

The Single Equality Scheme requires schools to consider the 'General' and 'Specific' duties in promoting equality across the full range of protected characteristics, namely:

- Sex
- Race
- Disability
- Sexual Orientation
- Religion or Belief
- Gender Reassignment
- Pregnancy or Maternity

Schools should consider age as a relevant characteristic in their role as employers, but not in relations to pupils

The General Duty

Public bodies have a 'General Duty' to

- Eliminate conduct that is prohibited by the Equality Act (2010)
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Specific Duties

- Publish information showing that they have complied with the General Duty (for schools by December 2011 and then annually)
- Publish evidence of the equality analysis undertaken (for schools by December 2011 and then annually)
- Publish details of engagement undertaken with those with an interest in furthering the aims of the General Duty and the engagement they undertook in developing their Equality Objectives (for schools by December 2011)
- Set and publish Equality Objectives (for schools by April 2012)

The Specific Duties – a) Information Showing the School has complied with the General Duty

Duty	Actions Taken																																
<p>Eliminate conduct that is prohibited by the Act</p>	<p>The school has maintained a prejudice related incidents log for a number of years. The school has trained staff in issues surrounding transgender. Assemblies were delivered to all year groups on different aspects of the Equality Act. Year 7 – The Equality Act, Years 8-11 – Homophobia, Years 7-11 – Gender Identity.</p> <p>Data on prejudice related incidents in each aspect identified by the Act show a decrease overall, as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">PARS</th> <th style="text-align: center;">No. of incidents 2016-17</th> <th style="text-align: center;">No. of incidents 2017-18</th> <th style="text-align: center;">% Decrease</th> </tr> </thead> <tbody> <tr> <td>Prejudice-related - Gender</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Prejudice-related - Age</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0 incidents</td> </tr> <tr> <td>Prejudice-related - Disability</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">1 more incident</td> </tr> <tr> <td>Prejudice-related - Sexual Orientation</td> <td style="text-align: center;">24</td> <td style="text-align: center;">9</td> <td style="text-align: center;">63%</td> </tr> <tr> <td>Prejudice-related - Race</td> <td style="text-align: center;">26</td> <td style="text-align: center;">16</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>Prejudice-related - Religion</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Prejudice-related - Ethnicity</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0 incidents</td> </tr> </tbody> </table> <p>The highest number of incidents continue to be in the area of prejudice relating to race and were all verbal abuse. This is managed using the school conduct policy and a restorative conversation to educate the students involved. Despite being the highest occurring type of incident this has significantly declined.</p> <p>The school focus on sexual orientation during the year, the impact of which was number of incidents reduced by 63%.</p>	PARS	No. of incidents 2016-17	No. of incidents 2017-18	% Decrease	Prejudice-related - Gender	2	1	50%	Prejudice-related - Age	0	0	0 incidents	Prejudice-related - Disability	2	3	1 more incident	Prejudice-related - Sexual Orientation	24	9	63%	Prejudice-related - Race	26	16	38%	Prejudice-related - Religion	4	2	50%	Prejudice-related - Ethnicity	0	0	0 incidents
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<p>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</p>	<p>-The school also regularly participates in promoting diversity themes, eg Assemblies on Disability Awareness and Challenging Homophobic Language, as well as holding Anti-Bullying Day.</p> <p>- In 2017/18 the school continued the “Equally Different” Campaign with a specific focus on sexual orientation. Students participated in tutor activities and attended an assembly every half-term leading to the reduction of incidents in this prejudice-related area of 63%.</p>																																

