

WATFORD GRAMMAR SCHOOL FOR BOYS



EQUALITY DUTY REPORT

Headmaster's signature

7/5/19

A handwritten signature in black ink, appearing to be 'J. Long'.

Chair of Governors' signature

7/5/19

A handwritten signature in black ink that reads 'Stephen A. Wake'.

Reporting on the Equality Duty & Equality Objective 2018

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 is regularly updated and reviewed by Governors.
- Each September, tutors go through with their tutees, the key school policies/expectations noted in student planners e.g. anti-bullying. Since April 2018, the ‘Mind to be Kind’ Project has put the importance of respect and living without harm at the foreground of the pastoral curriculum.
- The school as the stated strategic objective to ‘Make certain that students develop the qualities of honesty, respect and appropriate behaviour.’
- 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.
- 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.

Relevant extracts from the reviewed 2017-18 School Development Plan

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
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<p>1.1 Encouraging Positive Behaviour: to implement and embed the revised school behaviour policy, including expectations and processes for escalation as required.</p>	<p>Consistent and collective implementation by all staff. Expectations understood by all students. Repeat of staff survey illustrates improvements.</p>	<p>CA / GV</p>	<p>September 2017</p>	<p>Time</p>	<p>Pastoral handbook produced and issued to all staff. Expectations fed through HOYs to teaching staff and FTs. Robin Launder taking September INSET on Behaviour management. Mind to be Kind initiative rolled out. Meet and Greet and Year 8 project completed. Staff survey to be repeated next year following review from RL.</p>
<p>2.1 Develop, implement and evaluate a wellbeing curriculum as a key feature of the personal development provision at the school for all students. An integral part of the wellbeing curriculum is the teaching of kindness and respect as two of the six topics covered across the year. Three lessons on each topic with the same broad objectives, but with age-appropriate specific objectives and materials will be taught to each year group. The lessons on ‘Respect’ in particular included considerations of identity and protected characteristics and seek to promote the importance of recognising</p>	<p>Impact will be measured by assessment and feedback from students as part of a review of the curriculum at the year end.</p>	<p>MD</p>	<p>annually</p>	<p>INSET time</p>	

and valuing difference.					
3.1 Further develop links with WGGGS in order to extend our curriculum offer, provide opportunities for boys to learn from and with girls and effect greater respect amongst students for gender and other identity issues.	Joint activities available in all three Key Stages including extra-curricular activities and curriculum days. Joint planning between two SLTs once per term. Joint student council. Reciprocal student research visits Staff secondments.	HM	November 2017	Time	2 joint discos KS3. Joint Yr 10 rounders Hm met WGGGS head frequently. Joint SLt meeting to take place next autumn term Joint INSET day taken place. School Council links with WGGGS to be improved. Meeting taken place with WGGGS AH re co-ordinating school calendars.
5.5 Develop student understanding and awareness of feminism and gender inequality in society. Involve students and staff of WGGGS in developing our approach. Build awareness of feminism and gender inequality into PHSE curriculum.	Increased number of female speakers in 6th form lecture programme and for externally judged events. Lesson observation evidence from PSHE	CW	February, 2018	Time	Laura Bates delivered 6th form lecture. Whole school assemblies took place on topics such as Violence against Women, Everyday sexism. Lecture programme included more female speakers. Linking with WGGGS to follow. To be considered as part of review of PSHE curriculum.

5.6 Development of 'respect' policy Students develop a policy through activities in PHSE, agreeing the values/traits of a 'Watford Boy' in terms of manners, desirable traits, attitudes to bullying, ethnic diversity, resolving conflict, interactions with adults, feminism, acceptable speech, respect for school environment.	'Respect' policy produced and publicised. Increased levels of respect evidenced from staff and student surveys	MD	November, 2018	Time	Mind to be Kind initiative launched and being embedded in student consciousness. Series of planned lessons and activities to develop it further next year.
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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’

Relevant extracts from the reviewed 2017-18 School Development Plan

Key Action	Success Indicators	Staff responsible	Target reporting date	Resource Implications	Review
<p>1.3 Positive Relationships: to consider further systems to promote positive relationships e.g. Vertical tutoring or equivalent approach; PSHE programme involving pupil support for each other; Effective use of form time; Inclusivity of extra-curricular school trips and effective communication to parents</p>	<p>Reviews of the alternative approaches completed and implementation as recommended.</p> <p>Feedback from students and parents is positive.</p>	CA / GV	February 2018	Time	<p>Decision made not to introduce vertical tutoring approach at this stage. Mentoring programmes to be expanded instead. Mentoring programme between various year groups ongoing eg Yr 12 and Yr 7s. Exploring Yr 9 to Yr 7 mentoring based on PIXL framework and expanding Yr 12 to Yr 11 and Yr 10 to Yr 8 for mentoring re option choices. PSHE and Form time reviews taking place next year following Robin Launder session.</p>
<p>5.2 Introduce a buddy system to facilitate the transition for new, vulnerable and challenged students to help develop their resilience and independence.</p>	<p>Pilot a system and evaluate with a targeted roll out over 3 years.</p>	GV	February, 2018	Time	<p>6th form students to support underperforming Yr 11 students for GCSEs.</p>

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

- Overseas links. In the last two years alone boys from WBGs visited: Cambodia, Vietnam, Germany, Iceland, France, Washington in the US, Austria, Malta, Belgium, Italy, Chile, China, Argentina.
- 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 (from February 2019).
- LGBT Action Plan for 2018-19 constructed; includes training of staff, establishment of an LGBT Society, assemblies and additions to the school library.
- 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 extract from the reviewed 2017-18 School Development Plan (in addition to relevant extracts above)

5.4 Celebrate cultural and ethnic diversity and disability awareness through debates, assemblies, the lecture programme and other invited speakers, whilst encouraging diverse representation from across the school community in all forums.	a) Official Diwali, Eid, Passover main school assembly with cultural as much as religious emphasis b) World Food Fair with half day dedicated to parents bringing and serving their dishes to	MD	February, 2018	Time	Assembly programme includes cultural and ethnic diversity including multi faith week. World Food fair took place in summer term. Breakdown of cultural backgrounds delivered in assembly Italian evening took
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	<p>students</p> <p>c) Achievement of targets in Accessibility Plan</p>				<p>place for staff.</p> <p>Improvements to environment have been made eg playspace and corridors.</p> <p>Many efforts made to ensure disabled students can access all aspects including visits</p>
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