

PARMITER'S SCHOOL



SINGLE EQUALITY SCHEME

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Date: November 2018

Review due: November 2019

Miss S Harris

1: Vision and Values

Our equality vision and the values that underpin school life

Our primary aim is for each Parmiterian to be self-assured and caring, an active and well-rounded citizen with integrity, who respects others and contributes to society.

The ethos of Parmiter's School is epitomised by the school motto – “Nemo sibi nascitur” (No one is born unto himself alone). As members of the Parmiter's family we are committed to serving each other and our wider community in the way Thomas Parmiter, our founder, intended.

Parmiter's School is committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility and spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each Parmiterian to be self-assured and caring, an active and well-rounded citizen with integrity, who respects others and contributes to society.

Within finite resources, we will ensure that our curriculum provision for students is relevant, challenging and fun, and that our students have the skills that will help them continue to learn and develop independently for the rest of their lives.

2: School Context

The characteristics of our school

| Characteristic | Total | Breakdown (number and/or %) |
|---|--|---|
| Number of students | 1432 | 698 female (48.7%) 733 male (51.3%) |
| Number of staff | 224 | (148) 66% female (76) 34% male |
| Number of governors | 13 | 23% female 77% male |
| Religious character | 50.1% 10.6% 4.3% 1.2% 0.02% 1% 1% 2% 22.6% 6% 1% | Christian (RC, Anglican, other) Hindu Muslim Jewish Jehovah Witness Buddhist Sikh Other Religion No Religion Refused Unclassified |
| Attainment on entry | 110.1 | Average Standardised Score at end of KS2 |
| Mobility of school population | 12 left 6 joined | |
| Students eligible for Pupil Premium: Pupil Premium Plus (CLA) Pupil Premium (FSM, Forces) | 69 | 4.8% |
| Deprivation factor | | Approximately 70 feeder primary schools, approximately 20% of students come from the 2 socially deprived wards |
| Disabled students (including SEN) | 110 (7.8%) | 1 statement, 14 EHCP, 87 SEN Support (K) |
| BME students | 37% | |
| Students who speak English as an additional language | 10% | |
| Average attendance rate | 96.6% | |
| Significant partnerships, extended provision, etc. | | Herts & Bucks Teaching School Alliance, South West Herts Partnership, School Direct consortium with 15 local schools, Academy links with 2 primary schools |

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. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The Equality Act 2010

- The Equality Act 2010 brings together all existing equality legislations and covers both employees and students. We welcome our duties under the Equality Act 2010 to:
 - eliminate discrimination, harassment and victimisation,
 - advance equality of opportunity and
 - foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

Principle 6: We consult and involve widely.

Principle 7: Society as a whole should benefit.

Principle 8: We base our policies and practices on sound advice.

Principle 9: Measurable objectives.

In addition, we keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out above. We ensure that the principles above apply to the full range of our policies and practices.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. We keep a record of prejudice related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. The school's Behaviour and Anti-Bullying policies are reviewed regularly, involving all stakeholders.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents/carers.

4: Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme and ensuring the school meets all its legal duties.

Commitment to implementation

Mr Michael Jones, Headmaster, retains overall responsibility for ensuring that the action plan is delivered effectively.

SLT, managers and key staff will report to the Headteacher on actions and progress whenever the School Improvement Plan is reviewed.

Every 12 months there will be a report on equality and diversity to the Board of Governors.

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

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. 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 at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we will publish a summary document, plus an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions. We will also publish the results of a full scheme review every three years – in which we will make proposals for future action.