	<ul style="list-style-type: none"> - House Captains – role of promoting equal opportunities and challenging discrimination implicit in training. Policy of positive discrimination was used in the candidate nomination process. - Detailed analysis has been undertaken to compare progress of students in all year groups comparing the progress made by the whole year group, boys and girls, and comparing white British boys/girls with Pakistani boys/girls (the only statistically significant racial minority group at Fullbrook). This analysis shows there is no significant under performance in any group who identify with protected characteristics. - In F6 they reduced the price of the Leavers’ Ball for those who are participating in Ramadan enabling all Muslim students to attend.
<p>Foster good relations across all characteristics – between people who share a protected characteristic and people and people who do not share it.</p>	<ul style="list-style-type: none"> -The school has a well-established Mentoring Programme of Year 11 students who mentor new year 7 students. These students are trained and have the support of vulnerable students in year 7 as part of their role as well as the fostering of good relations between all year 7 students. -Student Voice is a central aspect of our culture and students are regularly and actively consulted on a range of issues. The Student Council addresses issues of equality in its meetings. The wider student year councils contribute to policies related to equality. -Deep Learning Day programme covers issues of equality. -SMSC tutor time activities covering issues of equality and British Values has been and continues to be successful. - Assemblies also delivered on British values of tolerance of those with and without protected characteristics. - All extra-curricular competitions are inclusive and promote equality e.g. Sport Relief Mile, Sports Day and Alternative Sports Day. - Restorative Approaches training to staff during inset and use of this for prejudice-related incidents by Heads of Learning / teachers. - Tutor activities have generated thought-provoking ideas and given to students the opportunity to discuss this with one another in their mixed-characteristic tutor groups. - In F6 equalities has been written into the assembly programme rotas and student feedback rate these highly, especially a student-led assembly on LGBTQ. They have liaised with community workers to address concerns over low attendance of one racial group which led to a successful improvement in attendance. They have appointed male and female enrichment co-ordinators which has led to greater involvement in girls’ sports. <p>A group with students representing each year group worked with the Principal during the year to gather views, make visits to other school, create a plan and finally implement the introduction of halal food in the school canteen. This service began in September 2018.</p>

The Specific Duties – b) Publish Evidence of Equality Analysis Undertaken

Schools should consider how their policies and practices have furthered, or would further the aims of the General Duty. This should include details of the information they considered in conducting that analysis.

	2016/17		2017/18	
Policy / Practice (P/P) Considered	How was P/P evaluated	Outcome of analysis 2016/17	How was P/P evaluated	Outcome of analysis 2017/18
Equalities Policy	Cyclical policy review (14/11/17)	Annual policy review leading to update of policy and scheme.	Cyclical policy review (30/10/18)	Annual policy review leading to update of policy and scheme.
Behaviour for Learning	Staff inset September 2016. HOL analysis of B4L scores reported 6 times /year. Analysis of usefulness of data.	Numbers of data drops reduced to 4. In 2017/18 HOLs to be trained to use B4L data in greater depth to more quickly identify potential inequalities with protected characteristics.	B4L evaluated at each of 4 data drops.	Based on previous training, HOLs made intervention programmes with targeted students.
Anti-Bullying	Ofsted March 2017 commented on good pastoral care. Safeguarding was considered high quality. Anti-bullying log analysed. Analysis showed issues around clarity around reporting.	In 2017/18 there will be changes made to the practices around reporting of bullying incidents.	Anti-bullying data under new recording system used for analysis.	New system enabled more streamlined reporting of incidents and ease of identification where bullying incidents were prejudice-related.
Additional Needs	Analysis of GCSE results show the gap between performance of students with SEND and those without is diminishing. Data drop analysis for other year groups show that the	No changes to policy and practice.	Analysis of GCSE results show a slight increase for the cohort in the difference in achievement between those with additional	Diminishing the difference for students with additional needs has become a main priority in the school development plan.

	<p>difference in performance is different in different year groups.</p> <p>Specifically targeted intervention is used appropriately.</p>		needs and those without.	
Recruitment and Retention	<p>Analysis of exit interview information showed lack of consistency in exit interviews across the school.</p>	<p>Improvements in the practice of exit interviews implemented.</p>	<p>Analysis shows exit interviews are now taking place routinely.</p> <p>Analysis of exit interview data has not shown any prejudice-related concerns this year.</p>	<p>Continue the use of exit interviews.</p> <p>In the recruitment process further exploration to be made of potential flexible working for those with prejudice-related characteristics.</p>

The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	2016/17		2017/18	
	Outline the nature of the engagement 2016/17	Summarise outcomes from consultation 2016/17	Outline the nature of the engagement 2017/18	Summarise outcomes from consultation 2017/18
(Fullbrook) Parent Voice	Parent Voice has continued to meet this year.	Community Officer representing ethnic minority communities to be invited to extend representation.	Parent Voice continued to meet once a half-term during the year.	Participation in the introduction of Halal provision in the canteen.
Principal's Open Door	Principal's Open Door Policy continues. 41 visits during 2016/17.	New Principal to re-establish the Open Door policy via newsletter.	Principal's Open Door policy continued on a weekly basis.	72 meetings held and any incidents raised addressed. Some did relate to protected characteristics.
CAMHS – Community Adolescent Mental Health	Due to increasing pressure on CAMHS no partnership working has taken place (CAMHS continues to work with Fullbrook students where required).	CAMHS link worker has been assigned to Fullbrook for 2017/18 to provide advice and training as necessary (This is a non-referral service).	Nothing to report.	Nothing to report.
Eikon	Deep Learning Day (DLD) Programme continues to be developed. Young carers programme was developed. Anti-bullying partnership was developed.	To provide and promote a safe place for individuals and group to discuss gender orientation. Re-establish a multi-faith prayer room.	Young carers programme was developed. Anti-bullying partnership was developed. Continues to work in partnership with faith	To provide and promote a safe place for individuals and group to discuss gender orientation. Plans being implemented for multi-sensory/equal access reflective garden next to Eikon.

	Continues to work in partnership with faith groups in a specific lunch club.	Investigate and plan for multi-sensory/equal access reflective garden next to Eikon.	groups in a specific lunch club. LGBTQ+ lunchtime club developed.	
REMA	Specific work concerning attendance and students in the traveller community.	Close monitoring of attendance.	Specific work concerning attendance and students in the traveller community.	Close monitoring of attendance.
Student Voice	This group was added to this report for the year 2016/17. Two meetings held. Partnership workshop with Surrey Police Commissioner.	Changes made to ongoing partnership working with local community police officer.	Local community police officer visits Fullbrook once a month. Student Voice contributed to introduction to Halal in canteen and unisex school uniform policy.	Halal provision will be introduced September 2018. New uniform to be introduced September 2019.

The Specific Duties – d) Set and Publish Equality Objectives 2017/18

Characteristic	Objective	Success Criteria	Date for review	Responsibility	Outcome of review 2017/18
Pregnancy and Maternity	No actions planned for 2017/18	N/A	N/A	N/A	No actions were planned for 2017/18
Disability	To diminish the difference in progress made by students with SEND and all students.	Enhanced staff awareness of SEND issues – raising staff expectations of pupils with SEND. Training and support for staff on managing specific pupils through forum discussions and training through Teaching & Learning steering group.	Termly review till July 2018	KMR, FH, TYS, Head of Faculty	Exclusion of students with SEND fell again this year with 28% of students who were excluded in 2017/18 having a Special Educational Need or disability. This compares to 47% the year before.
Gender (Sexual Orientation)	To break down barriers of understanding around gender issues and gender identity.	Review and amend the Equality policy to encompass all genders and consult with all stakeholders.	July 2019	CS1 to develop plan which will assign other responsibilities	Part of the Equalities tutor programme focused on addressing homophobic language and LGBTQ+ as part of SRE in DL days. Equalities co-ordinator delivered assemblies to staff and students on addressing homophobic language, gender identity and themes surrounding transgender. Tutor activities were delivered to further students understanding of transgender. Equalities steering group & Principal were consulted with all gender identity themes. School uniform and PE kit for September 2019 will be non-gender specific in order to break down potential barriers surrounding gender identity.
Race	To engage hard to reach groups and parents and further involve them in the school community	Support for parents to access school information. Parent evening appointments, measured by increased percentage attendance at parent evenings of minority groups.	July 2018	JAB Head of Learning	Attendance of parents evenings overall increased by 7%. Support given to parents to access school information via: <ul style="list-style-type: none"> - Careers Fair - E-safety information evening - Y10/11 transition day

