



# Equalities Policy

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## 1. Statement of Intent

Furze Platt Senior School welcomes staff, workers, volunteers, students, parents, applicants, and governors (the 'School Community') from all different ethnic groups and backgrounds. This policy applies to all members of the current and prospective school community.

This policy is available on the school website. This policy can be made available in large print or other accessible formats if required.

### 1.1. Public Sector Equality Duty

The school is committed to promoting equality and when carrying out our functions, in accordance with the Public Sector Equality Duty, we will have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

### 1.2. Legal duties

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. Aims

2.1. We recognise the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the school community. Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the school community)
  - marital or civil partnership status; and
  - age

These are called the **Protected Characteristics**. We also oppose unlawful discrimination (and bullying) on the basis that a person has a special educational need or learning difficulty, or because English is an additional language. We aim to ensure that all policies and practices conform with the principle of equal opportunities and comply with the Public Sector Equality Duty set out in section 149 of the Equality Act 2010.

2.2. Through the operation of this policy we aim to:

- 2.2.1. Communicate the commitment of the school to the promotion of equal opportunities.
- 2.2.2. Promote equal treatment across the school for all members of the community

- 2.2.3. Create and maintain an open and supportive environment which is free from discrimination.
- 2.2.4. Foster mutual tolerance and positive attitudes so that everyone can feel valued within the school community.
- 2.2.5. Remove or help to overcome barriers where they already exist.
- 2.2.6. Ensure that there is no unlawful discrimination against any person on any ground listed under Protected Characteristics above.
- 2.2.7. Make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable.
- 2.2.8. Take reasonable steps to avoid putting people with a disability at a substantial disadvantage (the Reasonable Adjustments duty).
- 2.2.9. Set out how we will publish information to demonstrate our equality commitments.
- 2.2.10. Set out details about our school equality objectives.

### **3. Forms of Discrimination**

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

#### **3.1. Direct discrimination**

Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. For example, rejecting an applicant of one race because it is considered they would not 'fit in' on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

#### **3.2. Indirect discrimination**

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.

#### **3.3. Discrimination arising from disability**

Discrimination arising from disability occurs when a person with a disability is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim.

### **4. Equal opportunities education provider**

#### **4.1. Admission**

The school accepts applications from and admits students irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered. Every application will be treated in a fair, open-minded way. The school's admissions policy reflects our approach towards equal opportunities and is consistent with this policy. In line with our Admissions and SEND policies, exceptions to this may be made in cases where the school is unable to safely meet the needs of an individual student – either due to the requirement of specialist staff that we do not have and are unable to recruit and/or the physical constraints of the school site.

#### **4.2. Equal access**

The school will afford all students equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare as set out below.

#### **4.3. Positive action**

We may afford students of a particular racial group, or students with a disability or special educational needs, access to additional education or training to meet the special needs of the students in that group, for example, special language training for groups whose first language is not English.

#### 4.4. Exclusions

We will not discriminate against any student by excluding him or her from school, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

#### 4.5. Teaching and school materials

Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

#### 4.6. Student interaction

All students are encouraged to work and play freely with, and have respect for, all other students, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos, and students will be encouraged to question assumptions and stereotypes.

#### 4.7. Bullying

We will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

The school's anti-bullying policy contains more details about the school's anti-bullying practices.

#### 4.8. School uniform

The school's school uniform policy is consistent with this policy. The same school uniform policy applies equally to all students, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, we will consider reasonable requests to alter the school uniform, for example for genuine religious requirements and reasonable adjustments for children with a disability. The student or his or her parents should refer the matter to the Headteacher to ensure all Reasonable Adjustments are made to accommodate the student.

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by students when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the school's existing school uniform policy principles (with regard to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the student or the student's parents to the Headteacher, whose decision will be final, subject to the complaints procedure.

#### 4.9. Students with SEN

The schools' policy on special educational needs includes details about the welfare and educational provision for students with EHCPs.

#### 4.10. Students with English as an additional language

Students with English as an additional language will receive additional learning support if necessary. The student and the parents will be consulted with as appropriate. Linguistic diversity is positively recognised. The school will ensure that:

- home-school links are made to involve parents directly in the work of the school
- interpretation and translation services are made available as quickly as possible
- links are established within the local community
- staff work effectively with other local services
- learning support for ethnic minority students is efficient and effective
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- students' names should be accurately recorded and correctly pronounced - students should be encouraged to accept and respect names from cultures other than their own.

### 5. Equal opportunities employer

#### 5.1. Employment

This policy applies to all aspects of employment from the advertisement of jobs, recruitment, terms and conditions of employment, career development, counselling, training, promotion, grievance and disciplinary procedures, through to reasons for termination of employment.

#### 5.2. Applicants

We accept applications from, and recruit staff irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a position is offered. Every application will be treated in a fair, open-minded way.

#### 5.3. Equal access

We will afford all staff equal access to all benefits, services, facilities, and opportunities for development, irrespective of their Protected Characteristics, subject to considerations of safety and welfare as set out below.

### 6. Disabilities and reasonable adjustments

6.1. We have an ongoing duty to make reasonable adjustments for individuals with a disability in respect of both employment and the education and associated services provided to ensure that such staff and students are not placed at a substantial disadvantage in comparison with other staff and students.

6.2. Reasonable adjustments may typically include:

- making arrangements for an individual in a wheelchair to attend an interview in an accessible ground floor room
- ensuring examination Access Arrangements are fully in place
- rearranging the timetable to allow a student to attend a class in an accessible part of the building

We are not legally required to make adjustments which include physical alterations such as the provision of a stair-lift or new ground floor facilities.

