

The Hemel Hempstead School
Equality and Diversity Action Plan Report – December 2016

Introduction

The Equality Act 2010 replaces nine previous major pieces of legislation. It simplifies, harmonises and strengthens previous legislation in important ways to help tackle discrimination and provides a legislative framework to protect the rights of individuals and advance equality of opportunity for all.

The Act covers all aspects of school life which are to do with how a school treats its students and prospective students, and their parents and carers; how it treats its employees; and how it treats members of the local community.

The protected characteristics for the schools provisions are:

- age
- disability
- ethnicity and race
- gender
- gender identity and reassignment
- marriage and civil partnership
- pregnancy, maternity and breastfeeding
- religion and belief
- sexual orientation

The protected characteristic of age applies to schools as employers, but not with regard to treatment of students and prospective students.

General Duty

The Hemel Hempstead School has a general duty to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Specific Duties

To fulfil the three aims of the general duty, the School has a duty to:

1. Collect, analyse and publish information about progress in achieving the three aims of equality legislation.
2. Decide on certain specific and measurable objectives that they will pursue over the coming years to achieve the three aims, and publish these objectives.
3. Engage with people who have a legitimate interest – including all staff (both teaching and administrative), all parents, carers, students, local groups, organisations and individuals as appropriate.

Information

Staff

During the 2015-16 academic no formal complaints were made by members of staff that were dealt with under the HCC Harassment and Bullying Policy and Procedure.

A summary of the data held on all members of staff employed by the school in October 2016 (including exam invigilators) is given below.

Gender	
Male	38
Female	112
Age	
18-29	19
30-39	27
40-49	43
50-59	43
60-69	15
70+	3
Disability	
No	133
Not disclosed	1
Not obtained	16
Ethnicity	
Chinese	1
Indian	1
Other White	5
Pakistani	1
White/Black African	1
White/Black Caribbean	1
White British	126
White Irish	1
Other	1
Not obtained	11
Not disclosed	1
Religion	
Christian	81
Jewish	1
Muslim	2
None	46
Other	4
Not obtained	12
Not disclosed	4

Sexual Orientation	
Homosexual	0
Bisexual	1
Heterosexual/Straight	44
Prefer not to answer	6
Not obtained	99

Total Number of Staff: 150

Students

A summary of the data held on all students in October 2016 is given below.

Gender			
Male		548	
Female		573	
Age		Male	Female
11-12	187	87	100
12-13	187	93	94
13-14	180	99	81
14-15	180	88	92
15-16	179	93	86
16-17	104	47	57
17-18	104	41	63
Ethnicity			
Bangladeshi		5	
Black African		20	
Black Caribbean		4	
Black Other		7	
Chinese		4	
Indian		24	
Other Asian		20	
Other Ethnic		3	
Other Mixed		20	
Other White		27	
Pakistani		41	
White/Black African		13	
White/Black Caribbean		12	
White British		873	
White Asian		19	
Not obtained		23	
Refused		6	

Religion	
Buddhist	2
Christian	592
Hindu	30
Jewish	4
Muslim	65
None	395
Other	18
Not obtained	14
Refused	1

Disability	
Yes	207

Total Number of Students: 1121

Student Behaviour

Behaviour Type	2014-15				2015-16			
	M	F	Total	% of Total	M	F	Total	% of Total
C3 (Bullying e.g. teasing, name calling, isolating)	0	1	1	0.01%	3	4	7	0.03%
C4 (Aggression/use of physical force)	48	0	48	0.22%	40	2	42	0.18%
C4 Malicious Bullying (e.g. Cyber, emotional, threatening, discrimination)	12	7	19	0.09%	9	0	11	0.05%
C4 Bullying					1	1		
C5 - Deliberate offensive bullying e.g. Racist or Homophobic	0	0	0	0.00%	2	0	2	0.01%
C5 - Persistent bullying	2	0	2	0.01%				
C5 - Persistent Bullying (inc. homophobic or racist) (2105-16)								
Total	62	8	70	0.32%	55	7	62	0.27%

The proportion of student behaviour that was recorded in the categories above represented 0.32% of the total recorded behaviour across the school in 2014-15 and 0.27% in 2015-16.

Foster Good Relations

For students there are a number of themes on the Assembly and PACE (Personal and Citizenship Education) programme that address issues of equality. The full programme has been provided for the Governing Body and is available on the school website. An example of the programme is given below:

Term	Year 11
Autumn 1	Living in the Wider World
19/09/2016	Cultural differences
26/09/2016	Cultural differences
Autumn 2	Living in the Wider World
31/10/2016	Harrassment & Stalking
07/11/2016	Harrassment & Stalking
Spring 1	Relationships
09/01/2017	Parenting
23/01/2017	Healthy relationships
30/01/2017	Domestic Abuse
06/02/2017	Dealing with relationship breakdown
Term w/b	Year 10
Autumn 1	Living in the Wider World
5/9/2016	Identity - who are you?
12/09/2016	UK Politics
19/09/2016	Our community
03/10/2016	UK Black History
10/10/2016	Human Rights
Autumn 2	Health & Well being
31/10/2016	NY Resolutions, diet, relationships with food, health eating
07/11/2016	Alcohol - reducing risk, binge drinking
14/11/2016	Sexual Health
14/11/2016	Sexting
21/11/2016	Mental Health
05/12/2016	Internet safety, cyber chat rooms, privacy settings etc
05/12/2016	Addiction
Spring 1	Relationships
09/01/2017	Sexual Exploitation
16/01/2017	Role of the media influencing sexuality
23/01/2017	Self Image - media influence
30/01/2017	Marriage, civil partnerships, gay marriage
Summer 2	Relationships
19/06/2017	Parenting