



# CALDEW SCHOOL

## STUDENT WELFARE POLICY

*Reviewed under C&PW Committee  
On school website  
Reviewed biennially  
Adopted: September 2015  
Next review: July 2017*

NOTE: Caldew School is an Academy and where reference is made to school(s) this should be taken to refer to 'academy' in so far as the reference specifically applies to Caldew School.

### **Part 1: Safeguarding**

#### **1. Background**

An effective whole school Safeguarding Policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child safeguarding issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

**In accordance with Section 175 of the Education Act 2002 the Governors of Caldew School will ensure arrangements are in place with a view to safeguarding and promoting the welfare of children at Caldew School.**

#### **2. Principles**

There are three main elements to our Safeguarding Policy:

- Prevention  
Through fostering a positive school atmosphere, effective teaching and caring pastoral support for learners
- Protection  
By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Safeguarding concerns.
- Support  
To students and school staff who may have suffered abuse

We recognise that for children, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.

Our school will endeavour to:

- Establish and maintain an ethos in which children feel secure and are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse.
- Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from other agencies.
- Ensure all staff receive training in order to deal effectively with safeguarding issues.

### **3. Framework**

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Local Safeguarding Children Board (LSCB).

### **4. Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to safeguard children. There are, however, key people within the school and the LA who have specific responsibilities under Safeguarding procedures. The names of those carrying these responsibilities are listed below:

The Headteacher has overall responsibility for ensuring that effective procedures are in place and that this policy is implemented within the school.

The Designated Teacher for Safeguarding is: Miss Helen Howson.

The designated governor committee for Safeguarding is Curriculum & Student Welfare.

Paul Hammond (Assistant Headteacher) and Vicki Jackson (Deputy Headteacher) have received training in safeguarding and may deputise for our Designated Teacher in her absence or unavailability.

When Caldew School students are working with other agencies (eg Practical Alternative to Custody) then concerns about child safeguarding are shared with Miss Howson.

### **5. Procedures**

- We will follow the procedures set out in the document produced by the Cumbria Local Safeguarding Board "Safeguarding Handbook and Information."

A summary of the key requirements of this policy and procedure will be communicated to all staff through the Staff Handbook. The summary will also be issued to all other adults and contractors who work in school falling into the category described at 4.

- Training and Support

Our school will ensure that the Headteacher, the Senior Designated Teacher and the nominated Governor for Safeguarding attend training relevant to their role and training updates will be provided for all staff at appropriate intervals as guidance changes. All staff working within the school will receive Level 1 Child Protection Training.

- Professional Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding. The only purpose of confidentiality in this respect is to benefit the child.

Teachers and other adults to whom a student makes a disclosure should make it clear to the young person that it may be necessary to seek additional support by involving other people who can help. They should never guarantee absolute confidentiality or secrecy to a child, but should reassure him or her that safety and security is paramount and no steps will be taken which might compromise this over-riding imperative.

All disclosures which may have child protection implications must be reported to the Designated Teacher, who will agree appropriate steps and who should always be informed.

- Records and Monitoring

Well-kept records are essential to good safeguarding practice. We are clear about the need to record any concerns held about a child or children within our school. All teachers and other members of staff should keep dated notes of interviews held with young people, parents or other colleagues and a record of actions taken. Depending on the nature of such information it should either be lodged with the Designated Teacher or through the Pastoral Team Leader, placed in the student's record file (in an envelope marked 'confidential' if appropriate).

These records are subject to usual school/parental access. If a document is of particular sensitivity it is therefore important that it is marked confidential and for limited access.

These records and other information should only be passed over to other agencies after consultation with the Designated Teacher.

Information will be passed on as necessary and appropriate to Safeguarding Conferences.

- **Staff Appointments**

We will ensure that all appropriate steps are taken to vet thoroughly members of staff who are appointed to the school and may have direct access to students. The appointments process will follow the guidance on good practice set out in the Safer Recruitment document published by the DfE, the key principles of which are enshrined in the school's Appointments policy. Appointments panels for relevant posts will always include a governor and/or member of the senior school staff who has completed Safer Recruitment training. The appointment process will include carrying out all necessary CRB checks and/or verifying the existence of clearance before appointments are confirmed. The Business Manager will take responsibility for this aspect of the appointments procedure.

- **Allegations Against Staff**

It is a requirement that all allegations against people who work with children must be reported by the school within one working day to Cumbria's Local Authority Designated Officer (LADO) at the Cumbria Local Safeguarding Children Board (LSCB). This will include any allegation that someone who works with children has (a) behaved in a way that has harmed or may have harmed a child (b) possibly committed a criminal offence related to a child (c) behaved in a way that indicates that he/she is unsuitable to work with children.

## **6. Supporting Students at Risk**

We recognise that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Caldew School will endeavour to support these students through:

1. the curriculum to encourage self-esteem and self-motivation
2. the school's ethos which promotes a positive, supportive and secure environment
3. the implementation of school behaviour management policies
4. a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting.
5. regular liaison with other professionals and agencies who support the students and their families

6. a commitment to develop productive, supportive relationships with parents, whenever it is in the child's interests to do so.
7. the development and support of a responsive and knowledgeable staff group, trained to respond appropriately in safeguarding situations.
8. Instigating the Early Help procedure for children who are deemed to be at significant risk.

We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support or protection.

The school will ensure that any signs of potential radicalisation of students are passed on to the appropriate authorities immediately. It will work through the Prevent program with students deemed to be vulnerable or at potential risk of radicalisation.

Any cases of suspected Female Genital Mutilation will be immediately referred through as a urgent Safeguarding issue. The school will work proactively to educate students deemed to be at risk of such abuse.

