 <p>Beaumont School Equalities Information and Objectives</p>	Reviewed by CTL Committee.
	Adopted by Board of Trustees - January 2024
	Next review – January 2028 Required by Law

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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

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 Board of Trustees 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/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every four years
- Delegate responsibility for monitoring the achievement of the objectives to the Equality Link Trustee, Sahida Malik, who will:
 - Meet with the designated member of staff for equality, and other relevant staff members, to discuss any issues and how these are being addressed

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- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Board of Trustees regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and students, including delegated responsibility to the Heads of Key Stage and Heads of Year
- Monitor success in achieving the objectives and report back to Trustees

The designated member of staff for Equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the Equality Link Trustee on a regular basis to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

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 trustees 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 every September.

The school has a designated member of staff for monitoring equality issues, and an equality link trustee. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

5. Advancing equality of opportunity (please see Annexe for exemplar activities)

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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 (e.g. students with disabilities, or LGBTQ+ 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:


- Share with trustees attainment data each academic year showing how students with different characteristics (where identifiable) are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information

6. Fostering good relations (please see Annexe for exemplar activities)

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

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, 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 inviting leaders of local faith groups to speak at assemblies
- 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

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The school ensures it has due regard to equality considerations whenever significant decisions are made. The school 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 equivalent facilities for students of different genders

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 forms part of 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 and is part of the completed risk assessment.

8. Equality objectives: published January 2024

Objective 1

Undertake an analysis of recruitment data and trends with regard to race, gender and disability and report on this to the Resources committee of the Board of Trustees.

Why we have chosen this objective: *our aim is to achieve a staffing body and Board of Trustees with a more similar demographic to our student population.*

To achieve this objective we plan to: *Ensure all adverts contain the text: Beaumont fosters a culture that is inclusive, as well as diverse and where our people can be themselves. As such, we have a valuable community of trustees, staff, students, parents/carers and alumni from a wide variety of backgrounds. We welcome applications from all, with our primary goal being to recruit exceptional staff, who will provide exceptional learning to our students.*


Progress we are making towards this objective: *Both the teaching staff and Board of Trustees have made strong appointments from diverse backgrounds in the last 18 months.*

Objective 2

Continue to develop an inclusive school culture where we better understand which staff have protected characteristics with staff feeling empowered to disclose these to colleagues. This will enable us to action-plan to meet their needs through the involvement of occupational health, access to work schemes and, where appropriate, individual action plans.

Why we have chosen this objective: *To demonstrate and codify the school's commitment to improving further its equality, diversity and inclusion.*

To achieve this objective we plan to: *create a schedule of when diversity information is requested / updated from staff, engaging with external agencies as appropriate on any outputs.*

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Progress we are making towards this objective: *We are in the early planning stages of the process to meet this objective.*

Objective 3

Sign up to and embrace the government's Disability Confident scheme, aiming to achieve Level 1 before the end of the 25/26 academic year and then action-planning towards the achievement of Level 2.

Why we have chosen this objective: *To demonstrate our community's commitment to equal opportunities for all.*

To achieve this objective we plan for: *All staff to receive disability awareness training.*

Progress we are making towards this objective: *Planning for rolling out disability awareness training is underway.*

Objective 4

Develop and promote a range of equality groups, ensuring that they have a diverse, inclusive and representative membership.

Why we have chosen this objective: *We aim to provide a forum for all students to have their voices and experiences heard and an opportunity for peers to share their experiences and knowledge.*

To achieve this objective we plan to: *Provide opportunities for feedback to the Senior Leadership team and Board of Trustees in order to raise awareness, share understanding and formulate solutions. Use Beaumont Life, outward-facing media and Parent Information Evenings to share and celebrate successes.*


Progress we are making towards this objective: *Several equality groups are already meeting (with further groups planned) and we are in the awareness-raising phase of promoting the work of these groups.*

Objective 5

To improve provision of gender-neutral toilets within Beaumont.

Why we have chosen this objective: *Toilet provision in general has improved in recent years and we wish to ensure that we provide first class facilities for male, female and gender neutral members of our school community.*

To achieve this objective we plan to: *Within the School Rebuilding Project, we will include more Gender Neutral Facilities in the new blocks, while observing the requirements of the latest government guidelines.*

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Progress we are making towards this objective: *We have discussed this strategy with Gleeds, our architects and will ensure it is included in the final plans.*


9. Monitoring arrangements

Beaumont School will update the equality information we publish, described in sections 4 to 7 above, at least every year. This document will be reviewed by the Curriculum Teaching and Learning Committee every four years. This document will be approved by the Board of Trustees every four years.

10. Links with other policies

Please also refer to the following policies:

- Accessibility plan
- Risk assessment
- CLA Policy
- Policy on Dealing with Racial Harassment
- School Behaviour Principles
- Special Educational Needs Policy
- Supporting Students with Medical Conditions Policy

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ANNEXE of Exemplar Activities

How the school fosters respect for and understanding of the LGBTQ+ community


- There are student-led LGBTQ+ groups in Key Stages 3 and 4, with a Key Stage 5 group planned.
- A trans student has led a Sixth Form assembly and a recording of her TED-Talk, promoting an understanding of trans issues, was shared with all staff and shown to all Sixth Form students as part of a Tutor Time activity.

How the school actively promotes the inclusion of students with SEND

- There is a student-led Neurodiversity Club.
- Steps are taken to ensure that wheel-chair users and students with physical disability are, wherever possible, included in the main transport for school trips and visits.
- Students are Ambassadors for SEND inclusive sports events for local primary schools, which are hosted at Beaumont; working closely with Tanya Angus, the School Games Organiser at Oaklands School Sports Network.
- The school has arranged for BSL interpreters to enable hearing-impaired students and their families to participate in events such as Year 7 and Sixth Form open evenings.

How the school actively promotes gender equality

- Both International Men's and Women's Days are celebrated through assemblies and Tutor Time activities within the school.
- Gender-neutral toilets are in operation within the school.
- The PE Department is active in challenging gender stereotypes in both the curricular and extra-curricular sports they offer.

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How the school promotes cultural awareness and tackles racial prejudice

- The school launched a student-led, whole-school *Culture Day* in 2023 with further events planned for 2024.
- A student-led *Equalities Group* was set up in 2023, with the intention that, once established, it will include “allies” and take on a more outward-facing role.
- Black History Month was celebrated through student-led assemblies and Tutor Time activities.
- The school observes Holocaust Day through assemblies and Tutor Time activities
- In consultation with students and parents/carers, the English Department has introduced a text into the Year 9 SoW - *The Crossing* - which promotes and understanding of and empathy with refugee families.

How the school actively facilitates the observance of religious practices

- Steps are taken to ensure that major school events, including trips, do not have a negative impact on the observance of religious festivals, e.g. arrangements for the Sixth Form Induction Days were adjusted to ensure that Muslim students were able to observe Eid.
- There is a Friday Prayers Group which enables Muslim students to practise their faith within the school day.
- The St Albans and Harpenden Christian Education Project (STEP) runs workshops and gives presentations to students in school