



Race, Disability and Gender Equality Scheme

2007 - 2010

The Chauncy School

April 2008

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1. Introduction

Our equality vision and the values that underpin school life

We will provide a challenging, problem solving and ICT rich approach to learning which will encourage and support students and members of the local community in the full development of their intellectual, practical and interpersonal skills to enable them to contribute to an increasingly technological society.

Core values that underpin our work are:

- All our pupils are respected as individuals taking account of race, religion, disability, gender, background, sexual orientation, age and ability.
- The school respects and values the linguistic, cultural and religious diversity which exists in our school and in the wider community.
- We respect our pupils as individuals who have the right to enjoy equal access to a rich, relevant curriculum, high quality learning experiences and enrichment activities.
- The school strives to give support to individuals and groups of pupils who require something extra to meet their needs.
- We regard parents as an integral part of our community and involve them as much as possible in the joint enterprise of making learning exciting and positive for all.
- We are outward-looking school and involve the wider community as much as possible.

1.2 School Context

The characteristics of our school

The Chauncy is a mixed, comprehensive community school specialising in the visual arts (2003). The school works with five other local schools to provide joint post-16 provision. There are 878 students, 135 of which are in the sixth form. There are almost twice as many girls studying in the current Year 12 than boys. Standards on entry to the school are broadly average. Since September 2006 43 students have been admitted to the school at non-traditional start dates. The school population is predominantly white British (94%). The percentage of students eligible for free school meals is below average as is the percentage of students with special educational needs. Proportions are increasing with each year's intake. Students are drawn from a wide cross section of social and economic backgrounds, and a significant

proportion are drawn from a ward ranked 20% lower than the East Herts average in the family income and education and skills categories. Attendance in 2007 at 93.4% was above the national average. The school has two looked after children. The school is a dedicated school for students with physical or neurological impairments. The school achieved the Sports Mark in 2003 and Arts Mark Gold standard in 2005. The school was successfully reaccredited for Investors in People in 2007.

Characteristic	tal	Breakdown (number and %)
Number of pupils	151	Year Seven 67 Girls (44%) 84 Boys (56%)
	144	Year Eight 68 Girls (47%) 76 Boys (53%)
	159	Year Nine 81 Girls (51%) 78 Boys (49%)
	153	Year Ten 77 Girls (50%) 76 Boys (50%)
	149	Year Eleven 77 Girls (52%) 72 Boys (48%)
	69	Year Twelve 40 Girls (60%) 29 Boys (40%)
	53	Year Thirteen 33 Girls (62%) 20 Boys (38%)
	878	443 Girls (51%) 435 Boys (49%)
Number of staff	130	96 Female (74%) 34 Male (26%)
Number of governors	17	7 Female 10 Male
Religious character		
Attainment on entry		Broadly average ability on entry (average CAT score 2003 – 2007 is 98.5, Av KS2 score is 27.5)
Mobility of school population		9.5% of students did not join their year group in the September of joining the school.
Pupils eligible for FME	79	Y7 – 14 Y8 – 14 Y9 – 12 Y10 – 11 Y11 – 25 Y12 – 2 Y13 - 1
Deprivation factor	0.1	Lowest Quntile 2007 = 0.1 where National Average is 0.2
Disabled staff	None	
Disabled pupils (SEN/LDD)	117	School Action 64 School Action Plus 39 Statement of Special Educational Needs 17
Disabled pupils (no SEN)	0	
BME pupils		White British – 777 White Irish – 3 White any other background – 55 Mixed White and Black Caribbean – 3 Mixed White and Black African – 1 Mixed White and Asian – 2 Mixed any other background – 3 Asian or Asian British – Indian – 2 Asian or Asian British – Pakistani – 0 Asian or Asian British – Bangladeshi – 1 Asian or Asian British – any other Asian background – 2 Black or Black British – Caribbean – 5 Black or Black British – African – 7 Black or Black British – any other Black background – 2

		Chinese – 0 Gypsy \ Roma – 0 Travellers of Irish Heritage – 0 Any other ethnic group – 7 Parent \ Learner preferred not to say – 5 Information not obtained - 3
Pupils who speak English as an additional language	20	EAL Phase: A - 1 C - 5 D - 3 E - 11
Average attendance rate		93.85% in academic year 2006 - 2007
Significant partnerships, extended provision, etc.		Extended Schools Hub School Status JSLA Sports Partnership School SAPG planning group (14-19) Hertford Federation of Schools and Colleges
Awards, accreditations, specialist status		Visual Arts Specialist Schools Status

1.3 Current situation

The standard procedures and processes of our school – disability

Chauncy is recognised as having Physiological and Neurological Impairment status.

