



The **HENRY**
BEAUFORT *School*

Single Equality Policy

Policy Amended by:	Mrs Briggs	February 2025
Consultation by:	SLT	February 2025
Reviewed and Recommended by:	Welfare Committee	5 th March 2025
Approved by:	Governing Body	5 th March 2025
To be Reviewed	Annually	March 2026

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:

1. Age
2. Disability
3. Race
4. Sex
5. Gender reassignment
6. Sexual orientation
7. Pregnancy and maternity
8. Religion or belief
9. Marriage and civil partnership

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 student with special educational needs.

Indirect discrimination

This is where a policy or practice, though applied equally to all students, has a disproportionate impact on a group of students 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.

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 student because they believe the student will support another student's sexual harassment claim. This would amount to victimisation of the student.

Discrimination arising from disability

The Equality Act's core principle is equal treatment; for instance, you cannot treat a Muslim student differently from a Christian one. However, when it comes to students with disabilities, you may, and often must, treat them more favourably than those without disabilities. This ensures they can access and benefit from the services you provide to the same extent as everyone else.

You cannot discriminate against someone because of something that arises from their disability. In fact, you may need to treat them differently to accommodate their needs—see the section on reasonable adjustments below. A notable case involved a court ruling that a school acted discriminatorily when it excluded a student with aggressive behaviour, which was a result of the student's autism.

General exceptions for schools

The Department for Education (DfE) guidance (see Chapter 2) outlines some exceptions:

- Single-sex schools: These schools are not discriminating by refusing to admit students of the opposite sex.
- Faith-based schools: Schools with a religious character are not discriminating when they give preferential treatment to children of their own faith. This applies to admissions as well as the provision of extracurricular services. For example, a Jewish school may provide pastoral care from a rabbi but not from representatives of other faiths.
- Policies affecting students with disabilities: Generally, a school cannot have a rule or policy that applies to all students but disproportionately affects those with disabilities. For instance, requiring all students to demonstrate certain physical fitness levels before admission could adversely affect students with disabilities. However, the school can justify such a policy if:
 - It is implemented for a legitimate reason, and
 - It is a proportionate means of achieving that legitimate aim.
- Positive action: Schools can take targeted measures to address disadvantages experienced by specific groups. For example, offering special catch-up tuition for children of migrant workers without providing the same service to other students is permissible, provided it 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
- Attendance Policy
- SEND Information Report
- Student Premium Strategy
- Educational Visits Policy
- Anti-bullying Policy
- Safeguarding and Child Protection Policies
- Mobile Device Policy

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 and 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 our 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

