



Caludon Castle School

Equal Opportunities Policy 2011 - 2013

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 21st Century

Formulation date: March 2011

Responsibility: Head teacher and Assistant Head teacher

Review date: March 2013

1. Mission statement on equal opportunities

At Caludon Castle there is a commitment to providing equal opportunities to everyone within the school community, staff, students, parents and visitors to the school. At Caludon Castle 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.

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 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. At Caludon Castle we recognise that language in all its forms is a powerful medium. Language communicates values, feeling and ideas. It is 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 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 Race Relations Act (1975) 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. The Caludon Castle school 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) and the Equality Act (2010) 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 a Statement of Special Educational needs:
 - 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. At Caludon Castle 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 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 who should be made fully aware of them
- v. There should be a defined and sustained programme for staff training on equal opportunities
- vi. Students during PSD will examine the issues raised in this policy
- vii. The school will collate whole school information that relates to equal opportunities, monitor and evaluate this.

Approved by: Mrs M Marr
 Date: Feb 2011
 Review Date: Feb 2012



Caludon Castle School

Race Equality Policy

RACE EQUALITY POLICY

1. Introduction

At Caludon Castle 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

Caludon Castle is committed to ensuring that Every Child Matters and that each 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 our 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 Assistant Head responsible for equal opportunities, and Deputy Head responsible for equal opportunities, have responsibility for the strategic management of Inclusion, Equal Opportunities, Race Equality and ensuring that Every Child Matters.

The Assistant Head responsible for equal opportunities will be responsible for ensuring that:

- The Race Equality Policy is disseminated 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, 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

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

- Schemes of Learning 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 and PD 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 Coventry LA 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 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 Assistant Head responsible for equal opportunities will record the incident in the Racist Incidents log and report what action has been taken.
- Every term the Assistant Head responsible for race incidents will report the number and type of incident to LA.

Year Leaders

- Re-enforce the school policy in Assembly/Tutor/Mentoring Time.
- Work with the perpetrator to ensure the offence is not repeated.
- Discuss incident with **parent/carer** 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 Assistant Head responsible for equal opportunities who will inform the LA.

The following actions should be taken by class teacher of Year Leader 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

Racist insignia

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

Literature

- All offensive literature should be removed.
- Incident recorded.
- Parents/carers informed.
- Issue discussed with all students.
- Materials should be sent to the LA.

Incitement [This is against the law]

- Perpetrator should be reprimanded and informed of the legal position.
- Incident should be logged with the Assistant Head responsible for equal opportunities.
- Parents, Governors, the LA and the Police as [ppropriate should be informed where deemed to be serious.

Recruitment to racist organisations

- The perpetrators should be challenged.
- Parents/carers informed.
- Incident logged with the Assistant Head responsible for equal opportunities.

It is important that our procedures and our reporting system are consistently applied. All incidents will be reported to the Assistant Head responsible 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 our Inclusion Development Plan and the School Improvement Plan.

Monitoring

The Leadership Team or 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.

Each year the number of incidents will be reported to the Local Authority.

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 Equal Opportunity Co-ordinator 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

Approved by: Mrs M Marr
Date: Feb 2011
Review Date: Feb 2012



Caludon Castle School

Disability Policy

DISABILITY POLICY

Aims

The staff at Caludon Castle 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. 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 Caludon Castle's drive towards inclusive learning.

Responsibilities

The LA has a duty to plan for physical improvement to enable access.

Subject 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.

The SEN and Inclusion Faculty 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. draw up the Accessibility Plan
- v. inform the Leadership Group of progress and any concerns
- vi. 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 a Statement of Special Educational needs:
 - 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.

- 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. At Caludon Castle 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 and/or tutor and mentoring sessions can examine the issues raised in this policy.

The Caludon Castle School Accessibility Scheme

3-year period covered by the plan: 2009-2012

1A: The purpose and direction of The Caludon Castle School's Accessibility Plan: vision and values

Caludon Castle School has high ambitions for its students with disabilities and expects them to participate and achieve their full potential in every aspect of school life.

Caludon Castle School makes all students feel welcome, irrespective of race, colour or creed.

Caludon Castle School aims to do all in its power to identify and remove barriers to students with disabilities in every area of school life. The School will make reasonable adjustments, taking into account advice provided by Risk Assessment and other expert agencies

1B: Information from student data and school audit

The SEN Register/SIMS provides information for parents and staff to support student progress. Information for parents is provided on the VLE.

Staff awareness

Each student with a disability on the Individual Needs Register has a student profile, which detail to every member of staff both the strengths & weaknesses of the student and strategies that could be usefully employed in order to support the student.

