

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 continues to maintain a prejudice related incidents log. The school has trained staff in issues surrounding transgender. Assemblies were delivered to all year groups on different aspects of the Equality Act. Years 7-10 – Race & Xenophobia, Years 7-11 – Hate Crimes.</p> <p>Data on prejudice related incidents in each aspect identified by the Act show a decrease overall, as follows:</p> <table border="1" data-bbox="595 499 1682 770"> <thead> <tr> <th>PARS</th> <th>No. of incidents 2017-18</th> <th>No. of incidents 2018-19</th> <th>% Decrease</th> </tr> </thead> <tbody> <tr> <td>Prejudice-related - Gender</td> <td>2</td> <td>0</td> <td>100%</td> </tr> <tr> <td>Prejudice-related - Age</td> <td>0</td> <td>2</td> <td>0 incidents</td> </tr> <tr> <td>Prejudice-related - Disability</td> <td>3</td> <td>0</td> <td>100%</td> </tr> <tr> <td>Prejudice-related - Sexual Orientation</td> <td>1</td> <td>17</td> <td>1600% inc</td> </tr> <tr> <td>Prejudice-related - Race</td> <td>16</td> <td>12</td> <td>25%</td> </tr> <tr> <td>Prejudice-related - Religion</td> <td>2</td> <td>0</td> <td>100%</td> </tr> <tr> <td>Prejudice-related - Ethnicity</td> <td>0</td> <td>0</td> <td>0 incidents</td> </tr> </tbody> </table> <p>Race related prejudice remained a high percentage of our reported incidents 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. Whilst a review of statistics from last year implied there may have been an error in the reporting procedure, the school focus on sexual orientation coincided with a dramatic increase of recorded events as staff were more aware and felt more empowered to report more accurately.</p> <p>Race has been identified as needing to be something we focus on across the school, through tutor activities, assemblies and staff training. To keep sexual orientation equalities in the collective consciousness of staff and students, resources and support on these and other protected characteristics will be interleaved throughout the year.</p>	PARS	No. of incidents 2017-18	No. of incidents 2018-19	% Decrease	Prejudice-related - Gender	2	0	100%	Prejudice-related - Age	0	2	0 incidents	Prejudice-related - Disability	3	0	100%	Prejudice-related - Sexual Orientation	1	17	1600% inc	Prejudice-related - Race	16	12	25%	Prejudice-related - Religion	2	0	100%	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 Hate Crimes, Race & Xenophobia, as well as holding Anti-Bullying Day.</p> <p>- In 2018/19 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</p>																																

	<p><u>incidents in this prejudice-related area of 63% - a much higher understanding from staff as to what constitutes homophobia and a lot more behaviour being challenged and logged.</u></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. - Analysis of 2019 GCSE and A Level results show that students in most of the groups with protected characteristics perform no less well than their peers. However, there is a difference in performance between students who have Special Educational Needs and those who do not. The trend at Fullbrook over the last 3 years is that this difference is diminishing. <p>For Pakistani pupils versus their peers, they achieved less A-A* but their achievement for grades 4-9 is higher. In terms of their progress 8, they are half a grade higher than their peers.</p>
<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. -Personal development 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. Inter-house competitions. - 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, feedback was received from parents and students, some</p>

Commented [JP1]: Doesn't marry re table above – do you mean from a point during the year to the end of the year?

changes were made and this is now part of the normal school routine.

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.