Commitment to action

| | Governors/Academy Trustees will: |
|-----------------------|---|
| Policy Development | <ul style="list-style-type: none"> ● Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | <ul style="list-style-type: none"> ● 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 |
| Behaviour | <ul style="list-style-type: none"> ● Provide appropriate role models for all managers, staff and students ● Congratulate examples of good practice from the school and among individual managers, staff and students ● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> ● Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

| | |
|-----------------------|--|
| | Headteachers and senior staff will: |
| Policy Development | <ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures • Consult students, staff and stakeholders in the development and review of the policies |
| Policy Implementation | <ul style="list-style-type: none"> • Ensure the effective communication of the policies to all students, 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 |
| Behaviour | <ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and students • Highlight good practice from departments, individual managers, staff and students • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | <ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively |
| | Line managers will: |
| Policy Development | <ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard |
| Policy Implementation | <ul style="list-style-type: none"> • 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 students • Use informal and formal procedures as necessary to deal with 'difficult' situations |
| Behaviour | <ul style="list-style-type: none"> • Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary) |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme |
| | All staff: teaching and non-teaching will: |
| Policy Development | <ul style="list-style-type: none"> • Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | <ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and students |
| Behaviour | <ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and students, 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 |
| Public Sector Duties | <ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme |

5: Stakeholder Consultation

Involving our students, parents/carers and other stakeholders

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, students, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies.

How information is gathered

- Differences in outcomes at the end of key stages, identified by data
- Evidence of underachievement is identified through data and school reports
- Analysis of exclusion and behaviour data
- Regular monitoring of attendance data, with Attendance Improvement Officer
- Levels of participation in school activities, via form tutors
- Analysis of job application and appointment data
- Focused lesson observations
- Feedback from parental questionnaires/surveys
- Feedback from students via School Congress, department questionnaires and focus groups
- Governing Body, including Committees
- Focus groups – involving parents/carers, students and teachers
- Departmental and themed audits
- Information provided at statement reviews, Personal Support Programme, Personal Education Plan and other similar meetings
- Staff exit questionnaires
- Performance Management meetings
- Staff meetings

How the impact of the Single Equality Scheme will be evaluated

- Attainment and progress by subject using assessment data, both national and school
- The impact of Curriculum Support and other structured interventions
- Fixed term exclusion rates
- Attendance data, numbers of persistent absentees
- Careers advice (Connexions), Y9 and Y11 option choices, work experience placements
- Numbers of students receiving Free School Meals and Bursary numbers at Key Stage 5
- Bullying and racist incident data and details
- Complaints
- Participation in School Congress, extra-curricular activities and educational visits
- Involvement of parents and carers
- Evidence of community cohesion

Key priorities will be identified and will feature in the School Improvement Plan, which will be reviewed annually.

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies are equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. A full report of outcomes will be sent to the governors annually.

The aim of the impact assessment is to:

- anticipate any possible adverse impacts of the school's policies, procedures and activities
- amend the school's policies and procedures to resolve them
- identify possible gaps and areas for improvement
- identify positive outcomes in order to build on them

The seven principles for the completion of equality impact assessments are considered. These are:

1. All learners are of equal value
2. Relevant differences should be recognised
3. Workforce development should benefit all members of the workforce
4. Positive attitudes and relationships should be fostered
5. Society as a whole should benefit
6. Current inequalities and barriers should be addressed and reduced
7. Policy development should involve widespread consultation and involvement

(Extract from the *DCSF Equality Impact Assessments – a workbook*)

6a: 2014-15 Impact Assessment

6a.1 - FFT results data review (See **Full FFT document awaiting FFT Data document**)

This document reviews the school's position over the last three years with regards to SES related topics and reviews the impact of SES within the school.

6a.2 - Departmental Audit Reviews

This document reviews the school's position over the last year with regards to SES related topics, reviews the impact of SES within departments and asks department leaders to set new targets based on comments of what has been achieved so far, this document is updated yearly. These are available on request.

6a.3 - Bullying incident reports including external complaints Review

| | | | | | | |
|--------------------------------------|---|---|---|---|---|---|
| Alleged racist incident/bullying | 3 | 2 | 0 | 0 | 0 | 0 |
| Alleged homophobic incident/bullying | 2 | 0 | 1 | 0 | 0 | 0 |
| Alleged Sexist incident/bullying | 1 | 0 | 0 | 1 | 0 | 0 |

This is a very low level indeed of issues reported. We are looking into ensuring staff are fully aware of the reporting procedure this year, however one could say these figures do reflect the cohesive nature of the school and the work taken place this year on diversity and equality.