Patterns of Attendance and Exclusions

The Attendance Team monitors the attendance of disabled students and takes appropriate proactive measures.

Areas of the curriculum to which students with disabilities may have limited or no access at the moment

The School does its utmost to ensure that all students have access to the whole of the curriculum. The new building at Caludon helps to facilitate this.

Each student has an individual fire evacuation plan.

The participation of disabled students in off-site activities

To date all students have been offered full access to off site activities. The Inclusion Faculty has provided personnel to support students with disabilities on trips.

The physical environment of the school

Please see school map attached (Appendix 2)

Outcomes for students with disabilities

A detailed analysis of outcome data is conducted by the School's Inclusion Leader and action is taken based on the findings. Appropriate intervention is implemented.

Detailed information showing how well students with disabilities are accessing the curriculum is collected through lesson observations, learning walks, faculty reviews, HMI visits and the school quality assurance processes.

2. The main priorities in the School's plan

1. Ensuring full participation by all students, parents and staff governors, regardless of disability.
2. To ensure achievement for all
3. Ensuring open access to all areas (Physical access)
4. To ensure all information is accessible to:
 - students
 - parents
 - staff
 - governor

(See plan Appendix 1)

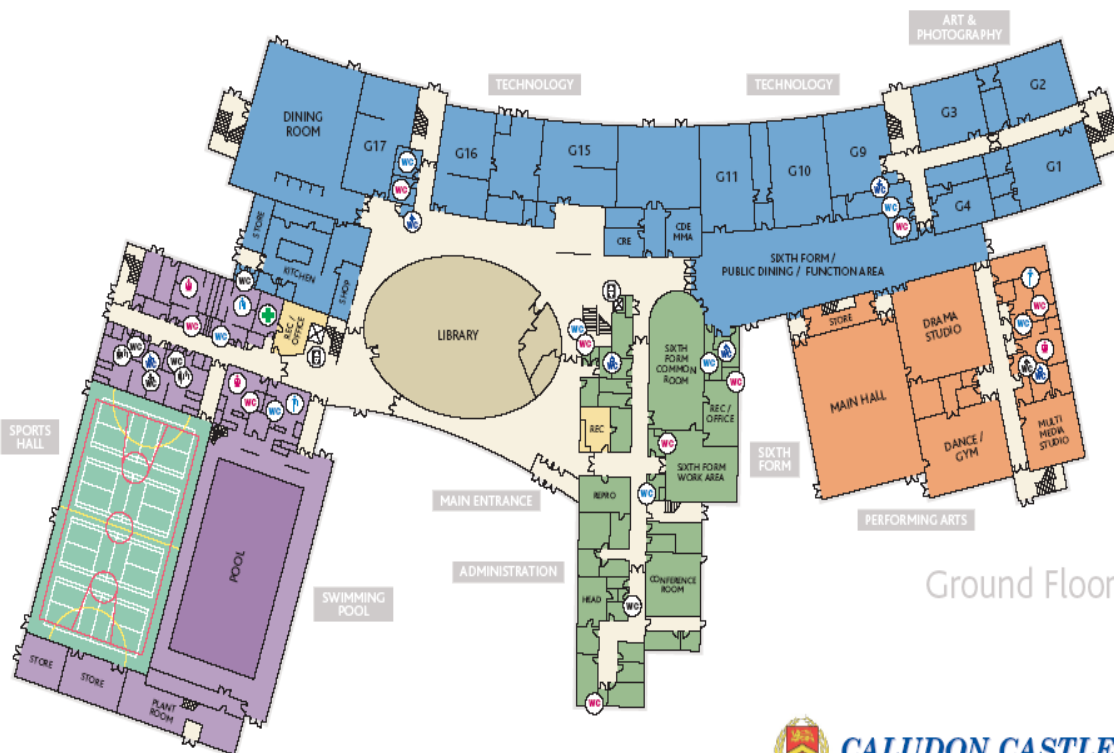
Approved by: Mrs M Marr
Date: Feb 2011
Review Date: Feb 2012

