

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

This year has been an unprecedented year with activities planned being negatively impacted by the COVID-19 pandemic. This report highlights where this has occurred. Planned activities have been reviewed and those considered valuable moving forward, included in the 2020/21 plans.

## **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><b>Eliminate conduct that is prohibited by the Act</b></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 &amp; Xenophobia, Years 7-11 – Hate Crimes.</p> <p>Data on prejudice related incidents <i>in each aspect identified by the Act show a decrease overall, as follows:</i></p> <table border="1" data-bbox="734 560 2074 1023"> <thead> <tr> <th data-bbox="734 560 1227 635">PARS</th> <th data-bbox="1227 560 1541 635">No. of incidents 2018-2019</th> <th data-bbox="1541 560 1868 635">No. of incidents 2019-2020</th> <th data-bbox="1868 560 2074 635">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="734 635 1227 676">Prejudice-related - Gender</td> <td data-bbox="1227 635 1541 676">0</td> <td data-bbox="1541 635 1868 676">1</td> <td data-bbox="1868 635 2074 676">100% increase</td> </tr> <tr> <td data-bbox="734 676 1227 751">Prejudice-related - Age</td> <td data-bbox="1227 676 1541 751">2</td> <td data-bbox="1541 676 1868 751">0</td> <td data-bbox="1868 676 2074 751">100% decrease</td> </tr> <tr> <td data-bbox="734 751 1227 793">Prejudice-related - Disability</td> <td data-bbox="1227 751 1541 793">0</td> <td data-bbox="1541 751 1868 793">8</td> <td data-bbox="1868 751 2074 793">100% increase</td> </tr> <tr> <td data-bbox="734 793 1227 834">Prejudice-related - Sexual Orientation</td> <td data-bbox="1227 793 1541 834">17</td> <td data-bbox="1541 793 1868 834">25</td> <td data-bbox="1868 793 2074 834">47% increase</td> </tr> <tr> <td data-bbox="734 834 1227 876">Prejudice-related - Race</td> <td data-bbox="1227 834 1541 876">12</td> <td data-bbox="1541 834 1868 876">30</td> <td data-bbox="1868 834 2074 876">150% increase</td> </tr> <tr> <td data-bbox="734 876 1227 917">Prejudice-related - Religion</td> <td data-bbox="1227 876 1541 917">0</td> <td data-bbox="1541 876 1868 917">3</td> <td data-bbox="1868 876 2074 917">100% increase</td> </tr> <tr> <td data-bbox="734 917 1227 1023">Prejudice-related - Ethnicity</td> <td data-bbox="1227 917 1541 1023">0</td> <td data-bbox="1541 917 1868 1023">4 racist events were anti-Semitic and 2 were anti-traveller.</td> <td data-bbox="1868 917 2074 1023">100% increase</td> </tr> </tbody> </table> <p>Race and Sexual Orientation 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. This year, a followup tracker was introduced for better transparency over interventions and sanctions.</p> <p>Last year Race and anti-racism were a focus for tutor activities and assemblies to help develop understanding around school. LGBTQ+ tutor activities and assemblies were also interleaved within this.</p> <p>Analysis of last year’s numbers and other data flags a need to address antisemitism in the school.</p>				PARS	No. of incidents 2018-2019	No. of incidents 2019-2020	Change	Prejudice-related - Gender	0	1	100% increase	Prejudice-related - Age	2	0	100% decrease	Prejudice-related - Disability	0	8	100% increase	Prejudice-related - Sexual Orientation	17	25	47% increase	Prejudice-related - Race	12	30	150% increase	Prejudice-related - Religion	0	3	100% increase	Prejudice-related - Ethnicity	0	4 racist events were anti-Semitic and 2 were anti-traveller.	100% increase
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<p><b>Advance equality of opportunity between people who share a protected characteristic and people who do not share it</b></p>	<ul style="list-style-type: none"> <li>• The school also regularly participates in promoting diversity themes, eg Assemblies on Racism, Transgender, as well as holding Anti-Bullying Day.</li> <li>• In 2019-20 the school continued the “Equally Different” Campaign with a specific focus on race and nationality. Students participated in tutor activities and attended assemblies for Term 1 and Term 2, which became available online after move to remote learning during Covid1-19 school closure</li> <li>• House Captains – role of promoting equal opportunities and challenging discrimination implicit in training. Policy of positive discrimination was used in the candidate nomination process.</li> <li>• New section on the website in ‘Equalities in the Community’ that shares resources and good practice for supporting people with protected characteristics at Fullbrook.</li> <li>• Analysis of 2020 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.</li> <li>• For Pakistani pupils versus their peers, they achieved less B-A* but their achievement for grades 4-9 is higher. In terms of their progress 8, they performed 0.7 of a grade higher than their peers.</li> </ul>
<p><b>Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.</b></p>	<p>-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.</p> <p>-Deep Learning Day programme covers issues of equality.</p> <p>-Personal development tutor time activities covering issues of equality and British Values has been and continues to be successful.</p> <p>- Assemblies for British values altered to do with personal circumstances of SMSC/BriVas coordinator, as a result the shoebox appeal was lead within tutor time.</p> <p>- All extra-curricular competitions are inclusive and promote equality e.g. Inter-house competitions.</p> <p>- 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.</p> <p>-F6 had two female student principals for the first time, because these students were considered to be the best for the role. The level of qualification for the role was considered above the importance of having a head boy and a head girl. This will be reviewed.</p> <p>-Transgender pupil support document put together and shared with staff to assist in understanding what to do if a student shares that they are exploring their gender, and an FAQ for staff to support with any other areas. INSET delivered to all staff to support introduction of this information.</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.

