

The Hemel Hempstead School



Diversity, Equity and Inclusivity (DEI) Action Plan		
Approved by the Full Governing Body	Adopted: November 2020	Reviewed and new objectives set, February 2021 Reviewed and new objectives set, January 2023 Reviewed and new objectives set, January 2024



Emotional Mental Wellbeing
in Schools Mark



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 school's provisions are:

- age
- disability
- ethnicity and race

- gender identity and reassignment
- marriage and civil partnership
- pregnancy, maternity and breastfeeding
- religion and belief
- sex
- sexual orientation
- this school also additionally recognises and protects neurodiversity

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.

Specific Duty 1 - Collect, analyse¹ and publish information about progress in achieving the three aims of equality legislation.

Information about staff

During the academic year 2018-19 one formal complaint was made by a member of staff which was investigated under the Harassment and Bullying Policy and appropriate Management Advice issued.

During the academic year 2019-20 there were no formal complaints made by a member of staff that required investigation under the Harassment and Bullying Policy.

During the academic year 2020-21 there was one formal complaint made by a member of staff that was resolved through professional mediation.

¹ Due to rounding all tables may not add up to 100%

During the academic year 2021-22 there were no formal complaints made by a member of staff that required investigation under the Harassment and Bullying Policy.

During the academic year 2022-2023 there were no formal complaints made by a member of staff that required investigation under the Harassment and Bullying Policy.

	2019-20 134 staff	2020-21 147 staff	2021-22 157 staff	2022-23 153 staff	2023-24 ² 163 staff ³
Gender					
Male	27%	28%	28%	30%	35%
Female	73%	72%	72%	70%	64%
Non-binary	-	-	0	0	0
Transgender	-	-	0	0	0
Prefer not to say	0	0	1%	0	1%
Age					
18-29	9%	14%	16%	16%	18%
30-39	20%	24%	21%	23%	24%
40-49	29%	21%	28%	28%	26%
50-59	27%	27%	24%	26%	22%
60-69	13%	10%	9%	7%	9%
70+	2%	2%	2%	2%	1%
Prefer not to say	0	0	1%	0	1%
Do you consider yourself to have a disability					
Yes	4%	3%	2%	6%	6%
No	66%	60%	96%	93%	92%
Not Disclosed / Not Obtained	29%	37%	-	-	-
Prefer not to say	-	-	2%	1%	2%
Are you registered disabled					
Yes	4%	3%	2%	1%	3%
No	66%	60%	98%	99%	97%
Not Disclosed / Not Obtained	29%	37%	-	-	-
Ethnicity					
Any other Asian background	<1%	<1%	0	<1%	2%

² As at October 2023

³ 89 teachers, 51 non-teachers and 23 invigilators

Any other Black background	-	-	0	<1%	2%
Any other ethnic group	3%	3%	0	<1%	0
Any other mixed background	-	-	0	0	0
Bangladeshi	-	-	2%	2%	1%
Black African	<1%	<1%	3%	<1%	0
Black Caribbean	<1%	<1%	4%	<1%	3%
Chinese	-	-	0	0	0
Indian	1%	1%	1%	<1%	3%
Pakistani	1%	1%	1%	<1%	3%
Roma	-	-	0	0	0
Turkish	-	-	0	0	0
White British	59%	53%	76%	76%	69%
White European	2%	20%	11%	12%	9%
White and Asian	-	-	1%	2%	2%
White and Black African	-	-	2%	<1%	2%
White and Black Caribbean	-	-	0	0	0
White Other	3%	3%	2%	2%	2%
Prefer not to say	2%	2%	2%	0	1%
Not Disclosed / Not Obtained	28%	37%	-	-	-
Religion					
Buddhist	-	-	0	0	
Christian	28%	25%	43%	40%	44%
Hindu	<1%	<1%	1%	<1%	3%
Humanist	-	-	3%	2%	2%
Jewish	2%	2%	3%	3%	3%
Muslim	1%	1%	3%	5%	6%
Atheist	33%	32%	42%	44%	33%
Other	-	-	0	<1%	0
Prefer Not to Answer	7%	6%	5%	4%	9%
Sikh	-	-	0	0	0
Not Disclosed / Not Obtained	28%	37%	-	-	-
Sexual Orientation					
Asexual	-	-	0	<1%	<1%
Bisexual / Pansexual	<1%	<1%	3%	4%	3%

Heterosexual	63%	57%	89%	88%	91%
Homosexual	1%	1%	3%	5%	3%
Preferred Not to Answer	6%	5%	5%	3%	3%
Not Disclosed / Not Obtained	28%	37%	-	-	-

Not included in these figures are those who work at the school, but are not employed by the school, rather by contractors providing cleaning, groundskeeping and catering services, who number approximately 40.

