

EQUALITY POLICY



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Approved by:	Ms Tanya Douglas - Head Teacher	Date: Spring 2026
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1. Introduction

Our Equality Policy is inclusive of our whole school community – students, staff, governors, parents/carers, visitors and partner agencies - who we have engaged with and are actively involved in, and who contribute to its development.

The purpose of this Policy is to set out how our practice and policies aim to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups , and
- foster good relations between different groups.

It explains how we listen to and involve students, staff, governors, parents and the community in achieving better outcomes for our children and young people in line with the Equality Act (2010). As a school we will also fulfil the two ‘specific duties’ of this act which requires all public organisations to:

- Publish information to show compliance with the Equality Duty
- Publish Equality objectives at least every 4 years which are specific and measurable

Chace Community School seeks to foster a welcoming and respectful environment, where we challenge discrimination and inequality, resolve conflicts peacefully and work and learn safely free from harassment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. Our school value of belonging acknowledges that we cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

2. School Context

Chace Community School is an inclusive comprehensive school with a large and highly successful sixth form. We have an equal gender balance. The profile of our school can be found below:

School Profile

	School	National 2019
Number on roll	966	1000
% Pupil Premium	42.9	27
% SEN Support	14.29	13.4
% SEN Statements or EHC Plan	4.24	13.1
% minority ethnic groups	59	21
% English as an additional language	35	17.0

3. Legal framework

EQUALITY duty - *The Single Equality Act 2010*

The Equality Act (2010) set out a duty on public bodies and others carrying out public functions.

The aim of the Equality Duty is to embed equality considerations into the day to day work of public authorities, so that they tackle discrimination and inequality and contribute to making society fairer.

The Equality Duty consists of a general duty, with three main aims (set out in section 149 of the

Equality Act 2010); and specific duties (set out in secondary legislation to accompany the Equality

Act 2010).The specific duties are designed to help public bodies meet the general duty.

The general duty has three aims; it requires public bodies to have due regard to the need to:

- Eliminate Discrimination, Harassment, Victimisation and any other conduct prohibited under the Act.
- Advance Equality of Opportunity between persons who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a relevant protected characteristic and persons who do not share it.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are to:

- publish information to demonstrate how they are complying with the equality duty

- prepare and publish one or more specific and measurable equality objectives

The duty to publish equality objectives involves:

- developing and publicly setting out their equality objectives
- setting out the steps they will take to achieve these objectives
- implementing these steps unless it would be unreasonable and impractical to do so
- reviewing and updating, as necessary, the objectives every four years

4. Equalities objectives (2025-2029)

As part of the school's public sector duty and aims to foster good relations between people with protected characteristics, at least every four years we will publish equality objectives:

- Ensure as a school we actively promote excellence in teaching and remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils
- Promote belonging across the school, showing diversity in people and perspectives is welcome here
- Ensure that the staff body is reflective of the local community

5. Principles

Chace Community School is committed to ensuring equality of opportunity for all those who participate in school life. Everyone should be helped to develop a sense of personal and cultural identity, confident and open minded, receptive and respectful towards other identities. The school actively pursues its policies in relation to equalities by:

- by promoting British Values
- ensuring that everyone within the school community is treated with equal regard and mutual respect
- challenging all forms of discrimination linked to their protected characteristics.

For example, discrimination based upon the following:

- age
- gender reassignment
- being married or in a civil partnership
- Being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex

- sexual orientation
- studying and celebrating cultural and linguistic diversity e.g through European Languages day
- treating claims of discriminatory behaviour seriously, investigating and addressing in a timely manner and recording the issue and response
- reviewing all aspects of the curriculum and teaching and learning to ensure an equalities perspective. This includes decolonising the curriculum so all students' experiences are valued and celebrated.
- ensuring that attainment, progress and behaviour-related data is analysed with regard to Equality
- incorporating an equalities dimension in all training and development