In making reasonable adjustments, we are required to provide auxiliary aids and services for students with a disability. We will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

#### 6.3. Informing us

Please notify the SEN and/or Admissions teams (or HR Manager for new staff applicants) if you are aware or suspect that you or your child has a disability, as applicable. Please provide

copies of all written reports and other relevant information upon request. Providing us with such information will enable us to provide the appropriate support and adjustments. Confidential information of this kind will only be communicated on a 'need to know' basis. We will have due regard to any request to treat the nature or existence of a person's disability as confidential.

#### 6.4. Access

We will monitor the physical features of the premises to consider whether users of the premises with a disability are placed at a substantial disadvantage compared to other users. Where possible and proportionate, we will take steps to improve access for disabled users of the premises.

## 7. Responsibilities

All members of the school community are expected to comply with this policy and therefore to treat others with dignity at all times.

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.

## 8. Reporting and recording incidents of discrimination

### 8.1. Complaints

If you believe that you or your child has received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the school's formal complaints procedure as applicable, available on the relevant website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant complaints procedure.

### 8.2. Reports

If you would like to report a breach of this policy that does not constitute a complaint under one of the grounds listed above, please contact the Headteacher.

### 8.3. Enforcement

We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.

### 8.4. Record

All reported breaches of this policy will be recorded, and this record will be reviewed annually.

## 9. Monitoring & Review

9.1. This policy is reviewed by the Deputy Headteacher / DSL.

9.2. The scheduled review date for this policy is May 2023

## Furze Platt Senior School Accessibility Plan 2021 -23

### 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

- Ongoing re-painting of all paint markings in external areas
- Additional disabled toilets in the new teaching block
- Clear, colour coded signage for departments across the school
- New teaching block fully accessible, including lift to all floors and emergency refuges
- Physical spaces in Learning Support and SHINE adapted / extended to increase the effectiveness of support offered to SEND students
- Redevelopment of catering facilities, improving access
- All site development plans as part of the secondary expansion plans meet the aims of the accessibility plan

### Objectives for improvement 2021 - 23

- Ongoing development of walkways and paths around site to both widen and make smoother for wheelchair accessibility
- Development of facilities for medical aid

### Monitoring of plans

This plan will be monitored by the Facilities Manager and Resources Committee

## Curriculum

<b>Summary of progress to date in the last three years</b>
<ul style="list-style-type: none"><li>• More capacity created to provide more alternative provision for students 'in house': construction course, child development , Duke of Edinburgh</li><li>• Home learning club/study support provision developed</li><li>• More students provided with laptops to increase access to the curriculum</li><li>• Departments have adapted curricula in response to significant news events – for example English and History have developed new content in light of the Black Lives Matter movement.</li><li>• Level 3 BTEC coursed introduced to 6<sup>th</sup> Form curriculum</li><li>• Additional support to ensure students achieve provided through the Raising Achievement Team</li></ul>
<b>Objectives for improvement 2021 - 23</b>
<ul style="list-style-type: none"><li>• Further development of a broad 6<sup>th</sup> Form curriculum offer</li><li>• Development of specialist LSAs who have developed expertise: e.g. ASD, Speech and Language, reading development, Emotional literacy support</li><li>• Seek GCSE equivalent courses for students with moderate learning difficulties</li><li>• Expand our relationship with alternative providers in order to meet a range of needs and will continue to expand e.g. Aspire, Oakland's College, BCA</li></ul>
<b>Monitoring of plans</b>
This plan will be monitored by the Teaching and Learning Committee and SENCo

## Support Services

<b>Summary of progress to date in the last three years</b>
<ul style="list-style-type: none"><li>• SEN provision remodelled to make most effective use of resources and support more students</li><li>• Extension in the number of withdrawal support options for students: counselling, self esteem, ELSA support</li><li>• Well established relationship with FoodShare</li><li>• Seek more cost-effective methods to provide counselling support in challenging financial context</li></ul>
<b>Objectives for improvement 2021 - 23</b>
<ul style="list-style-type: none"><li>• Embed Relationships (Behaviour) Policy, promoting increased use of restorative processes</li><li>• Review strategies for supporting and improving the behaviour of those students arriving at FPSS with challenging and complex behaviours</li><li>• Develop in house expertise for supporting young people with mental health issues.</li><li>• Increase pastoral physical space to enable quieter spaces for supporting mental health and therapeutic support</li><li>• Use of School Nurse specialist expertise for support of mental and physical health</li><li>• Expand our relationship with alternative providers in order to meet a range of needs and will continue to expand e.g Aspire, Oakland's College, BCA</li></ul>
<b>Monitoring of plans</b>
This plan will be monitored by the Pupils and Parents Committee, Deputy Headteacher and other relevant staff

## Communication and Awareness Raising

<b>Summary of progress to date in the last three years</b>
<ul style="list-style-type: none"><li>• 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</li><li>• 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</li><li>• Further training for staff on supporting students with SEN and ASD.</li><li>• Training for staff on the needs of individual students</li></ul>
<b>Objectives for improvement 2021 - 23</b>
<ul style="list-style-type: none"><li>• Maximising the effectiveness of LSAs in classrooms – training for teachers and LSAs.</li><li>• Development of Furze Platt and Shine as providers of expert training and support for ASD.</li></ul>
<b>Monitoring of plans</b>
This plan will be monitored by the Pupils and Parents Committee, SENCo and Headteacher