



EQUALITIES POLICY

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1. AIMS

All stakeholders at Parmiter's School aim to meet its obligations under the public sector equality duty (the equality duty) 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 (see Appendix A) and people who do not share it

The equality duty was created under the Equality Act 2010. The Act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

The school context can be found in Appendix B

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. [Equality Act 2010: guidance](#)
- [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: [Equality Act 2010 advice for schools](#)

This document also complies with our funding agreement and articles of association.

Documents related to the legal framework – see Appendix E

3. ROLES AND RESPONSIBILITIES

The Governors 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, and that they are reviewed and updated at least once every three years
- Delegate responsibility for monitoring the achievement of the objectives on a regular basis to the Headmaster

The Equality Link Governor will:

- Meet with the designated member of staff for equality twice per year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Full Governing Body regarding any issues as to how the school is working to meet our objectives, highlighting possible obstacles and the measures so address these issues

The Headmaster will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The Designated Member of SLT for equality will:

- Support the Headmaster in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet with the equality link governor twice per year to raise and discuss any issues
- Support the Headmaster in identifying any staff training needs, and deliver training as necessary

All school staff will:

- Have read this policy and help to achieve the objectives set out in Appendix C
- Follow the relevant procedures when addressing / challenging any forms of discrimination against students with protected characteristics

Parents/Carers:

The School acknowledges the key role that parents / carers have in helping to support their child's understanding of equality within society and the importance of eliminating discrimination directed at those with protected characteristics.

Parents will be able to discuss any concerns directly with the school.

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 governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. These discussions will always be recorded in the minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The school has a designated member of the Senior Leadership Team for monitoring equality issues, and an equality link governor. They liaise regularly regarding any issues and make senior leaders and governors aware of these as appropriate.

Student Voice will play an important role regarding equalities at Parmiter's and help to steer policy, practice and curriculum review.

5. ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity between people who share a protected characteristic and people who do not share it by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic, e.g. pupils with disabilities, or pupils who are being subjected to homophobic, gender based or racist bullying
- Taking steps to meet the particular needs of people who have a particular characteristic, e.g. enabling students to pray at prescribed times
- Encouraging people who have a particular characteristic to participate fully in any activities, e.g. encouraging all pupils to be involved in the full range of school societies

In fulfilling this aspect of the duty, the school will:

Publish progress, attainment and other relevant data each academic year, showing how pupils with different characteristics are performing. Information will be gathered from:

- Evidence of underachievement is identified;
- Behaviour and exclusion data is analysed;
- Attendance data is monitored regularly at all levels;
- Participation in school activities is examined;
- Analysis of application and appointments data, including internal promotions;
- Consultation with all stakeholders;
- Review of SDP and the impact of effectiveness across whole-school policies.

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups, e.g. a decrease in incidents of specific types of bullying
- Publish further data about any issues associated with particular protected characteristics, identifying any issues that could affect our own pupils and taking the appropriate course of action to eradicate that issue moving forward

6. FOSTERING GOOD RELATIONS

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

- Promoting tolerance, friendship and understanding of a range of religions, ethnicities 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/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Drop down days and Liberal Studies sessions will provide further opportunities to address specific issues, as will the Personal Development programme
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school (e.g. our Student Voice has representation from different year groups and is representative of our school community).
- All pupils are encouraged to participate in the school's activities, such as sports clubs
- Work with parents to promote knowledge and understanding of different cultures
- 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

The School ensures it has due regard to equality considerations whenever significant decisions are made.

We will always consider the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls
- May impact on those with protected characteristics

The school keeps a written record (known as an Equality Impact Assessment for School Visits Request Form – see Appendix E) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as 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 with the completed risk assessment.

8. EQUALITY OBJECTIVES

The school will publish a set of equality objectives that are specific to our context (see Appendix C). Our objectives will be reviewed annually.

9. MONITORING ARRANGEMENTS

The link governor for equalities will meet with the member of the Senior Leadership Team with responsibility for monitoring equality issues at least twice a year to discuss equality issues.