Principles into Practice

- The school's values and curriculum principles underpin promoting equalities and are understood by all.
- Students are encouraged to discuss concerns with staff and listening is seen as important, as is effective communication with parents/carers
- Incidents of a discriminatory nature and bullying are not tolerated and are dealt with. They are closely monitored and systematically challenged in accordance with our Positive Behaviour policy
- School facilities are used extensively by the wider community
- Displays and artefacts reflect the cultures, traditions and achievements of the students, the school and the wider community
- The school values student participation and seeks to foster this through student contribution to the decision-making process via the Student Council and the student Equality Group
- Provision of Life Skills, (Personal and Social Education (PSHE), and Citizenship) is designed to promote students' awareness of equal opportunities issues and British Values
- All students have equal access to all resources in lessons and through extended learning

6. Roles and Responsibilities

Governing Body	● Ensuring this policy and the equality policy is followed and regularly reviewed ● Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies.
Headteacher and School Leadership Team	● The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. ● Report equality incidents to the Governing Body

	termly. • Publishing the equality policy and objectives. • Ensure equality and diversity is evident in the curriculum. • Ensure equality and diversity is reflected in the school assembly themes. • Ensure that managers and staff are trained as necessary to carry out the policies. • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Middle Leaders	• Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary. • Behave in accordance with the school's policies, leading by example. • Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary).
All staff	• Maintain awareness of the school's current equality policy and procedures • Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents.
Students and parents	• Participate in the school curriculum and extended learning opportunities positively and in a way that does not undermine someone else's protected characteristics. • Report any equality issues and concerns to relevant school staff.

7. Responding to Breaches of the School's Equality Policy

- Breaches of the Equality Policy are dealt with promptly and sensitively, following our positive behaviour policy.
- Where these breaches are considered to be serious, they are referred directly to the SLT member with responsibility for Equality.
- Actions are recorded and reported to Governors. Incidents resulting in suspensions are reported to the LA.

8. Policy Monitoring and Review

- This Policy and our Equality Objectives are reviewed regularly by the School Leadership Team and Governors.
- The Equality Policy and objectives are integrated into our Chace Improvement Plan. Its implementation will be monitored within the school's self-evaluation procedures and other review processes.

Appendix

Objective Statements

Objective	How we plan to meet this objective
Ensure as a school we actively promote excellence in teaching and remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils	1. Collect, analyse and monitor information about student performance and progress, by PP, SEND, Ethnicity, Gender. 2. Continue to improve the progress and attainment of students with a particular focus on those students who are in groups that are classed as vulnerable and who traditionally underachieve relative to the cohort as a whole. 2. To close the gaps in attainment and achievement between students and groups of students, especially pupil premium students, students with SEND and looked after children. This will be done by: ● Ensure Quality Teaching for All; through effective CPD training, learning walks, observation and staff coaching ● Use of contextual information to plan for the diversity of needs in our school including through annotated seating plans. ● Early identification and referrals through the Inclusive Learning group for SEND ● Effective deployment of teaching assistance to lessons e. EAL progress and attainment monitored, as well as ensuring students receive adequate targeted EAL interventions where needed ● Intervention strategies are undertaken and evaluated for students in receipt of Pupil Premium funding and who are identified as under achieving ● Targeted intervention and catch up classes. 3. Promote understanding of Special Educational Needs within the school through CPD 4. Monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with SEND and ethnic minorities.

Promote belonging across the school, showing diversity in people and perspectives is welcome here	1. Adopt the halo code 2. Promote inclusion and equality through the work of the Free and Equal Ambassadors 3. Regular review of the curriculum provision to ensure that it reflects the pupil needs recognising that our pupils have a range of individual learning needs and are members of our diverse community. 4. Improve monitoring of equal opportunities data and take action where there are patterns for individual/groups of students. 5. Ensure equalities data is shared termly with the Governing Body for their monitoring. 5. Continued staff training is in place for Equalities issues as part of the CPD programme. 6. Provide racial literacy training for staff as part of our approach to be a anti racist school. 7. Hold an annual Culture Day to promote belonging and that diversity in people and perspectives is welcome here 8. Use the Equalities Report to monitor aspects of equalities across our school and take action on key areas.
Ensure that the staff body is reflective of the local community	1. Improve recruitment procedures to ensure diversity is reflected on interview panels. 2. Actively promote the recruitment of staff and governors from BAME backgrounds.