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Single Equality policy



The HENRY
BEAUFORT *School*

Single Equality Policy

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| Policy Amended by: | Mrs Briggs | February 2024 |
| Consultation by: | SLT | February 2024 |
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Single Equality Policy

This Single Equality Policy aims to integrate equality into the school's core priorities and functions. It will inform our School Improvement Plan and will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between students and staff of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections and the school improvement plan
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Policy aims to bring together equality strands into one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating the more recent legislation on age, sexual orientation, religion and belief and transgender.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

- Age
- Disability
- Race
- Gender
- Gender reassignment
- Sexual orientation
- Pregnancy and maternity
- Religion or belief
- Marriage and civil partnership

In this school we also treat non – binary as a protected characteristic, this is not currently covered by the Equality Act.

Unlawful behaviour under the Act - real examples

Direct discrimination

This is what normally comes to mind when you think about discrimination: intentionally treating someone less favourably due to a protected characteristic. For example, [refusing to make reasonable adjustments](#) for a pupil with special educational needs.

Indirect discrimination

This is where a policy or practice, though applied equally to all pupils, has a disproportionate impact on a group of pupils sharing a protected characteristic. For example, a court found that a school's uniform policy that banned long hair was [discriminatory against Rastafarian boys](#).

Harassment

The legal definition of harassment is:

Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

This could be as direct as bullying someone for the colour of their skin or as broad as doing or saying something that unintentionally offends someone on the basis of gender.

It's important to point out that under the legal definition, harassment only covers disability, race, sex or pregnancy and maternity, and not religion or belief, sexual orientation or gender reassignment. This doesn't mean schools are free to harass pupils with these characteristics, only that doing so will be considered direct discrimination.

Victimisation

Much like the rules for whistle-blowing, it's unlawful to retaliate against someone for taking action under the Act.

The [Equality and Human Rights Commission \(EHRC\)](#) defines 'protected acts' as:

- Claiming or complaining of discrimination under the Act
- Giving evidence in someone else's claims under the Act
- Claiming someone has violated the Act
- Taking any other action under the Act

The EHRC gives the example of a teacher shouting at a pupil because he believes the pupil will support another pupil's sexual harassment claim. This would amount to victimisation of the pupil.

Discrimination arising from disability

The overriding principle of the Equality Act is one of equal treatment; for example, you cannot treat a Muslim pupil differently from a Christian one.

However, you may, and often must, treat pupils with disabilities more favourably than those without disabilities, so that they can access and benefit from the service you provide to the same extent as everyone else.

You can't discriminate against someone because of something that arises from their disability, and you may have to treat them differently - see the section on reasonable adjustments below.

A well-publicised case involved a court finding that [a school had acted discriminatorily](#) when it excluded a pupil with aggressive behaviour, where that behaviour was the result of the pupil's autism.

General exceptions for schools

The DfE guidance (see chapter 2) sets out some exceptions:

- Single-sex schools aren't discriminating by refusing to admit pupils of the opposite sex
- Schools with a religious nature aren't discriminating when they give preferential treatment to children of their own faith. This is true for admissions as well as for providing extracurricular services. The guidance gives the example of a Jewish school providing pastoral care from a rabbi but not from any other faiths
- As a rule, a school can't have a rule or policy which applies to all pupils but which is more likely to have an adverse effect on pupils with disabilities – for example, having a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless the school can show that:
 - It's done for a legitimate reason, and
 - It's a proportionate way of achieving that legitimate aim
- Positive action means you can take targeted action to address the disadvantages experienced by a specific group. For example, you can have special catch-up tuition for children of migrant workers without having to provide the same service to pupils who don't fall into that group. You do have to show that this is a proportionate way to achieve a specific goal.

Rationale

Our key equality and diversity objectives are:

- To be inclusive in providing equal opportunities for all students to access the curriculum with no barriers to learning
- To educate all students whatever their belief, race or religion for life in a diverse society and to treat everyone with respect
- For everyone to examine their own prejudices to prevent any form of unconscious discrimination
- To increase staff and student knowledge and understanding of equality and diversity issues

- To work with stakeholders to deliver more effective and equal outcomes for staff and students

Policies and Documentation

This Single Equality Policy is the key document describing how the school will meet its Public Sector Equality Duty. The school's approach to equality and diversity is also reflected in other policies including;

- Positive Behaviour Policy
- Admissions Policy
- SEND Information Report
- Pupil Premium Strategy
- Educational Visits Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policies

The Equality Act 2010 also refers to schools in their role as an employer and the way the school complies with this is described in the recruitment policies and procedures in the adopted Hampshire County Council Manual of Personnel Practice.

Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with all equality legislation
- approving and adopting the schools Single Equality Policy
- monitoring equality outcomes

The Senior Leadership Team of the school will be responsible for:

- promoting the Single Equality Policy both inside and outside the school
- ensuring that all staff fulfil their role with regard to delivering equality
- providing reports to the governing body and staff on how the policy is working, taking appropriate action where discrimination occurs

Parents/Carers will:

- have access to this document and be encouraged to support us
- have the opportunity to attend any relevant meetings/awareness raising sessions related to equality
- have the right to be informed of any incident related to this duty which could directly affect their child

Staff and students are responsible for:

- engaging with the school in eliminating any discrimination
- promoting a positive working environment
- showing a commitment to undertaking training and development within this area
- report and resolve incidents

The school will ensure that students receive a broad and balanced curriculum offer that supports inclusivity but also embraces others understanding of equality. This will be achieved through the 5 year curriculum coverage in each subject area as found on the website, along with the Tutor Programme that has an Equality and Diversity focus, and out Personal Development curriculum offer. Together with staff, our EARA whole school satellite group supports the development across the school.

Visitors to our school will be expected to respect and follow our single equality policy.

Key groups at risk

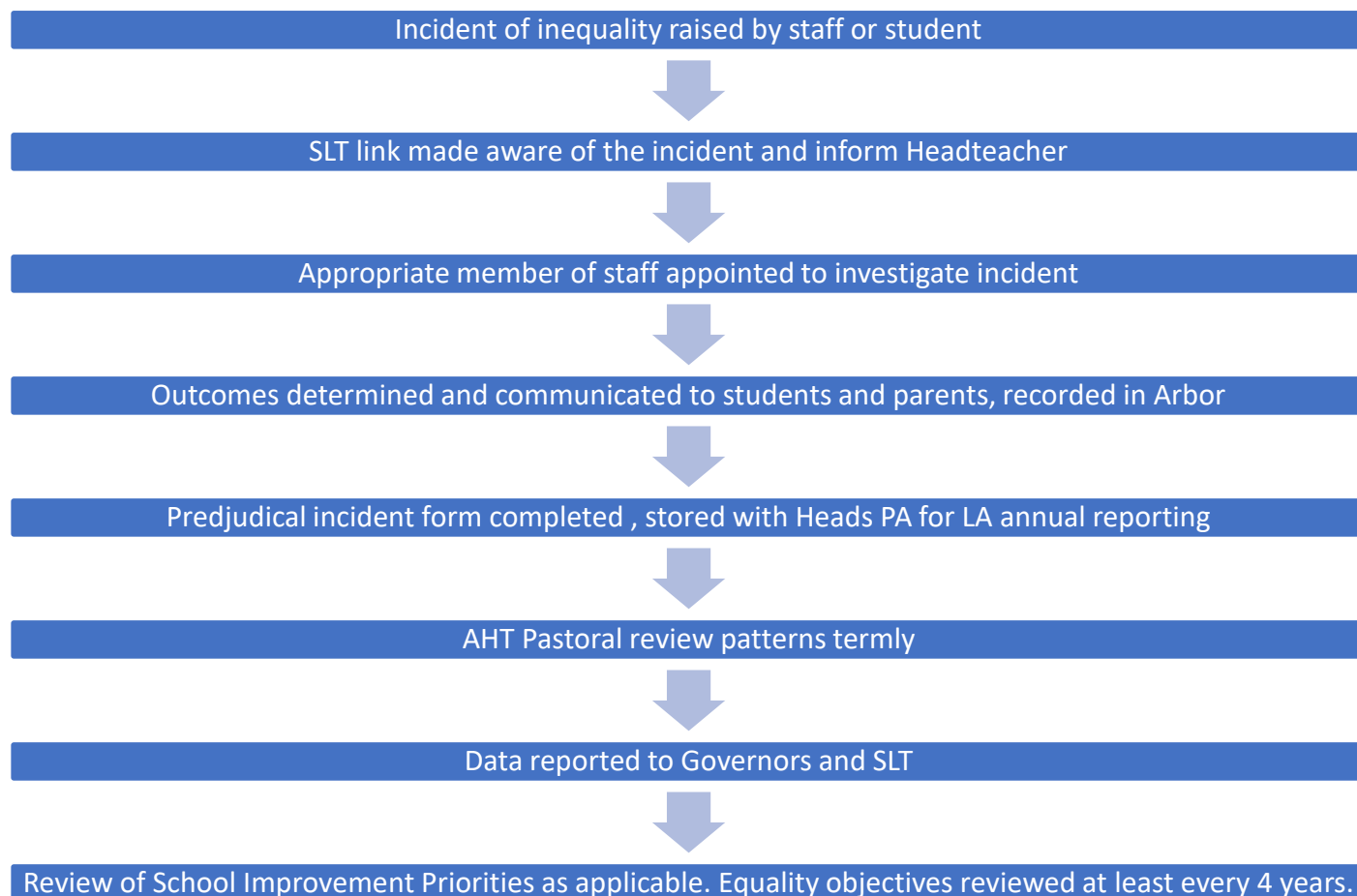
While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability
- Gender, transgender and non-binary
- Religion or belief
- Sexual orientation

You can find all the information about our school's SEND provision including our provision for inclusion in the school's SEND Information Report and the school's accessibility plan.

Responding to and reporting incidents

Students are encouraged to report all incidents to a member of staff who will follow the process below. In addition to this the school has an internal "Call it Out" campaign where students can report incidents through an online form as they may not be confident to report this behaviour at the time of it occurring.