Our teaching assistants are trained in specialist areas such as dyslexia. We have a range of effective policies which support disability equality for example SEN Policy, Disability Access Plan and Health and Safety Policy.

The standard procedures and processes of our school – gender

We have developed a curriculum that is personalised to reflect gender needs. We challenge gender stereotypes in PSHE, Assemblies and through Theatre in Education. Our behaviour policy and anti-bullying policy provide support strategies and sanctions to ensure true fulfilment of potential. We encourage participation in sport and have highlighted positive achievements to improve gender based differences in participation, for example the development of girls rugby and sports tours.

The standard procedures and processes of our school – race

We have developed a culturally diverse curriculum that prepares children for life in a diverse society and which is representative of the rich diversity found in Britain. Through Assemblies on Racism, support of campaigns such as Love Music Hate Racism and Theatre in Education productions such as 'And Then They Came For Me', we have raised the issue of racial discrimination. We have a robust policy on Preventing and Dealing with Racist Incidents which was introduced with staff, student and governor training in 2007/08.

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2. Race Equality Scheme

2.1 The Legal Framework

This race equality-policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000). Through this policy the school is working in line with the Commission for Racial Equality Standards Learning for All (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

The Race Relations Act (2000) places a general duty on schools as public authorities to promote race equality. The duty means that, in everything they do, schools must aim to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

2.2 School's character and circumstances

The Chauncy is a mixed, comprehensive community school specialising in the visual arts (2003). The school works with five other local schools to provide joint post-16 provision. There are 881 students, 135 of which are in the sixth form. There are almost twice as many girls studying in the current Year 12 than boys. Standards on entry to the school are broadly average. Since September 2006 43 students have been admitted to the school at non-traditional start dates. The school population is predominantly white British (94%). The percentage of students eligible for free school meals is below average as is the percentage of students with special educational needs. Proportions are increasing with each year's intake. Students are drawn from a wide cross section of social and economic backgrounds, and a significant proportion are drawn from a ward ranked 20% lower than the East Herts average in the family income and education and skills categories. Attendance in 2007 at 93.4% was above the national average. The school has two looked after children. The school is a dedicated school for students with physical or neurological impairments. The school achieved the Sports Mark in 2003 and Arts Mark Gold standard in 2005. The school was successfully reaccredited for Investors in People in 2007.

2.3 Roles and Responsibilities

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole school staff, including support staff.

Introduction to this race equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Governors

The governing body of the school has agreed this policy and will:

- assess and monitor the impact of this policy by reviewing the action plan annually; and
- receive progress reports from the head teacher and other school staff on a termly basis, as part of the head teacher's report to governors.
- Return statistical information to the relevant council officer.
- One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality.

Headteacher

The head teacher will demonstrate through their personal leadership the importance of this policy. He will:

- ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy;
- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis; and
- ensure that, where additional funding is available for raising the achievement of minority ethnic students, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

Race Equality Co-ordinator

The Race Equality Co-ordinator will be a teacher in the school who is involved in action planning and policy development and monitoring and evaluation. The role will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Heads of Department and Subject Leaders

Will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students

Students will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racist nature to an adult.

2.4 Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

2.5 Aims and Values

We respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all students for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human
- Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals of different ethnic groups
- within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum
- and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our students and staff.

2.6 Key areas in Promoting Race Equality

The Ethos of the School

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has an additional policy for preventing and dealing with racial incidents which clearly sets out the procedures for handling and reporting complaints and incidents.
- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and preventing and dealing with racial incidents policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community.
- Reflection of all ethnic groups should be included in all marketing strategies.