ENVIRONMENT

Action	Targets	Outcome	People Responsible	Strategies	Cost	Time Frame	Success Criteria	Date Completed	Action to be taken
PARTICIPATION									
Assess how well disabled students are attending	Attendance at 95% or above	Students progress well and in line with school expectations	Senior leader responsible for attendance	SIMS. Home School Links.	Provision of an outreach worker	On-going	Disabled students attending & achieving		
Make all staff aware of students' disabilities and appropriate teaching strategies to meet those needs	Learning is good for all students	Students needs are met	Student Profiles are written by Inclusion Faculty Teaching Staff and reviewed by all staff twice a year	Creation and review of Student Profiles	Inset Writing of student profiles	On going	Information available in 'user friendly' format. Student needs are met		On going Student Profiles Individual Needs Register Training
Provide training for staff re: delivery of lessons for students withdrawn for support	To provide equality access to the curriculum to the fullest extent	Equality of Opportunity	AGA/SIH/AIN/SWE (Inclusion)	Directed time used for staff training where necessary	Support staff External support and training	On going	Appropriate Training delivered.		
Offer disability equality Training for all staff	All staff will be trained	Students needs are met	Senior leader responsible for inclusion	SMT delegate suitable time for staff training	Staff time. Training costs	All staff will be trained aware and confident in this area	Well trained and knowledgeable staff	No action at present	On going
Teachers' plans include opportunities for all students to take part and achieve	All lesson planning provides equal opportunities	Students needs are met	Head Teacher & Asst Head (Teaching and Learning) Asst Head	Faculty Reviews to include consider & discuss access to the curriculum	Planning time	On going	All students will have access to a curriculum in which they can take part achieve, reach their full potential and enjoy		As needed
Ensure that all school visits are made accessible to all students	All students are able to take part in all outside school activities/trips	No discrimination	Trip leaders Delegated First aiders	Trip Leader liaises with CWA. Risk Assessment done	Variable	On going	All students able to access all school visits		

Action	Targets	Outcome	People Responsible	Strategies	Cost	Time Frame	Success Criteria	Date Completed	Action to be taken
Ensure ICT equipment, hardware and software are appropriate to support the needs of all students. School/community inc provision of large screen monitors	Hardware & Software & courses appropriate to students' needs	Students needs are met	PHA SWE/AGA/SIH/AIN	Keep up to date with ICT software available. V.I. Service regular input	Identified within annual budget on a need basis	On going	ICT courses Software & Hardware support all students' needs		
PHYSICAL ACCESS									
Regular Evac Chair Training Audit of access needs across the curriculum in particular science, PE.	A cross section of staff trained Students able to access the curriculum	Safety of DDA	SIH/AGA HHA Business Manager	Regular audit and training	Equipment and inset as required to enable access to the curriculum	On going	A range of staff trained and confident		
INFORMATION FOR PARENTS									
Provision of signers, translators for parents, on request and with notice	Translating effective contact for signing & translating	Parents, visitor have full access to information	Inclusion Manager AGA/SWE HOYs	Contact Hearing Impaired Service & MEAC	Market (hourly) rate for translators & signers	On-going	Access to information for parents & visitors	On-going	
Translate brochure for new parents into different languages according to need – on request	There are multilingual brochures available for new parents	Information available for all parents		Software		Summer 2012	Non English speaking parents will have access to induction materials		To be acted on request
Consider all parent/guardian needs literacy skills, poor eye sight, react appropriately and helpfully	Ensure that information is accessible e.g. use of telephone calls to re-enforce invitations where literacy/eyesight is a concern: NB Materials read aloud where necessary	Information available for all parents	Year Leaders SIH	Offer large print or Multi-lingual brochure on request. E.g. use of telephone calls to re-enforce invitations where literacy/eyesight is a concern: NB. Materials read aloud where necessary	Staff time	On-going	Greater willingness to be involved in children's education		Ongoing

SITE PLAN



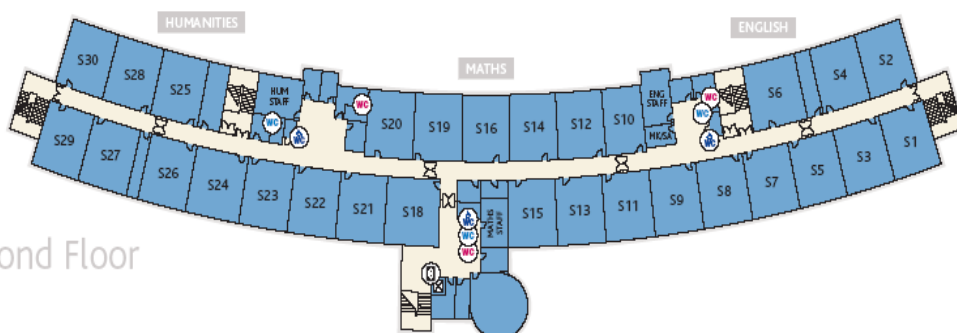
Ground Floor



CALUDON CASTLE
BUSINESS AND ENTERPRISE SPECIALIST SCHOOL



First Floor



Second Floor



Caludon Castle School

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 Faculty and Subject Leaders will:-

- Monitor the performance of boys and girls in their subject area 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 and lesson plans reflect the needs of all students and that teaching strategies aim to meet the different learning styles of boys and girls.

