

# FURROWFIELD SCHOOL

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## EQUAL OPPORTUNITIES & ANTI-DISCRIMINATION POLICY

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2022

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| Approved By:            | Full Governing Body | Date: | 9/11/22 |
| Last Reviewed On:       | October 2022        |       |         |
| Next Review Date<br>by: | October 2024        |       |         |

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## School Aim



# Our Vision and Values



At **Furrowfield School** we want to improve our **life chances** by;

Being **imaginative** in our thinking,  
Working **collaboratively**, sharing our ideas and our learning,  
Being **inquisitive**, asking questions and finding answers,  
Being **resilient**, never giving up even when we face challenges,  
Being **reflective**, thinking how we can use what we have learnt.

This will support our achievement, our personal development, our social, emotional, mental health and wellbeing, and help us to be **empowered, thoughtful, kind** and **successful** citizens of the future.

## ***Rationale***

Furrowfield School is a specialist provision for boys and girls in Key Stages three and four. All of our pupils attending Furrowfield School have an Education, Health and Care Single Plan or Statement of Special Education Needs which identifies social, emotion and mental health difficulties as their primary need. Most pupils have co-morbid secondary needs such as ADHD (attention deficit hyperactive disorder), ASD (Autistic Spectrum Disorder) and SpLD (Specific Learning Difficulties – eg. Dyslexia).

**Scope of policy: This policy applies to all members of Furrowfield School community. Our community is predominantly a white mixed gender school within a predominantly white British community.**

The school aims to promote community cohesion by encouraging positive attitudes to:

- Race
- Disability
- Sex (Gender)
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

(Equality Act, October 2010)

In addition, this policy sets out the school's approach to the empowerment of individuals so that they can take the opportunities available irrespective of their race, disability, gender, beliefs, sexuality, gender or social background.

The ethos of the school will support the quality of opportunity and elimination of discrimination by countering stereotypes and prejudice, and by helping all students to understand and celebrate diversity within our school and society. This will engender a positive, calm and respectful teaching and learning environment.

Cross curricular dimension of equal opportunities and multi-cultural education should be seen to permeate all aspects of the curriculum. This policy has been written to incorporate the following key legislative and policy guidance documents:

- Equality Act 2010
  - Equality Act 2006
  - Race Relations Act 1976, as amended
  - Race Relations (Amendment) Act 2000
  - Sex Discrimination Act 1975, as amended
  - Sex Discrimination (Gender Reassignment) Regulations 1999
  - Disability Discrimination Act 1995, as amended
  - Special Educational Needs and Disability Act 2001
  - Disability Discrimination Act 2005
  - Employment Equality (Sexual Orientation) Regulations 2003, as amended
  - Employment Equality (Religion or Belief) Regulations 2003, as amended
  - Employment Equality (Age) Regulations 2006
  - Swann Report (Education for all – 1985)
  - The McPherson Report (1999)
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The school will endeavor to tackle discrimination through the curriculum, its ethos and directly wherever it emerges. Under the law, there are different categories of discrimination:

**Direct discrimination:** When a person is treated less favourably than others in comparable circumstances because of a special characteristics such as sex, race or disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.

**Indirect Discrimination:** In essence 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. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question.

**Victimisation:** Treating a person less favourably because they have taken action in respect of discrimination.

**Harassment:** Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant seven characteristics outlined above.

#### **What the law means for our school:**

Taken together, the collective effect of legislation relating to equality is that the school must not discriminate in the employment of staff on grounds of gender, transsexual status<sup>1</sup>, race, disability, sexual orientation<sup>2</sup>, religion or belief or age<sup>3</sup>. With regard to disability, schools must make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

The School must not discriminate against students seeking admission or with regard to how students are treated, on grounds of sex, race, disability, religion or belief. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behavior, dress and appearance, excluding pupils or subjecting them to any other detriment, and conferring benefits, facilities or services.

<sup>1</sup> Including people who have expressed an intention to undergo or are undergoing or have completed process of gender reassignment.

<sup>2</sup> Discrimination on grounds of perceived as well as actual sexual orientation, and/or that of friends or associates of the person discriminated against is also unlawful.

<sup>3</sup> In some cases, direct or indirect discrimination on grounds of age may be lawful if it can be shown to be objectively justified.

The Race Relations (amendment) Act 2000 that has the general requirements to:

- Eliminate unlawful discrimination.
  - Promote equal opportunity and community cohesion.
  - Promote good relations between people of different racial groups.
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## **Aims and objectives**

We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, attainment or background.

