



Whole School Equal Opportunities Policy

Review Date: August 2020
Responsible: SLT's

1. Policy Statement

- 1.1. At Caxton College we recognise our responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- 1.2. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate in our programme of learning, where all are valued and supported.
- 1.3. Caxton College is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010). This applies to all pupils, parents and staff members.
- 1.4. It is against the law to discriminate against a pupil because of:
 - being or becoming a transsexual person
 - disability
 - race including colour, nationality, ethnic or national origin
 - religion, belief or lack of religion/belief
 - sex
 - sexual orientationThese are called ‘protected characteristics’.

2. Our Commitment

- 2.1. We seek to ensure that the individual needs of all our pupils, including those who are disabled or have special education needs are met and pupils are included, valued and supported, and that reasonable adjustments are made for them.
- 2.2. We undertake to work with the school community, with parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.
- 2.3. This policy statement and the effectiveness of our inclusive practices at Caxton College are reviewed annually by the Primary and Secondary Leadership Teams. It is their responsibility to ensure that arrangements are in place for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference; how inappropriate attitudes and practices will

be challenged; and how the provision will encourage children to value and respect others.

3. Policy Implementation

Caxton College seeks to implement this policy statement effectively through the following actions:

- 3.1. Provision of our policy statement for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- 3.2. Working with outside agencies such as educational psychologists, occupational therapists, family/pupil medical practitioners, and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- 3.3. Discussing, where appropriate, equal opportunities and the special needs of individuals at staff meetings
- 3.4. Ensuring that the SEAL Programme and Core Values (Primary), the One School One Community Ethos (Secondary) and the Personal Development Programme (Secondary) includes discussion of Equal Opportunities and delivering the message of equal opportunities within lessons, the wider curriculum and through the extra-curricular programme.
- 3.5. Dedicating assemblies, carpet time and SEAL sessions (Primary) and registration time (Secondary) to the importance of inclusion, tolerance, acceptance, kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- 3.6. Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.
- 3.7. Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- 3.8. Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- 3.9. Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- 3.10. Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds

- 3.11. Challenging inappropriate attitudes and practices, by speaking with those involved and by the graduated approach of;
- Primary: Class Teacher, Head of Year, Deputy Head and Headteacher becoming involved as necessary with pupils, parents and staff.
 - Secondary: Form teacher, Head of Year, Co-Head Pastoral becoming involved as necessary with pupils, parents and staff.
- 3.12. Pupils are made fully aware of the school's sanctions system.
- 3.13. Including the SENCo and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.

This policy will be reviewed annually.