Year Leaders 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 the LA 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/guardians 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.

Approved by: Mrs M Marr

Date: Feb 2011

Review Date: Feb 2012

Gender

Policy Statement	Practice	Responsibility
<p>Curriculum</p> <p>Students have equal access to all areas of the curriculum, regardless of gender.</p> <p>Equality of opportunity must be a dimension to all curricular areas.</p> <p>Careers guidance encourages students to develop non-stereo-typical attitudes to career choices.</p> <p>Staff must hold high expectations for both boys and girls.</p>	<ol style="list-style-type: none"> 1. Setting arrangements are based on ability, not gender. 2. The PSE programme includes guidance to boys and girls about option choices. All students have equal access to all areas of the curriculum. Class teachers positively promote their subject to both boys and girls. 3. Subject take-up at the end of Year 9 and Year 11 is monitored closely. 4. The disapplication of students from specific subjects is monitored on an individual basis. 5. students' choice of optional subjects is monitored on a one to one basis taking into account the talents and interests of each individual. 6. Reading/mentoring programme takes account of the needs of individual students. <ol style="list-style-type: none"> 1. Schemes for Learning and lesson plans aim to reflect the needs of all students and meet the Equal Opportunities dimension within each National Curriculum area. <ol style="list-style-type: none"> 1. Both boys and girls are encouraged to consider careers based on ability not gender. 2. Care is taken to ensure that Work Experience in Years 10 and 12 does not reflect sex stereotyping. <ol style="list-style-type: none"> 1. The target setting programme highlights boys and girls who are under-performing. Strategies are put in place, which benefit individual boys and girls. 2. Teaching strategies are varied to reflect the differing learning styles of individual boys and girls. 3. The performance of boys and girls is closely monitored within each department. Senior and middle managers discuss issues raised with individual Subject Leaders suggesting appropriate support where necessary. 	<p>Subject / Faculty Leaders</p> <p>Leadership Group Tutors/mentors Year Leaders</p> <p>Subject Leaders</p> <p>Deputy Headteachers</p> <p>Literacy Co-ordinator/AIN</p> <p>Subject/Faculty Leaders Tutors/mentors Connexions</p> <p>Senior Mentor, Faculty Leaders Subject Leaders</p> <p>Classroom teacher</p> <p>Subject Leaders/ Faculty Leaders Leadership Group</p>

Policy Statement	Practice	Responsibility
<p>Classroom Organisation</p> <p>All students must be treated the same regardless of gender.</p>	<ol style="list-style-type: none"> 1. Registers and mark books are kept in alphabetical order regardless of gender. 2. No distinction is made on the basis of gender in terms of treatment and punishment for any offence. 3. Sexist behaviour is not tolerated. (See section "Sexual and Racial Harassment.") 4. Uniform does not distinguish on the basis of gender. 5. All students are addressed by their first name. 	<p>Classroom teacher</p>
<p>Staffing</p> <p>All appointments must be made on the grounds of merit without regard to gender.</p>	<ol style="list-style-type: none"> 1. A representative from the governing body oversees the appointment of many staff. 	<p>Headteacher Governing Body</p>
<p>Resources</p> <p>All resources within the school should be free from any gender bias and avoid stereotyping images of women and men.</p>	<ol style="list-style-type: none"> 1. The classroom teacher and Subject Leader must check all resources used for gender bias. 2. The Librarian checks all library resources in conjunction with Subject Leaders. 	<p>Classroom teacher</p>
<p>Staff Development</p> <p>The staff development programme at Caludon Castle School fully subscribes to the promotion of Equal Opportunities.</p>	<ol style="list-style-type: none"> 1. An induction programme is set up for new staff and includes discussion of and information about, essential aspects of school life such as the procedures to be followed in incidents of harassment, the relative performance of boys and girls. 2. Awareness raising workshops are offered for example, an examination of the classroom interaction between boys, girls and their teacher, learning styles for boys and girls, and analysis of the relative performance of boys and girls. 3. Governors are involved in policy making and policy review. 4. Governors meetings. 5. Interviews for all jobs are conducted by more than one person. The same questions are asked to all candidates. 	<p>Deputy Headteacher Leadership Group</p> <p>Assitant Head teacher: Equal Opportunities</p> <p>Headteacher Assitant Head teacher: Equal Opportunities Governing Body Headteacher</p>