to access additional advice and support are also being introduced in the Autumn Term.

## 7: Our School's Equality Objectives

### Key priorities for action

Much of the school's achievements to date in achieving the 'equality vision' stated in the school aims are recorded in Section 6.

Academic performance data does not indicate that there are "Protected Characteristic-specific" issues identifiable for the school to address. Similarly, pupil, parent and staff survey feedback consistently does not identify a Protected Characteristic group facing discrimination, prejudice or a lack of equal opportunity. This notwithstanding, evidence regarding the LGBT Protected Characteristic is limited to anecdotal and it is noted that in the Herts Anti-Bullying Initiative (HABI) 'About School' survey, while 82% of Year 7 pupils agreed that 'the school shows respect for pupils who are gay' 'usually' or 'always' ( 14% stated 'sometimes' ), only 66% of pupils elected to answer this question. Raising profile of anti-homophobia within the school will, therefore, be an Equality Objective.

In formulating the school's Equality Objectives, it was considered that the overriding aim should be to strengthen pupils' ability to identify and respond appropriately to any forms of discrimination or prejudice they might experience in or out of school, including bullying which may or may not be linked to Protected Characteristics. "Empowerment" of pupils, through 'Student Voice' is seen as an underpinning part of this process.

*Our equality objective-setting process has involved gathering evidence as follows:*

Review of all evidence available ( including pupil performance data ), consultation with pupils, parents, staff ( particularly Pastoral Post-Holders ) and members of the wider community through the Local Partnership.

### List of Equality Objectives:

	Equality Objectives	Protected Characteristic
1.	Reinforce and develop pupils' resilience and access to support when faced with bullying or prejudice	All
2.	Ensure that the school calendar does not discriminate against the participation of minority faith groups in events such as CEDs and parent consultation evenings	Ethnicity & Race Religion & Belief
3.	Continue to develop the access to curricular and extra-curricular activities for SEND pupils	Disability
4.	Encourage greater participation in extra-curricular activities by minority ethnic groups	Ethnicity & Race Religion & Belief
5.	Develop a stronger anti-homophobia culture within the school	Sexual Orientation Gender Identity and reassignment





## 8: Setting Equality Objectives Action Plan

Equality Objectives	Protected Characteristic	R*	A*	G*	General Duty **	Responsibility	Measurable success Indicator	Timing	Review date
Reinforce and develop pupils' resilience and access to support when faced with bullying or prejudice	All		✓		1 & 3	All staff, under the leadership and guidance of Pastoral Leadership	Improved scores in whole school and Year Group surveys: <i>Kirkland Rowell</i> pupil survey and Year 7 <i>About School</i> questionnaire	Immediate; School Surveys in 2013	Summer 2013
Ensure that the school calendar does not discriminate against the participation of minority faith groups in events such as CEDs and parent consultation evenings	Ethnicity & Race Religion & Belief		✓		1	Senior Leadership Team	No significant clashes between school events and religious observance dates  Lack of parental complaints	Immediate and on-going	Summer 2013
Ensure that SEND pupils are fully represented within the 'Student Voice'.	Disability		✓		2 & 3	SENCo, Senior Leadership Team & Student Voice Committees	Improved participation of SEND pupils in the Student Voice Committees  Positive feedback from SEND pupils and their parents	Immediate and on-going	Summer 2013
Encourage greater participation in extra-curricular activities by minority ethnic groups	Ethnicity & Race Religion & Belief		✓		2 & 3	Trip and CED leaders Senior Leadership Team	Greater numbers of BME pupils in CED and extra-curricular activities	Immediate and on-going	Summer 2013
Develop a stronger anti-homophobia culture within the school	Sexual Orientation Gender Identity and reassignment		✓		1, 2 & 3	PSHCEE co-ordinator Pastoral Leadership	Completion of the Year 8 anti-homophobia PSHCEE SoW Improved scores in pupil surveys (qv.)	Immediate and on-going	Summer 2013



- \*R 'Red' - in need of immediate action;
- \*A 'Amber' - in need of further or on-going action or not an urgent priority;
- \*G 'Green' - not in need of additional action, beyond monitoring.

**\*\* General Duties with the Equality Act, 2010, Public Sector Equality Duty (PSED)**

In carrying out their functions, public bodies are required to **have due regard to the need 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.

## 9: School Equality Scheme Review Process, Complaints Procedure and References

---

### **Review process for the School Equality Scheme**

The School Equality Scheme will be fully reviewed every two years, accompanied by a process of 'mid-term' review of the Equality Objectives.

### **Complaints Procedure relating to the school's PSED**

It is hoped that if a member of the school or wider community feels that the school has demonstrated prejudice or discrimination or has in any other way failed to comply with its Public Sector Equality Duties - General and Specific - that the most relevant member of staff will be contacted directly and the matter addressed, using the school's informal or formal complaints procedures as required. However, in addition to this, the questionnaire document and guidance information provided by the Government Equalities Office will be made available on the school website and VLE.

### **References and documents used to inform the creation of the School Equality Scheme:**

*DfE Single Equality Scheme, 2011*

*DfE Equality Act Guidance for Schools, April 2012*

*Equality Act, 2010*

*'Equality Act 2010, Advice for school leaders, school staff, governing bodies and Local Authorities'* - DfE, December 2011

*'Equality Update for Hertfordshire Schools, Spring 2011'* - Local Authority, Schools Standards & Effectiveness, 2011

*Schools Equality Provision Self-Evaluation Resource Audit Tool* - Local Authority, Schools Standards & Effectiveness, 2012

*School Equality Scheme: A Toolkit for Schools - Spring 2012* - Local Authority, Schools Standards & Effectiveness, 2012

*'What equality law means for you as an education provider: schools'* - Equality and Human Rights Commission (EHRC), 2010

## 10: School Policies & Procedures related to or incorporated within the School Equality Scheme

---

<b>Policy</b>	<b>Date</b>	<b>Review Date</b>
Accessibility Plan	June 2012	June 2013
Anti-bullying	October 2011	October 2014
Behaviour management	February 2011	current
Curriculum Policy	January 2010	January 2013
Disability Equality Scheme	November 2011	November 2014
Equal opportunities Employment Procedure	September 2010	September 2013
Management of allegations against staff	LA guidance and protocols used	
Pay Policy	January 2012	November 2012
PSHE curriculum	[ see Sex Ed. Policy ]	
Racial Equality	June 2010	June 2013
Recruitment and selection	May 2010	May 2013
Sex Education	September 2009	September 2012
Staff Grievance Procedure	February 2012	February 2015
Staff handbook - guidance on conduct	May 2012	On-going
Use of force and restraint ( <i>physical intervention</i> )	March 2011	March 2014