



The Fountains Federation

Equal Opportunities Policy

Date Reviewed: March 2018

Date of Next Review: March 2021

To be read in conjunction with
The Fountains Federation Accessibility Plan

www.fountainsfederation.co.uk

This policy is designed to support the school's vision statement, which promotes a common purpose, shared aims and core values.

Always Achieving Our Potential

We work to ensure that our learners are:

- **Self-Managing** – Individuals who are as independent as possible and ready for life.
- **Effective Participators** – Individuals who have a passion and joy for learning and communicate effectively in their own way.
- **Creative Thinkers** – Individuals who work through problems, look for ideas and offer solutions.
- **Independent Enquirers** – Individuals who find things out for themselves.
- **Team Workers** – Individuals who work well with others and respect everyone.
- **Reflective Learners** – Individual who can think about what they have learnt and know their next steps.

At Fountains Community Special Schools Federation we create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience and treatment, and to challenge stereotypes. Our school community consists of a diverse range of people including staff, pupils, parents/carers and visitors. It is the intention of the Governing Body and the school to celebrate our differences by understanding them and enjoying the diversity this brings.

The Fountains Community Special Schools Federation is committed to:

- Eliminating unlawful discrimination;
- Promoting equality of opportunity;
- Promoting good relations between people of all backgrounds and beliefs.
- Promoting key British Values including tolerance and mutual respect.

Aims

The school and the Governing Body are determined to foster mutual tolerance so that everyone is valued within the school. By actively promoting equal opportunities and not discriminating either directly or indirectly against anyone on the grounds of colour, race, nationality, disability, beliefs, sexuality or gender the school endeavours to:

- Promote a safe, secure and happy atmosphere where pupils can learn effectively, build up their self-esteem and develop their independence as integrated individuals within a wider community.
- Provide a purposeful and stable environment conducive to high standards of achievement and behaviour.

- Foster respect of others, regardless of ethnicity, gender, disability, aptitude, culture or religious belief.
- Enable access to schools' facilities and resources for all its pupils, staff and the community it serves.
- Prepare pupils and adults for life in diverse and multi-cultural society.

Principles

Four principles underpin all our procedures and practice:

1. Every pupil should have the opportunity to achieve the highest possible standards and the best possible qualifications for the next stages of their lives and education.
2. Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
3. Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.
4. Every pupil and adult associated with the school has the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

All pupils and adults working and learning at the school or within its wider activities have a right to be treated with respect and dignity. This includes a right to:

- Study, learn, work and play
- Physical, emotional and verbal respect, free from violence, bullying and abusive language.
- Respect for gender, race, disability, culture, sexuality and age.
- Equal opportunities to access courses, job opportunities and recruitment, school visits, extra-curricular activities and inclusion placements.

Pupils and adults within the school are encouraged to challenge any inappropriate behaviour or comments. The school has a positive ethos and a welcoming environment for all its members and visitors. Incidents of discrimination are dealt with promptly when they occur in accordance with the relevant school policy and wider legal obligation. Inclusion issues are taken seriously in all aspects of school life. Support for pupils is available from teachers, teaching assistants, senior staff and other adults working within the school. Support for adults working in the school is available from line managers, senior staff, the Human Resources Manager, and professional organisations and trade unions.

In all school activities we recognise and celebrate the achievements of all our pupils and staff. Through teaching planning and assessment the diversity, abilities and needs of our pupils are addressed. Displays around the school demonstrate our commitment to positive attitudes in all spheres of school endeavour. School improvement is always addressed seriously with actions taken to improve access to the school, its curriculum and facilities for all users.

Policy Implementation

Policy Implementation will be achieved through:

- Staff training and development to ensure staff have the skills and knowledge to apply the equal opportunities policy
- Curriculum delivery personalised to match individual needs. Positive strategies will be used throughout the school to promote engagement and learning for all pupils including those at risk of underachievement.
- Role models being used to promote equality of opportunity and achievement.
- Curriculum materials prepared and presented to be free of bias and stereotyping.
- The school promoting equal opportunity for boys and girls in all aspects of school life.
- Recruitment, advertising and retention of staff following guidelines laid down by Staffordshire County Council.
- Equal access to resources.
- Pupils need guiding the deployment and utilisation of staffing, facilities and equipment. In some cases additional finance and externally provided expertise may need to be allocated to provide appropriate equipment and support such as communication aids, physiotherapy furniture or medical intervention.
- Close management of curriculum entitlement and delivery.
- Careful monitoring of pupil progress and take up of inclusion activities.
- Liaison with other agencies, schools and parents to ensure we work sensitively to cater for individual pupil needs, showing consideration and respect at all times.
- Regular monitoring of progress and attainment through regular assessment to inform and guide the delivery of learning.