Information about students

	2010-20 1190 students	2020-21 1256 students	2021-22 1264 students	2022-23 1297 students	2023-24 1315 students ⁴
Sex					
Male	49%	49%	50%	51%	50%
Female	51%	51%	50%	49%	50%
Age					
11-12	16%	17%	17%	17%	15%
12-13	16%	17%	17%	17%	16%
13-14	15%	15%	17%	17%	17%
14-15	15%	15%	15%	15%	16%
15-16	15%	15%	14%	14%	16%
16-17	9%	11%	10%	10%	11%
17-18+	9%	10%	10%	10%	10%
Ethnicity					
Any other Asian background	2%	2%	2%	2%	2%
Any other Black background	<1%	<1%	1%	<1%	<1%
Any other ethnic group	<1%	<1%	1%	<1%	<1%
Any other mixed background	2%	2%	2%	2%	2%
Bangladeshi	<1%	<1%	1%	1%	1%
Black - African	2%	3%	3%	3%	3%
Black - Caribbean	<1%	<1%	1%	<1%	<1%

⁴ As at Autumn census 2023

Chinese	<1%	<1%	1%	1%	2%
Indian	3%	2%	3%	3%	3%
Information Not Yet Obtained	<1%	<1%	1%	<1%	<1%
Pakistani	4%	4%	4%	4%	4%
Preferred not to say	<1%	<1%	<1%	<1%	<1%
Roma	-	<1%	<1%	<1%	<1%
Turkish	<1%	<1%	<1%	<1%	<1%
White - British	74%	73%	73%	72%	70%
White - European/other	4%	5%	5%	6%*	7%*
White and Asian	2%	2%	2%	2%	2%
White and Black African	1%	1%	1%	1%	<1%
White and Black Caribbean	2%	2%	2%	2%	2%
Religion					
Buddhist	<1%	<1%	<1%	<1%	<1%
Christian	46%	45%	43%	41%	39%
Hindu	3%	2%	3%	3%	3%
Jewish	<1%	<1%	<1%	<1%	<1%
Muslim	7%	6%	7%	6%	6%
No religion	38%	38%	40%	41%	42%
Other religion	3%	4%	3%	4%	3%
Preferred not to say	<1%	<1%	<1%	<1%	<1%
Sikh	<1%	<1%	3%	<1%	<1%
No information	3%	4%	3%	5%	6%
Disability					
Yes	1%	1%	1%	3%	2%

Information about serious student behaviour

Behaviour Type	2017-18 1130 students		2018-19 1150 students		2019 - 20 1190 students		2020 - 21 1256 students		2021-22 1264 students		2022-23* 1297 students	
	Incident s	Per student	Incident s	Per student	Incident s	Per student	Incident s	Per student	Incident s	Per student	Incident s	Per student
C3a Bullying	18	0.016	17	0.015	9	0.008	19	0.015	13	0.010	0	0
C3a Offensive Language: Swearing, sexist, homophobic or racist	24	0.012	46	0.040	63	0.053	55	0.044	97	0.077	40	0.031
C4 Physical Aggression	26	0.023	31	0.026	19	0.016	26	0.021	26	0.021	34	0.026

C4 Bullying including Racist / Homophobic	4	0.004	4	0.003	5	0.004	13	0.010	18	0.014	23	0.018
C5 Physical Assault	7	0.006	6	0.005	3	0.003	6	0.005	9	0.007	9	0.007
C5 Persistent Bullying including Racist / Homophobic	1	0.001	1	0.001	0	0.000	4	0.003	20	0.016	11	0.008
C6 Permanent exclusion for bullying	0	0	0	0	0	0	1	0.001	1	0.001	0	0
Total	80	0.070	105	0.091	99	0.083	124	0.098	184	0.146	117	0.090

Information about governors

The governing body is small, by statistical standards, so to make some data meaningful it has been grouped.