Monitoring Pupil Achievements

We will collect group and individual data on attainment by ethnicity, based on the new national population census ethnic categories, as used in Hertfordshire. We will analyse and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on students' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

Students' Attitudes, Values and Personal Development

At Chauncy we will:

- Enable our students and staff increasingly to develop a critical awareness of diversity and equality
- Enable our students and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our students and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure a willingness by students and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider students' language abilities as a teaching and learning resource and a strength

- Ensure that students have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that students have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

The school will ensure that:

- Teaching methods and styles take full account of the needs of students' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- Diverse learning styles are catered for
- The skills to learn in a range of different styles and contexts are developed and encouraged
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All staff receive training on strategies for helping bilingual and multilingual students to improve their English
- Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)
- All students are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst students and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non stereotypical and reflect the multiethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

The Curriculum

All teachers will ensure that curriculum content and resources and classroom environments present and value Britain as a culturally diverse society and develop students understanding of the wider world. In presenting this diversity, all staff and volunteers will take care not to present different cultures in stereotyped ways.

All teachers will develop the dimension of cultural diversity as appropriate to their subject and care responsibilities. Collectively the school curriculum will:

- Support the development of personal, social and cultural identities in all students
- Teach students respect and value for diversity
- Teach students the nature of cultural diversity in Britain and globally

- Teach students the nature of inequality as it affects various groups, within the context of the rights and responsibilities of being a member of society.

Working with students who have English as an additional language

- The school recognises and values multi-lingualism.
- The language and learning needs of multi-lingual students are clearly identified and appropriate support identified and used. The school will reflect and develop students' and communities' languages and cultural backgrounds through resources and displays throughout the school. For example multilingual signs, notices, children's writing.
- The school will explore a broad range of other media, for example computer software, the Internet, audio and videotapes, films, songs, games etc, to support the maintenance and development of home/community language skills and cultural heritage.
- The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for students and communities who are developing literacy in their first language.
- The school will draw on the skills of parents and local communities in producing resources.
- The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

Attendance, Exclusion and Behaviour

- The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of students with Pastoral Support Plans (PSP) and teachers rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
- Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
- We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
- Understanding students' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.
- The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
- Reintegration strategies are culturally inclusive and responsive to students' ethnic and cultural background.
- The school recognises the right of students to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of students who are absent for religious/cultural observance.
- Provision is made for students who are of on leave for religious/cultural reasons.

Racism and racial harassment

- There is a clear policy and established procedures for preventing and dealing with racist incidents which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the governing body and to Local Authority each term.

Parents and the wider community

Active steps will be taken to involve ethnic minority parents, including as appropriate:-

- the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports, and for basic labelling across the school buildings
- the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and PSP meetings
- active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks actively to work in partnership with local minority ethnic community organisations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

Admissions and transfer procedures

As a Community school our admissions policy is that of the Local Authority and is operated by the CSF. We will provide CSF with appropriate data as necessary for them to monitor the policy.

As a school we are conscious of the vulnerability of our students at times of transfer into and out of the school. Appropriate guidance and support will be provided for all parents and students in relation to the new context in which the children will learn. We will seek to ensure that all vulnerable students are nurtured and supported in a safe environment.

2.7 Leadership and Management

Staff recruitment and retention

- The school recognises the value of diversity in the school staff and governing body and will ensure that its recruitment policy:
 - does not discriminate against minority ethnic groups
 - takes appropriate action to seek staff and governors from a diversity of backgrounds.
- Steps will be taken to ensure that cultural bias is removed from recruitment and selection processes and that all involved in recruitment and selection understand how to ensure race equality in the process.
- A demonstrated commitment to race equality will be a criterion for the selection of all new staff.
- The school will seek to ensure that diversity represented in the school staff and the governing body is valued, maintained and built on.

- The school will monitor its support practices to ensure that retention rates for minority ethnic staff and governors match the retention rates for the staff and governing body as a whole.
- The school will provide data for CSF to enable them to monitor staff recruitment and retention by ethnicity.