We aim to promote the principle of fairness and justice for all through the education that we provide in our school.

We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.

We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.

We aim to challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.

We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

## **The School's Equal Opportunity policy is:**

- to provide equality of opportunity for each student, enabling every individual to fulfil her or his potential and so have choice in life;
- to be sure there is no discrimination against people because of gender, racial origin, home and religious background, home language, disability, sexual orientation, age or appearance;
- to recognise and value differences amongst people;
- to discourage strongly the expression of any prejudice or discrimination;
- to have high expectations of all members of the School's community;
- to prepare students to take their place in a diverse society;
- to be sure that equal opportunity issues can be raised freely in school.

All aspects of the School's curriculum are expected to take this policy into account.

## **Guidelines**

- All school staff have a responsibility to comply with this policy.
  - All interactions within school and between the school and other agencies must be and be seen to be anti-discriminatory and anti-racist.
  - Staff must maintain the highest expectations of their students irrespective of race, social background, gender or disability.
  - The classroom climate should engender respect for all and promote cooperation.
  - Any discriminatory comments should be challenged in a non-confrontational manner.
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- The School Advancement Plans embody the principle of achievement for all.
- All staff should question their own attitudes and possible prejudices remembering that they are role models to students who have a duty to promote race equality, community cohesion and an appreciation of diversity.
- Involvement with the wider community should promote equal opportunities education and equality for all.
- We should encourage applications for jobs from all members of the community and actual recruitment will be strictly on merit.
- Wherever possible, efforts will be made to identify and remove unnecessary/unjustified barriers and provide appropriate facilities and conditions of service to meet the special needs of the disadvantaged.
- We will actively pursue strategies that promote the inclusion of all students in the education process.
- Visitors and contractors working on site will be made aware of this policy wherever possible and contractors are required to commit to this policy during contract negotiations.
- The School's pastoral system via 'key worker' and tutorials, upholds the principle that all members of the School's community have equal rights to be respected, and to have their individuality values. Personal, Social and Health Education programme explores ways of putting this into practice.
- Students are allocated to tutorial groups which as far as possible have a balance of gender, ability and aptitude.
- All students have equal access to all parts of the School's curriculum.
- The curriculum and teaching are planned to meet the needs of individuals across a range of aptitude, culture and background.
- The School emphasises successful learning and development, and takes care to recognise and celebrate achievement of any kind.
- Positive efforts are made to ensure that as many students as possible are entered for public examinations.
- Work experience placements are arranged and vocational guidance is given in ways which seek to meet the individual needs and potential of students.
- All students are encouraged to continue with education and training after the compulsory school leaving age.
- All of our Students' SEN are met within our school timetable and support staff. Also achieved through key worker time, behavior plans, individual target setting and intervention programmes.
- Specialist local education authority staff are available to support students for whom English is a second language.
- Lifts, ramps and disabled toilets ensure that all areas of the curriculum are available to physically impaired students.
- Positive attempts are made to assist students disadvantaged by poverty.
- Efforts are made to ensure that children who suffer from ill health which leads to regular or lengthy absence from School are supported to maintain their studies through home/school links.
- The School's admission policy does not discriminate against students on the grounds of ability or background.
- The School has developed systems to help parents/carers and teachers communicate effectively.
- If parents/carers feels that their child is being denied equality of opportunity, or discriminated against, or is the object of prejudice, they can raise the matter with their child's tutor, key worker, Head of Care or Head Teacher.
- Students are given the chance to share concerns and to be listened through the many avenues promoting 'Student Voice', such as the School Council.

## **Racial Equality**

At Furrowfield School we will:

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- strive to eliminate all forms of racism and racial discrimination;
- promote to equality of opportunity, regardless of race, ethnicity or religion;
- promote good relations between people of different racial and ethnic groups;
- seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism or racist behavior. Should a racist incident occur we will deal with it in accordance with school procedures.

We endeavour to make our school and its environment welcoming to all minority groups.

We promote an understanding of diverse cultures through the topics studied by pupils and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups – for example, in the curriculum topic on religious festivals, pupils learn the importance of Diwali to Hindus and Sikhs.

### **Disability non-discrimination**

Some pupils at Furrowfield School may have medical, sensory or physical difficulties, in addition to their special educational needs. We are committed to meeting the needs of all pupils and all reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled pupils.

