



# Castle Phoenix Trust

## Equal Opportunities Policy 2015 – 2019

Adopted on 12.05.15

Including

- Race Equality Policy
- Disability Policy
- Accessibility Plan
- Gender Policy

We are committed to providing opportunities for all students to maximise their potential through the provision of a challenging and relevant curriculum.

We are committed to providing students with a secure and rewarding environment which prepares them for living within the community of the 21<sup>st</sup> Century

## **1. Mission statement on equal opportunities**

Within Castle Phoenix Trust there is a commitment to providing equal opportunities to everyone within the school community, staff, students, parents and visitors to the school. Within Castle Phoenix Trust we value respect and will not tolerate discriminatory behaviour or language in any form be that racist, sexist, homophobic, relating to gender or sexual orientation, culture or religion, special educational needs or disability, bullying and any other oppressive behaviour. Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognise the important part that schools play in helping to form attitudes and values in young people and will actively promote anti discriminatory behaviour and work to prevent anti social behaviours.

Our aim is to encourage children to live harmoniously in a diverse society and to help them develop an awareness, tolerance, and understanding of other people's needs, beliefs and cultures. By enabling students to be aware of the richness of the society in which they live, they will become useful, constructive and positively active citizens.

Our agreed intentions are:

- To show no prejudice to any group or minority
- To promote harmony and emotional well being
- To establish individual equality
- To respect the dignity of all human life and the development of positive values and attitudes

This will be achieved by

- Giving all students and staff equality of opportunity
- The sharing of different traditions, beliefs and values
- Making students aware that they have an important role to play in the life of the school and community at large
- Encouraging all people concerned with the school to develop an understanding and sensitivity of other people's needs and cultures.

What can we do as a school?

This equal opportunities policy is about attitudes of mind and ways of approaching all aspects of school life with respect and tolerance. This will mean that anyone who encounters discrimination will be equipped to challenge it. This policy is addressed to the whole school community; governors, staff, parents and students.

This policy applies to Castle Phoenix Trust which includes Hill Farm Primary School ('the school') and Caludon Castle School ('the school').

### **1. Governors**

- I. Collectively and individually, the governors of the school will play their part in the implementation of this equal opportunities policy
- II. The governors require that steps be taken to explain this policy to parents, students and staff.

- III. This commitment will be reflected in individual school policies.
- IV. The governors require that the policy is available to all. Translations will be made available on request.
- V. In appointing staff the governors will be mindful of the conditions of the Sex Discrimination Act (1975), the Equal Opportunities Act (1976) and the Disability Discrimination Act (2000) and any other legislation and Guidance such as the McPherson report, the Children and Families Act 2014 and LA guidelines relating to equality of opportunity. Equality Act 2010.
- VI. Age, religion, sexual orientation or ethnicity shall not be used as a discriminating factor in making appointments.
- VII. The governing body will in itself attempt to follow this policy in achieving a balanced governing body

## **2. Language issues**

- i. Within Castle Phoenix Trust we recognise that language in all its forms is a powerful medium. Language communicates values, feeling and ideas. It is the responsibility of every staff member and every other person within the school to ensure that the language used by students in whatever setting is appropriate and inoffensive.
- ii. Every student and member of staff should be encouraged to promote language that creates understanding of others regardless of gender, race, sexual orientation, religion, ability or age.
- iii. Language which is sexist, racist, homophobic or causes offence to people with disabilities will not be tolerated.
- iv. In the case of a breach of these the use of offensive language will be dealt with using the range of sanctions at the schools disposal.

## **3. Equality of opportunity; gender**

The Sex Discrimination Act (1975) / Equality Act 2010 makes discrimination unlawful in education, training and employment. The school will not only seek to avoid discrimination but will take positive steps to counteract stereotyping and to provide as wide a range of educational experiences as possible to ensure the fullest use of the potential and talent of everyone within the school community

## **4. Equality of opportunity; ethnicity and social circumstances**

- i. The Equality Act 2010 requires the school to fulfil its duty to provide education that is without racial discrimination. The school will not only seek to avoid discrimination or prejudice but will take positive steps to counteract stereotyping and to provide as wide a range of educational experiences as possible to ensure the fullest use of the potential and talent of everyone within the school community irrespective of their ethnic or social origins and circumstances. There are a number of targets to aim for, these are:
- ii. Ensuring that the curriculum gives all students, including those for whom English is not their first language, access to the same range of learning experiences.