When these incidences happened internally we evaluated and ensured systems have been reviewed and issues have been dealt with immediately.

7: Parmiter’s School: Equality Priorities

Achievements to date

Achievements and Actions from 2013-2015 Available on Request or on Previous SES.

2015-16

All of the above and:

- Diversity and equality working party
- Use of screens for diversity areas such as LGBT history month
- Launch of support lines on VLE for some areas of the diversity months
- LGBT History month- Posters, form times resources and quizzes, LRC library book list
- LGBT history has been added to the life skills program in KS3 and 4
- Black history month- Posters and assemblies run
- Form time registration activities
- Youth connections on anti-radicalism and anti-terrorism
- (Thursday 3rd March) in The 6th form Conference Centre at lunch time the Fem Soc organised guest Speaker Ritulala Shah from BBC Radio 4
- Small for all charity- raising money for females in Africa
- Assemblies regarding smalls for all
- Suffragettes film
- Year 8 Student did an eating disorders assembly 500 students
- Year 9 Student did Autism assemblies to the school
- Diversity reps were nominated for the first time in all forms
- SES updated
- Re subscribed to Stonewall as a champion school
- Gideon’s Bibles year 7
- Shoeboxes Operation Christmas child
- Year 7 Sikh Temple visit RS
- Year 8 Mosque visit RS
- Amnesty new society launched
- Fem soc continues it good work on equality and diversity
- Feel good and positive mental health month before exams
- Diversity week:

- LGBT role model visit from the UK foreign office **Steve Jewitt-Fleet** who spoke to all students on misconceptions and hate speak and his life story
- African Cake and food stand
- Food form around the world sold in the canteen
- Assemblies on diversity run all week by Fem Soc and Amnesty Soc
- Film Soc ran the story of X and Y
- Pensioners Party
- Non Uniform day where cultural dress was encouraged
- The diversity show with music and dance and singing from around the world
- Form time activities
- Diversity themes for 2015-16 that took place:

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|-----------|---|
| September | Challenging stereotypes |
| October | Black history Month: <i>in addition:</i> International day of the Girl Child Sunday 11th October |
| November | Diwali |
| December | Age awareness month (Parmiter's Internal) |
| January | Holocaust memorial |
| February | LGBT History month <i>in addition:</i> Safer Internet Day: Tuesday 9th February |
| March | International Woman's month |
| April | Autism Awareness month |
| May | Mental health awareness month (Week 12-18 th May) |
| June | World refugee month- Day June 20 th |
| July | Diversity week 2016 |

2016-17

:

- FemSoc meetings every week and expanded to Year 10 as well
- FemSoc established link with Watford Women's Charity and did fundraising activities throughout the year
- Outside Speakers
 - Francis Scott - 50:50 Parliament speaker
 - Louise Raw – Feminist Historian
- Form time activities for each Diversity theme of the month
- Black History Month Assemblies
- Women's History Month Assemblies
- Holocaust Remembrance Assemblies
- Weekly LGBT group established for students
- SES updated
- Diversity Week July 2017:
 - Amnesty International speaker for Year 7,8, 9 & 10 and lunch with FemSoc
 - Hands for change display
 - Diversity Show with dancing and singing from around the world
- Uniform Policy discussions, championed by students from FemSoc

- Gideon's Bibles year 7
- Shoeboxes Operation Christmas child
- Year 7 Sikh Temple visit RS
- Year 8 Mosque visit RS Diversity and Equality Working Party
- Youth connections on anti-radicalism and anti-terrorism
- European Languages Day
- Parmiter's Fringe – FemSoc Debates and plays relating to a wide range of issues
- Re-subscribed to Stonewall as a champion school
- More Diversity Prefects for the next academic year
- Continued Diversity Working Group
- Diversity Monthly Themes:

| | |
|-----------|--|
| September | Challenging stereotypes |
| October | Black history Month: |
| November | Diwali & Transgender Awareness |
| December | Disability Awareness |
| January | Holocaust memorial |
| February | LGBT History month |
| March | International Woman's month |
| April | Autism Awareness month |
| May | Mental health awareness month (Week 12-18 th May) |
| June | Human Rights Awareness Month & Ramadam |
| July | Diversity week 2017 |