In the Autumn Term, the designated member of staff with responsibility for monitoring equality issues will review the school equality objectives and update the template. This will go to the Local Governing Body December meeting, where it will be reviewed and published on the school website.

This document will be reviewed and approved by the Governing Body every three years.

10. LINKS WITH OTHER POLICIES

- Accessibility & Disability Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Educational Visits Policy
- Emotional Wellbeing Policy
- Pupil Premium Policy
- Relationship & Sex Education Policy
- Special Educational Needs Policy

APPENDIX A: PROTECTED CHARACTERISTICS

- ☐ **AGE:** A person belonging to a particular age or range of ages.
- ☐ **DISABILITY:** A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- ☐ **GENDER REASSIGNMENT:** The process of transitioning from one gender to another.
- ☐ **MARRIAGE AND CIVIL PARTNERSHIP:** Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- ☐ **PREGNANCY AND MATERNITY:** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- ☐ **RACE:** Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- ☐ **RELIGION OR BELIEF:** Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- ☐ **SEX:** A man or a woman.
- ☐ **SEXUAL ORIENTATION:** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

APPENDIX B: SCHOOL CONTEXT (2022-23)

CHARACTERISTIC	TOTAL	BREAKDOWN (NUMBER AND/OR %)
Students	1430	666 Female 764 Male (Awareness of some gender neutral / fluid)
Staff	206	143 Female 62 Male
Governors	16	5 Female (25%) 11 Male (75%)
Religious character (students)	41.7% 17.5% 6.7% 1.8% 0.002% 1.4% 1.5% 4.5% 20% 4.9%	Christian Hindu Muslim Jewish Jehovah witness Buddhist Sikh Other religion No religion Refused
Ethnicity (students)	0.5% 5.5% 0.6% 2.3% 17.9% 0.2% 2.8% 42.6% 0.5% 7.3% 1.1% 0.9% 7.1% 8.7% 2.0%	Bangladeshi Black African Black Caribbean Chinese Indian Italian Pakistani White British White Irish White and Asian White and Black African White and Black Caribbean White Other Other ethnic group Refused
Students who speak English as an additional language	13.1%	
Eligible for Pupil Premium	6.9%	
Deprivation factor		Approximately 85 feeder schools
SEN Support (Disadvantaged students) EHCP School support (K code)	10.7% 2.4% 8.1%	153 students
Average attendance rate (last three years): Sept 2019 - Aug 2020 Sept 2020 - Aug 2021 Sept 2021 - Aug 2022	95.1% 91.5%*	Average over last 3 years - % (that figures include periods of Covid restrictions)
Significant partnerships, extended provision		WTTP (Watford Teacher Training Partnership), SWSSH group of local Headteachers, HASSH group of Herts. Headteachers, Kick London, Chessbrook, Arts Therapy

APPENDIX C: EQUALITIES OBJECTIVES & ACTION PLAN

OBJECTIVE	RATIONALE	HOW?	REVIEW	NEXT STEPS...
To review and, where necessary, update our departmental schemes of work, to ensure they are culturally appropriate, representative and diverse.	To ensure the curriculum delivered at Parmiter's is balanced, current, thought provoking and reflects the modern world	<input type="checkbox"/> As part of the SDP, departments to review and update their schemes of work – time allocated (INSET / ML meeting) <input type="checkbox"/> Involvement of student voice, equalities working group (staff/students) and relevant subcommittees to help inform staff re concerns and contention <input type="checkbox"/> ERP process to help monitor, evaluate and review processes (quality assurance) <input type="checkbox"/> Staff training where appropriate to help (CPD and networking with local schools and organisations)	↳ Equalities presentation at ML conference (March) ↳ Equalities to be a priority on the new SDP (2022 onwards) ↳ Equalities subcommittee met with HfL (Toks Olusamokun) - results fed back to SLT and whole staff at later INSET ↳ SLT INSET ↳ Equalities INSET (whole staff) - external speaker (Karin Hutchinson) and departmental time for discussion and internal audit (Summer Term) ↳ Staff working group to reconvene (November 2022) ↳ Equalities to be a whole school target on departmental and pastoral ERPs	→ THE to meet with HoYs to discuss 'equalities outside of the classroom' → THE has had an online meeting with Karin Hutchinson who will be coming again in November (meet with HoYs and students) → ERP meets will ensure equalities remain on the agenda throughout the year. LMs to discuss regularly at meetings → Equalities as a standing item at departmental meetings (termly) → Departmental equality reps - termly meetings with THE - opportunity to share strategies and good classroom practice.. → Explore further staff training around language /difficult conversations / triggers → Equalities subcommittee to produce a terminology booklet to help support/educate both staff and students → Explore networking opportunities → Further sharing of good practice across departments (INSET / T&L briefings) → Continued CPD with HfL next academic year