- iii. That the content of subject schemes of work has relevance to a wide range of ethnic and cultural backgrounds
- iv. Expectations of students from all social and ethnic backgrounds should be equally high and their contributions and their needs should receive the same level of attention
- v. Teachers and non teaching staff need to be active both within lessons and around the school to ensure that artificial separations of students from different social or ethnic backgrounds do not take place.
- vi. Castle Phoenix Trust seeks to:
  - Prepare students for life in a diverse society
  - Ensure that students and staff from all racial groups are encouraged and able to reach their full potential
  - Promote good relationships between diverse groups within the school and wider community
  - Be proactive in tackling racism and racial discrimination.
  - Be proactive in tackling religious intolerance
  - Ensure that racial equality is an integral part of all planning and decision making within the school

## **5. Equality of opportunity; ability and aptitudes**

- i. The school will seek to ensure that all of the requirements of the Education Acts (1944, 1993, 1996) the Children Act (2000 & 2006), the Disability Discrimination Act (1995, 2006), the Equality Act (2010), the Children and Families Act 2014 and the SEN Code of Practice regarding a students entitlement to a full time education suitable to their age, ability, aptitude and special educational needs are fully met, including suitable alterations etc to the premises (disability equality duty).
- ii. All students should be able to make the maximum progress possible commensurate with their developing abilities and be able to gain access to the full curricular activities of the school. Expectations for students of all abilities and aptitudes must invariably be high.
- iii. Where students have an EHIC plan:
  - Staffing, teaching and support for them should be adequate and meet their needs, as should the use made of support teachers and services, medical and psychological services, and other external agencies.
  - The screening and assessment for such students should be as outlined in the Codes of Practice
  - Individual needs should be accurately assessed and the results communicated to all relevant members of staff
  - Students with special educational needs should have individual education plans.
  - Students should be enabled to have access to the full school curriculum through such means as differentiated learning, learning support and learning resources that are appropriate to their needs.

## **6. Staff development**

- i. The skills and capabilities of all staff are seen as a key factor in shaping priorities and thus the schools capacity to fulfil its mission. Within Castle Phoenix Trust we believe that all members' of staff are entitled to training and professional development that will prepare them for all the tasks and responsibilities required of them in discharging their professional duties.
- ii. The annual development programme will seek to provide for:
  - Those who are new to the school, newly qualified or new to their current responsibilities
  - Those who wish to improve their skills
  - Those who wish to prepare for promotion or extend their experience
  - Management and Leadership development
- iii. This will be supplemented by staff development required to assist in meeting new developments at departmental and whole school levels.
- iv. The developmental programmes will be prioritised as according to:
  - Whole school needs
  - Departmental or pastoral needs
  - Management needs
  - Personal needs
- v. It is acknowledged that all staff will require continuing professional development and training with regard to equal opportunities issues.

## **7. Monitoring and evaluation**

- i. Governors have a vital function to play in the monitoring of policies and provision of equal opportunity in the school
- ii. The senior leadership team of each school will ensure that policies are consistently applied
- iii. Support staff/ adults and teachers should be aware of policies so that they can act consistently in compliance with them
- iv. Parents should be made fully aware of the policy
- v. There should be a defined and sustained programme for staff training on equal opportunities
- vi. Students will examine the issues raised in this policy during PSHE/relevant aspects of the curriculum appropriate to students' age.
- vii. The school will collate whole school information that relates to equal opportunities, monitor and evaluate this.



# **Castle Phoenix Trust**

## **Race Equality Policy**

# **RACE EQUALITY POLICY**

## **1. Introduction**

Within Castle Phoenix Trust we believe that any form of racism, racial discrimination or racist behaviour is unacceptable. We are committed to building an anti-racist ethos where we promote equal opportunities for all of our students irrespective of their colour, ethnicity, class, disability, sex or sexual orientation. As a school we look to challenge racism, combat racial harassment and celebrate diversity of culture.