	2020 -2021 13 governors	2021-2022 11 governors	2022-23 10 governors	2023-24 14 governors
Gender				
Male	62%	55%	50%	50%
Female	38%	45%	50%	50%
Age				
18-29	0	0	0	7%
30-39	15%	9%	0	14%
40-49	8%	27%	20%	27%
50-59	54%	46%	70%	46%
60-69	15%	9%	10%	14%
70+	8%	9%	0	0
Do you consider yourself to be disabled?				
Yes	0	0	10%	0
No	85%	100%	90%	100%
Not Disclosed / Not Obtained	15%	-	-	-
Are you registered disabled?				
Yes	0	0	0	0
No	85%	100%	100%	100%
Not Disclosed / Not Obtained	15%	-	-	-

Ethnicity				
Black African & Black Caribbean, or White and Black African, or White and Black Caribbean	0	0	0	7%
Indian, Pakistani and South Asian	0	0	0	7%
Chinese and Other Asian	0	0	0	7%
White British	85%	82%	90%	64%
White European	-	18%	10%	14%
Prefer Not to Answer	0	0	0	0
Not Disclosed / Not Obtained	15%	-	-	-
Religion				
Christian	38%	27%	30%	29%
Jewish	7%	9%	10%	7%
Agnostic	0	9%	0	0
Atheist / no religion	38%	55%	60%	57%
Non-Judeo Christian religions	0	0	0	7%
Prefer Not to Answer	0	0	0	0
Not Disclosed / Not Obtained	15%	-	-	-
Sexual Orientation				
LGBTQ+	0	0	0	0
Heterosexual	85%	100%	100%	100%
Prefer Not to Answer	0	0	0	0
Not Disclosed / Not Obtained	15%	-	-	-

Analysis of this data

- The [2021 national census](#) provides us with the following national context:
 - 1.5% identify as homosexual, a further 1.3% as bisexual, and around 0.2% as pansexual or asexual; a total LGBTQ+ population of 3%.
 - 0.5% say that their gender identity is different from their sex at birth.
 - 46% are Christian with the second most common response atheist/no religion at 37%, followed by Muslim at 7%, Hindu at 2%, Sikh at 1% and Jewish and Buddhists at 0.5%.
 - White British is the largest ethnic group at 74%, with another 8% as white European/other. Asian ethnicities are second at 9%, with Black African/Caribbean at 4%. Of the Asian heritages around 3% are Indian, 3% Pakistani, 1%

Bangladeshi and 0.5% Chinese. Of the Black heritages around 2.5% are African and 1% Caribbean.

- Whilst the student population is almost equally split male to female the staff population is significantly more female than male. This has been the case over the five year period examined. This is reflective of the national picture for teacher recruitment. The school has slightly, but not significantly re-balanced this.
- 31% of staff identify as having a heritage other than White British, compared to 30% of the students. Therefore the staff population is broadly as diverse as the community it serves.
- 6% of staff identify as LGBTQ+, this having increased markedly over the last five years and is around twice the national picture; hopefully this suggests that as an employer we are welcoming to those who are LGBTQ+ and by extension to students who are, or think they may be LGBTQ+. This information is not formally obtained from students however in a non-validated student voice survey in 2019, 13% of students identified as LGBTQ+, suggesting that our teenagers are much more fluid and experimental in their identity at secondary school age than the national data would suggest they are as adults.
- Incidents of behaviour which may include or have been motivated by protected characteristics are small in number. Clearly the school would want, and continues to work, to try and get the number of these incidents to zero. It is recognised that this is against the backdrop of rising incidents of racist, homo/bi/transphobic and misogynistic (or hate crimes as they are recorded by the police) incidents⁵ in the general adult population and therefore the communities in which our students live. The overall incidence of behaviours which may include or have been motivated by protected characteristics is very small each year (0.070, 0.091, 0.083, 0.098, 0.090 incidents per capita, respectively), or put another way, on average, every child in the school has a less than 1% chance of being the victim or perpetrator of such an incident, each year.
- The governing body did not used to be representative of the wider school community, across all categories: ethnicity, religion, age and sexuality. This is typical of the national picture⁶, but is an issue the governing body has taken action to address, through actively recruiting within the communities and community organisations. In terms of ethnicity and gender the governing body now much better represents the school community and has a more diverse age balance.

Specific Duty 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.

Objective 1: COMPLETE

Have in place a reasonable adjustment agreement for all staff with disabilities to meet their needs better and ensure that any disadvantages they experience are addressed. This objective should be achieved by the end of the academic year 2020/21 and will be led by the School Business Manager (SBM).