The school is committed to providing an environment that allows pupils and adults full access to the school premises and to all areas of learning.

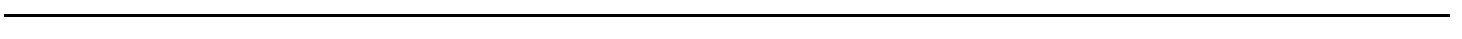
Teachers modify teaching and learning as appropriate for example, they may modify teaching materials or offer alternative activities.

### **Gender Equality**

We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of both boys and girls. These may include:

- ensuring that literacy skills are promoted in all activities in each Key Stage;
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
- removing gender bias from our resources;
- employing a variety of activities, and include a kinaesthetic element;
- making sure that our school environment promotes positive role models, in relation to learning and achievement;
- minimising stereotyping;
- providing challenge, competition and short-term goals;
- valuing and celebrating academic achievement in ways which will motivate both girls and boys.



If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys – or vice versa – we will take measures to address this discrepancy. These may include:

- ensuring that individuals do not dominate certain lessons, for example by answering the teacher's questions more readily;
- ensuring that all learning activities are relevant to real life situations and problems;
- beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- minimising female and male stereotyping;
- using praise and celebration of girls' and boys' achievements in those areas where they may traditionally achieve less well than the opposite gender.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender groups does not do so at the expense of the other.

## **Curriculum**

We have a multi-cultural perspective in the curriculum particularly in RE and PSHE, but also we adopt a cross-curricular approach. Through these areas stereotyping should be challenged and community cohesion promoted. Understanding and respect must be promoted and equal opportunities must be seen as an integral component of the teaching and learning of all subjects.

Wherever possible the buildings are user friendly and any new building should have wheelchair access.

## **The role of the class teacher**

Class teachers recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any pupil.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues – for example, in geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school log book / behaviour watch and draw them to the immediate attention of the .

## **The role of the Head Teacher:**

It is the Head Teacher's role to:

- ensure that the school's policy on Equal Opportunities is implemented effectively;
  - ensure that all staff are aware of the school policy on Equal Opportunities and that teachers apply these guidelines fairly in all situations;
  - ensure that all panels involved in appointing staff give due regard to this policy, so that no one is discriminated against;
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- promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- promote respect for other people in all aspects of school life – in school assemblies, for example, respect for other people is a regular theme, as it is also in displays around the school;
- manage all incidents of unfair treatment – and/or any racist incidents – with due seriousness, and in line with this policy.

## **The role of Governors**

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no pupil underachieves.

To do this we monitor:

- progress over time;
- attainment;
- attendance;
- exclusions;
- rewards and sanctions;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see introduction) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

The governors take all reasonable steps to ensure that the school environment people with disabilities.

The governing body ensures that no pupil is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a pupil's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

## **Monitoring and review**

A racial incident is defined according to the perception of the victim – in other words, if the victim considers himself/herself to have been the subject of racial discrimination, or subjected to abuse of a racial nature, the incident is deemed a racist incident.

- It is the responsibility of our governing body to monitor the effectiveness of this policy. Any incidents of a racist nature will be centrally logged and incidents reported annually to the Local Authority and the Governing Body.

**The governors will therefore:**

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- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- monitor the progress of boys and/or girls, comparing it with the progress made by other pupils in the school;
- monitor the progress of pupils from vulnerable groups – including SEN cohorts – and compare it with the progress made by other pupils in the school;
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- require the Head Teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the school's Behaviour Policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly untreated.
- This policy will be reviewed by the governing body every three years or sooner if it is considered necessary.
- Departments must monitor their teaching materials, including schemes of works and wherever possible reject those not conforming to this policy.
- School displays should promote community cohesion reflect the multi-cultural nature of modern British society.
- The attainment levels of students of different groups of students (e.g., prior attainment, boys/girls, LAC) will be monitored and remedial intervention applied as appropriate to narrow gaps.
- Teachers should set a climate of tolerance and understanding.
- Governors will monitor recruitment and the management structure and equality of opportunities displayed in positions of responsibility.
- The Governing body will monitor unauthorized absence and exclusions.
- Membership of the Governing body is possible irrespective of race or gender.

## **Evaluation**

- Recruitment adverts should have an equal opportunities statement.
  - Letters and reports must be checked for discriminatory content.
  - Schemes of work should be checked for discriminatory content.
  - The Site Manager will continue to evaluate the efficacy of improving accessibility.
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