## **2. Aims and Objectives**

Castle Phoenix Trust is committed to ensuring that Every Child Matters and that each student can:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being
- Have supportive family, friends and community

Our commitment means that we will:

- Create an ethos of shared values in which students and staff feel equally secure, valued and entitled to seek support.
- Give equal status to all students as individuals and as members of ethnic and cultural groups.
- Ensure that our expectations of students' roles and abilities will not differ for reasons of cultural background.
- Ensure the diversity of our culture is reflected in our schemes of learning and our lesson plans.
- Monitor and assess the impact of our race equality policy on students, staff and parents.
- Identify and plan the removal of all barriers to learning, through an inclusion strategy.
- Provide an environment that reflects the diversity of people in our society and prepares our students for life in a multi-cultural society.

## **3. Management and Co-ordinate**

The Race Equality policy contributes significantly to the Equal Opportunity Policy. The leader(s) with responsibility for equal opportunities, have responsibility for the strategic management of Inclusion, Equal Opportunities, Race Equality and ensuring that Every Child Matters.

The leader with responsibility for equal opportunities within each school will be responsible for ensuring that:

- The Race Equality Policy is available to all members of the school community and that it is thoroughly discussed and understood.



- Clear roles and responsibilities for implementation are identified and delegated appropriately.
- The underpinning aims, objectives and values are made explicit.
- The development of inclusive practices are embedded across all aspects of school life.
- The provision of ongoing professional development within the areas of race equality, equal opportunities and inclusion is made.

The school will:

- Monitor student progress and ensure that the needs of students from different ethnic backgrounds are addressed through Schemes of Learning/Work, recognised through performance tracking and supported through appropriate intervention strategies.
- Ensure that the development and well being of students will be supported through applying procedures and sanctions in response to racist behaviour consistently and effectively.
- Identify support mechanisms for the 'victim' of anti-racial feelings and ensure that the 'perpetrator' is dealt with in a way that will enable him/her to recognise how such behaviour is discriminatory, hurtful and unacceptable.
- Ensure that issues are addressed in a planned, co-ordinated approach, which identify strategies that will help the victim to tell what has happened.
- Ensure that parents and carers are informed of our policy and procedures.
- Ensure that all students, parents and staff know that they can report any act of racial harassment and that it will be acted upon immediately.
- Ensure that everyone understands that racial harassment is not acceptable and will not be tolerated and that all staff are aware of their responsibilities in challenging discriminatory practice and offensive behaviour. No one, staff or students, will ignore racist behaviour.
- Ensure that everyone knows what to do if they experience, see or hear racial harassment. This will include new students and parents/carers.

#### **4. Curriculum organisation and Planning**

Castle Phoenix Trust is proactive in order to reduce incidents of inequality. Therefore we have:

- Schemes of Learning/Work which reflect a multi-cultural society and promote positive images of diverse communities.
- Lesson plans which respond to individual learning and which recognise educational and social needs prompted by ethnic background.
- Personalised learning programmes which respond to individual need and facilitate progression.
- A Citizenship/PSHE programme which broadens students' experiences and prepares them for life in a diverse society.
- An Admission's Policy and Behaviour Management Policy which are fair and transparent.
- Recruitment of staff who recognise the Trust's Equal Opportunities Policy.

#### **5. The Focus: Racial Harassment**

As this policy directly addresses racial harassment we feel that it is important to outline the differences between bullying and harassment.

**Harassment** is often impersonal directed at people because of **what** they are rather than who they are. People are racially harassed because they are seen as different from the majority ethnic community.

**Bullying** is usually directed at people because of **who** they are and comprises an intensely personal mistreatment of an individual. It usually involves dominance of one student by another or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated experience.

### **Racial Harassment includes:**

- Physical assault which includes jostling, intimidation, punching, kicking, fighting and the use of a weapon.
- Abuse which includes:
  - Offensive weapons,
  - Ridicule of clothes, food etc.,
  - Jokes,
  - Insulting gestures,
  - Derogatory comments in the course of a discussion or lesson relating to ethnicity colour etc.,
  - Threats relating to colour of skin or ethnic background,
  - Name calling/comments relating to those students with white skin fall into this category.
- Damaging people's property
- Refusal to sit by or co-operate with others because of ethnic origin, skin colour etc.,
- Exclusion from activities
- Provocative behaviour such as: - graffiti, National front or British National Party insignia and literature. [It is a criminal offence to publish and distribute offensive material likely to stir up racial hatred].
- Incitement to racist behaviour [incitement to racial harassment is against the law].
- Recruitment to racist organisations.

