

WATFORD GRAMMAR SCHOOL FOR BOYS



EQUALITY DUTY REPORT

Headmaster's signature

03/10/2020

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Chair of Governors' signature

03/10/2020

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Reporting on the Equality Duty & Equality Objective 2019-20

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 School has the stated strategic objective to ‘Make certain that students develop the qualities of honesty, respect and appropriate behaviour.’
- ‘Kindness’ is one of the School’s six values and appears prominently in literature including students’ planners
- The SEND Policy is regularly updated and reviewed by Governors.
- In the past year the school has implemented a Wellbeing Curriculum which includes Kindness as one of six topics and seeks to develop students’ awareness of the importance of positive behaviour towards others. One half-term (Oct to Dec) is devoted to the theme of Kindness.
- 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 Personnel Committee of the governing body reviews 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.
- The Equality Duty informed our plans for the expansion in student numbers 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 Education Committee is the Governor responsible for monitoring the equality duty and checking that it is being carried out correctly.

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
 - 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 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 over time for any group within the school, with the exception of pupil premium students, where the gap on average over time is narrower than the national average.
- 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 and faith societies and monitors engagement with extracurricular activity by ethnic and other groupings.
- Student prefects from KS4 and KS5 are involved in mentoring and subject support through our peer mentoring programme and our Learning Support 'Route 1:2:1'

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

- Overseas links. In recent years boys from WBGs have visited: Cambodia, Vietnam, Germany, Iceland, France, Washington in the US, Austria, Malta, Belgium, Italy, Chile, China, Argentina. A particular relationship is being developed with a school in Ghana.
- Views of all members of the school community are sought at least termly to determine subsequent developments e.g. School Council, Staff Consultative Committee Meetings, Staff Meetings, Parent Forum 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. There is now also a lunchtime multi-faith prayer room.

- LGBT Action Plan for 2018-19 included training of staff, establishment of an LGBT Society, assemblies and additions to the school library. Pre-lockdown, the lunchtime society was flourishing.
- Designated school charities foster relations across characteristics eg 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.

Relevant extracts from the reviewed 2019-20 School Development Plan

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
2.1 Develop, implement and evaluate a wellbeing curriculum as a key feature of the personal development provision at the school for all students.	Curriculum established, shared with parents, resourced, implemented and reviewed to enable further cycles for improvement.	MD / MK / GV	December 2019 April 2020 July 2020	Use of Pixl resources and INSET time (2/9) for familiarity with the materials	Wellbeing curriculum developed and implemented from Sept to March; led and reviewed by ALT member with amendments made to implementation
2.2 Integrate considerations of staff wellbeing into all aspects of school life, so that it is a key feature in line management and appraisal meetings. Engage with the TeachWell alliance to develop new approaches to staff wellbeing.	Staff wellbeing policy created, incorporating aspects of the extant stress policy. Line management and appraisal processes refined to include a focus on wellbeing and career development pathways. Teachwell action plan	HM	December 2019	SLT / SCC Time for policy development £1000 for TeachWell Alliance engagement.	Wellbeing audit from the Teachwell alliance used to evaluate current position. Discussed in the SCC and action plan developed. Plan subverted by Covid, but surveys followed in the lockdown and school was responsive to staff feedback.

	developed and implemented				
2.5 Develop greater pride and sense of belonging to the school through positive representation in community service and participation in charity events	Student recognition for 'unsung heroes' including praise assemblies / postcards home. Community service fully established as part of 6 th form curriculum. Parental awareness through planner and academic portfolios.	MK / GV	November 2019 January 2020	SLT / HoY Time for liaison with external agencies	External community service activities were cancelled due to Covid. None have been planned for this year but it may be possible to look at internal community projects eg School gardening. Pastoral postcard has been encouraged to HoYs.