



Chace Community School Equality Policy (including the Community Cohesion Scheme)

Contents

1: Vision and Values	2
2: School Context	4
3: Equality Policy statement	5
4: Legal Background	6
5: Roles and Responsibilities	7
6: Stakeholder Consultation	9
7: Impact Assessment	9

1: Vision and Values

Our equality vision and the values that underpin school life

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 shares the commitment to equality of opportunity and to making Enfield a cohesive community as described by our Local Authority.

This policy is for everyone. Its aim is to ensure fair treatment and equality of opportunity for all Borough residents, users of the Council's services and Council employees. Everyone is affected by inequality within society and at some time in their lives all people are likely to experience discrimination and/or harassment. (Enfield Council's policy on Valuing Diversity and Equality September 2010,)

"Community cohesion in Enfield is about building a strong borough, a place which residents can identify with and feel proud of, and where people from all different backgrounds feel valued and can develop positive relationships with their local community: relationships which stimulate a sense of belonging and help people to feel at home". ("Enfield Together" Enfield Community Cohesion Strategy 2010-15)

The school will continue to contribute by striving to develop Chace as a fully accessible and inclusive learning community that welcomes and respects the diversity of its students, staff, community and visitors to the school. At Chace we believe that:

- every child in the world matters
- diversity must be recognised and valued so that, where appropriate, individuals can be treated differently to achieve equality
- we must encourage positive attitudes, interactions, mutual respect and a shared sense of belonging
- school policies and procedures relating to employees (and potential employees) must positively promote equality
- we must create opportunities to remove barriers to equality
- policy development must involve consultation and participation
- our ethos and practice must embrace the local, national and international communities in which we operate

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. In our signpost we state 'everyone valued equally' but acknowledge 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.

Through our ethos, displayed in our Chace signpost and curriculum and extended learning we will contribute positively towards eliminating inequalities and developing a cohesive community.

Statement of 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. For example, discrimination based upon the following protected characteristics:
 - race/ethnic origin
 - social class
 - gender
 - sexual orientation
 - language/culture
 - disabilities
 - age
 - religion/belief
 - ability
- studying and celebrating cultural and linguistic diversity
- treating claims of discriminatory behaviour seriously, investigating and addressing in a timely manner and recording the issue and response
- reviewing all aspects of teaching and learning to ensure an equalities perspective
- ensuring that attainment, progress and behaviour-related data is analysed with regard to Equality
- incorporating an equalities dimension in all training and development
- making it known to community groups who use the school's facilities that they are expected to work within our Single Equality and Community Cohesion Scheme

Principles into Practice

- The school aims, displayed in the Chace signposts are understood by the whole school community. 'Everyone valued equally' means there is a respect for the cultures, religions, traditions and values of others at Chace
- 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 Equal Opportunities/Discrimination incident reporting process and 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

2: School Context

We are committed to developing Chace as a successful, inclusive, learning community working together to build on present best, to improve teaching and learning and to raise attainment and achievement to enable all students to meet future challenges with confidence.

We share a **commitment to learning** and have **high expectations** of all. We personalise learning by offering a high quality, challenging broad education within a supportive pastoral system where **all can succeed** and improve on present best with **confidence and courage**. We are proud to celebrate our

students' many achievements. We value the partnerships which enable us to extend and enhance learning at Chace for the school and local community. **Everyone valued equally** underpins all we do to enable Chace students to become responsible, independent, thoughtful adults prepared to be successful in their future lives. Everyone at Chace is aiming to be the best they can be.

Chace Community School is a eight form entry inclusive comprehensive school with a large and highly successful sixth form. We have an equal gender balance. Just over half of our students (50.8%), much higher than the national average (28.2%), come from a wide range of minority ethnic backgrounds reflecting the diversity of Enfield's community. The proportion of students who speak English as an additional language (32.6%) is over twice the national average (15.7%), with over fifty home languages spoken by Chace students. The number of students is eligible for free school meals has continued to fall (14.6%) however there are still a number of student entitled to pupil premium to support their learning (35.6%). The proportion of students with special educational needs and/or disabilities (19%) is higher than the national average of other state funded secondary schools (12.4%). Their needs are varied and primarily include moderate learning difficulties, specific learning difficulties and behavioural, emotional or social difficulties. We have a small, but growing number of students with Autistic Spectrum Disorders in addition to the growing numbers of Speech Language and Communication Needs. The proportion of our students in receipt of a statement of special educational needs is (2.6%) above national average compared to other state funded secondary schools (1.7%).
*(*Figures taken from RAISEonline 2016)*

The proportion of students eligible for pupil premium and or FSM is above national average. Students join Chace from contrasting wards across Enfield, which has over 30% of its children living in poverty, and from wide ranging socio economic backgrounds. Most students join Year 7 from 12 main feeder primary schools but students come to us from 30+ primary schools. Our richly diverse linguistic and cultural community reflects demographic trends in Enfield with 50* home languages spoken at Chace.
(Figures taken from SLASC January 2016)*

Precise details of the ethnicity and disability status of students are held in our student records and reported on a termly basis. Records for members of staff are held by our personnel officer.

