



EQUALITY POLICY



**SEN SPECIALIST
SCHOOLS**

REVIEWED July 2018

Fountaindale School Equality Policy 2018

Mission Statement

At Fountaindale School measures are taken to create an inclusive culture which promotes 'British Values' and ensures equal opportunities for all our students and staff at all times. We do not discriminate on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (protected characteristics) in admission or employment and in access to our educational and professional programmes and activities. We take positive action to provide equal opportunity to all students and staff and others using school facilities.

School Context

Fountaindale Special School is a day school for boys and girls aged from three to eighteen years. All pupils have Statements of Special Education Need, or an Education, Health and Care Plan, in relation to physical disabilities and many have other difficulties. These include severe medical conditions, speech and language problems, moderate, severe, profound and multiple learning difficulties and sensory impairments.

In addition the school has a small residential facility that provides support for pupils for one or two evenings each week. Pupils aged 14-18 years have the opportunity to experience time in this residential unit in order to develop their independence skills.

Almost all pupils are of a white ethnic background and there are very few pupils for whom English is an additional language. Pupils are from diverse socioeconomic home backgrounds, the majority coming from the towns and villages in Nottinghamshire. A few pupils travel longer distances to school from neighbouring Authorities.

The school provides a specialist disability service, commissioned by the local education authority, that supports the access and education of pupils with physical difficulties in mainstream schools, through the provision of training, equipment, and assessment.

The staffing team comprises of a ratio of 1:8 men to women and an age range from early twenties to early sixties. The majority of staff reside in Nottinghamshire with a few travelling from neighbouring counties. All staff are of a white ethnic background, one member of staff has English as an additional language.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct; and to advance equality of opportunity and foster good relations and tolerance among all members of the school community and particularly with respect to protected characteristics.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise these duties are essential for achieving the positive outcomes for our children, 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

Guiding Principles

In fulfilling the legal obligations cited below, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity

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, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that 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, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

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

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

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and 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
- Gay people as well as straight

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
- gay people as well as straight

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall School Development Plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Definitions of discrimination

- Unlawful direct discrimination is when a person is treated less favourably than others in comparable circumstances, because of a special characteristic such as age, gender, disability, or race.
- Indirect discrimination occurs when a provision, criterion or practice is applied equally to all, but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result.
- Victimisation is unlawful, which is treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague.
- Harassment is also unlawful and is when there is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of one of the relevant characteristics, e.g. race or gender

The Curriculum/Teaching and Learning

Equality and diversity will be embedded as far as is possible in all areas of the curriculum and pupils and students will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Schemes of work will be reviewed by Subject Co-ordinators and reports made available to the Vice Principle and the School Governors. Subject Co-ordinators, Teachers and Teaching Assistants are committed to ensuring resource materials reflect both the diversity of the school, local community and wider society as a whole. All Fountaindale pupils and students have additional needs, as such, a range of assessment tools e.g. EYFS, PIVATS, National Curriculum Tests, Learning Ladders, STEPs, Routes for Learning and Accreditation are used to collect individual pupil/student developmental, attainment and achievement data. This data is used to set targets and to inform planning and provision to support individuals through Individual Education Programmes. Pupils and students are also taught in small groups depending upon their need i.e. Pre Formal, Semi Formal and Formal curriculum strands. In addition, the school employs teachers and teaching assistants who have skills and expertise to assess and develop strategies and curriculum to support pupils with specific needs e.g. HI, VI, Sensory and Communication. Assessment materials are carefully scrutinised to ensure there is no cultural bias.

Ethos and Organisation

Equality and diversity principles run through all day to day practices and all school policies have due regard for equality embedded within them, in particular:-

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions (linking to SEAL)
- Teaching and learning
- Curriculum
- Staff recruitment, retention and professional development
- SEN

Addressing Prejudice and Prejudice-Related Bullying

Fountaindale School has legal obligations to eliminate discrimination, harassment and victimisation, as well as the duty to foster positive relations between groups and individuals. At Fountaindale School we consider ourselves responsible, alongside parents/carers, for equipping our pupils to live and thrive alongside people from many different backgrounds and circumstances, diverse in terms of culture, faith, ethnicity, social background, gender, sexuality, disability and need. In doing so, we strive to instil in them values of respect and fairness for all.

