



**Watford Grammar School for Girls**

# **Equality Policy**

**with reference to the Public Sector Equality Duty (PSED)**

<b>This policy adopted by Board of Governors</b>	<b>19.03.18 01.03.21</b>
<b>Next review date</b>	<b>01.03.24</b>
<b>Committee Responsible</b>	<b>Curriculum 08.02.21</b>
<b>Policy Category</b>	<b>Statutory</b>
<b>Template</b>	<b>WGGS</b>

## **1. Vision and Values**

The aim of the school is to ensure that each student is encouraged to achieve academic excellence and fulfil her potential. She should be able to participate actively in all areas of school life, aiming to reach the highest standards in everything she does, within a framework of supportive pastoral care.

The core values of Watford Grammar School for Girls (WGGG) include a belief that all our students are of equal worth and concern. We value the diversity of our school: students and staff come from 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, whilst 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. Legislation and guidance**

Our school is committed to meeting its public sector statutory duties. We understand that these duties apply to service delivery, employment and staff management as well as policy development and implementation.

The single Public Sector Equality Duty 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.

## **3. Identification**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). The school will therefore, in its work on equalities, have regard to these nine characteristics, which are:

**Age**  
**Disability**  
**Gender reassignment**  
**Marriage and civil partnership**  
**Pregnancy and maternity**  
**Race**  
**Religion and belief**

## **Sex Sexual orientation**

Ofsted 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’<sup>1</sup>. The school will therefore also consider the equality between the student body as a whole and the following groups:

### **Pupil Premium Pupils**

**SEND** students

**EAL** students

**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.

## **4. Roles and Responsibilities**

The Headmistress will:

- Ensure that the school sets rigorous and measurable equality objectives.
- Monitor the school’s success in achieving the objectives and report back to governors, through the Annual Equalities Report.
- Maintain a focus on issues of equality throughout the academic year. This may involve working with the leadership team to undertake interim reviews of work on this area, and setting short-term targets. The school wishes to be ambitious in its work, and to be able to respond rapidly as needs become apparent.

The governing board will:

- Ensure that the equality objectives and Annual Equalities Report are published.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headmistress

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. The Public Sector Equality Duty**

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The school will consider this duty closely when setting its equality objectives, and reviewing its work in the Annual Equalities Report.

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<sup>1</sup> School Inspection Handbook. Handbook for inspecting schools in England under Section 5 of the Education Act 2005. Published October 2017. Page 59.

The school's work to meet this duty will necessarily be dynamic. However, some key examples of how the school meets the duty are outlined below.

## **5.1 Eliminating discrimination**

The school works actively to eliminate discrimination, including in the following ways:

- Considering equality implications when developing, adapting or reviewing any policy.
- Publishing transparent admissions arrangements.
- Addressing prejudice-based bullying, in line with the behaviour and anti-bullying policies.
- Employing a range of teaching strategies to meet the needs of all students.
- Monitoring teaching materials to avoid potentially damaging negative language in matters such as race, gender, disability and sexuality.
- Monitoring applicant data as part of our recruitment processes to identify any impact of unconscious bias.
- Delivering staff training to support staff in combatting discrimination.
- Considering equality implications when planning educational visits (e.g. is the visit affected by religious holidays?)

## **5.2 Advancing equality of opportunity**

The school works actively to advance equality of opportunity, including in the following ways:

- Monitoring the progress and outcomes of different groups of students – including the in the Annual Equality Report - and using this data to support school improvement.
- Ensuring that teaching materials, school displays and assemblies offer positive role models from a range of backgrounds,
- Implementing the attendance policy that recognises the right of pupils to take time off for religious/cultural observance, for up to 2 days.
- Meeting the needs of students and staff who wish to pray during the day.

## **5.3 Fostering good relations**

The school works actively to foster good relations, including in the following ways:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the 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, pupils will be introduced to literature from a range of cultures.
- Encouraging student-led societies and initiatives which celebrate the diverse identities within the school.
- Celebrating the diversity of the school through the assembly programme.
- 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.

## **6. 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:*

## **7. 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.

## **8. Links with other policies**

This policy links to the following policies:

- Accessibility plan
- Admissions
- Behaviour
- Attendance
- SEND

## **Appendix 1 : Equalities Report**

To be added by June 2021  
Refer to 19-20 report