



Reporting on the Equality Duty & Equality Objective 2017

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines the various legislation into a single Equality Duty.

All schools are required to report on the three key areas; the following report charts the progress of the Watford Grammar School for Boys in these areas, with reference to specific items in the School Development Plan:

1. Eliminating discrimination and other conduct that is prohibited by the Act.

- The SEND Policy has recently been updated and agreed by Governors (November 2016).
- Each September, tutors go through with their tutees, the key school policies/expectations noted in student planners e.g. anti-bullying
- As a school we monitor and record the gender and ethnicity of staff as well as applicants for advertised positions. The recently constituted Personnel Committee of the governing body will review annual reports containing this information.
- As a school we monitor and record attendance and behaviour with respect to ethnicity and receipt of the Pupil Premium and this is reported termly to the Education Committee of the governing body.
- Plans to expand our premises to accommodate additional pupils involved consideration of our Equality Duty, specifically with respect to the drafting of our Admissions Policy for consultation. Additionally, the Local Authority demonstrated a commitment to their Equality Duty in supporting the school to enable expansion.
- The Chair of the Finance Committee is the Governor responsible for monitoring equality duty and checking that it is being carried out correctly.

School Development Plan References

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
1.11 Develop student understanding and awareness of feminism and gender inequality in society. Involve students and staff of WGGs in developing our approach.	Strategy in place to provide more opportunities for female speakers about a range of issues.	HM	April, 2017	Time	Assembly on gender stereotyping and discrimination given by HM. Talk by Natasha Devon in 6 th form lecture series. Feminist society established.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.

- We reflect equality of opportunity in school policies and procedures such as:
 - Accessibility plan (to be approved in February, 2017)
 - SEND Policy
 - Sex and Relationships Policy
 - Pay and Appraisal Policy
 - Staff Capability Policy
 - Staff Grievance, Discipline and Conduct Policy
- As policies are reviewed and updated they are checked to ensure that there is no discrimination due to sex, race, disability, religion or belief, sexual orientation or gender reassignment.
- Racial incidents are extremely rare. If they occur they are recorded internally and the Headteacher reports to Governors termly.
- Financial help from school funds is used frequently to support students with extra-curricular activities, school uniform etc. at the discretion of the Headmaster.

- Examination results and internal termly assessment data is monitored by analysing the data by different groups e.g. SEND, Pupil Premium, EAL and Ethnicity. Analysis of the RAISE Online report suggests that there are no significant differences in outcomes for any group within the school.
- The school offers a range of Clubs to encourage participation and interests for all e.g. Chess, Politics, History Boys, Philosophy, Debating, Sports Teams, Musical Ensembles etc. We are in the process of reviewing the scale of participation in each of these groups with respect to ethnicity.
- Provision of a ‘Climbing Higher’ Saturday School for students from across the local area who are at risk of underachieving. Positive feedback from parents and students.
- Student prefects from KS4 and KS5 are involved in mentoring and subject support through our peer mentoring programme and our Learning Support ‘Workshop.’

School Development Plan References

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
1.1 Gain an understanding of the current scale of inclusion and respect within the school community through surveys and focus groups. Communicate findings and develop strategies for improving respect for all.	Surveys conducted with parents, staff and students. Outcomes used to develop our approach further.	AN	December, 2016	Time	Investigating use of the NFER questionnaire once more to provide this data. This responsibility has now moved to CW.
1.6 Analyse the levels of engagement of students from all academic and cultural backgrounds to establish participation levels. Identify strategies for increasing engagement where appropriate.	Full audit of engagement in extra-curricular activities completed, with recommended actions to follow.	CW	February, 2017	Time	Surveys completed and data available for analysis by SLT.

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
1.8 Introduce a buddy system to facilitate the transition for new, vulnerable and challenged students to help develop their resilience and independence.	Pilot a system and evaluate with a targeted roll out over 3 years.	AN	March, 2017	Time	To be done. This responsibility has now moved to GV.

3. Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

- Overseas links. Last year alone boys from WBGS visited: Cambodia, Vietnam, Germany, Iceland, France (3 times), Washington in the US, Austria (twice), Malta, Belgium, Italy (twice), Chile, Argentina
- Views of all members of the school community are sought at least termly to determine subsequent developments e.g. Student School Forum, Staff Consultative Committee Meetings, Staff Meetings.
- The Philosophy, Religion and Ethics Curriculum covers community cohesion topics such as racism, prejudice, sexism, discrimination and a multi-faith society.
- Interfaith Week of meetings, assemblies, debates and 6th form lectures (November 2016)
- Designated school charities in 2016-17: Great Ormond Street Hospital and Watford Women’s Centre. All school fundraising is directed to these causes.
- Extra curricular activities (e.g. DofE) and trips are checked to ensure students with disabilities can take part fully.

School Development Plan References

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
1.10 Celebrate cultural and ethnic diversity through debates, assemblies, the lecture programme and other invited speakers, whilst encouraging diverse representation from across the school community in all forums.	Monitor programme of events. Survey outcomes suggest all students feel that equality of opportunity is central to our ethos as a school.	AN	February, 2017	Time	This is now being monitored by MD and an overview of assembly themes is now available.

Equality Objective 2017

ENGAGEMENT

'Strength lies in differences, not in similarities' (Stephen Covey)

We will provide opportunities for each learner to be engaged in their school environment and committed to working with all individuals with respect and equality. We will also strengthen the inclusive ethos of the school, responding to current and future opportunities and challenges