Staff career structure and development, guidance and support

- We are concerned to encourage people from under-represented minority ethnic groups to apply for positions at all levels in the school.
- We will ensure that all staff have access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities. Such access will be monitored by ethnicity.
- We recognise the potential vulnerability of isolated minority ethnic staff and will ensure that appropriate support and networking opportunities are available.
- Our awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race equality is directly addressed in staff induction and training sessions, staff meetings and/or performance management meetings as appropriate. The school strives for consistency of approach and effective practice.

Commitment

Senior Leaders will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all students need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

To achieve this:

- All staff, governors, parents/carers and students will be actively involved in developing, implementing and evaluating the school race equality policy.
- All members of the school community will understand their role in supporting and implementing the policy. Students' engagement in this process will be as full as appropriate with a clear development programme to progressively maximise their contribution.
- The perspectives of minority groups and isolated students/families will be a matter of particular concern in this process.

2.8 Monitoring the race equality action plan

The school monitors the impact of this policy and action plan on students, parents and staff from different ethnic groups. In particular, the impact of policies on the attainment levels of students.

To monitor our students' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:

- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- membership of the governing body;
- parental involvement;
- working with the community; and
- support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

- highlight any differences between students from different ethnic groups;
- ask why these differences exist and test the explanations given;
- review the effectiveness of current targets and objectives;
- decide what further action will be necessary to meet particular needs and to improve the performance of students from different ethnic groups (which might include positive action);
- re-think and set targets in relevant strategic plans;
- make links with performance management objectives which will include information about quality as well as quantity; and
- take action to make improvements.

2.9 Indicators of Success

- High levels of achievement. All students achieve their full potential and the performance and progress of students from all racial groups is broadly similar.
- Higher attainment. The school's profile of attainment rises and any attainment gaps between ethnic groups are reduced.
- A diverse curriculum. Challenging racism and celebrating diversity and racial equality is addressed across all areas of the curriculum. The experiences and expertise of students, parents, staff, and members of the local community from different racial groups are utilised in delivering the curriculum.
- Reduction in Exclusions. Few students are excluded from the school and there are no disparities in rates of exclusion across different racial groups.
- Admissions. The ethnic profile reflects the ethnic profile of the area from which students are drawn.
- Active Parental involvement. Attendance at parents evenings is high across all racial groups. Parents from all racial groups contribute to consultations, and participate in activities and events organised for parents.
- A diverse governing body. The governing body is representative of the different ethnic and cultural groupings in the local population. The retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.
- An effective governing body. All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors play an active role in decision making on racial equality matters.

- Effective response to racial harassment and racist incidents. Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective. Feedback from students, parents and staff victims show high levels of satisfaction with the way in which victims are supported, and incidents handled and resolved.
- A diverse workforce. The ethnic profile of non-teaching and support posts reflect the ethnic profile of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from ethnic minority groups, both in to teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- A successful workforce. All staff feel valued and able to contribute fully to all aspects of the school's work.
- Successful partnerships. Successful partnerships with a wide variety of local organisations, including local groups representing the minority ethnic population. Partnership organisations play an active and valuable role within the school.
- Pupil and parent satisfaction. High and equal levels of satisfaction with the school's overall performance from parents and students from all ethnic and cultural groups.
- Low complaint levels. Few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for students, with no disparities of significance across different racial groups.
- Trust. A high level of trust and confidence from all parents, students and staff and a rich and diverse sense of community within the school.
- Respect. The school is respected for its commitment and effectiveness in the race equality field.

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3 Disability Equality Scheme

3.1 Mission Statement

At Chauncy, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Chauncy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3.2 Check list for school staff and governors

- Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?
- Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?
- Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Deaf Awareness week to raise awareness of disability?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

3.3 The Disability Equality Duty (DED)

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

The Duty

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This is also known as the Disability Equality Duty (DED) and applies to all disabled pupils, staff and those using services provided by schools.

Monitoring

To meet the Disability Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities. The following should be monitored:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc.)

Additional implications for schools:

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the

information. Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Hiring transport

School staff will need to be aware of Section 6 of the Act when hiring transport as it puts new duties on transport providers, including the bus and coach companies, and the taxi and private hire car trade. The requirement to provide accessible vehicles is extended to include these transport providers. Bus companies will not be able to refuse a job because, for example, it may take longer to pick up disabled students.

Election of parent governors

The election of parent governors will now be covered by the DDA 2005, and governors will need to ensure that the procedures for candidates to stand for election and for parents to vote for candidates are accessible to disabled people. However, the result of the election is not covered and disabled candidates will not be able to claim that they were not elected simply because they were disabled. Once a disabled parent governor is elected, the school governing body functions in relation to that parent are covered and the school must ensure that they can participate fully in school life.

3.4 Involvement and consultation

It is a requirement that disabled pupils, staff and those using school services should be involved in the production of the Disability Equality Scheme.

The Chauncy School will consult with disabled pupils, staff and service users in the development of our Disability Equality Scheme by:

Consultation with disabled pupils / staff / parents to determine their priorities for the school with regards to disability equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

3.5 Making things happen

In order to ensure that action is taken to meet the Disability Equality Duty, The Chauncy School has drawn up an action plan to make things happen, which outlines how the requirements of the DDA 2005 will be met. This action plan has been shaped in consultation with disabled people as outlined in the previous section, and may include some of the good practice examples below.

Good practice examples

The following examples provide good practice suggestions on how disability equality can be promoted in a school environment.

- Promoting equality of opportunity between disabled people and other people.
 - Increase awareness of the ways in which parents of disabled children and young people can help to support their learning, for example through workshops;
 - Ensuring that the talents of disabled pupils are represented accordingly through the Gifted and Talented Registers.

- Eliminating discrimination that is unlawful under the DDA and harassment of disabled people that is related to their disability.
 - Monitor incidents of harassment and bullying of disabled pupils. Encourage pupils to report and take action against offenders.
 - If a number of incidents have been prevalent within a particular year group, use circle time, story time or assembly to investigate and address the issue with all pupils.

- Promoting positive attitudes towards disabled people.
 - Use the school environment to promote positive attitudes to disability. Ensure that disability is represented in posters, collages, displays and learning materials.

- Promoting positive attitudes towards disabled people (continued)
 - Celebrate and highlight key events such as the Paralympics, Deaf Awareness Week and Learning Disability Week.

- Encouraging participation in public life by disabled people.
 - Ensure that disabled pupils are represented and encouraged to participate in class assemblies, plays, events and on the school council.

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4. Gender Equality Scheme

4.1 Mission Statement

At Chauncy, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Chauncy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

4.2 Check list for school staff and governors - Service Provision:

- Is information collected on gender with regards to both pupils and staff? Is this information used to improve the provision of services?
- Is pupil achievement monitored by gender? Are there trends or patterns in the data that may require additional action?
- Are pupils of both sexes encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?
- Are pupils of both sexes given the same opportunities to participate in physical activity, both in and outside of school hours?
- Is bullying and harassment of pupils monitored and is this information used to make a difference?
- Are stereotypes in terms of gender actively challenged in both the classroom environment and in the playground?
- Are pupils encouraged to consider career paths/occupations that are traditionally gender stereotyped?
- Is the school environment as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs? Are open evenings and other events which parents or carers attend held in an accessible part of the school?
- Are parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, and assemblies?

Are governing bodies representative of the pupils, staff and local community that they serve?

Employer duties

As an employer you will need to ensure that you eliminate discrimination and harassment in your employment practice and actively promote gender equality within your workforce

Are gender aspects considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination?

Is bullying and harassment of staff monitored and is this information used to make a difference?

NOTE: The EOC Code of Practice on the Duty lists key employment issues that are usually the most common ones to be considered, these include:

- Recruitment
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Transsexual staff
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

It is a specific requirement of the duty that an equal pay policy is developed.

4.3 The Gender Equality Duty (GED)

The Government has introduced the Equality Act 2006 with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Act a Gender Equality Duty was established for the public sector. The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society. The legislation outlines both a General Duty and Specific Duties.