We are aware that not all conflict between students from the different ethnic backgrounds is of a racist nature.

### **Procedures**

The following procedures will be carried out by any member of staff witnessing or being informed about any forms of:

#### **Name calling, Verbal or Physical Abuse, Jokes insults, Ridicule, Social exclusion, or Extortion.**

- Act immediately to stop or prevent any incident.
- If incident is 'indirect' i.e. refusal to co-operate with, or avoidance of another student or member of staff because of their ethnicity, restructure the group and refer 'perpetrator' to learning mentor for Children and Family Support Worker for follow up.
- Comfort and support the 'victim' immediately. Saying what you have done with the 'perpetrator'.
- Challenge and reprimand the 'perpetrator' aiming not to undermine his/her self-worth.

- Invoke school sanctions as agreed by staff.
- Ensure any audience is aware that being a bystander can make them equally culpable.
- The leader with responsibility for equal opportunities will record the incident in the Racist Incidents log and report what action has been taken.
- Every term the the leader with responsibility for for race incidents will report the number and type of incident to the appropriate committee of the governing body.

### **Designated staff:**

- Re-enforce the school policy in Assembly/Tutor/Mentoring/PSHE Time.
- Work with the perpetrator to ensure the offence is not repeated.
- Discuss incident with **parent/carers** of both **victim** and **perpetrator** and inform them of what follow up work will be done.
- Assure parents that we will keep them informed of any actions taken to protect the students involved.
- Incidents will be reported to the leader with responsibility for for equal opportunities.

**The following actions should be taken by the designated member of staff (eg Year leader, class teacher, the leader with responsibility for equal opportunities) when other forms of racist actions are involved:**

### **Graffiti**

- This should be removed as soon as possible
- Perpetrator should be reprimanded and the incident recorded
- Parents/carers informed

### **Racist insignia**

- Offenders should be asked to remove these immediately and the incident recorded
- Parents/carers informed

### **Literature**

- All offensive literature should be removed.
- Incident recorded.
- Parents/carers informed.
- Issue discussed with all students.

### **Incitement** [This is against the law]

- Perpetrator should be reprimanded and informed of the legal position.
- Incident should be logged with the leader with responsibility for for equal opportunities.
- Parents, Governors, and the Police as appropriate should be informed where deemed to be serious.

### **Recruitment to racist organisations**

- The perpetrators should be challenged.
- Parents/carers informed.

- Incident logged with the leader with responsibility for equal opportunities.

It is important that our procedures and our reporting system are consistently applied. All incidents will be reported to the leader with responsibility for equal opportunities who will advise on the correct procedure.

### **Staff development and training**

The implementation of this policy will require sensitivity and total commitment from the staff. We need to constantly remind ourselves that 'anti-racism' is about getting society, to come to terms with its diversity. It is about ensuring that all groups within a society, whether they are the majority or a minority, benefit from justice and equality. We will therefore ensure that all staff, whatever their role within school, will receive regular and relevant training to these issues.

### **Evaluation and Review**

We will use our quality assurance processes to identify our good practice and areas of weakness. Priorities for action will be outlined in an inclusion development plan and/or School Improvement Plan.

### **Monitoring**

The Leadership Team and Governors (Link governors) will undertake monitoring and evaluation to identify:

- If problems are developing
- The full picture of frequency and nature of the incidents
- The progress being made.
- If certain students or groups are particularly vulnerable

We will regularly survey students' views and respond to students' voices to ensure that we are aware of the whole picture.

### **Dealing With Incidents Of Harrassment**

#### **Race And Gender**

The school has a clear system in place for dealing with incidents of harassment, both Gender and Race. All reported incidents are investigated by the relevant member of staff and the leader with responsibility for Equal Opportunity is informed.

- All racist incidents are recorded
- All recorded incidents are reported to the student's parents
- Serious incidents – those involving physical or criminal actions are reported immediately.
- Incidents involving 'low level' activity are recorded at school level



# **Castle Phoenix Trust**

## **Disability Policy**

## **DISABILITY POLICY**

### **Aims**

The staff at Castle Phoenix Trust are committed to ensuring that all students develop their full potential. Therefore we aim to provide a caring and supportive environment for all of our students and are committed to the active promotion of Equal Opportunities.