- Completed with ongoing monitoring for any new appointment or change in circumstances.

⁵

<https://www.theguardian.com/world/2021/dec/03/recorded-homophobic-hate-crimes-soared-in-pandemic-figures-show> as at 17Jan23

⁶ <https://schoolsweek.co.uk/school-governing-boards-becoming-less-diverse-research-suggests/> as at 17Jan23

Objective 2: COMPLETE

Increase the representation of staff and governors from non-White British ethnic communities over a 4-year period so that the diversity of staffing better represents the diversity of the student population. This objective should be achieved within four years, monitored annually and will be led by the Headteacher and Chair of Governors.

	2020-2021	2021-2022	2022-2023	2023-2024
Percentage of student population who are non-White British	27%	27%	28%	30%
Percentage of the staff population who are non-White British	16%	24%	24%	31%
Percentage of governors population who are non-White British	15%	18%	10%	36%

Objective 3: COMPLETE

Train members of staff and governors involved in recruitment, selection and interview decision making on equal opportunities, unconscious bias and non-discrimination by the beginning of the next academic year. This objective should be achieved by the first Full Governing Body (FGB) meeting of the academic year 2023/24 and will be led by the Headteacher.

- All school senior leaders are safer recruiting trained.
- The Headteacher completed the NGA Equality and Diversity course in January 2021.
- As at February 2022 70% of governors had completed the NGA Equality and Diversity Course.
- As at January 2022 100% of senior leaders had completed the NGA Equality and Diversity Course.

Objective 4: COMPLETE

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information to help address the under-representation of people with disabilities in the school workforce. This objective should be achieved by the end of February 2021 and will be led by the SBM.

- Completed February 2021.

Objective 5: COMPLETE

Enable the Student Senior Leadership Team to introduce a gender neutral uniform code. This objective should be achieved by the end of the Spring Term 2021, for introduction in the Autumn Term 2021 and will be led by the SSLT, supported by the Headteacher.

- Completed June 2021.

Objective 6: COMPLETE

Enable the Student Senior Leadership Team to review and contribute to the design and improvement of the PACE curriculum. This objective should be achieved by the end of the academic year 2020/21 and will be led by the Director of Learning for Curriculum.

- Completed June 2021.

Objective 7: COMPLETE

Enable and promote the formation of an LGBTQ+ student group. This objective should be achieved by the end of the academic year 2020/21 and will be led by the Headteacher.

- Staff working group formed May 2021.
- Stonewall membership started June 2021.
- Student Advocate Programme designed and launched September 2021, all advocates are trained as LGBTQ allies, anti-bullying peer mentors and mental health first aiders.
- LGBTQ+ society established October 2021.
- Four staff completed the Stonewall teacher training by the end of November 2021.

Objective 8: COMPLETE

Enable the SSLT to review and contribute to the design of the behaviour policy sanctions system with respect to the use of language that may be derogatory to a person's protected characteristics. This objective will be achieved by the end of the academic year 2020/21 and led by the DOL Attitudes and Behaviour.

- Completed February 2021.

Objective 9: COMPLETE

Provide training for staff and governors on identity, the use of pronouns and inclusive language. This objective should be achieved by the end of the academic year 2020/21 and will be led by the Deputy Headteacher.

- Gender identity flowchart for leaders completed and in use September 2021.
- Gender identity flowchart training refreshed November 2021.

Objective 10 - COMPLETE

Provide specific training and guidance for students on reducing the bystander effect with respect to bullying, misogyny or discriminatory behaviour. This objective will be achieved by the end of the academic year 2022/23 and led by the Deputy Headteacher.

- Talk Consent Training for all year completed December 2021 and for new year groups from September 2022 onwards.
- Year 10 Student Advocate programme launched in 2021.
- Year 12/13 Mentors Against Violence programme launched 2022.

Objective 11 - COMPLETE

Working with the Scholars' Education Trust Anti-Bullying Student Group, of which we are now a part, review and further develop the school's anti-bullying processes. This objective will be achieved by the end of the academic year 2023/24 led by the Assistant Headteacher.

- Anti-bullying conference attended by students in academic years 2022/23 and 2023/24
- Anti-bullying provision reviewed as part of the Trust Peer Review, January 2024.