Policy / Practice (P/P) Considered	2017/18		2018/19		2019/20	
	How was P/P evaluated	Outcome of analysis 2017/18	How was P/P evaluated	Outcome of analysis 2018/19	How was P/P evaluated	Outcome of analysis 2019/20
<b>Equalities Policy</b>	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.	Policy reviewed and transgender policy launched.	Policy used to support transgender students socially transition at Fullbrook.
<b>Behaviour for Learning</b>	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.	Male:Female = 2.97:3.17 White British:Pakistani = 3.06:3.00 EAL Y:N 3.03:3.06 E:K:No SEN 2.77 2.92 3:09	B4L was greatly impacted by closure for Covid-19

<b>Anti-Bullying</b>	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.	Anti-bullying data collected and analysed through system.	System review to be conducted, due to changes, tailoring of the anti-bullying system is now required.
<b>Additional Needs</b>	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.	Gap between SEND students and those with no SEND: 2019/20 = 0.15 2018/19 = 0.6 Gap has reduced. (NB 2019/20 scores based on CAGs)	Plan in place for closer monitoring of SEND students by SENDCo.
<b>Recruitment and Retention</b>	Analysis shows exit interviews are now taking place routinely.  Analysis of exit interview data has not shown any prejudice-related concerns this year.	Continue the use of exit interviews. In the recruitment process further exploration to be made of potential flexible working for those with prejudice-related characteristics.	Exit interviews continued as planned, analysis showed no issues for staff with protected characteristics. Flexible contract introduced where appropriate for staff with protected characteristics	Continue exit interviews. Retention of staff with physical disabilities was enabled.	Continued use of exit interviews, no issues of discrimination raised in these interviews for 2019-20. In order to better understand the voices of our staff, we have	Continue exit interviews. More diverse range of voices feeding in to school improvement.

					increased diversity on the Equalities Steering Group. Through this, outcomes are fed directly to the Head, so that action can be taken.	
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## The Specific Duties – c) Publish Details of Engagement Undertaken

Individual / Group engaged or consulted with.	2017/18		2018/19		2019/20	
	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	Outline the nature of the engagement 2019/20	Summarise outcomes from consultation 2019/20
<b>(Fullbrook) Parent Voice</b>	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)	Parent Voice consulted on Mental Health provision in the school prior to Lockdown.	Support for Mental Health provision in the school through resilience doughnut; parental training provided. Funding sourced by FPV.
<b>Principal's Open Door</b>	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.	Principals Open Door Policy continued until Lockdown in person. Following the start of Lockdown, all contact via phone and email (too many to count).	28 meetings held during the year.  15 related to protected characteristics During Lockdown there was increased online engagement with the community (students, staff, parents and community members) following the death of George Floyd, USA (d. 25 May 2020).
<b>CAMHS – Community</b>	Nothing to report.	Nothing to report.	Nothing to report.	Nothing to report.	Nothing to report.	Nothing to report.

<b>Adolescent Mental Health Eikon</b>						
	<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>	<p>Students in Fullbrook engage throughout the year with this confidential youth charity service. The partnership continues to be strong.</p>	<p>Numbers using Eikon services 2018-19</p> <p><b>Term 1:</b> Group services: 70 pupils 1:1 52 pupils Youth Action: 12 pupils accessed Youth Action.</p> <p><b>Term 2:</b> Group services: 64 pupils 1:1 services: 54 pupils</p> <p><b>Term 3:</b> Group services: 67 pupils 1:1 services: 50 pupils Off site: 9 pupils One off: 0 pupils Residential: 0 pupils Youth Action: 8 pupils Outreach: 0 pupils</p>	<p>Students in Fullbrook engage throughout the year with this confidential youth charity service. The partnership continues to be strong. Engagement was increasingly high during Lockdown.</p>	<p>Engagement with 33 students during the academic year.</p> <p>Planned move to have some of Eikon services based in the new Wellbeing Hub. Need identified for Whole School wellbeing strategy to accurately target services and facilities to address issues arising during Lockdown.</p>
<b>REMA</b>	<p>Specific work concerning attendance and students in the traveller community.</p>	<p>Close monitoring of attendance.</p>	<p>Nothing to report.</p>	<p>Nothing to report.</p>	<p>Specific work concerning curriculum engagement for pupils arriving with</p>	<p>Development of skills in Learning Support for this growing group of students.</p>