2017-2018

- FemSoc Meetings weekly - opened up to whole school with high attendance from Year 8, 10, 12 and 13.
- LGBT Meetings weekly - consistent members from the VIth Form
- Resubscribed to Stonewall as a champion school
- Amnesty Meetings - Bi-Monthly
 - Free Saudi Arabia Driving Activists
 - Northern Ireland Abortion Rights
 - Write for Rights Campaign
 - Stop Violence Against Rohingya in Myanmar
 - Family protection for Refugees
- Form Time Activities based on each month's Diversity Themes
- Black History Month Assemblies - October
- Day of the Girl Child Assemblies - October
- Holocaust Memorial Assemblies- January
- Women's History Month Assemblies - March
- Pride Assemblies- July
- Bereavement Group Assemblies throughout the year
- European Day of Languages
- Science Week - promotion of scientists from minority backgrounds
- Year 7 Trip to Sikh Temple and Mosque
- Year 7 Gideon Bible Visitors
- Liberal Studies programme for the Sixth Form

- Pro-Life Advocate
- Rene Salt - Holocaust Survivor
- Whole School 'Tackle Period Poverty Campaign' - collection of sanitary products to give to DENS in Hemel Hempstead

8: Year Action Plan (Based on school equality and diversity needs and evaluation of Impact assessment) 2015-16

| Priority issue and objective | Diversity strand | Task | Respon |
|---|------------------|--|--------|
| 1 E Qualities award application Stonewall Silver Awards application | All | • Accumulate evidence for both awards | ABA |
| | | • Aim to apply for both awards by Easter 2016 | ABA |
| | | • Review results in summer 2016 and assess any other awards we can achieve as a school | ABA |
| 2 Diversity Themes of the term Second diversity week invite external organisations and VLE | | • ABA to look at growing the VLE content for equality and diversity | ABA |
| | | • ABA to liaise with ARE regarding diversity focus of the month and assemblies | ABA/AR |
| | | • ABA to contact external organisations where appropriate with an aim of continuing diversity week in 2016 | ABA |
| 3 SRE policy update to include LGBT explicitly listed | | • ABA to talk to JST regarding this | ABA/JS |
| | | • To be reviewed by Governors' | ABA/JS |
| 4 Launch departmental action plans and yearly reviews to include disability, gender and race | | • To be publicised amongst staff students and parents | ABA/JS |
| | | • Share summery of 2015 action plans with SLT | ABA |
| | | • Remind HOD at regular intervals of action plans targets set | ABA |
| 5 Student survey review and yearly progress surveys | | • Review success of SES subject action plans in summer of 2016 | ABA/SL |
| | | • Review of 2015 survey to be given to SLT and any suggestions of recommendations made | ABA/SL |
| | | • Carry out a similar survey for 2016 to measure progress | ABA |
| | | • Feedback survey results via school congress | ABA/AB |