To achieve this we must provide ample opportunities to experience, understand and celebrate diversity.

We recognise that the staff and pupils of our school does not reflect this range of diversity. Therefore we need to consider this in reviewing what activities already take place within our school and what might be arranged in co-operation with other schools and our partnerships and links in the wider community.

The school adopts the Stephen Lawrence definition of a racist incident which covers all forms of prejudice. It recognises that the standard definition now adopted by most public bodies is:-

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

Fountaindale School takes these obligations seriously and has developed procedures for dealing with such incidents i.e. Each incident is recorded as a record of concern by the member of staff witnessing the incident or to whom the disclosure was made. This cause for concern is passed on to the Phase Leader who, in the first instance will deal with the pupils/students involved. The findings of this intervention will be made known to the Head Teacher who will consider any further action required; where required, additional advice may be sought from other services e.g. EPS or the Anti-Bullying Co-ordinator. The Local Authority will be informed of any prejudiced related incident through completion of the LA’s own reporting procedures. Information about the number, type and seriousness of such incidents, are reported to the Personnel and Pupil Committee. This data is also shared with the local authority on a termly basis. All staff have attended Equality and Safeguarding training, as a minimum, many have attended additional training in relation to safeguarding of disabled children.

3 members of staff have designated person status for safeguarding. In addition to training all staff are made aware of policies and procedure through the school intranet Office 365. The school considers all staff to be adequately trained to deal with incidents of prejudice related bullying. All training is refreshed in line with NCC guidelines.

Fountaindale School proactively address issues around prejudice and bullying through it’s PHSCE curriculum.

Roles and Responsibilities

Fountaindale School governing body is responsible for ensuring the school complies with the legislation, and that the Equality policy, the school's practice and related procedures and the school's Self Improvement Plan and Access plans are implemented and regularly reviewed and monitored. A member of the governing body has particular responsibility for this area of work, and the Personnel and Pupil Committee take reports on progress and reviews the policy. Governors have a responsibility to monitor and review the progress the school has made in relation to its equality objectives each year and to carry out an equality analysis on all new and revised school policies to ensure that they are not directly or indirectly discriminatory.

The Principal is responsible for the overall implementation of the policy on a day to day basis, but this may be delegated as appropriate to a senior member of staff. The Principle is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. Staff should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

Information and Resources

Fountaindale School ensures that the content of this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils through Head Teacher reports, staff meetings, school intranet system Office 365, letters and newsletters to parents and the school website. Opportunities are provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity through Governors meetings, staff meetings and focus groups, student council meetings and through questionnaires. Additional support is available for Governors through the intranet; for staff through their line manager and departmental meetings and for parents through the Family Liaison Officer.

Relevant equality information will be collected on an annual basis through parental questionnaires, as specified under the specific duty on public bodies in the Equality Act 2010. Information pertaining to all protected characteristics will be requested and will be used to inform the schools developing practice and the setting of equality objectives through the School Improvement and Access Plans.

Staff Development and Training

Fountaindale School will ensure that staff across all sections of the community (teaching, support, mid-days, office staff etc) will have their professional development needs met in relation to this agenda. All staff have regular performance management and/or supervision meetings at which their continued professional development is considered and any training needs addressed. Staff development is detailed as an ongoing priority objective within the School Improvement Plan and within Departmental Development Plans. School INSET days are also prioritised according to statutory training requirements for all staff. All new and temporary staff are made aware of the school's policy and practices in relation to equality, through the school induction programme and

staff handbook. Support is provided through a mentor who will assess their training needs and ensure these are met.

Breaches of the Policy

Concerns/complaints about the implementation of this policy or any infringement of it will be dealt with in accordance with the school's complaints' policy which can be accessed through Office 365, the school office, the Principle, or a Governor.