					English as an Additional Language.	
<b>Student Voice</b>	<p>Local community police officer visits Fullbrook once a month.</p> <p>Student Voice contributed to introduction to Halal in canteen and unisex school uniform policy.</p>	<p>Halal provision will be introduced September 2018.</p> <p>New uniform to be introduced September 2019.</p>	No specific action on protected characteristics.	N/A	<p>No issues raised related to protected characteristics prior to Lockdown. Pronouns was timetabled for discussion but that meeting was postponed due to Covid. Anti-semitism was also scheduled for discussion but that meeting was postponed due to Covid.</p>	<p>Issues raised last year to be scheduled for discussion this year.</p> <p>Student Voice to be consulted on development of Gender Neutral Toilets.</p>

### The Specific Duties – d) Set and Publish Equality Objectives 2020/21

Characteristic	Objective	Success Criteria	Date for review	Responsibility	Outcome of review 2018/19	Responsibility	Outcome of review 2019/20
<b>Pregnancy and Maternity</b>	No actions planned for 2018/19	N/A	N/A	N/A	No actions were planned for 2018/19	N/A	No actions were planned for 2019/20
<b>Disability</b>	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.	KMR, EZW, TYS, Heads of Faculty	It was decided that Disability would be the primary focus of Equalities activities in the coming year, including assemblies and tutor activities. KMR to help provide more disabled role-models through the reading for pleasure lists.
<b>Gender</b>	To break down barriers of understanding around	Review and amend the Equality policy to encompass all genders and	July 2019	CS1 to develop plan which will	Training for all support staff on 4/3/19 regarding supporting transgender students. Transgender policy has been produced	HZS	DLD, Tutor programme and assemblies addressed facts on transgender.

	gender issues and gender identity.	consult with all stakeholders.		assign other responsibilities	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.		Staff asked to share pronouns to create a sense of openness and solidarity around not assuming gender following input on preferred pronouns in Faculty meetings.  Gender neutral toilet provision extended, some expansion of gender neutral changing also.
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					There were no reported prejudice-related incidents for gender.		
<b>Race</b>	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	Attendance of parents evenings overall increased by 7%. Support given to parents to access school information via: <ul style="list-style-type: none"> <li>- E-safety information evening</li> <li>- Y10/11 transition day</li> <li>- F6 open evening</li> <li>- Growth mindset evening</li> <li>- Resilient teenagers</li> <li>- Reports evening</li> <li>- Options Choices evening</li> <li>- Coursework info &amp; exam preparation evening</li> </ul>	HZS, RAD, JYC, CFR	Cross Curricular Black History Month planned and coordinated ready for launch in Oct 2020 so that pupils from all backgrounds see themselves involved in the curriculum. Anti-racism guide published on the school website. Plans started for Anti-racism DLD in the future, talks with RAD began. Racial diversity of the staff SES representatives increased.

					<ul style="list-style-type: none"> <li>- Every parent has access to 'insight' – to view their child's reports &amp; behaviour</li> </ul> <p>Equalities co-ordinator led assemblies to all year groups on Race and Xenophobia to improve understanding about these two terms &amp; to educate students and staff on what they could do to reduce any prejudice-related incidents that occur.</p>		
<b>Religion and Belief</b>	To promote religious equality – with particular reference to religious devotion and why it is important to people, how we can be more	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.	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	RAD, CFR, NZK, SSP?	<p>Year 7 trips to Sikh and Hindu temples continued on DLD.</p> <p>We recorded more religiophobic incidents than the year prior (in particular Islamophobia) so tutor activities were planned to cover issues around</p>

	sensitive in understanding and appreciating different life choices.	Religious Studies curriculum.  Reduction in religious / non-religious-based prejudice.			students to experience.  There were no reported prejudice related incidents pertaining to religion – this is a 100% reduction from last year.		Islamophobia, alongside lessons about it covered within the English curriculum for Year 9. Trip to a Mosque and Cathedral planned for when Covid Restrictions allow.
<b>Sex</b>	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	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 language.	HZS, HoL team	Celebrations of men who have been through hardship and of women planned through the 'Reading for Pleasure' lists in order to celebrate more role models and create more visibility.
<b>Sexual Orientation</b>	To reduce incidents of homophobia. To improve understanding of diverse sexualities.	Reduced incidents of homophobia reported as part of Prejudice Related Incidents on PARS.			New section added for 2019/20. No actions planned or completed specifically in this section 2018/19.	HZS	Tutor activities produced to raise awareness around issues of sexuality. Discussions from Student Equalities Team flagged issues of heteronormativity in RSE lessons. 'Reading for pleasure' lists to raise profile of LGBT+ voices

							and stories during Pride Month. LGBTQ+ Ally badges rolled out to staff who volunteered to be visible as allies to the school community.
<b>All Characteristics</b>	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.	House coordinators team (CDS, JRT)  Careers Co-ordinator	Have emailed CDS and JRT for data.  Female House Coordinator employed for the coming year. Continued use of PRI tracker to guide interventions.