Current situation

Chace's commitment to Equal Opportunities is clearly articulated within this Equality Policy. This documents reflect our commitment to raising the achievement of all students and valuing everyone equally. It underpins all our work to ensure that everyone at Chace can achieve in a purposeful, well-ordered learning environment, with discipline based on mutual respect and consideration for others. In our mixed, multi-cultural school in a multi-cultural society we are committed to creating a learning community in which all staff and students have equal chances to work and succeed together regardless of class, age, race, religion, gender, or sexual orientation. We believe everyone has the right to learn and achieve success. We do not tolerate bullying or racist or sexist behaviour which interferes with this right. Concerns should be reported so that we can listen and act promptly. Unacceptable behaviour is dealt with promptly and recorded systematically. Parents are informed and involved when necessary, and we use a range of sanctions appropriate to the offence.

Supporting learners in our inclusive learning community

At Chace we want all students to be successful learners improving on present best. The Student Progress team work in partnership with teachers in the classroom and if appropriate withdraw students to provide intervention support to meet learning needs and ensure that all students have equal access to the curriculum.

At regular Inclusive Learning Group meetings we ensure early identification, effective support and monitoring of student learning and progress. Referrals for specialist support are made in consultation with parents. Personal Education Plans are in place for students in public care (Looked After Children) We have excellent links with outside agencies including; Behaviour Support Service; Education Psychologist (learning/behaviour issues); Education Welfare Officer (attendance concerns); School Nurse; Children and Adult Mental Health Service (CAMHS); SAFE, Youth Offending Service. Our Learning Support Unit team provide additional support for students to overcome barriers to learning.

The Able, Gifted and Talented Register and Special Educational Needs Register are updated annually and used by all staff to differentiate when planning ensure learning is accessible and challenging for all. Our Special Educational Needs Policy, (available on request) is reviewed and updated regularly to reflect changes in the Code of Practice and is monitored by Governors' Teaching and Learning

Committee. The SEND information report is also updated annually and can be found on the school website.

The school operates within the Local Authority procedures with regard to special educational needs and receives funding to support students with predictable or exceptional needs. The Special Educational Needs Co-ordinator (SENCO) and her team ensure that we use all data available so that students with special educational needs receive provision which meets their needs, that their progress is monitored and that appropriate consultation with parent(s)/ carer(s) occurs.

We are proud to offer inclusive resource provision (Additionally Resourced Provision – ARP) for two students with exceptional needs identified annually to transfer into Year 7 at Chace.

There is lift access to the ground and first floors and from ground to second floor and disabled toilets which enable us to extend our inclusive practice. Automatic doors improve disabled access and our accessibility plan (available on request) describes how we meet requirements in the Disability Discrimination Act 1995 (Single Equality and Community Cohesion scheme 2011), making Chace accessible in all areas of the school.

3: EQUALITY

In line with the Equality Act (2010), this policy reflects an integrated approach to Equality and replaces our individual commitments to Equality, which specifically addressed Race and Disability.

- This Equality Policy addresses issues of equal opportunities and discrimination for all of the protected characteristics referred to on page 2 of this document.
- We have published Equality Objectives in response to the Equality Act (2010) and these, along with our Chace Improvement Plan for Equality and Community Cohesion, identify our current Equality-related development targets.
- Departments and learning areas have subject-specific equal opportunities statements
- Policies are applied consistently throughout the school and made explicit to students and parents
- Academic progress of protected groups is monitored by Heads of Department and Heads of Learning and reported regularly to SLT and Governors.
- Data regarding incidents of exclusion and other serious sanctions are analysed on the basis of protected characteristics.
- Equal Opportunities is the responsibility of all staff with a member of the SLT overseeing Equality.
- Chace's appointment procedures are in line with LA Equality Policies and a commitment to Equal Opportunities is an essential criterion at all interviews. Responsibility for Equal Opportunities is an integral part of all job descriptions.
- Stereotypical and prejudicial statements are challenged in a constructive way.
- All students have access to all resources and a wide variety of mixed ability teaching strategies provides opportunities for group and individual work, differentiated learning, flexible learning and resource-based learning to ensure access and challenge for all.
- The curriculum and displays reflect the positive contributions of women and men of all cultures to our society. Learning materials are free from homophobic, sexist and racist bias and students have opportunities to extend their understanding of a variety of cultures and traditions.
- Language and behaviour of staff creates a climate of equality.
- No group or individual students are marginalised.