The General Duty

The General Duty requires that every public authority in carrying out its functions should:

- Eliminate unlawful discrimination and harassment, taking active steps to comply with both the Sex Discrimination Act and the Equal Pay Act
- Take active steps to promote equality of opportunity between men and women when carrying out their functions and activities

The Specific Duties

In addition, public bodies are required to comply with the Specific Duties which are:

- To produce and publish a Gender Equality Scheme (GES) identifying Gender Equality goals and actions to meet those goals
- To consult with employees and stakeholders in the development of the GES
- To monitor and review progress. The scheme will need to be reviewed every three years
- To publish an annual report on progress with the Action Plan
- To develop and publish an equal pay policy including measures to address promotion, personal development and occupational segregation
- To conduct and publish gender impact assessments of all legislation and major policy developments and publish their criteria for conducting such assessments

The act also makes provisions on prohibiting discrimination on the grounds of sexual orientation in employment and the provision of goods, services, facilities, education, use and disposal of premises and the exercise of public functions.

Equality Impact Assessment

Under the GED, there is a specific duty (as is also required for Race and Disability Equality) to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality.

To meet the Duty it is essential that gender impact assessments are undertaken and published for all policy developments and that the criteria for conducting such assessments are published:

- Identify the aims of the policy or practice
- Collect evidence on the impact of policies on both sexes
- When new policies are being developed, assess their likely consequences for both sexes
- Alter or amend proposed policies so that they promote gender equality and eliminate discrimination
- Resource those changes appropriately

Monitoring

Monitoring is necessary in order to identify that no adverse impact has taken place as a result of the implementation of a policy.

To meet the Gender Equality Duty, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people. The following should be monitored:

- Achievement of pupils by gender
- Staff satisfaction levels by gender
- Distribution of staff pay scales

4.4 Involvement and consultation

It is a requirement that pupils, staff, trade unions and those using school services should be involved in the production of the Gender Equality Scheme.

The Chauncy School will consult with pupils, staff, trade unions and service users in the development of our Gender Equality Scheme by:

Consultation with pupils / staff / trade unions/parents to determine their priorities for the school with regards to gender equality over the next three years via:

- Focus groups
- Questionnaires
- Feedback slips
- Drop-in sessions

These questions could use to obtain the views of pupils, staff, governors and parents:

- Do you feel that male and female pupils have equal access to sport?
- Do you feel that male and female pupils have equal opportunities to participate in school life?
- Do you feel that the staffing body is representative of the school population and the community it serves?
- Are there enough opportunities for Mums and Dads to get involved in their child's education? What would make it better?
- Do you feel that the school is challenging gender stereotypes e.g. in the curriculum, with career advice, and in school life in general?

4.5 Making things happen

In order to ensure that action is taken to meet the Gender Equality Duty, The Chauncy School has drawn up an action plan to make things happen, which outlines how the requirements of the Gender Equality Duty will be met. This action plan has been shaped in consultation with pupils, staff, trade unions, parents, and all those that we provide a service to as outlined in the previous section, and may include the good practice examples below.

Good practice examples

The following examples have been taken from guidance issued by the Equal Opportunities Commission and schemes already prepared in other Local Authorities, and provide good practice suggestions on how gender equality can be promoted in a school environment.

- The Fathers and Reading Project - this is a good example of a service that tries to create positive male role models for school children. It provides opportunities for fathers to get involved in their children's education, and specifically to help them with their reading. Games and

activities are used as a way of recruiting fathers and their children and developing physical contact.

- The Girls Into Sport Project- set up to try and address the reasons why some girls drop out of PE. There was particular emphasis on improving the health of young people through schools, and some of this improvement will be done by trying to increase the amount of physical education provided within schools.