OBJECTIVE	RATIONALE	HOW?	REVIEW	NEXT STEPS...
<p>To strive to reduce the attainment and progress gap between protected groups, vulnerable, disadvantaged and non-disadvantaged student groups.</p>	<p>To ensure all students at Parmiter's achieve their full potential and have the best possible life chances beyond Parmiter's</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Data analysis to identify specific groups and ensure staff are aware of those individuals in their classes <input type="checkbox"/> Offer appropriate and focused intervention (academic and pastoral) to support these groups <input type="checkbox"/> Have a collaborative approach – students, parents, subject teachers, form tutors, HoYs/HoKS, SEND, careers advisors etc. – to ensure best outcomes <input type="checkbox"/> EPR process to help monitor, evaluate and review progress 	<ul style="list-style-type: none"> ↳ Mega Seating Plan facilitates far better identification of students with in classes. ↳ Data sent to HoYs / HoDs after each Gradesheet for analysis and subsequent intervention ↳ HoKS/HoY present to SLT - target groups and intervention strategies (academic and pastoral) ↳ HoKS work closely with HoYs to identify individual needs - oversight on interventions (eg. Saturday School for YR11) ↳ Careers guidance provided to support next steps - provide aspiration / inspiration to get the required grades. ↳ PP funding provided to improve life chances (eg. paying for Morrisby tests, revision material, enrichment activities etc.) ↳ PEPs for CLAs include realistic targets and highlight areas of support 	<p>→ Continue with ongoing programmes and interventions - THE to meet with GAB</p>

OBJECTIVE	RATIONALE	HOW?	REVIEW	NEXT STEPS...
To implement a clear protocol for pupils, parents and staff to ensure that inappropriate language, prejudice and bias are challenged appropriately.	To provide a safe school environment that welcomes, protects and respects diversity. Students should feel able to report incidents around prejudice and bullying, trusting staff to deal with those involved appropriately and proportionally.	<input type="checkbox"/> Create a culture whereby prejudice will always be challenged (students and staff) and incidents are reported so they can be dealt with appropriately, in line with school policy <input type="checkbox"/> Review the current OKtoTell system for reporting <input type="checkbox"/> Educate students about protected characteristics and possible barriers through assemblies, form time activities, personal development lessons and throughout the curriculum <input type="checkbox"/> Staff training around the issues faced by specific groups <input type="checkbox"/> Celebrate diversity of achievement and experience in all aspects of school life (assemblies, displays around the school, communication with our community) <input type="checkbox"/> Record and monitor all incidents, identifying any specific issues or behaviour and inform planning to address these problems	↳ Updates to Behaviour Policy (reflect KCSIE document) ↳ INSET delivered by BHU ↳ CPOMS - categories have been updated - more specific ↳ Discussions within student voice subcommittees (Attitudes for Learning and Equalities) with minutes fed back to SLT ↳ Reporting system updated - age specific posters, QR codes to Google Forms to report incidents around bullying / inappropriate behaviour and language (monitored by BHU) ↳ Regular reporting to Governors ↳ Updated PD curriculum - fulfils statutory requirements and is fully inclusive. All resources have been reviewed and updated. ↳ Improved / wider use of CPOMS to record all types discriminatory behaviour.	→ Work with specific groups to identify challenges and areas for improvement → Review of current reporting systems - is it trusted by students? → Improved communication between all stakeholders. following serious incidents, follow up meetings with HoDs so students are aware of the resolution. Possible parental meeting(s). → Creation of a terminology booklet around protected characteristics (input from both HfL, staff and student body) → Explore ways we can celebrate diversity across the school (displays, assemblies, social media, INFORM etc.)