Monitoring and Responding to Breaches of the School's Equality Policy

- Statements of our commitment to Equality are displayed in all teaching rooms.
- Policies are applied consistently throughout the school, made explicit to students and parents and monitored by SLT through line management. Breaches of the Equality Policy are dealt with promptly and sensitively. 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 fixed-term exclusions are reported to the LA
- The data collected relating to breaches of the Equality Policy are shared with the Staff and Student Equality Groups on a termly basis.
- This Policy is reviewed regularly by the School Leadership Team, Governors, parents, staff and students.

4: Legal Background

The duties that underpin our scheme

Chace is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

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

COMMUNITY COHESION duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. sexual orientation, religion and belief, age) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds students' understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help students to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for students for whom English is an additional language to enable them to achieve at the highest possible level in English

5: Roles and Responsibilities

Chain of accountability

The Governing Body, 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. Every term key staff will report to the Headteacher on actions and progress and write a termly report on equality and diversity to Governors. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for	Key person
Equality Objectives	J. Linney AHT
Community Cohesion	J. Linney AHT / Raising Standards Leaders
Equality – Disability, Gender, Race, Religion/Belief, Age, Sexual Orientation, Age (including bullying incidents)	J. Linney AHT / Raising Standards Leaders
SEND/LDD (including bullying incidents)	J. Linney AHT
Accessibility	J.Linney / S Fernandez SBM
Equality and diversity in curriculum content	J. Linney AHT / Life Skills coordinator
Equality and diversity in student achievement	J. Linney AHT
Equality and diversity – behaviour and exclusions	D. Bruton HT / P. Vekaria DHT
Participation in all aspects of school life	C. Maunder AHT
Policy review	School Leadership Team
Communication and publishing	D. Bruton HT

Commitment to review

The school equality scheme will be aligned with the Chace Improvement Plan. Its implementation will be monitored within the school's self-evaluation procedures and other review processes. Following regular impact assessment, the whole equality scheme will be reviewed at least every three years.

Commitment to publish

We are committed to sharing information about our equality scheme as broadly as appropriate. To this end, we have published our Equality policy which describes our response to the 2010 Equality Act. This is available on our website, under the heading 'Chace Equality Policy'. We will develop new Equality Objectives every second year.

Commitment to action

Governors will:

Policy Development	<ul style="list-style-type: none"> • Provide leadership and drive for the development and regular review of the school's equality and other policies.
Policy Implementation	<ul style="list-style-type: none"> • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. • Highlight good practice and promote it throughout the school and wider community.
Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and students. • Congratulate examples of good practice from the school and among individual managers, staff and students.

	<ul style="list-style-type: none"> • Ensure a consistent response to incidents, e.g. bullying cases and discriminatory incidents. • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority).
Public Sector Duties	
	Headteacher and senior staff will:
Policy Development	<ul style="list-style-type: none"> • Initiate and oversee the development and regular review of equality policies and procedures. • Consult students, staff and stakeholders in the development and review of the policies.
Policy Implementation	<ul style="list-style-type: none"> • Ensure the effective communication of the policies to all students, 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	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and students. • Highlight good practice from departments, individual managers, staff and students. • Provide mechanisms for the sharing of good practice. • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents.
Public Sector Duties	<ul style="list-style-type: none"> • Ensure that the school carries out its statutory duties effectively.
	Line managers will:
Policy Development	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard.
Policy Implementation	<ul style="list-style-type: none"> • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary. • Be accountable for the behaviour of the staff team, individual members of staff and students. • Use informal and formal procedures as necessary to deal with 'difficult' situations.
Behaviour	<ul style="list-style-type: none"> • 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).
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme.
	All staff:
Policy Development	<ul style="list-style-type: none"> • Contribute to consultations and reviews. • Raise issues with line managers which could contribute to policy review and development.
Policy Implementation	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures. • Implement the policy as it applies to staff and students.
Behaviour	<ul style="list-style-type: none"> • 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.
Public Sector Duties	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme.

6: Stakeholder Consultation

Involving our learners, parent/carers/carers and other members of the school's communities

Chace Community 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. One of our published Equality Objectives was to establish Equality groups for Students, Staff and Parents. Each of these groups contributed to our response to the Equality Act (2010) and to the development of this policy. We will continue to consult stakeholders on our policies and updated Equality Objectives.

7: Impact Assessment

Evaluating the impact in terms of the outcomes

All Chace Community School policies will be equality impact assessed with regard to disability, gender, race, religion/belief, sexual orientation, and age as applicable at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in Section 4 (Roles and Responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be sent to the governors each term.

Reviewed by Governors' Planning group on 07.11.18
To be reviewed by Governors' Planning Group on November 2020