5.0 Equality and Diversity Action Plan

The following action plan outlines what will be achieved in the next year with regards to meeting the Race, Gender and Race, Disability and Gender Duties.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Preventing and Dealing with Racist Incidents	Race Equality and Diversity	Produce a new policy on Preventing and Dealing with Racist Incidents	Close monitoring of incidents of reported racism to highlight a reduction in number of reported incidents	DHT Pastoral will monitor and report to SLT and Pastoral Team half termly and to Governors termly.	SWN (DHT Pastoral)	Sept 2007	Dec 2007
Curriculum content review	Diversity and Equality: Race Disability Gender	We will initiate a project to examine equality and diversity in the curriculum. A cross curricular mapping project will highlight areas of strength and weakness.	Cross curricular map of opportunities to celebrate diversity and equality. Deficit areas highlighted.	Annual survey delivered through Curriculum Team.	SLT	May 2008	Annual Review

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
		The outcomes of the exercise will allow staff to develop and share good practice in addressing equality issues through the curriculum.					
Improving visual environment around the school	Diversity and Equality: Race Disability Gender	There is a lack of visual materials which challenge stereotypes and promote positive attitudes to difference around the school. Through Visual Arts Status and purchased resources we will look to create an improved range of visual materials to celebrate equality and diversity	Increased range of art work on display from ethnic influences. Ensure that PSHE and Citizenship resource poster material reflects ethnicity and diversity. Purchase	Ongoing monitoring within Departments. Termly review of whole school aesthetics.	Art Department PSHE coordinator Curricular Departments	Sept 2008	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
			further resources for classroom and corridor display.				
Policy Review	Equality and Diversity: Race Disability Gender	We want to incorporate an examination of equality and diversity in our rolling programme of policy review – to be reported on annually.	Review of Policies	Each R&D meeting on School Policies	R&D Committee	Sept 2007	Ongoing
Stakeholder Consultation	Equality and Diversity: Race Disability Gender	We will implement a programme of consultation on the three statutory strands, focussing initially on involvement of BME pupils and parents.	Outcomes from stakeholder consultation meetings Student interviews and focus groups	Annually	SLT	May 2008	Annual
Impact Assessment	Equality and Diversity: Race Disability	We will implement a programme to improve current management	Include relevant sections in How Well Are	Annual review of external data Termly review of	DHT Curriculum SENCO LCOs	Sept 2008	Sept 2009

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
	Gender	information within the year and expand it over three years.	We Doing? Booklet LCOs aware of breakdown of achievement according to Ethnicity, Gender and Disability	internal data			
Communication and publishing	Equality and Diversity: Race Disability Gender	We will ensure communications with the school community are accessible and easy-read, update website to include more explicit reference to our commitment to equality and diversity, tell the school community about equality plans and make appropriate) copies available on	Consultation with stakeholders and focus groups	Annually	SWN (DHT Pastoral)	Sept 2007	Annual

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
		the website.					
Community Involvement	Diversity and Equality: Race Disability Gender	Few parents from different faith groups are involved in school life. We will take steps to recruit a more diverse governor group, and target communication to encourage faith groups to engage in extended school's activities.	Greater parental and faith group involvement in participation in PSHE \ Citizenship and RE activities. Community Day projects. Governing Body profile analysis to examine whether it is reflection of the Ware community.	Annually	SLT Governing Body	May 2008	Ongoing
Staff Recruitment Information	Disability Equality and Diversity	Our website contains no information about the accessibility of our building. We will	Disability Equality Policy annual review	Annually	SWN	May 2008	May 2008

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
		update the information to include accessibility details and provide a contact number for queries.					
Boys' Achievement	Gender Equality and Diversity	We want to focus our efforts on improving boys' attainment, while maintaining that of girls.	Included sections in How Well Are We Doing? Booklet – performance analysis Termly Analysis by LCO	Termly with LCO Annually with DHT Assessment	SLT	May 2008	Ongoing

6.0 Monitoring and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Race, Disability and Gender Equality Duty, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be monitored in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

An annual report will be produced which outlines the progress of the Race, Disability and Gender Equality Scheme and assesses the implementation of the action plan for effectiveness. This report will be circulated to the Head-teacher and Governors, and the findings will be used to improve the Race, Disability and Gender Equality Scheme and feed into future practice.

For further information, please contact:
Steve Walton (Deputy Head Pastoral)

This Scheme and Action Plan has been agreed by the Chair of Governors

Signed _____

Date _____