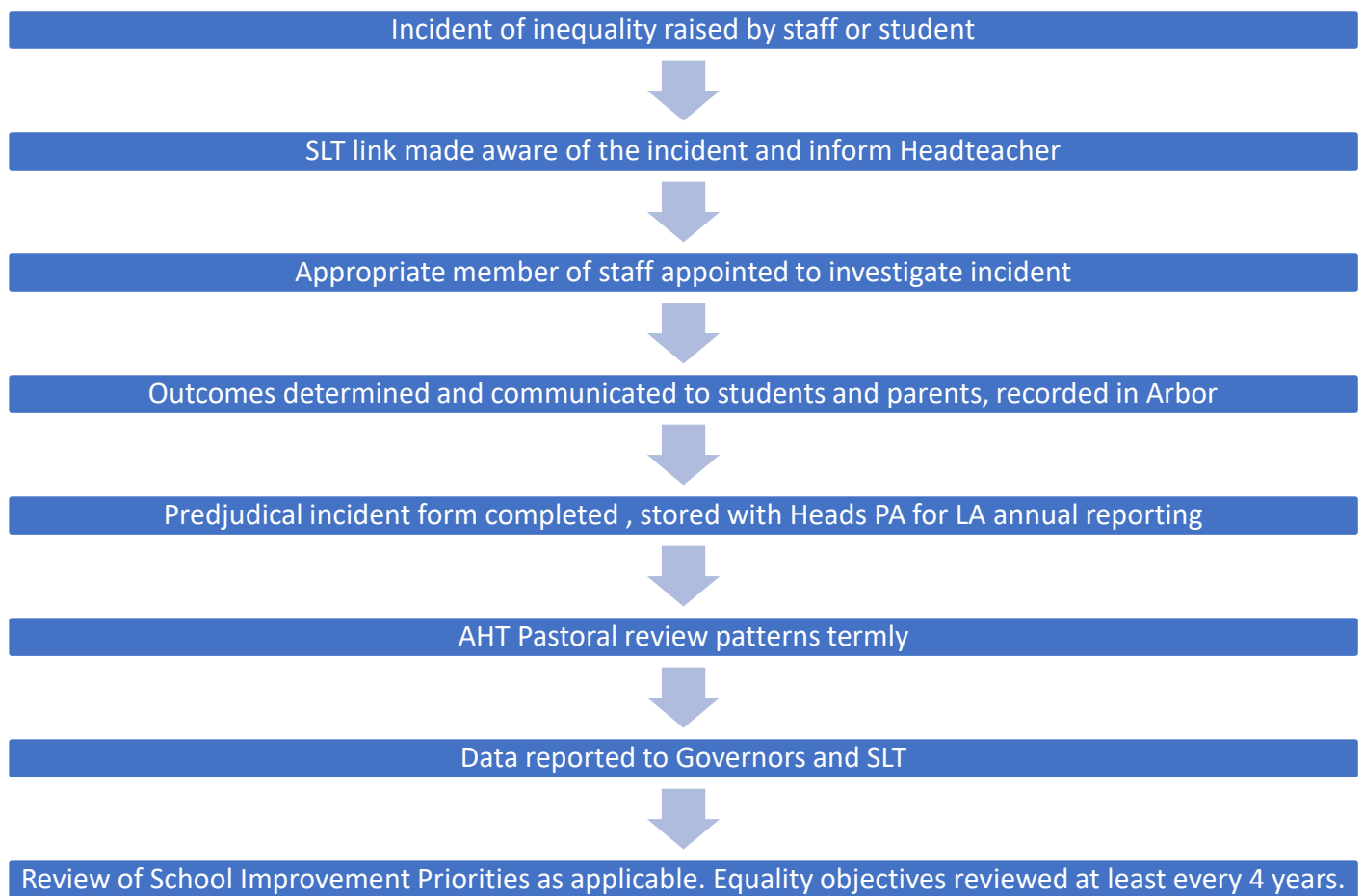
While the school acknowledges that any individual or group can experience discrimination, victimisation, or unfair treatment, certain groups may be at a higher risk of facing inequality due to:

- Race
- Disability
- Gender, including transgender and non-binary identities
- 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 1005 students, which is close to average.

The proportion of students eligible for Pupil Premium Funding, is 23.3% in 2024/25, 15.8% 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 13.9% in 2025, 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 9.25%, and is below average.

The proportion of students with an Education, Health and Care plan (EHCP) is 4.6% and is 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 2024 the progress gap between boys and girls increased from the previous year. In 2023 it was only 0.03 whereas in 2024 it increased to 0.48, with both genders having a positive P8 score. For both genders the P8 performance are above national average but the gap is representative of national trends. *

In 2024 the attainment gap between boys and girls. The average A8 girls was 5.61 and boys 4.88 with a gap of 0.73, with the gap increasing from 2023. The difference between genders is a similar trend to national data although performance of both genders is superior to national trends.

In 2024, exam results show that Students with English as an additional language (7% of cohort) outperformed the rest of the cohort. This was seen in Progress 8 and Attainment 8 and is a continuation of the trend seen in 2023. This aligns with the national picture for EAL students, but we are overperforming in comparison.

In 2024, the disadvantaged cohort represented 16% of the total compared to 13% in 2023. 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 -0.62 which is a backwards trend for the last two years and is a similar picture to the national gap.

In 2024, the SEND cohorts A8 and P8 scores have returned to 2022 outcomes. Students coded as E in 2023 saw an improved P8 score this has declined in 2024, and students coded as K have remained steady for the past three years. 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.

*Please note the make-up of the cohorts varied between 2024- 58% females to 42% males compared to 2023- 51% female and 49% male.

impacting on comparisons year on year.