Monitoring and Evaluation

The impact of this policy will be measured through analysis of the school's equality information data which will be reviewed initially by the Senior Leadership Team and an annual report made available to Governors. Both the quantitative i.e. pupil/student/staff/parent/carer protected characteristic data; incident data etc and qualitative data i.e. pupil/student/staff/parent/carer views and opinions as gathered through questionnaires and at meetings will be collect and analysed and will be used to inform the schools development through it's equality objectives within the School Development Plan. Stakeholders will be engaged within this process e.g. through the pupil/student council, staff and parent representatives on the school Governing Body.

DATE OF NEXT REVIEW BY GOVERNING BODY: July 2019

**Fountaindale School
Equality Action Plan 2016 - 2019**

Key Priority	To ensure all pupils access a curriculum appropriate to their needs
Objective	To further develop and embed the curriculum strand model across the school
Success criteria	85% of pupils make expected or better than expected progress at the end of their key stage in core subjects 40% of pupils make better than expected progress
SIP Reference	KP1 Objective1
Evaluation methods	Data Analysis Pupil records scrutiny Staff deployment Pupil accreditation analysis SIP Review

ACTIONS	LEAD PERSONNEL	RESOURCES	TIMESCALE	MONITORING
1. All strand policies, subject policies and schemes of work across the Key Stages revised and implemented	JC, KF, SS	Meeting Time	By July 2017	Link Governor visits
2. Appraisal and CPD strategy implemented to ensure staff remain highly skilled in delivery of the curriculum	KF	Annual CPD Budget	Annual Plan	Feedback to SLT
3. SLT monitoring shows that the curriculum model is fully embedded and having a positive impact on pupil progress across all significant groups	MD, SP	Meeting Time	Annual – Summer term	Principal reports to Governors
4. Wider curriculum developments researched, costed and planned	Leadership team	Annual Budget Allocation	Annual Plan	SIP Review

REVIEW:

IMPACT:

**Fountaindale School
Equality Action Plan 2016 - 2019**

Key Priority	To improve outcomes for pupils
Objective	To continue to close the gap between the performance of boys and girls in core subjects
Success criteria	Attainment levels of boys match whole school profile Decrease in the percentage of boys achieving below expected levels Increase in percentage of boys making better than expected levels
SIP Reference	KP4 Objectives 1,3,4
Evaluation methods	Data Analysis Work Scrutiny

ACTIONS	LEAD PERSONNEL	RESOURCES	TIMESCALE	MONITORING
1. To monitor the performance and progress of gender groups on a termly basis.	SLT	Leadership time	Termly	Link Governor visits Feedback to SLT
2. To produce and monitor intervention plans for all pupils falling below expected levels	Assistant Heads with teachers	Staff planning time	Termly	Principal reports to Governors
3. To analyse annual and end of key stage data	MD, JC, KF, SS	Leadership time	Annually	SIP Review Appraisal Reviews Data analysis

REVIEW:

IMPACT:

**Fountaindale School
Equality Action Plan 2016 - 19**

Key Priority	To enhance the personal development, behaviour and welfare of pupils
Objective	To ensure that the health needs of all pupils are met
Success criteria	Whole school attendance reaches 90% each year
SIP Reference	KP3 Objective 2
Evaluation methods	Data Analysis Cross referencing of SMSC Accreditation results

ACTIONS	LEAD PERSONNEL	RESOURCES	TIMESCALE	MONITORING
1. Internal staffing structures, training programmes, and validated policies, procedures and processes in place to ensure the daily healthcare needs of pupils are safely met	MD, SAH,TS	Annual Staffing Budget	Processes in place for July 2017 with annual review	Link Governor visits Learning Walks Feedback to SLT
2. Processes developed and implemented for the provision of additional staffing support for pupils requiring continuing care	MD	CCG Funding, Meeting Time	Revised processes agreed and in place for April 2018	Principal reports to Governors SLT documentation review
3. A revised strategy for supporting the mental health & wellbeing of pupils formulated and implemented	JC	Annual Budget allocation	By July 2018	SIP Review

REVIEW:
IMPACT:

