



# Charlton Park Academy and Mulberry Tree House Equal Opportunities Policy

## **Ethos**

Charlton Park Academy is committed to providing equal opportunities for all. We aim to provide high quality care and education for students regardless of race, gender or special educational needs. The academy recognises the need for students to learn within an environment that promotes a positive ethos and which aims to raise the achievement of all students. Charlton Park Academy's ethos is based upon a student centred philosophy-all individuals are valued members of a academy community which seeks to provide for cultural, social, spiritual, creative, athletic and intellectual development.

## **Statement of Academy Aims and Core Values**

The academy adopts an equal value principle in respect of all members of the academy community, which recognises the different needs of all individual learners and values those needs equally. As part of this equal value principle, all students will have a right to access the appropriate resources necessary to support their learning regardless of race, gender or special educational needs.

**Mission statement:** "Making a positive difference in our community". In accordance with our mission statement, we pledge to respect the rights of all our pupils, parents/carers and staff irrespective of:

- Disability
- Age
- Gender, including gender reassignment
- Marital or civil status
- Having/or not having dependents
- Religious belief and/or political opinion
- Race(including colour, nationality, ethnic or national origins)
- Sexual orientation

## **Aims:**

- To develop a relevant and creative curriculum to enable all of the academy community to become successful learners, confident individuals and responsible citizens.
- To become an excellent, happy and successful academy focussing upon positive outcomes for all stakeholders
- To develop individual attitudes and attributes, skills, knowledge and understanding.

Charlton Park Academy is a group 7 Community Special Academy; students are aged 11-19. The academy provides education for low incidence special educational needs students. The academy aims to provide a caring environment where all members of the academy community feel valued and respected. The boarding unit provides respite care during term time for up to 8 students, weekdays only. The academy provides a safe and caring environment where students are encouraged to take responsibility, develop self efficacy and to become where possible independent learners

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commensurate with ability levels. The academy fosters positive relationship nurturing through various strategies: restorative justice, de-escalation strategies, developing a positive self image, self respect, a sense of dignity and self worth.

Charlton Park Academy is underpinned by five core values:

- Where everybody has a responsibility to create and sustain a safe environment.
- Where the wellbeing of everybody is important
- Where everyone can learn and express their needs and aspirations
- Where everyone can actively participate in problem solving with dialogue, communication and evidence
- Where the academy has a positive impact in the local and wider community.

## Local Authority

Charlton Park Academy recognises and complies with the Royal Borough of Greenwich` Equality Policy`. (See Appendix 2)In summary the policy is committed to:

- Eliminating unlawful discrimination
- Promoting equality of opportunity
- Promoting good community relations

Charlton Park Academy utilises the same procedures as Greenwich LA for recruitment, absence and disciplinary proceedings.

## Conduct of Staff and Students

- Written and spoken language will be used in ways which do not assume stereotypes or cause offence.
- Tasks will be allocated to all in ways which do not assume stereotypes
- Self confidence and self worth will be encouraged in all individuals in Charlton Park Academy.
- Appropriate facilities will be available for individuals with physical, cognitive and sensory special needs.
- Procedures for dealing with incidents of discrimination and harassment on the grounds of race, gender, special educational needs or sexual orientation will be in accordance with the academy`s behaviour Policy and the anti-bullying policy.
- Staff will challenge all incidents involving the use of inappropriate language and behaviour.
- Staff will undertake an induction when joining Charlton Park Academy; exit interviews will be conducted to monitor patterns of staff retention and recruitment.
- ICT protocol is adhered to by all staff and students; e-safety is of paramount importance.

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### Administration

- Academy policy and administrative arrangements will consider the aims of the Equal Opportunities Policy.
- Rewards and sanctions including suspension and exclusion will be applied consistently to all students regardless of race, gender and special educational needs and will not reinforce stereotyped norms.
- Formal publicised procedures will be used for dealing with sexist and racist behaviour.
- Staff will be encouraged to develop their professional skills and their careers, and to share good practice across the academy.

### The Purpose of the Equal Opportunities Policy

Charlton Park Academy fosters an ethos of mutual respect for staff and learners. The purpose of the equal opportunities policy is to embed the beliefs that underpin the policy into practice through:

- Creating a positive and caring environment that respects the individual.
- Individuals feel a sense of belonging.
- Respect for differences, oppose imbalance, and observe the principles of a just and fair community.
- Oppose discriminatory behaviour and/or language
- Ensure equality of access for all students, staff and parents.
- Promote differences; enrich the lives of people who are involved within and beyond Charlton Academy.
- Empathy, tolerance and understanding should be promoted for all.

### Parents and Carers of Our Students

- Parents/carers are encouraged to attend assemblies, open days, transition days, celebration of achievement and information sharing events.
- Parents/carers are contacted via telephone, home academy books and through regular meetings to discuss their child`s wellbeing and progress.
- Out of academy hours meetings are provided for parents/carers, the opportunity to bring their children is offered.
- A newsletter is sent to parents giving information about upcoming events, celebrating success in the academy and sharing information that will assist parents with their child`s schooling.
- The option of a home visit is offered to parents. Parents are invited to come into the academy for annual reviews and other times to discuss their child`s progress.
- The academy is a safe environment where staff make a genuine effort to understand parents` circumstances and to respond appropriately.

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- The MLE (Managed Learning Environment) provides a forum for parents to share and gain information.
- Accessibility and information can be accessed via the academy website and through focussed DVDS.

### Academy Environment

- Charlton Park Academy strives to offer a bright, warm and welcoming environment.
- ICT (Information Communication Technology) and access to the MLE (Managed Learning Environment) is supported through assisted technology for staff/students and professional training for staff.
- The health and safety of all students, staff and parents is paramount.
- Corridors, equipment, resources are adapted and available to ensure access for all.
- Toilets, showers and classrooms (switches/lights etc) are designed to accommodate wheelchair users.
- Equipment in the fitness room is IFI (Inclusive Fitness Initiative) accredited.
- Play areas are designed for all students to access, they are bright and colourful.
- Student work is displayed throughout the academy, reflecting the diverse population of the academy.
- Individual needs are taken into account, sensory room for students who are on the autistic spectrum disorder and for students who have sensory impairments.
- The MOVE (Movement Opportunities via Education) programme is delivered for students with mobility difficulties, the purpose of which is to improve independence and access holistically for identified.
- The Boarding Unit is fitted with environmental controls and adapted bedrooms and toileting/bathing facilities.
- Achievement is recorded and displayed in the Academy; students are invited to work upon displays.

### Charlton Park Academy Students

- Charlton Park Academy's ethos is based upon a student centred philosophy- all individuals are valued members of the academy community.
- Students have a real voice in the Academy through various mechanisms for example the `student council`, student radio and student questionnaires.
- Students are treated with respect, dignity and confidentiality.
- Students with communication difficulties who access augmentative/alternative communication aids are supported and respected.
- All students are listened to, consulted with and valued members of the learning community.
- A safe learning environment, off site activities that are risk assessed and planned for all students.
- A timetable that reflects the needs of learners, that is equitable, broad and balanced.

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- A curriculum that is flexible to the needs of the students individualised following Personalised Learning Plans (PLP) that match the holistic and academic needs of the student.
- Therapeutic provision is provided for students who have identified need for input. This takes the form of: counselling, art therapy, drama therapy, speech and language therapy, occupational therapy and physiotherapy.
- Students follow mobility programmes where identified need is raised through programmes such as MOVE (Movement Opportunities via Education).
- Planned inclusion and reintegration programmes for students at risk, within academy and other educational establishments.
- Teaching resources; that reflect cultural and lifestyle diversities.
- Enrichment opportunities that give students an insight into other cultures and experiences.
- Students are taught using various teaching styles and specialist equipment to ensure access.
- Staff to student ratio is based on the needs of the individual student.
- Acknowledgement of religious practices, diets, dress requirements etc in order that no student is unwittingly isolated from the curriculum.
- Students are assessed against the appropriate framework – PIVATS for KS3 and KS4; PIVATS/curriculum for P1 – P4 and the MOVING ON pre- and post-Entry level curriculum for post -16.
- Targets are then set which are appropriate for every individual and which give them the possibility of achievement and
- The enriched curriculum organised largely through Creative Arts and PE promotes enjoyment and achievement and participation in the community. This is all tracked through the Personalised Learning plan (PLP).
- The PLP is shared with the staff from the Mulberry Tree House to support cohesive working with key stakeholders.
- Annual Reviews provide the opportunity for yearly reviews with parents.
- Students are carefully grouped where appropriate/possible to allow for collaborative learning between mixed ability, gender, race, special need etc.
- Equality is promoted and monitored for both outcome and provision.
- Assemblies address diversity and promotion of unity in a academy where everybody matters.
- Assisted technology for those who require additional access to ICT.

### **Pupils and Schools Supported by CENMAC**

- CENMAC's practice is based in supporting the needs of the students and adults working with the student to ensure equal access to the curriculum through a fair and balanced assessment of their need.
- CENMAC will work with all pupils referred to the service, whose need for assistive technology, access devices and/or AAC (Communication Aids) has been identified.
- Students will have an input on all areas of the support given to them in the school environment. They will be treated with respect, dignity and in confidence. Parents will be involved at all stages in the support for their child.
- Students are treated with respect, dignity and confidentiality.

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- Students with communication difficulties who access augmentative/alternative communication aids are supported and respected.
- All students are listened to, consulted with and valued members of assessment and support process.
- CENMAC will support the full inclusion for students, within all educational establishments.
- Teaching resources suggested reflect cultural and lifestyle diversities.
- Support for staff and pupils taught using various teaching styles and specialist equipment to ensure access.
- Acknowledgement of religious practices, diets, dress requirements when visiting all schools.
- Targets are then set which are appropriate for every individual and which give them the possibility of achievement
- Annual CENMAC Reviews provide the opportunity for yearly reviews with parents, staff and pupil.
- Equality is promoted and monitored for both outcome and provision.
- Assisted technology provided for those who require additional access to ICT and access devices that are appropriate for the level of disability. All pupils given the opportunity to develop control and access using the appropriate equipment.
- Communication Aids that reflect the stage the pupil is achieving with opportunities to upgrade when necessary.

### **Equal Opportunities Policy into Practice**

- In order to implement the Equal Opportunities Policy the academy shall establish the following strategies:
- The senior and middle leadership team will review, comment and agree the policy in its entirety before distribution.
- Communicate the policy to students, parents/carers, staff (employees), job applicants and the governing body.
- Copies of the policy will be available for staff during their induction period and will be accessible via the MLE.
- Continuous professional development training will be monitored against equity across the academy.
- Staff profiling will take place annually, examining recruitment and retention and analysis of gender, ethnicity, race, disability, religion etc.
- Staff will be challenged against expectations the Equal Opportunities Policy, verbal challenge, written report and/or competency/disciplinary procedures.
- Subject areas, enrichment activities, extended academy services, Mulberry Tree House and specialist input will need continual monitoring to ensure that students receive the outcomes as documented in section 9 of the Equal Opportunities Policy.
- Those involved in the life of the academy will be made aware of procedures for challenging specific behaviours, a list of which can be found in Appendix 1.

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- Commitment must be obtained from other outside organisations/agencies that they too will comply with the policy in their dealings with our organisation and staff.
- Equal Opportunities will be promoted in the academy newsletter and through various mediums such as the academy web site and the MLE.
- Ensure that adequate resources are made available to implement the policy.
- Regular meetings are scheduled and minutes taken in relation to Equal Opportunities with the SLT (senior leadership team) and academy staff through staff briefings and formal training.
- Students will be encouraged to develop understanding and moral awareness of Equal Opportunities and matters relating to equality. If circumstances prevail, to challenge behaviour that contravenes the policy through bias, discrimination or in any other way.
- The Equal Opportunities Policy will be reviewed annually with a three year evaluation period. The policy will be updated accordingly and will keep abreast of wider educational initiatives and reform.

**Next review date: October 2022**