Policy / Practice (P/P) Considered	2017/18		2018/19	
	How was P/P evaluated	Outcome of analysis 2017/18	How was P/P evaluated	Outcome of analysis 2018/19
Equalities Policy	Cyclical policy review (30/10/18)	Annual policy review leading to update of policy and scheme.	Policy reviewed – need for Transgender Policy identified.	New Transgender Policy drafted and ratified by governors.
Behaviour for Learning	B4L evaluated at each of 4 data drops.	Based on previous training, HOLs made intervention programmes with targeted students.	B4L evaluated at each of 4 data drops, no trends in underperformance identified for any students with protected characteristics.	Based on previous training, HOLs made intervention programmes with targeted students.
Anti-Bullying	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.	Anti-bullying data collected and analysed through new system.	Outcome of analysis showed no significant difference between those with protected characteristics and any other student.
Additional Needs	Analysis of GCSE results show a slight increase for the cohort in the difference in achievement between those with additional needs and those without.	Diminishing the difference for students with additional needs has become a main priority in the school development plan.	Analysis of GCSE results showed another slight increase in results for SEND students, diminishing the difference between SEND students and all others.	New analysis needs have been identified which will be addressed in academic year 2019-2020.
Recruitment and Retention	Analysis shows exit interviews are now taking place routinely.	Continue the use of exit interviews. In the recruitment process	Exit interviews continued as planned, analysis showed no issues for staff	Continue exit interviews. Retention of staff with physical disabilities was

	Analysis of exit interview data has not shown any prejudice-related concerns this year.	further exploration to be made of potential flexible working for those with prejudice-related characteristics.	with protected characteristics. Flexible contract introduced where appropriate for staff with protected characteristics	enabled.
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The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	2017/18		2018/19	
	Outline the nature of the engagement 2017/18	Summarise outcomes from consultation 2017/18	Outline the nature of the engagement 2018/19	Summarise outcomes from consultation 2018/19
(Fullbrook) Parent Voice	Parent Voice continued to meet once a half-term during the year.	Participation in the introduction of Halal provision in the canteen.	Four meetings held during the year.	Parent information evenings in line with parents needs were organised and well attended. (drugs and alcohol; E-safety)
Principal's Open Door	Principal's Open Door policy continued on a weekly basis.	72 meetings held and any incidents raised addressed. Some did relate to protected characteristics.	Principal's Open Door policy continued on a weekly basis.	47 meetings held and any incidents raised addressed. None related to protected characteristics.
CAMHS – Community Adolescent Mental Health	Nothing to report.	Nothing to report.	Nothing to report.	Nothing to report.
Eikon	<p>Young carers programme was developed.</p> <p>Anti-bullying partnership was developed.</p> <p>Continues to work in partnership with faith groups in a specific lunch club.</p> <p>LGBTQ+ lunchtime club developed.</p>	<p>To provide and promote a safe place for individuals and group to discuss gender orientation.</p> <p>Plans being implemented for multi-sensory/equal access reflective garden next to Eikon.</p>	Students in Fullbrook engage throughout the year with this confidential youth charity service. The partnership continues to be strong.	<p>Numbers using Eikon services 2018-19</p> <p>Term 1: Group services: 70 pupils 1:1 52 pupils Youth Action: 12 pupils accessed Youth Action.</p> <p>Term 2: Group services: 64 pupils 1:1 services: 54 pupils</p> <p>Term 3: Group services: 67 pupils 1:1 services: 50 pupils Off site: 9 pupils One off: 0 pupils</p>

				Residential: 0 pupils Youth Action: 8 pupils Outreach: 0 pupils
REMA	Specific work concerning attendance and students in the traveller community.	Close monitoring of attendance.	Nothing to report.	Nothing to report.
Student Voice	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.	No specific action on protected characteristics.	N/A