The governing body receives regular updates on information concerning pupils performance. In addition to attainment and progress there is regular monitoring of, checking them for signs of discrimination; attendance, admissions, exclusions, racist incidents, and applications of the behaviour policy.

Behaviour, discipline and exclusions

The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to all pupils. All staff operate the school's behaviour policy consistently. All exclusions are reported to the governing body and the Local Authority is notified.

The school is opposed to all forms of discrimination and prejudice directed towards individuals, religious groups and particular communities.

Racist/sexist/homophobic jokes and humour are to be regarded as a form of bullying and dealt with as such. Staff, pupils, visitors and contractors are expected to wear clothing, which does not include



slogans, writing or illustrations that may be offensive in any way to anyone else. Clothing must also be appropriate in terms of decency.

We respect religious beliefs and practices of all staff, pupils and their parents and will comply with all reasonable requests relating to religious observance and practice, following the guidelines set out by Staffordshire County Council. The school is able to put aside an area for prayer if requested at lunchtimes.

Teaching, Learning and Curriculum

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils, and prepare them for life in a society of diverse cultures;
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- Challenge racial discrimination, homophobic and stereotyping and teach pupils how to recognise bias;
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- Employ a range of styles, including collaborative learning so that pupils can learn to value working together;
- Provide educational visits and extra-curricular activities that reflect all groupings among pupils;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets.

All staff will challenge bias and stereotyping and incorporate principles of equality and diversity into all aspects of their work.

Staff ensure that resources are available in the school for teaching purposes and for individual learning and leisure purposes, which reflect the multi-cultural and multifaceted nature of society, provide a global perspective and challenge racism and prejudice. Specifically, we will ensure that all curriculum materials, books and artefacts present positive and non-stereotypical images of people of all genders and races, and allow for learning and understanding of other people. Curriculum schemes of work for PSHE and Humanities reflect the need to teach sensitively and encompass the origins and backgrounds of different world cultures. Modern Foreign Languages presents another avenue for developing knowledge and understanding of other countries. The use of ICT and in particular video conferencing and skypeing contribute to breaking down communication barriers between people in different countries. Opportunities exist for pupils and staff to visit places of cultural interest in our own country as well as participating in foreign visits.

Admissions and attendance

The school admits pupils in line with Local Authority procedures. All pupils attending The Fountains Community Special Schools Federation are admitted either on the grounds of their Statement of Educational Need or as part of the statementing process as an assessment placement of fixed duration, normally six weeks.

Attendance of all pupils is monitored and any issues regarding attendance is followed up by class staff, Lead Teachers and the Senior Family Support Worker in the first instance. When attendance becomes a cause of concern this will be followed up by the Education Welfare Officer in tandem with social services and medical staff where appropriate.

Staff recruitment and professional development

All members of staff are entitled to appropriate training so that they can play their full part in ensuring that the school promotes equality. Their training is linked to priorities within the schools improvement plan.

Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of equality, as laid down in this policy are adhered to. The school will supply the LA with data relating to the racial groups of people appointed to employment in this school.

Partnerships with parents and communities

All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes towards diversity and to address specific incidents.

The school actively promotes access to school facilities and resources both for parents, other professionals and the wider community. Parents and carers are able to take part in social events as well as celebrating the successes of their children and receiving training courses to support them in bringing up their children as well as developing their own skills.

Communication

The school is able to provide materials in other languages other than English and in Braille and via the internet on request. The LA has facilities and resources the school is able to draw on to meet these requests. The school has conducted a skills audit including knowledge of languages other than English and is able to call upon staff to interpret between school and family. Specialist interpreters are engaged from outside agencies, where necessary.

Breaches of this policy

Breaches of this policy will be regarded as a serious matter. Pupil breaches will be dealt with under the Behaviour and other policies as appropriate. Staff breaches will be treated as a disciplinary matter and investigated and managed through the Staff Discipline and Grievance procedures.

Monitoring

We monitor and record the frequency of racist, bullying and homophobic incidents and take practical steps and challenge any inappropriate actions or behaviours in order to promote and build a school community where actions and behaviours have are grounded in a positive ethos.

Ethnic monitoring is essential to ensure that minority ethnic groups are not being disadvantaged. As part of this process, we monitor pupil attainment and progress by ethnicity using our Information Management Systems (IMiS).

Exclusions and the use of rewards and sanctions are monitored by ethnicity and gender, to identify and patterns.

All incidents based on prejudice are investigated by the Senior Leadership Team. Incidents of prejudicial nature are recorded and the Headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with.

Victims of racism, homophobia and prejudice will be supported by the school and where appropriate we will seek the support of external agencies.

We have a rolling programme of policy review and this policy will be reviewed in line with the policy review timetable or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Thus our governors seek to ensure that due regard is given to the promotion of equal opportunities and racial equality in all aspects of school and wider community life.