Charlton Park Academy
Equal Opportunities Policy

Date: October 2026
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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 an 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 in absolute alignment with the Equality Act 2010 Public Sector Equality Duty (PSED), protecting individuals from discrimination across all statutory protected characteristics including:

- 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 at Mulberry Tree House (MTH) 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 become, where possible, independent learners 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, and a sense of dignity and self-worth.

Charlton Park Academy is underpinned by five core values:

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

Academy Governance & Trust Framework

Charlton Park Academy operates as an autonomous Academy Trust. While working collaboratively with the Royal Borough of Greenwich and neighbouring Local Authorities to support localized special educational needs frameworks, the academy is legally governed by its own Trust Board, Funding Agreement, and the Academy Trust Handbook. All recruitment, absence, and disciplinary policies are managed in strict compliance with Trust-wide HR policies rather than local authority internal procedures.

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.

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 in strict compliance with DfE statutory guidance. Sanctions will be monitored transparently to ensure they do not disproportionately affect specific cohorts or 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.
- Ensuring individuals feel a sense of belonging.
- Respecting differences, opposing imbalance, and observing the principles of a just and fair community.
- Opposing discriminatory behaviour and/or language.
- Ensuring equality of access for all students, staff, and parents.
- Promoting differences; enriching the lives of people who are involved within and beyond Charlton Park 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 communication logs, and through regular meetings to discuss their child's wellbeing and progress.
- Out-of-school hours meetings are provided for parents/carers, and 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.
- The school's secure digital learning platform provides a forum for parents to share and gain information.
- Accessibility and information can be accessed via the academy website and through targeted digital media provisions.

Academy Environment

Charlton Park Academy strives to offer a bright, warm, and welcoming environment.

- ICT (Information Communication Technology) and access to the secure school digital platform is supported through assistive technology for staff/students and professional training for staff.
- The health and safety of all students, staff, and parents is paramount.
- Corridors, equipment, and 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, featuring a sensory room for students 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.
- Mulberry Tree House is fitted with environmental controls, adapted bedrooms, and adapted 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 (AAC) aids are supported and respected.
- All students are listened to, consulted with, and valued members of the learning community.
- A safe learning environment, featuring 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.
- 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 an 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 an identified need is raised through programmes such as MOVE.
- Planned inclusion and reintegration programmes for students at risk, within the academy and other educational establishments.
- Teaching resources reflect cultural and lifestyle diversities.
- Enrichment opportunities 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, and dress requirements ensure that no student is unwittingly isolated from the curriculum.
- Students are formally assessed using the statutory Pre-Key Stage Standards, the Engagement Model framework, and post-16 transitional Entry Level tracking criteria.
- Targets are set which are appropriate for every individual and which give them the possibility of achievement.
- The enriched curriculum organised largely through Creative Arts and PE promotes enjoyment, achievement, and participation in the community. This is tracked through the Personalised Learning Plan (PLP).

- The PLP is shared with the staff from Mulberry Tree House to support cohesive working with key stakeholders.
- Annual Reviews provide the opportunity for yearly updates with parents.
- Students are carefully grouped where appropriate/possible to allow for collaborative learning between mixed ability, gender, race, and special needs.
- Equality is promoted and monitored for both outcome and provision.
- Assemblies address diversity and the promotion of unity in an academy where everybody matters.
- Assistive technology is provided for those who require additional access to ICT.

Pupils and Schools Supported by CENMAC

- CENMAC's practice is based on 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 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.
- Students with communication difficulties who access augmentative/alternative communication aids are supported and respected.
- All students are listened to, consulted with, and form valued members of the assessment and support process.
- CENMAC will support full inclusion for students within all educational establishments.
- Teaching resources suggested reflect cultural and lifestyle diversities.
- Support for staff and pupils is delivered using various teaching styles and specialist equipment to ensure access.
- Acknowledgement of religious practices, diets, and dress requirements is maintained when visiting all schools.
- Targets are 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 pupils.
- Equality is promoted and monitored for both outcome and provision.
- Assistive technology is provided for those who require additional access to ICT and access devices that are appropriate for the level of disability. All pupils are given the opportunity to develop control and access using the appropriate equipment.
- Communication Aids are maintained to 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 on, and agree to 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 secure internal trust portal.
- Continuous professional development training will be monitored against equity across the academy.
- Staff profiling will take place annually, examining recruitment and retention metrics through anonymized data fields by protected characteristic under UK GDPR guidelines.
- Staff will be challenged against expectations of the Equal Opportunities Policy via verbal challenge, written report, and/or formal trust competency and 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 legal outcomes documented within this framework.
- Those involved in the life of the academy will be made aware of procedures for challenging specific exclusionary behaviours.
- 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 website.
- 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 an understanding and moral awareness of Equal Opportunities and matters relating to equality. If circumstances prevail, they will be supported to challenge behaviour that contravenes the policy through bias, discrimination, or peer isolation.
- The Equal Opportunities Policy will be reviewed annually by the Trust Board and school leadership to remain abreast of wider educational initiatives and statutory reforms.