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

Characteristic	Objective	Success Criteria	Date for review	Responsibility	Outcome of review 2018/19
Pregnancy and Maternity	No actions planned for 2018/19	N/A	N/A	N/A	No actions were planned for 2018/19
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, EZW, 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. There were no reported prejudice-related incidents pertaining to disability.
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	Training for all support staff on 4/3/19 regarding supporting transgender students. Transgender policy has been produced and given to SLT & discussed with Governors at the Culture & Safeguarding Committee. Part of the Equalities tutor programme focused on addressing homophobic language when discussing hate crimes and LGBTQ+ as part of SRE in DL days. Equalities co-ordinator delivered staff training surrounding 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. Introduction of gender neutral toilets. There were no reported prejudice-related incidents for gender.
Race	To engage hard to reach	Support for parents to access school	July	JAB	Attendance of parents evenings overall increased by

	groups and parents and further involve them in the school community	information. Parent evening appointments, measured by increased percentage attendance at parent evenings.	2019	Head of Learning	7%. Support given to parents to access school information via: <ul style="list-style-type: none"> - E-safety information evening - Y10/11 transition day - F6 open evening - Growth mindset evening - Resilient teenagers - Reports evening - Options Choices evening - Coursework info & exam preparation evening - Every parent has access to 'insight' – to view their child's reports & behaviour <p>Equalities co-ordinator led assemblies to all year groups on Race and Xenophobia to improve understanding about these two terms & to educate students and staff on what they could do to reduce any prejudice-related incidents that occur.</p>
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	Visits to Sikh and Hindu Temples continued on DL Days. 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. There were no reported prejudice related incidents pertaining to religion – this is a 100% reduction from last year.
Sex	To reduce the use of sexually inappropriate language.	Reduced number of incidents reported in PARS concerning use of sexually inappropriate language.	July 2019	CS1 Head of Learning	Assembly delivered to all year groups regarding the hate crimes which pertain to all protected characteristics. There was a 63% reduction in the reported incidents concerning use of homophobic

Commented [JP2]: Ditto JP3

	To improve understanding of peer on peer abuse & sexual harassment.				<u>language-There was an increase in discrimination of this sort being challenged and logged.</u>
All Characteristics	To develop equal access to all enrichment activities. To improve equality of access to potential future careers for all.	For all protected groups to access enrichment activities as much as those who are not from protected groups. Continue to monitor careers talk attendance. Analyse destinations data.	July 2019 July 2019	House coordinators team NJ,EPG) JAB Careers Co-ordinator	Tracking of extra-curricular participation shows that males & females equally participated (50%) in activities. An external review of the Learning Support Department revealed that SEND students have low participation rates in extra curricular activities.

The Specific Duties – d) Set and Publish Equality Objectives 2019/20

Characteristic	Objective	Success Criteria	Date for review	Responsibility	Outcome of review 2019
Pregnancy and Maternity	No actions planned for 2019/20	N/A	N/A	N/A	N/A
Disability	To diminish the difference in progress made by students with SEND and all students. To raise awareness of and reduce incidents of verbal abuse about disability.	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, staff twilight and training through Teaching & Learning steering group. Increase in reporting of incidents of discrimination for protected characteristic of disability. Effective management of these issues and increased awareness of issues – tutor time activities/assemblies delivered.	Termly review till July 2020	KMR, EZW, TYS, Head of Faculty HYS, SZB	

Gender	To continue to break down barriers of understanding around gender issues and gender identity.	Themes will be delivered via the tutor programme, DL days and assemblies to students and staff.	July 2020	Tutors, equalities co-ordinator, staff on DL Days.	
Race	Raise awareness of racism & xenophobia amongst students and staff.	Reduction in prejudice related incidents and comments recorded.	July 2020	Tutors, Equalities co-ordinator, Heads of Learning.	
Religion and Belief	To promote religious equality – 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. Maintain minimal prejudice-related incidents pertaining to religion.	July 2020	RAD CFR Humanities Faculty	
Sexual orientation	To continue to reduce the use of sexually inappropriate language. To continue to maintain awareness of peer on peer abuse & sexual harassment.	Reduced number of incidents reported in PARS concerning use of sexually inappropriate language.	July 2020	Equalities co-ordinator Head of Learning All staff	
All Characteristics	To develop equal access to all enrichment activities.	For all protected groups to access enrichment activities as much as those who are not from protected groups.	July 2020	House coordinators team (CDS, EPG) Faculties	