		Link with GEP primary schools for generate ideas.			<ul style="list-style-type: none"> - F6 open evening - Growth mindset evening - Resilient teenagers - Reports evening - Coursework info & exam preparation evening - Every parent has access to 'insight' – to view their child's reports & behaviour
Religion and Belief	To promote religious equality – with particular reference to religious devotion and why it is important to people, how we can be more sensitive in understanding and appreciating different life choices.	<p>DLD and assembly programme used to enable visits from a range of religious and non- religious groups with student voice interviews feedback showing changes in understanding.</p> <p>Among staff develop an ethos of confidence in freedom of expression.</p> <p>Reduction in religious / non-religious-based prejudice.</p> <p>Development of multi-faith prayer room.</p>	July 2018	RAD CFR	<p>Visitors from a range of religious and non-religious groups were brought into school as part of the DLD programme e.g Street Dancer and African Drummer provided workshops for students to experience.</p> <p>Year 7 trip to places of worship continued on DL Days.</p> <p>There was a 50% reduction in prejudice related incidents pertaining to religion. Numbers reduced from 4 in the year to 2.</p>
Sex	To reduce the use of homophobic language.	Reduced number of incidents reported in PARS concerning use of homophobic language.	July 2018	CS1 Head of Learning	Assembly delivered to all year groups regarding the use of homophobic language. There was a 63% reduction in the reported incidents concerning use of homophobic language. Message from the "Equally Different" campaign continued to be spread in assemblies throughout the year to challenge gender stereotypes.
All Characteristics	<p>To develop equal access to all enrichment activities.</p> <p>To improve equality of access to potential future careers for all.</p>	<p>For all protected groups to access enrichment activities as much as those who are not from protected groups.</p> <p>Continue to monitor careers talk attendance. Analyse destinations data.</p>	<p>July 2018</p> <p>July 2018</p>	<p>House coordinators team NJ,EPG)</p> <p>JAB Careers Co-ordinator</p>	Tracking of extra-curricular participation shows that males & females equally participated (50%) in activities.

The Specific Duties – d) Set and Publish Equality Objectives 2018/19

Characteristic	Objective	Success Criteria	Date for review	Responsibility	Outcome of review 2018
Pregnancy and Maternity	No actions planned for 2018/19	N/A	N/A	N/A	
Disability	To diminish the difference in progress made by students with SEND and all students.	Enhanced staff awareness of SEND issues – weekly drop in sessions for SEND students identifying strategies to support and share good practice. Training and support for staff on managing specific pupils through forum discussions and training through Teaching & Learning steering group.	Termly review till July 2019	KMR, EW, TYS, Head of Faculty	
Gender	To break down barriers of understanding around gender issues and gender identity.	Review and amend the Equality policy to encompass all genders and consult with all stakeholders.	July 2019	CS1 to develop plan which will assign other responsibilities	
Race	To engage hard to reach groups and parents and further involve them in the school community	Support for parents to access school information. Parent evening appointments, measured by increased percentage attendance at parent evenings.	July 2019	JAB Head of Learning	
Religion and Belief	To promote religious equality – with particular reference to religious devotion and why it is important to people, how we can be more sensitive in understanding and appreciating different life choices.	DLD and assembly programme used to enable visits from a range of religious and non- religious groups with student voice interview feedback showing changes in understanding. Religious Studies curriculum. Reduction in religious / non-religious-based prejudice.	July 2019	RAD CFR Humanities Faculty	

Sexual orientation	To reduce the use of sexually inappropriate language. To improve understanding of peer on peer abuse & sexual harassment.	Reduced number of incidents reported in PARS concerning use of sexually inappropriate language.	July 2019	CS1 Head of Learning	
All Characteristics	To develop equal access to all enrichment activities including careers.	For all protected groups to access enrichment activities & careers as much as those who are not from protected groups.	July 2019	House coordinators team (CDS,EPG) JAB & Careers Co-ordinator	