OBJECTIVE	RATIONALE	HOW?	REVIEW	NEXT STEPS...
To implement robust systems for supporting all members of the school community with their mental health and reduce any existing barriers.	To address the increasingly complex mental health issues faced by students throughout their school journey and provide access to the tools, strategies and support networks to help them, both while at Parmiter's and beyond.	<input type="checkbox"/> Develop a culture where all members of the school respect each other, work together and embrace the diverse nature of their school community (assemblies, form time, in and out of the classroom) <input type="checkbox"/> Review of the personal development programme to help educate and support students about/with protected characteristics, providing the skills to stay safe and happy both in and out of school <input type="checkbox"/> Ensure that all students across the school have equal access to appropriate support services, monitor referrals to these services. Identifying common issues within our school can help steer <input type="checkbox"/> Involvement of student voice in relation to policy and the process around mental health. Student surveys to identify key areas <input type="checkbox"/> Network of local services <input type="checkbox"/> Appropriate CPD for staff	↳ Review and update to complete PD programmes highlighting mental health, protected groups, prejudice, tolerance etc. ↳ YR10 drop down day on mental health (SRE/EDO) ↳ Assemblies highlighting mental health ↳ BHU has enrolled the school in mental health initiative ↳ Mental health has very much been on the agenda at Student Voice meetings and discussed at both SLT and Governors' meetings. ↳ Possible staff INSET mental health services ↳ Use of CPOMS to record and monitor mental health ↳ Continued use of external support (Chessbrook, Kick London). Internal interventions (UPS with FCR)	→ Staff INSET and programme launch delivered by Mental Health Support Team Leads → Future training opportunities for key staff identified → Implementation of MHST in school (Nov 2022) → Incorporation of opportunities and access to services gained from SW Herts Pastoral Leads Network → Submission of application for Mental Health Kitemark (Dec 2022) → Completion of Herts Wellbeing Survey (25th Nov)

APPENDIX D: EQUALITY IMPACT ASSESSMENT FOR SCHOOL VISITS REQUEST FORM

Would any of the protected characteristics impact on a student's ability to engage with the trip?

Do you think this trip will have a positive or negative impact on learners because of their protected characteristics:

CHARACTERISTIC	POSITIVE	POSSIBLE CHALLENGES	NONE / NEGLIGIBLE	REASON FOR YOUR DECISION? HOW MIGHT IT HAVE AN IMPACT THE VISIT?
Age				
Disadvantaged learners				
Vulnerable learners				
SEND <ul style="list-style-type: none"> ▪ Cognition and learning needs ▪ Communication and interaction needs ▪ Sensory and physical needs ▪ Social, emotional and mental health needs ▪ Medical condition 				
Sex <ul style="list-style-type: none"> ▪ Male ▪ Female 				
Gender reassignment				
Race				
Religion or belief				
Sexual orientation				

APPENDIX E: **LEGAL FRAMEWORK**

- ☐ Race Relations Act 1976, amended 2000
- ☐ Disability Discrimination Act 1995 – Disability Equality Duty — December 2006
- ☐ Sex Discrimination Act 1975 - Gender Equality Duty - April 2007
- ☐ Employment Equality (Sexual orientation) Regulations 2003
- ☐ Equality Act 2006 — Age and sexual orientation
- ☐ Duty to promote Community Cohesion (September 2007)
- ☐ Human Rights Act 1998
- ☐ Children's Plan - on disadvantage and entitlement
- ☐ DCSF Developing the Equalities Agenda, 2008 and Beyond: The duties of schools and local authorities (February 2008)
- ☐ Single Equality Bill (July 2009)
- ☐ The Equality Act (October 2010)
- ☐ Equalities Update for Hertfordshire Schools (Spring 2011)
- ☐ Equalities Update for Hertfordshire (Spring 2012)
- ☐ Prevent Duty (Spring 2015)
- ☐ RSE and Health Education Statutory Guidance (updated July 2019)