9. Year Action Plan (Based on school equality and diversity needs and evaluation of Impact assessment) 2016-17

| Priority issue and objective | Diversity strand | Task | Respon |
|------------------------------|--|--|--------|
| 1 | Student survey review and yearly progress surveys | • Carry out a similar survey for 2017 to measure progress | SHA |
| | | • Feedback survey results via school congress | SHA/AB |
| 2. | Diversity Themes of the term, Third Diversity Week, External Organisations and VLE | • SHA to update resources on the VLE to include wider range of activities for the different Diversity themes | SHA |
| | | • SHA to liaise with ARE about Diversity themes assemblies and focus on the month | SHA/AR |
| | | • SHA to contact external speaker for Diversity Week – similar to 2016 Diversity week | SHA |
| 3. | Launch Departmental Action plans and yearly reviews to include disability, gender and race | • Share summary of action plan with SLT | SHA |
| | | • Remind HOD of action plan targets regularly | SHA |
| 4. | To further develop the inclusion of LGBT students at the school to develop and support emotional and wellbeing needs | • Review SES subject action plans in the summer of 2017 | SHA/SL |
| | | • Liaise with Diversity prefects and other sixth form about student led Diversity groups | SHA |
| 5. | E Qualities award application Stonewall Silver Awards application | • Discussions with SLT and PSB about Pastoral Support for LGBT students | SHA/SL |
| | | • Establish an LGBT support group with the help of VI Form Students | SHA/EK |
| | | • Review results in summer 2017 and assess any other awards we can achieve as a school | SHA |
| | | • Accumulate evidence for both awards | |

10. Year Action Plan (Based on school equality and diversity needs and evaluation of Impact assessment) 2017-18

| Priority Issue and Objective | Task | Responsibility | Outcome |
|---|--|----------------|--|
| 1. Student Survey review and progress | a. Carry out student survey similar to 2016 to measure progress | SHA | -Could not do this year but a high priority for next year |
| 2. Diversity Themes and Promotion | a. SHA to update resources on to the VLE b. SHA to liase with ARE and students and deliver wide variety of assemblies c. Organisation of Diversity Week | SHA ARE | -Diversity resources regularly shared - Variety of different diversity and equality assemblies -Diversity Week considered to be a bi-annual event due to workload of organisation and clash with other school events |
| 3. Departmental Action Plans and Yearly Reviews | a. HODs to complete SES Audit b. HODs to reflect on Diversity within their own lessons | HODs SHA | Audits collected and departments reflected on diversity within their curriculum |
| 4. Further Develop Wider Diversity Themes and Promotion | a. Launch a student led Amnesty International Group focusing on international Diversity issues. b. Grow LGBT Group c. Continue to grow FemSoc and maintain high turnout of pupils. | SHA | Amnesty Group successfully launched with good attendance from V1th form LGBT group successful for a whole year with regular attendees FemSoc high attendance from across the school |

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| <p>5. E Qualities award application Stonewall Silver Awards application</p> | <p>a. Apply over the Spring Term b. Review criteria eg. Transgender facilities c. Accumulate evidence</p> | <p>SHA</p> | <p>Turning out to be more difficult than originally planned as now not on Bronze Award list- will review the value of this</p> |
|---|---|------------|--|

11. Year Action Plan (Based on school equality and diversity needs and evaluation of Impact assessment) 2018-19

| Priority Issue and Objective | Actions to Achieve | Responsibility | Outcome |
|--|--|--|---------|
| <p>1. Student Survey review and progress</p> | <p>a. Carry out student survey similar to 2016 to measure progress</p> | <p>SHA Form Tutors to facilitate</p> | |
| <p>2. Diversity Themes and Promotion</p> | <p>a. SHA to update resources on to the VLE b. SHA to liaise with ARE and students and deliver wide variety of assemblies c. Organisation of Diversity Week 2019</p> | <p>SHA ARE SLT</p> | |
| <p>3. Departmental Action Plans and Yearly Reviews</p> | <p>a. HODs to complete SES Audit and SHA to collect information and evaluate against previous SES b. HODs to reflect and evaluate inclusion and diversity within</p> | <p>SHA HODS</p> | |

| | | | |
|---|--|-------------------------------|--|
| | their own curriculum | | |
| 4. Inclusion and Diversity in Teaching and Learning | <ul style="list-style-type: none"> a. SHA to deliver Teaching and Learning morning briefing on Diversity and Inclusion in lessons b. Teaching staff to reflect on teaching and learning strategies to use these in the classroom | SHA Teaching Staff to reflect | |
| 5. Further Develop Wider Diversity Themes and Promotion | <ul style="list-style-type: none"> a. Raise the profile of Amnesty International Group within the school b. Continue to develop LGBT group c. Continue to develop FemSOc d. Introduce another whole school collection on a Diversity theme | SHA | |