The school wishes to ensure that it complies with the requirements of the Disability Discrimination Act (as amended by the Special Educational Needs and Disability Act 2001 and 2005) and the Equality Act 2010 and the Children and Families Act 2014. We are committed to ensuring that disabled people, including those with learning difficulties, are treated fairly. All reasonable adjustments to provision will be made to ensure that disabled students and other disabled people are not substantially disadvantaged.

This Disability Statement supports Castle Phoenix Trust's drive towards inclusive learning.

### **Responsibilities**

The Trust would liaise with the LA where there is a duty on the LA to plan for physical improvement to enable access.

Teachers have a responsibility to make reasonable adjustments in order to improve access to the curriculum and to school facilities.

Administrative staff have to provide information in a different format if requested to do so.

The Governing Body should review the "Accessibility Plan" annually. It is the responsibility of each school to production an assessibility plan.

The SEN and Inclusion Faculty/staff have a duty to:

- i. inform staff of the students who are covered by this policy
- ii. elicit information/knowledge about the student from parents
- iii. monitor the effectiveness of provision across the school
- iv. inform the Leadership Team of progress and any concerns
- v. All students should be able to make the maximum progress possible commensurate with their developing abilities and be able to gain access to the full curricular activities of the school. Expectations for students of all abilities and aptitudes must invariably be high. Where students have an Education and Health Care Needs Plan (EHC Plan):
  - Staffing, teaching and support for them should be adequate and meet student needs, as should the use made of support teachers and services, medical and psychological services, and other external agencies.
  - The screening and assessment for such students should be as outlined in the Codes of Practice
  - Individual needs should be accurately assessed and the results communicated to all relevant members of staff
  - Students with special educational needs should have individual student profiles/IEPs

- Students should be enabled to have access to the full school curriculum through such means as differentiated learning, learning support and learning resources that are appropriate to their needs.

### **Staff development**

- vi. The skills and capabilities of all staff are seen as a key factor in shaping priorities and thus the schools capacity to fulfil its mission. Within Castle Phoenix Trust we believe that all members' of staff are entitled to training and professional development that will prepare them for all the tasks and responsibilities required of them in discharging their professional duties.

### **Monitoring and evaluation**

- viii. Governors have a vital function to play in the monitoring of policies and provision of equal opportunity in the school.
- ix. The senior leadership team will ensure that policies are consistently applied.
- x. Support staff/adults and teachers should be aware of policies so that they can act consistently in compliance with them.
- xi. Students during Citizenship/PSHE and/or tutor and mentoring sessions can examine the issues raised in this policy.

### ***Insert Each School's Accessibility Scheme***



# **Castle Phoenix Trust**

## **Gender Policy**

## **GENDER**

### **Aims**

To ensure that all students have equal access to the curriculum and extra curricular activities regardless of gender.

To maximise the potential of all students by holding high expectations of both boys and girls and challenging any concept or practice which disadvantages either group.

### **Methodology**

The appropriate staff will:

- Monitor the performance of boys and girls within the curriculum and use data to inform opinion, identify trends and address concerns.
- Protect the interests of the individual by using appropriate grouping and setting processes and by the equitable distribution of staff attention in lessons and the use of praise, rewards and sanctions.
- Ensure that Schemes for Learning/Work and lesson plans reflect the needs of all students and that teaching strategies aim to meet the different learning styles of boys and girls.

Designated Staff eg Year Leaders, Class Teachers will:-

- Safeguard the welfare of all students and will take appropriate actions if it is felt that some students are being disadvantaged on the ground of gender related issues.
- Monitor the progress of boys and girls and will use data to inform opinion, establish trends and address concerns.
- Ensure that the school rules regarding conduct and uniform are enforced equitably and that sanctions and records are awarded fairly.

The Leadership Team will:-

- Follow guidance on equal opportunities and meet all appropriate requirements for staff recruitment and retention.
- Involve all staff in professional development and subscribe fully to the promotion of equal opportunities.
- Assess and monitor the impact of the Equal Opportunity for Gender policy on staff, students and parents/carers and in particular its impact on attainment levels of both boys and girls.
- Provide resources which are free from any gender bias and avoid stereotyping images of women and men.

# Gender

**Insert School's Gender policy statement**