



Watford Grammar School for Girls

Equalities Policy
with reference to the Public Sector Equality Duty (PSED)

This policy adopted by Board of Governors	19.03.18
Next review date	01.03.21
Committee Responsible	Education

1. Vision and Values

The aim of the school is to ensure that each girl is encouraged to achieve academic excellence, fulfil her potential and to participate actively in all areas of school life, aiming to reach the highest standards in everything she does, all within a framework of supportive pastoral care. This is achieved through adherence to our vision, values and by applying our ethos.

The core values of Watford Grammar School for Girls (WGGG) include a belief that all our pupils are of equal worth and concern. We value the diversity¹ of our school: pupils and staff share a wide variety of religious, ethnic and cultural backgrounds. We place great emphasis upon courtesy, respect, care and toleration. The school is a microcosm of what we would like society to be; a happy, caring collection of motivated hardworking individuals, capable of living together harmoniously, while recognising and respecting each others' differences.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to;

- Eliminate discrimination and other conduct this 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. Identification

The Equality and Human Rights Commission defines the 9 protected characteristics as :

Age: Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

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 no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

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 and belief: Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). 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.

¹ See Appendix 1

Ofsted also consider ‘the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged and other pupils with the same starting points’². The school will therefore also consider the equality between the students body as a whole and the following groups:

Pupil Premium Pupils : pupils whose parents economic status has meant they are or have been eligible for Free School Meals with the last 6 years.

SEND: pupils who have been identified with a Specific Educational Need

EAL: pupils who have English as an Additional Language

Other: Depending on the numbers of pupils in the school this may also include Children Looked After or formally Looked After, Young Carers and Refugees.

3. Legislation and guidance

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.

The single Public Sector Equality Duty (PSED) came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

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 regular 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.

² School Inspection Handbook. Handbook for inspecting schools in England under Section 5 of the Education Act 2005. Published October 2017. Page 59.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. 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.

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

4. Roles and Responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in the Equalities Report are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headmistress

The Headmistress will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors, through the Annual Equalities Report. See Appendix A.
- Ensure that the objectives identified are linked to the School Development Plan

All school staff are expected to have regard to this policy and to work to achieve the objectives as set out in the Equalities Report.

5. 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.

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

6. Advancing equality of opportunity

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 which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ pupils 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 pupils 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 attainment data each academic year showing how pupils with different characteristics are performing
- 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. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

7. Fostering good relations

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

The curriculum:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS, PACE and assemblies 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.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, all pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
- Developing a curriculum that explains and promotes British values.

Teaching and learning:

- Teaching methods that take account of the needs of pupils' background experiences, that encourage positive attitudes towards diversity and challenge misconceptions and prejudice.

Pastoral care:

- 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
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, encouraging Form Groups and Year groups to adopt Charity action that promotes equality.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- Implementing the Attendance policy that recognises the right of pupils to take time off for religious/cultural observance, for up to 2 days.

8. Equality considerations in decision-making

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

The school always 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:

- Considers the impact of any religious holidays
- Is accessible to pupils with disabilities

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 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.

9. Equality objectives

The equality objectives will be set by the Senior Leadership Team as a result of analysis of equalities data. The objectives will be part of the School Development Plan and a section of the plan will be published on the school website. An example of an objective is found below:

Objective :

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

10. Monitoring arrangements

The Headmistress will update the equality information we publish, at least every year.

This document will be reviewed by Governing Body at least every 4 years.

This document will be approved by Board of Governors.

11. Links with other policies

This policy links to the following policies:

- Accessibility plan
- Admissions
- Behaviour
- Attendance

Appendix 1 : Equalities Report

Part 1: School Characteristics

Pupils –

Group	Category	Number	Percentage
All Pupils	Y7 - 13		
Ethnicity	Any other Asian background		
	Any other Black background		
	Any other ethnic group		
	Any other mixed background		
	Bangladeshi		
	Black - African		
	Black Caribbean		
	Chinese		
	Indian		
	Information Not Yet Obtained		
	Italian		
	Pakistani		
	Refused		
	Turkish		
	White - British		
	White - Irish		
	White and Asian		
	White and Black African		
White and Black Caribbean			
White Other			
Religious Observance	Baptist		
	Buddhist		
	Christian \ Anglican		
	Christian \ Other		
	Church of England		
	Greek Orthodox		
	Hindu		
	Jain		
	Jewish		
	Methodist		
	Muslim		
	No Religion		
	Other Religion		
	Refused		
	Roman Catholic		
	Sikh		
Unclassified			
United Reform Church			
Student Mobility (2016-17)	Leavers – in Year		
	Joiners – In Year		
Students eligible for PP Funding			
SEND Students	EHCP / Statement		
	Monitoring		
	SEN Support		
EAL Students	EAL		
	Number of languages spoken		

Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our school workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any group.

As of _____, the school employ _____ staff. Our staff are employed in the following main groups:

- Teaching staff
- Administration and other related posts
- Support staff
- Technical staff
- Facilities staff

Age	Under 21	21-30	31-40	41-50	51-60	61-70	71-80
Number							
%							

Disability	Number
Disabled	
Not disabled	
Not given/Known	

Ethnicity and Race	Number	% of Staff
Any other ethnic background		
Asian or Asian British, Any other Asian Background		
Asian or Asian British, Bangladeshi		
Asian or Asian British, Indian		
Asian or Asian British, Pakistani		
Black or Black British, Caribbean		
Chinese		
Mixed White and Asian		
Mixed, any other mixed background		
Mixed, White and Black African		
White, any other White Background		
White, British		
White, Irish		
Did not wish to be recorded		
Not Obtained		

Gender	Total	% of All Staff
Female		
Male		
Not Specified		

Part 2: Impact Assessment

The following will be analysed based on the following groups; ethnicity, SEND, EAL and PP Funding.

1. Analysis of GCSE and A Level data
2. Behaviour
 - Excellents / Rewards by ethnicity, SEND and PP Funding
 - Bullying Incidents categorised by racism / homophobia
 - Detentions
 - Exclusions
3. Attendance
4. Staffing and Governor recruitment

Application and appointment data

Part 3: Equality Objectives. Linked to School Development Plan

Objective 1:

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Objective 2:

Why we have chosen this objective:

To achieve this objective we plan to:

Progress we are making towards this objective:

Part 4: Summary of Achievements