

Furze Platt Senior School



Equalities Policy

Legal duties

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. This is a superordinate policy. Some examples of specific school policies which support and promote this policy are:
 - Promoting Community Cohesion Policy
 - Special Educational Needs Policy
 - Anti Racism Policy
 - Anti Bullying Policy
 - Curriculum Policy
 - PSHE and Citizenship Policy

Guiding principles

5. In fulfilling the legal obligations referred to above we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, age, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

- disabled and non-disabled people (See Appendix 1)
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

School Improvement Planning

6. We recognise that the actions resulting from a policy are what make a difference.
7. Each year we draw up a school improvement plan, which includes setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above.
8. Our current School Improvement Plan is on First Class and in the Staff handbook

The curriculum

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

Ethos and organisation

10. We ensure that the principles listed in paragraph 5 above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing prejudice and prejudice-related bullying

11. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:
 - prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
12. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
13. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

Roles and responsibilities

14. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
15. A member of the governing body has a watching brief regarding the implementation of this policy.
16. 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.
17. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

18. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom
 - deal with any prejudice-related incidents that may occur
 - identify and challenge bias and stereotyping in the curriculum
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

Information and resources

19. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.
20. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

21. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. (*See School Leave of Absence Policy*)

Staff development and training

22. 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.

Breaches of the policy

23. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Monitoring and evaluation

24. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
25. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special

educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

26. To review good practice we make use of a range of auditing schedules.

APPENDIX 1

The SEN and Disability Act 2001 and the Disability Discrimination Act 2005 amended the Disability Discrimination Act 1995. The Disability Discrimination Act (DDA) requires schools:

- Not to treat disabled students 'less favourably'
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage
- To draw up plans to show how, over time, they will increase access to education for disabled students (**school accessibility plans**)
- To comply with the Disability Equality Duty
- To prepare, publish, implement and report on a **Disability Equality Scheme**

This duty requires schools to produce an Accessibility Plan that identifies the action the schools intend to take over a three year period to increase access for those with a disability in three key areas and is published and evaluated annually.

Definition of disability

A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 11 million adults and 772,000 children in the UK are disabled, equivalent to 24% of the adult population and 7% of all children.

A disabled person (child or adult) is someone who has a **physical or mental impairment**, which has a **substantial** and **long-term** adverse effect on his or her ability to carry out **normal day-to-day activities**.

- A **physical or mental impairment** includes sensory impairments; impairments relating to mental functioning, including learning disabilities and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- **Substantial** means more than minor or trivial.
- **Long-term** means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- **Normal day-to-day activities** cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift, carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

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.

Disability Equality Scheme

Introduction

Furze Platt Senior School is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for disabled people.

The involvement of disabled people

We are committed to the involvement of disabled people in the developing provision. The following steps will be taken to secure this involvement:

- local organisations for disabled people will be approached for their comments as appropriate;
 - disabled members of staff will be involved in the group devising/revising this statement;
 - disabled students and parents of disabled children attending the school will be asked to contribute;
 - union representatives have been asked for their views;
 - the school has had regard to the Local Authority protocol;
- and

Impact Assessment

We are aware that any statement must be backed up by action. We will:

- review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- collect and analyse relevant statistical information;
- collect qualitative information on the confidence and enjoyment of disabled people;
- review advertising with a view to making it more encouraging to disabled people;
- examine information for parents and the induction process for children with a view to making it more encouraging for children;
- make appropriate reports;
- introduce an equality assessment on new developments; and
- aim to increase over time the number of disabled people in our employment and attending the school, while accepting that the numbers of disabled people in a relatively small organisation make targets impossible to set with any validity

Information

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- data on the employment of disabled people. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- qualitative information from disabled employees or would-be employees. This will include an exit questionnaire;
- performance data for disabled children;
- disciplinary data for disabled children; and
- qualitative and quantitative information on the effect of interventions in regard to disabled children

Use of Information

- The information collected will be reported to the Governors
- The information will be taken into account in decisions regarding staffing, curriculum and premises development; and
- It will form part of the discussions with Curriculum Leaders and Heads of House on their SEF and Development Plan and in the drawing up of the school's SEF and the School Development Plan

Actions Taken

The actions that the school has taken so far in regard to disability equality are:

- improving the facilities within AuRA for ASD students;
- enhancing TA staffing;
- providing regular training opportunities for staff working with disabled students to improve the staff's understanding of how to help them to reach their potential;
- improving access to the site and buildings for disabled students in line with our Accessibility Plan;
- monitoring the progress of disabled students as a matter of course after every assessment opportunity and in addition to their Annual Review;
- reviewing our Off-site Activities Policy to make sure disabled students are included in virtually all curriculum visits and in as many extra-curricular activities as possible

Reporting

The actions of the school in regard to disability equality will be published annually in a report to Governors.

Revision

The Headteacher and SLT will draw up a revised Disability Equality Statement, including the Special Educational Needs Coordinator, and Accessibility Plan involving disabled people and taking account of the actions taken by the school

during the life of this statement and the information collected on its operation, by 31st December 2010. The revised statement will be subject to approval by the Governing Body.

Furze Platt Senior School

Monitoring Equalities, Disability Equality Scheme and Accessibility Plan (2008 -9) Progress report

Aspect of Policy	Key Actions	Impact
Equality Policy	<ul style="list-style-type: none"> • Collaboration with 2 Maidenhead Schools on Saturday School for Pakistani boys • Prayer room made available for students and staff during Eid • Study support evenings for Year 11 boys and girls run separately for second year • Hosted a GCSE student from Holyport Manor Special School in maths. 	<ul style="list-style-type: none"> • Improved outcomes according to tracking data (await Autumn results) • Improved confidence for students approaching exams • Raised achievement for students and positive attitudes fostered in peers
Disability Equality Scheme	<ul style="list-style-type: none"> • Training for staff on requirements of students with physical impairment (CR and JD) • Training for new staff , NQTs, TAs on ASD • Timetable adjusted for Year 7 student to ensure all teaching on ground floor • Strategies to ensure effective settling for year 7 student (PGL trip) 	<ul style="list-style-type: none"> • Successful integration of 2 students with cerebral palsy (see SEN file/ Annual reviews) • Student with a disability on successful residential activities week
Accessibility Plan	<ul style="list-style-type: none"> • DDA compliant doors fitted and accessibility enhanced in refurbished English block • Final areas carpeted for noise reduction to support hearing impaired • 	<ul style="list-style-type: none"> • Area now accessible by wheelchair for students parents and carers • Environment provides better support hearing impaired students

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