

THE BROXBOURNE SCHOOL

EQUALITY SCHEME

Vision and Values

Our equality vision and the values that underpin school life

Broxbourne School is committed to improvement. The aim of the school is to raise students' expectations and standards of achievement in a secure and supportive environment. The school's mission statement is 'Achievement and Opportunity for All'. Our drive is to ensure all pupils achieve, are happy, healthy and enjoy their education.

We are committed to ensuring and promoting equality of education and opportunity for students, staff and those receiving services from the school. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work at or visit the school.

School Context

The characteristics of our school

Broxbourne School is a High Performing Specialist School with specialisms in three areas: Business and Enterprise, Languages and Science. In 2011 the school was awarded Leading Edge Status by the Specialist Schools and Academies Trust. From 2009 the school has selected 20 pupils by aptitude for languages.

Broxbourne School was described by Ofsted in 2013 as a 'Good' school with many outstanding features observed. It was reaffirmed by a short inspection in 2017 that the school remains 'Good'. Inspectors reported in the 2013 report *'Every student is spurred on to achieve their best because leaders and teachers have high expectations and aspirations for all'; 'The progress that students make, including the most able, in their best eight GCSE subjects is consistently high. This is because teaching in these subjects is outstanding'*. Importantly, they also found *'Students are proud of their school and readily support each other'* and *'Teachers have very strong working relationships with the students who, as a result, are engaged and motivated to try their best. This creates, a very positive climate for learning'*. Governance was found to be a strength with Ofsted reporting *'Governors are very experienced and bring a great deal of expertise from a wide range of professional backgrounds'*; and they also noted *'The headteacher, other school leaders, staff and governors, many of whom are long serving members of the school community, share a deep commitment and passion to strive for excellence in all aspects of the school's work'*. The letter following the 2017 short inspection explained that *"You are ambitious for pupils and have high expectations of them. Consequently, you do your utmost to ensure that all pupils are well supported to meet the challenging targets you set."*

In January 2011 the school was one of the first 'outstanding' schools to convert to Academy Status in line with the Government's plans for a reformed system of strong, autonomous schools.

Attainment on entry is broadly average, although increasing with the introduction of the aptitude test. The socio-economic background of pupils is above average, but Wormley and Turnford Ward is the sixth most deprived 'Super Output Area' in Hertfordshire, particularly because of poor adult education skills and training.

The majority of pupils are white, with 24% from ethnic minorities. There are 108 EAL pupils, 2 refugee and 0 asylum seekers. There are 2 Traveller and 9 Children Looked After. The school is designated for pupils with physical and neurological impairment. 12 pupils have Statements of SEND/Educational, Health and Care Plans (EHCP).

Characteristic	Total	Breakdown (number and %)
Number of pupils	1287	672 female (52%) 615 male (48%)
Number of staff	180	133 female (74%) 47 male (23.5%)
Number of governors	18	9 female (50%) 9 male (50%)

Religious character		N/A
Attainment on entry		Above national norms on average: Reading: + 1.6 points c/w national Writing: +2.1 points c/w national Mathematics: + 1.5 c/w national
Mobility of school population		Very little mobility
Characteristic	Total	Breakdown (number and %)
Pupils eligible for FSM		8.2% (87 pupils) (all disadvantaged, 198 pupils)
Deprivation factor		N/A
Staff with physical disabilities		0
Pupils with physical disabilities		Statements/EHCP: 2 disabled (0.2%) Other: 1 (0.08%)
BME pupils		17.1% (220 pupils)
BME staff		5 (2.2%)
Pupils who speak English as an additional language		10 pupils on SEN register 108 (8.4%)
Average attendance rate		94.9%
Significant partnerships, extended provision etc		PiXL school
Awards, accreditations, specialist status		Leading Edge; ArtsMark Gold; NACE; IIP; International School Award; Quality Award for Careers. MFL Hub Lead School. In 2013 the school became the second school in Hertfordshire to be accredited with the Hertfordshire Anti Bullying Award – this was re- accredited in January 2017.

Legal Background

The duties that underpin our scheme

The Equality Act 2010 harmonised all pre-existing discrimination laws – such as the Sex Discrimination Act, Race Relations Act and the Disability Discrimination Act – bringing them together in one piece of legislation. Our school is committed to achieving the three aims of equality legislation as detailed below in the General Duty.

General Duty:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. Protected characteristics are: disability, race, sex, pregnancy and maternity, gender reassignment, religion or belief, sexual orientation, age, marriage and civil partnership
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Specific duties: disability, gender and race

The school is committed to meeting the three sets of specific duties:

- Collect, analyse and publish information about progress in achieving the three aims of equality legislation in our school self-evaluation and analysis of examination performance
- Decide on certain specific and measurable objectives that will be pursued over the coming years to achieve the three aims, and publish these objectives in the school development plan
- Engage with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, pupils, local groups, organisations and individuals as appropriate

Roles and Responsibilities

Chain of accountability

The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the Action Plan is delivered effectively and will report regularly on the matter to governors through her Headteacher reports and the school's Self Evaluation Form.

This scheme should be read in conjunction with schemes dealing with gender, race and disability. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Single equality scheme	Ms P Humphreys, Headteacher
Disability equality (including bullying incidents)	L Sweetland, Assistant Head
SEND	Miss F Piggott, Head of Learning Support
Accessibility	K Parris, Deputy Head
Gender equality	K Parris, Deputy Head
Race equality	K Parris, Deputy Head
Equality and diversity in curriculum content	K Parris, Deputy Head
Equality and diversity in pupil achievement	P Clift, Deputy Head
Equality and diversity – behaviour and exclusions	L Sweetland, Assistant Head
Stakeholder consultation	Ms P Humphreys, Headteacher
Policy review	All SLT and Governors
Communication and publishing	Ms P Humphreys, Headteacher

Commitment to action

Governors will:

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| Policy Development | • Regularly review the school equality and other policies |
| Policy Implementation | • Ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies |
| Public Sector Duties | • Ensure that the school carries out all statutory duties |

The Headteacher and senior staff will:

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| Policy Development | • Initiate and oversee the development and regular review of all policies and procedures |
| Policy Implementation | • Ensure the effective communication of the policies to all pupils, staff and stakeholders |
| | • Ensure that managers and staff are trained as necessary to carry out the policies |
| | • Oversee the effective implementation of the policies |
| | • Hold line managers accountable for effective policy implementation |
| Behaviour | • Provide appropriate role models for all managers, staff and pupils |
| | • Highlight good practice from departments, individual managers, staff and pupils |
| | • Provide mechanisms for the sharing of good practice |
| | • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | • Ensure that the school carries out its statutory duties effectively |

Line Managers will:

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| Policy Development | • Respond to consultation requests by creating opportunities for pupils and staff to state their views |
| Policy Implementation | • Implement the school's equality scheme, holding staff they line manage accountable for their behaviour and providing support and guidance as necessary |
| Behaviour | • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals, praising or challenging as necessary |
| Public Sector Duties | • Contribute to managing the implementation of the school's equality scheme |

All Staff: teaching and non-teaching will:

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| Policy Development | • Contribute to consultation and review
• Raise issues with line managers which could contribute to policy review and development |
| Policy Implementation | • Maintain awareness of the school's current equality policy and procedures
• Implement the policy as it applies to staff and pupils |
| Behaviour | • Behave with respect and fairness to all colleagues and pupils
• Provide a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | • Contribute to the implementation of the school's equality scheme |

Stakeholder consultation**Engaging our learners, parents/carers and other stakeholders**

The school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. The school will consult stakeholders on this scheme and on our policies.

Impact Assessment

Evaluation of the impact in terms of the outcomes.

In writing and reviewing all school policies, the equality impact will be assessed with regard to all forms of unlawful discrimination.

Our School's Equality Priorities**Achievements to date**

In 2018, 81% of pupils achieved both English and maths GCSEs to at least a 4 grade. (Nationally 64% achieved this "Basics" measure – see ASP report). One in three grades were 7 or higher; 92% achieved 9-4 in English and 82% achieved 9-4 in maths (nationally these figures were both 67% and 69% respectively). 57% of pupils achieved 5+ in both English and maths (40% nationally)

Sixth form students achieved outstanding results in 2018 with the average points per subject entry 37.0 (B-) points. 38% of all grades were A*/A and 68% were A*/B. The latest performance league tables show a value-added figure for sixth form students of +0.13, the third year in a row this has been significantly above national norms.

The 2018 ISDR, ASP data and t DfE performance tables confirmed that the school's progress 8 score was 0.27. The progress 8 score was slightly negative for disadvantaged pupils (-0.14) but this was statistically insignificant and still above national norms for this group. The overall attainment 8 score was 56.5 (Nationally 44.26).The Ofsted Inspection Dashboard identified no areas to investigate in terms of pupil achievement data and noted that Attainment 8 had been in the top quintile for the last three years.

