



Equalities Policy

Legal duties

1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Human Rights Act 1998
 - Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
 - Public Sector Equality Duty (PSED)
 - General Data Protection Regulation (GDPR)
2. This policy also has due regard for non-statutory guidance, including the following:
 - DfE (2014) 'The Equality Act 2010 and schools'
3. The 3 main duties are to:
 - Eliminate discrimination and other conduct that is prohibited by the Act,
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
 - Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.
4. We recognise that these duties are essential for achieving positive outcomes for every child, 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.
5. We recognise our duty to prepare and publish equality objectives. These will be published as part of the School Improvement Plan and posted on the school website.
6. This is a super ordinate policy. Some examples of specific school policies which support and promote this policy are:
 - Special Educational Needs Policy
 - Anti Bullying Policy
 - Curriculum Policy
7. We recognise our duty to make reasonable adjustments for students or adults with a disability as defined by the Equality Act 2010.

Guiding principles

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 children and adults, whichever gender they identify by, 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 people of any gender identity, and an absence of sexual harassment.

Principle 4: Staff recruitment, retention and development

We support diversity in all our staff policies and intend that equality in 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 or gender identity.

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

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;
- children and adults of any gender identity.

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;
- children and adults of any gender identity.

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;
- children and adults of any gender identity.

School Improvement Planning

We recognise that the actions resulting from a policy are what make a difference.

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.

Our current School Improvement Plan is on FP Online.

The curriculum

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

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

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.

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

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.

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.

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

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and parents.

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

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 *Leave of Absence Policy*).

Staff development and training

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

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

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

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.

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

Definition of protected characteristics in the Equality Act 2010

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- age
- marriage & civil partnership

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.

Furze Platt Senior School Accessibility Plan 2019 -21

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Support Services** – access to services within and external to the school to support families where disability is identified
- **Awareness and Communication of Information** – building awareness of staff through training and development and heightening children’s awareness of issues related to disability, how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

Physical Facilities

Summary of progress to date in the last three years
<ul style="list-style-type: none">• Re-painting of all paint markings in external areas• Additional disabled toilets on the main corridor• Clear, colour coded signage for departments across the school• New Leisure Centre fully accessible• Physical space in LS2 adapted to increase the effectiveness of support offered to SEND students• Clear signage produced for the new Leisure Centre facilities• All site development plans as part of the secondary expansion plans meet the aims of the accessibility plan
Objectives for improvement 2019 - 21
<ul style="list-style-type: none">• New teaching block to be fully accessible: lift and disabled toilets to be included.• New hall space to be fully accessible (current hall on two levels with restricted access to the well of the hall)• Development of facilities for medical aid
Monitoring of plans
This plan will be monitored by the Facilities Manager and Resources Committee

Curriculum

Summary of progress to date in the last three years

- More capacity created to provide more alternative provision for students 'in house': construction course, child development , Duke of Edinburgh
- Home learning club/study support provision developed
- More students provided with laptops to increase access to the curriculum
- Level 3 BTEC coursed introduced to 6th Form curriculum
- Additional support to ensure students achieve provided through the Raising Achievement Team

Objectives for improvement 2019 - 21

- Further development of a broad 6th Form curriculum offer
- Development of specialist LSAs who have developed expertise: e.g. ASD, Speech and Language, reading development, Emotional literacy support
- Seek GCSE equivalent courses for students with moderate learning difficulties

Monitoring of plans

This plan will be monitored by the Teaching and Learning Committee and SENCo

Support Services

Summary of progress to date in the last three years
<ul style="list-style-type: none">• SEN provision remodelled to make most effective use of resources and support more students• Extension in the number of withdrawal support options for students: counselling, self esteem, ELSA support• Well established relationship with FoodShare• Seek more cost-effective methods to provide counselling support in challenging financial context
Objectives for improvement 2019 - 21
<ul style="list-style-type: none">• Review strategies for supporting and improving the behaviour of those students arriving at FPSS with challenging and complex behaviours• Develop in house expertise for supporting young people with mental health issues.
Monitoring of plans
This plan will be monitored by the Pupils and Parents Committee, Deputy Headteacher and other relevant staff

Communication and Awareness Raising

Summary of progress to date in the last three years

- All parents unable to attend parents' evening are offered and supported to take up the opportunity for a one-to-one meeting about their child
- More SEND students encouraged into positions of responsibility e.g. focus groups, participating in the recruitment process of teachers and LSAs, Student Council, House reps
- Further training for staff on supporting students with SEN and ASD.
- Training for staff on the needs of individual students

Objectives for improvement 2019 - 21

- Maximising the effectiveness of LSAs in classrooms – training for teachers and LSAs.
- Development of Furze Platt and Shine as providers of expert training and support for ASD.

Monitoring of plans

This plan will be monitored by the Pupils and Parents Committee, SENCo and Headteacher