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# Enfield County School

## Equality Policy

May 2018

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| Date Policy Updated:  | May 2018   |
| Date for next Review: | April 2019 |



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### **Policy agreed May 2017, Review date April 2018**

#### **Introduction**

Enfield County School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Although this policy is not statutory it is still good practice for a school to make a statement about the principles of equality, and that these principles should be embedded throughout all other policies as this is the benchmark that all others are measured against.

#### **Our approach to equality is based on the following 7 key principles**

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other. We prepare students for life in modern Britain, we encourage students to discuss diversity and share ideas and thus enable them to recognise radical or extremist ideologies that may be harmful to their well-being and safety. We adhere to Prevent guidance and training.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life. We promote fundamental British values and an appreciation of democracy, liberty and the rule of law.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.



7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age, marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

### **The Public Sector Equality Duty or “general duty”**

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

### **Two ‘Specific duties’**

This requires all public organisations, including schools to:

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

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Appendix 2 shows the school’s Equality Objectives for 2017-2019 in an Equality Action Plan



### **Development of the policy**

Our Equality Policy is developed in consultation with students, staff, governors and parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. A member of our staff is a qualified educator for the Holocaust Educational Trust and two of our Post 16 students are Ambassadors to the Trust. We have links with Enfield Young People's LGBT group and work in partnership with them during LGBT month. Our KS4 students visit local elderly people homes to provide beautician services and regular visiting takes place during the festive season. We are accredited as a UNICEF Rights Respecting School.

When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2016, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs and disability and those who are Looked After Children.

### **Links to other policies and documentation**

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our school development plan, self-evaluation review, the school prospectus, school website and newsletters. We have incorporated the recently updated Children and Families Act 2014 to include the changes in Special Educational Needs and Disability (SEND), which set out the new framework for supporting students in school with special educational needs and disabilities.

There are also references in the behaviour, admissions, Special Educational Needs and Disability and anti-bullying policies as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our recruitment policy.

### **What we are doing to eliminate discrimination, harassment and victimisation**

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.



We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones through student voice and full consultation with Staff.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are governed by the LA and, in casual admissions or managed moves, we do not discriminate against students by treating them less favourably on the grounds of their sex (Post 16), race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

### **Behaviour, Exclusions and Attendance**

The school Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

### **Addressing prejudice and prejudice-based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs and disability
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.



### **What we are doing to advance equality of opportunity between different groups**

We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.

We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

#### **We collect, analyse and publish data:**

- on the school population by gender and ethnicity
- on the % of students identified as having a special educational need and/or disability and by their principal need or disability
- by year group – in terms of ethnicity, gender and proficiency in English
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

#### **We publish an analysis of standards reached by different groups at the end of each key stage:**

All Pupil Premium Students

Looked after Children (LAC)

Students on Child Protection Plans or Child in Need Plans

All Special Educational Needs and Disabilities (SEND)

EAL

DfE Identified Ethnic Groups

Young Carers

We also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future students – we will, for example, be sufficiently prepared if a sensory impaired or traveller student joins our school.

We avoid language that runs the risk of placing a ceiling on any student's achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all students

We provide support to students at risk of underachieving



We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- SEND and non-SEND students
- students' different ethnic, cultural and religious backgrounds
- girls and boys (Post-16)

We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

We have implemented an accessibility plan designed to increase the extent to which students with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled students. In compliance with SEND Code of Practice January 2015 we have published our SEND information report pertaining to the new act on our website [www.enfieldcs.enfield.sch.uk](http://www.enfieldcs.enfield.sch.uk)

### **Special Educational Needs and Disability (SEND) Offer**

At Enfield County School we welcome everyone into our community and endeavour to make available inclusive provision to ensure that all girls, including those girls identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

### **Positive Action**

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

### **What we are doing to foster good relations**

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students. We actively promote fundamental British values of tolerance and harmony by teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHCE and citizenship and across the curriculum.

- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping





- We promote a whole school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, LGBT Month, Holocaust Memorial Day and 'Mental Health Awareness' Week
- We include Equalities matters in our newsletters to parents and carers.

### **Other ways we address equality issues**

- We maintain records of all training relating to the Equalities
- Our monitoring records include evaluations of aspects of Equalities
- We keep minutes of meetings where equality issues are discussed.

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.

The implications for equalities of new policies and practices are considered before they are introduced

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from the annual parent questionnaire, parents' evenings, parent-school forums and/or focus meetings or governors' parent-consultation meetings
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the students and groups of students, from the school council, PSHCE lessons, whole school surveys on children's attitudes to self and school
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- ensure that we secure responses and feedback at Governing Body meetings and from the Governing Body's working groups.



### **Publishing Equality Objectives (Appendix 2)**

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis which inform our discussions about the Equality Objectives.

### **We produce an Equality Action Plan that shows how we will achieve our objectives. This is part of our School Development Plan.**

#### **Monitoring and reviewing objectives:**

We review and update our equality objectives every two years and report annually to the Governing Body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers. We publish an evaluation of the success in meeting these objectives, for parents and carers, on the school website.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

#### **Governing Body**

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the Governing Body has a watching brief regarding the implementation of this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

#### **Headteacher and Leadership team**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.



### Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur and be vigilant in recognising issues that may incite harm to others
- plan and deliver curricular and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.
- promote fundamental British values

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

### Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in school newsletters and on the School Website [www.enfieldcs.enfield.sch.uk](http://www.enfieldcs.enfield.sch.uk), to enable them to do this. Please see the visitor's policy for more information.

#### Key contacts:

**Staff responsible for equalities: Ms J Scott**

**Lead governor: Ms M Sinclair**

### Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.



All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### Appendix 1

#### Check list for school staff and governors

- The school collects information on race, disability and gender with regards to both students and staff, e.g. student achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses student achievement in terms of progress and standards for different groups and takes action when the trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies and the school council



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- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays, multi-media resources, the library books and resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Peace One Day, LGBT Month, Mental Health Awareness Week, One World Week, Anti-Bullying Week, etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible to students, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information
- The Governing Body is increasingly representative of the community it serves. Procedures for the election of parent governors are open to candidates and voters who are disabled.



### Appendix 2

#### 2 Year Plan

- We are going to engage all groups in the school community
- We are going to monitor how students engage and communicate with one another to prevent discrimination
- We will help parents and carers in their understanding, knowledge and access of the British Education System