

# PARMITER'S SCHOOL



## SINGLE EQUALITY SCHEME

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Date: November 2019

Review due: November 2020

Miss S Harris

# 1: Vision and Values

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

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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	1452	717 female (49.4%) 735 male (50.6%)
Number of staff	222	(151) 68% female (71) 32% male
Number of governors	13	23% female 77% male
Religious character	48.1% 13% 4.5% 2.1% 0.2% 1% 0.9% 1.9% 21.9% 5.8% 0.3%	Christian (RC, Anglican, other) Hindu Muslim Jewish Jehovah Witness Buddhist Sikh Other Religion No Religion Refused Unclassified
Attainment on entry	111.1	Average Standardised Score at end of KS2
Mobility of school population	9 left 6 joined	
Students eligible for Pupil Premium: Pupil Premium Plus (CLA) Pupil Premium (FSM, Forces)	87	5.9%
Deprivation factor		Approximately 80 feeder primary schools, approximately 20% of students come from the 2 socially deprived wards
Disabled students (including SEN)	154 (10.6%)	22 EHCP, 132 SEN Support
BME students	44.1%	
Students who speak English as an additional language	12.8%	
Average attendance rate	96.6%	
Significant partnerships, extended provision, etc.		Herts & Bucks Teaching School Alliance, South West Herts Partnership, School Direct consortium with 7 local schools, Academy links with 5 primary schools

## 3: Legal Background

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### The duties that underpin our scheme

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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

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### Chain of accountability

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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

	<b>Governors/Academy Trustees will:</b>
Policy Development	<ul style="list-style-type: none"> <li>● Provide leadership and drive for the development and regular review of the school's equality and other policies</li> </ul>
Policy Implementation	<ul style="list-style-type: none"> <li>● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies</li> <li>● Highlight good practice and promote it throughout the school and wider community</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>● Provide appropriate role models for all managers, staff and students</li> <li>● Congratulate examples of good practice from the school and among individual managers, staff and students</li> <li>● Ensure a consistent response to incidents, e.g. bullying cases and racist incidents</li> </ul>
Public Sector Duties	<ul style="list-style-type: none"> <li>● 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)</li> </ul>

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

## 5: Stakeholder Consultation

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### Involving our students, parents/carers and other stakeholders

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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

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- 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

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- 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

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### Evaluating the impact in terms of the outcomes

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#### 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: 2019-20 Impact Assessment

### 6a.1 - FFT results data review (See **Full FFT document from GAB**)

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 - Bi-Annually

Last year departments contributed to the Department Audit Review - will be reviewed again in 2020.

### 6a.3 - Bullying incident reports from Behaviour Points System

	Year 7	Year 8	Year 9	Year 10	Year 11	6 <sup>th</sup> form
Alleged racist incident/bullying	4	2	1	0	0	0
Alleged homophobic incident/bullying	3	3	2	1	0	0

Alleged Sexist incident/bullying	0	1	3	0	0	0
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Total number of students which received points for Bullying: 14.

This is a very low level indeed of issues reported. Often the comments are made by the same student eg Year 9 student reported for racist and sexist comments.

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.

Also it is important to note that these incidents tend to happen in the younger years where perhaps understanding and empathy needs to develop.

## 7: Parmiter's School: Equality Priorities

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### Achievements to date

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#### **Achievements and Actions from 2013-2016 Available on Request or on Previous SES.**

#### **2016-17**

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- 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 <sup>th</sup> 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

2018-19

- FemSoc meeting held weekly with a high turnout of students from Year 8, Year 9, Year 12 and Year 13
- LGBT weekly meetings with consistent turn out from Sixth Form Students
- Regular Amnesty International Meetings and Campaigns throughout the year.
- Form Time Activities based on each month's Diversity Theme
- Black History Month Assemblies - October
- Women's History Month Assemblies - March
- Year 10 RESPECT Programme - talks given to pupils on a wide variety of issues such as religion, social movements, sexual health etc.
- Bereavement Group Meetings throughout the year
- Liberal Studies Programme for the Sixth Form
- Whole School Food collection in December 2018 for Food Banks
- European Day of Languages
- Fringe Day - an opportunity for students to see a wide variety of performances that focused issues etc.

## 8. 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
1. Student Survey review and progress	a. Carry out student survey similar to 2016 to measure progress	SHA Form Tutors to facilitate	Year 9 and Year 10 surveyed Autumn Term 2019.
2. Diversity Themes and Promotion	a. SHA to update resources on to the VLE b. SHA to liaise with ARE and students and deliver wide variety of assemblies	SHA ARE SLT	Resources were taken off the VLE and shared on Form Time Resources section in Google  Wide variety of assemblies delivered by SHA, and students throughout the year
3. Departmental Action Plans and Yearly Reviews	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 their own curriculum	SHA HODS	Audit of 2018-19 completed and HODs reflected on inclusion of Diversity in scheme of work. Bi-Annual - next to be completed in 2020
4. Inclusion and Diversity in Teaching and Learning	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	On Going SHA to deliver LGBT+ to staff briefing in Jan 2020.  SHA discussed Diversity and Equality in a session with new staff.
5. Further Develop Wider Diversity Themes and Promotion	a. Raise the profile of Amnesty International Group within the school b. Continue to develop LGBT group c. Continue to	SHA	Amnesty International had high attendance across the school and regular campaigns FemSoc good attendance throughout the year LGBT Group good attendance throughout

	develop FemSOc d. Introduce another whole school collection on a Diversity theme		the year School raising poverty awareness through Food Bank Collection
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## 9. Year Action Plan (Based on school equality and diversity needs and evaluation of Impact assessment) 2019-20

Priority	Actions to Achieve	Responsibility	Outcome
1. Use Student Survey to develop Diversity and Equality around the School	-Collate Student Survey Data -Discuss outcome with HODs, HOYs, and SLT to address issues	SHA SLT HODs HOYs	
2. Diversity Themes and Promotion	-SHA to ensure that more Form Time Resources are available on the Google Drive -Deliver Diversity Themed Assemblies throughout the year	SHA Form Tutors ARE	
3. Departmental Action Plans and Yearly Reviews	-SHA to give HODs curriculum survey in June 2020 -HODs to complete	SHA HODs	
4. Inclusion and Diversity in Teaching and Learning	-SHA to deliver T&L Briefing on Diversity issues - Teaching staff to reflect on teaching and learning strategies to use these in the classroom	SHA Teaching Staff	
5. Further Develop Wider Diversity Themes and	-Continue supporting student led groups such as FemSoc,	SHA Teaching Staff	

<p>Promotion</p>	<p>LGBT, and Amnesty -Conduct another whole school collection of good eg food or sanitary products.</p>		
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