Monitoring and review

This Single Equality Policy will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and for checking that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff

and students, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as far as possible.

Information will be gathered through:

- Identification of students, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- student attainment and progress data relating to different groups;
- students' views, actively sought and incorporated in a way that values their contribution through student forums
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- suspensions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage;
- record logs and outcomes from the 'Call it Out' campaign.

Annually the Senior Leadership Team will provide monitoring reports for review by the governing body. These will include:

- progress against targets relating to equality
- school population
- recruitment and retention

Information about The Henry Beaufort School

This is a secondary school, with 1047 students, which is close to average.

The proportion of students eligible for Pupil Premium Funding, is 24% in 2023/24, 14% for Free School Meals funding, which is below average.

In this school, the funding is used to support students who are or who have been eligible for free school meals during the last 6 years, a child in care or a child with one or both parents in the armed forces in the last 3 years.

The proportion of students in minority ethnic groups is 5% in 2024, which is below average. The vast majority are White British heritage. Fewer students than the national average speak English as an additional language. Only very few come to the school at the early stages of learning English.

The proportion of students with a statement of special educational needs (coded K) is 20%, and is above average.

The proportion of students with an Education, Health and Care plan (EHCP) is 3.8% and is above average.

The school operates a resource base for students who are D/deaf and/or hard of hearing, admitted through a statement of special educational need or EHCP.

Equality-Related Performance

In 2023 the gap between boys and girls progress reduced from previous years. The Average P8 for Boys 0.28 and Girls 0.31 with a minimal gap. This is a vastly better picture than the national trend and an improvement from 2022.

In 2023 the gap between boys and girls' attainment has closed. The Average A8 for Boys 5.16 and Girls 4.99. This is a vastly better picture than the national trend and an improvement from the school results in 2022.

In 2023, exam results show that Students with English as an additional language outperformed the rest of the cohort. This was seen in Progress 8 and Attainment 8 and is another improvement compared to 2022. This aligns with the national picture for EAL students but we are overperforming in comparison.

In 2023, the disadvantaged cohort represented 13% of the total. Their A8 performance was below the non-disadvantaged and below the whole cohort but were in line with national trends. The P8 score was significantly below the non-disadvantaged cohort and similarly of the whole cohort. The P8 score for DIS students was -0.21 which is a backwards trend from 2022 but is in line or slightly above the national picture for DIS progress in 2023.

In 2023, the SEND cohorts A8 and P8 scores have changed from 2022 largely in a positive trend. It is important to recognise the numbers of students varies between cohorts and their prior attainment bands will also vary impacting on comparisons year on year.

Objectives were set in September 2020

Based on the analysis summarised above our Objectives for the next four years are to:

1. Raise the attainment and progress of disadvantaged students.

Success criteria: *Reduce the gap in attainment and progress between this group and the rest of the student population.*

Strategies: *[oversight of these strategies is currently led by the Senior Teacher i/c of Student Opportunities*

- *Implementation of the School Improvement Plan with reference to disadvantaged students.*
- *Implementation of the Pupil Premium Strategy which outlines the challenges faced by the Disadvantaged students and details the way in which funding streams can be used to maximise teaching, academic outcomes and wider strategies*
- *Disadvantaged students / progress analysis in every data drop in every subject by the AL/HoD with the a member of the Senior Leadership Team having oversight*
- *Implement new strategies that will ensure targeted academic support for the disadvantaged cohort eg tutoring, mentoring and structured interventions*
- *Funding opportunities shared with Academic Leaders, HoD, HOY, Family Support Worker, designated teacher to ensure it is used effectively*

2. Raise the attainment and progress of students with special educational needs.

Success Criteria: *Reduce the gap in attainment and progress between this group and the rest of the student population.*

Strategies:

- *SEND K (school support) and E (EHCP) students & Resource Base Students progress analysis in every data drop in every subject.*
- *Additional support provided by the SEND Team as required*

- *Best practice deployment of additional adult in class support*
- *Guidance, advice issued and regularly updated on meeting individual and group needs.*
- *Close monitoring of students in this group by Academic Leaders, Subject Leaders and class teachers alongside the SENDCO/Teacher of the Deaf with appropriate interventions put in place as necessary.*
- *Utilising external agency advice and support when relevant*
- *Additional INSET Training for staff to support SEND students*
- *Additional SEND observation strand in the lesson observation form*

3. Raise the attainment and progress of students who are attaining below age related expectations on entry to the school.

Success criteria: *Reduce the gap in attainment and progress between this group and the rest of the student population.*

Strategies:]

- *Tier 1, 2 and 3 Literacy and numeracy interventions for students reaching different thresholds in their reading ages*
- *Literacy and numeracy interventions for students who arrive non-secondary-ready*
- *Monitor and evaluate students' progress analysis in every data drop in every subject.*
- *Strategies for improving students' outcomes shared by the 1D post holder and SENDCO with staff.*
- *Whole School Literacy and Numeracy strategies for all students*