Objective 12 - COMPLETE

Train members of staff involved in behaviour, rewards and academic decisions on equal opportunities, unconscious bias and non-discrimination. This objective will be achieved by the

end of the academic year 2022/23 and led by the Headteacher. In the Spring Term of 2023 all Heads of Year and Heads of Faculty are to complete an equality and diversity course.

- In June 2023 middle leaders completed the Inclusive Practice Avoiding Unconscious Bias course

Objective 13 - new for academic year 2023/24

Conduct a FLAIR survey to establish a full understanding of the lived experience of students and staff of colour, and enact the subsequent action plan. This objective will be completed by the end of academic year 2023/2024 and led by the Headteacher

- FLAIR survey completed March 2023 and action plan fulfilment started.
- Staff DEI body group established October 2023
- ACEN Racial Literacy training for all teaching staff completed December 2023.
- Awarded FLAIR Bronze Racial Equality Award in recognition of our school's commitment and actions thus far, to building a racially equitable culture.
- In January 2024, completion of the action plan stands at 75% complete, with a target to fully complete and conduct a second survey in April 2024.

Objective 14 - new for academic year 2023/24

Form a volunteer DEI advisory group of staff to assist and advise the headteacher and governors in their DEI work:

- First meeting November 2023.
- Are meeting termly, thereafter

Objective 15 - new for academic year 2023/24

Create a new SSLT role to represent the student body with regards to DEI and to attend the DEI advisory group., as well as forming a student group (perhaps as part of the existing student council) One of our deputy head students has volunteered for this role in January 2024 and work is now started on forming this group.

Objective 16 - new for academic year 2023/24

Conduct a review of the home school agreement with regards to DEI.

- This will be led by the senior leadership team and will be completed by August 2024.

Objective 17 - new for academic year 2023/24

Plan a deliver an annual cultural diversity event and make greater focus throughout the year to other key national events, such as: Pride, non-Christian religious days, neurodiversity day, etc

- This will be led by the DEI Advisory Group of staff and the Deputy Head Student and will be completed by August 2024.

Specific Duty 3 - Engage with people who have a legitimate interest – including staff, parents, carers, students, local groups, organisations and individuals as appropriate.

Parental engagement

In the summer term of 2019/20 and again during the autumn term of 2020/21 we conducted public consultation with parents/carers around our PACE curriculum and specifically the introduction of the new Relationships and Sex Education (RSE) requirements, as required by the Government.

Student engagement

From the Autumn term of 2020/21 the Senior Student Leadership Team (SSLT) have led three projects in this area. Firstly, the redesign of our Uniform Policy to make it gender neutral and secondly a review of our PACE (Personal and Citizenship Education) Curriculum with a view to meeting local needs and representing student voice and thirdly consultation on the design of the Behaviour Policy. In the academic year 2021/22 the SSLT worked with middle leaders to make similar changes to the Sixth Form dress code and ensure it was affordable and accessible for all. In 2023/24 we have a new student leadership role for DEI.

Staff engagement

A volunteer staff advisory group exists to meet regularly with the Headteacher and advise him and the LGB on their work in this area:

- November 2023 - reviewed a draft of this action plan and progress towards Objective 14. Suggested Objectives 15, 16 and 17.

Fostering Good Relations

For students there are a number of themes on the PACE Curriculum that address issues of equality. The full programme has been provided for the Governing Body and is available on the school website. The Advocates programme launched as a trial in Autumn 2021 involved the training of 35 Year 10 advocates as anti-bullying, mental health first aid and LGBTQ+ ally training. A second cohort of Year 10 advocates was formed in Autumn 2022 and were trained as Mentors in Violence Prevention (MVP). A further cohort of 30 sixth formers are also peer mentors and trained in mental health first aid. Furthermore, a group of 15 Year 13 students were trained as Mentors in Violence Prevention in Autumn 2022. MVP mentors will begin to deliver sessions to students across the school in Spring 2023 and there will now be Advocates and Mentors in Violence Prevention every year.

Using external experts

In 2021 and 2022 when establishing the Mentors Against Violence and Advocacy programmes we liaise widely, including with Herts Young pride, Stonewall, the Mentor Against Violence Scheme and Talk Consent. Since that time the latter two have been regular training providers for our students

In 2023 we started working in cooperation with FLAIR to survey staff and students on race and our school community from which was developed a eight strand action plan, which is detailed in Objective 13. Also in this year we started working with the African Caribbean Action Network as a training provider for staff.