## **Part 2: Inclusion**

### **1. Inclusion at Caldew**

This policy statement makes explicit the Governors' commitment to inclusion and provides an overarching framework within which, and against which, all other school policies should be measured to ensure that inclusion is at the heart of the school and that all aspects of school life are approached in an inclusive spirit.

### **2. Principles**

The Governors support the fundamental principles of:

- a. Learning provides the basis that enables people to participate fully in everyday life;
- b. All learners are valued and respected as equal members of the learning community;
- c. All learners should receive the support necessary to progress towards their potential;
- d. All learners have the right to learning opportunities in their local community;
- e. Inclusive learning provides a benefit to the whole learning community by enabling us to experience and learn from diversity and so develop tolerance and understanding;
- f. Inclusion is about recognising and valuing difference and an inclusive school is a model for the kind of society we hope to promote.

### **3. Scope**

The policy on inclusion applies to all students in the school community. However, it has particular reference to the following groups of students, all of whom may be represented in our community to different degrees from time to time; who may suffer disadvantage; and whose needs should therefore feature prominently in planning and delivery:

Those who experience difficulty with learning.

Those who are deaf, blind or who have physical disabilities.

Those who are disaffected and whose behaviour presents problems.

Those in the care of the Local Authority.

Those from ethnic minorities.

Those who have a mobile lifestyle as travellers.

Pregnant schoolgirls, teenage mothers and young carers.

Those who are highly able and talented.

Those who bully or who are the victims of bullying.  
Those who live in poverty or are homeless.  
Those who are bereaved or traumatised.  
Those who are deprived of opportunity as a result of rural isolation.

It is incumbent on all teachers, associate staff and other educational professionals who work in our school to respond to the imperatives of inclusion as a high priority in their day-to-day practice

#### **4. Inclusion in practice**

Where inclusive learning is successful, all students are accepted in their own right in all aspects of school life.

To achieve this we must focus on:

- a) Learners and their requirements
  - avoiding labelling and stereotyping students
  - concentrating on understanding better how children learn in order that they can be better helped to learn
  - regarding children with difficulties, disabilities and disadvantages, first and foremost as learners and understanding the wider context of their lives as this may interfere with or limit their learning
- b) Developing an inclusive curriculum which
  - allows the teacher and students to respond positively to each other
  - is differentiated to meet needs, prior learning and individual learning styles
  - emphasises high expectations and quality for all
- c) Creating a learning environment which is accessible physically, socially and intellectually, accepting that
  - new and flexible methods of working will be required to accommodate the needs of some learners
  - inclusion is more than co-location under the same roof
  - every opportunity should be sought to improve the school site as a welcoming and accessible environment, user-friendly to those with a diversity of needs
  - that barriers of all kinds to learning should be identified and challenged where possible

#### **5. Restrictions on the policy**

Governors fully support the statement in the Cumbria LA 'Policy on Inclusive Learning' that "inclusive learning does not mean that young people with special needs are placed in mainstream settings which are inappropriate for their individual needs. Equally, students in mainstream settings may experience 'inclusive seclusion' when their behaviour disrupts the learning of others to such a degree that they receive their inclusive curriculum entitlement apart from other students."

Governors expect the resources delegated to the school for the purpose of supporting students with special needs to be used for their intended purposes. However, they reserve the right to refuse admission to a student on the basis that it will be:

- incompatible with the efficient education of other children (ie a drain on financial and human resources to the detriment of other students already in the school)

or, to refuse admission or exclude a student on the basis that:

- his or her behaviour systematically, persistently and significantly threatens the safety of and / or impedes the learning of others.

Governors, through the school staff, will work in partnership with the LA to ensure that appropriate resources are devolved to support the learning of students through statements of special educational need or through other forms of financial support and through partnership with the various support agencies.

They wish to state unequivocally that inclusion for some learners cannot be achieved without an appropriately extensive level of funding for the individual student, in addition to the resources already provided through the usual school funding mechanisms.

## **6. Specific implications**

A number of requirements arise as a result of the existence of this policy:

- All employees of the school regard it as their duty to promote inclusion in every aspect of their work where it may apply;
- Diversity within the school community should be acknowledged and celebrated at every possible opportunity;
- Curriculum policy should reflect the priority of inclusion;
- All programmes and schemes of learning in the school should reflect an inclusive approach;
- All school systems and aspects should be tested for their inclusivity;
- **As school policies are reviewed and revised, they should be evaluated for their adherence to the broad principles of inclusion and, where appropriate, an explicit statement should be included supporting an inclusive approach;**

## **Part 3: Equality and Diversity**

**(Race / Disability / Gender / Sexuality / Age / Religion, Belief)**

### **1. Purpose of this policy**

This Equality Scheme is intended to respond to the spirit as well as the letter of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005, the Gender Equality Act 2006 and the Education and Inspections Act 2006 to promote community cohesion. It also aims to promote all other forms and strands of equality that are relevant to life in schools.

This goes beyond the school's statutory duties to promote race, gender, disability equality and community cohesion and extends to the legislation protecting against discrimination on the grounds of age, sexuality and religion or belief. Race, gender, disability, sexuality, age and religion/belief are known as the six equality strands.

### **What do we mean by Equality and Diversity?**

Equality refers to outcomes, making sure that all social groups benefit equally from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of communities. Equality is impossible to achieve without recognising diversity.

### **What is discrimination?**

Discrimination is a type of negative treatment that affects a whole group of people, or an individual because they belong to a group.

Direct discrimination is when a person is treated less favourable than others because of their (real or perceived) ethnicity, disability, age, sexuality, religion/belief or gender.

Indirect discrimination is when there are rules or procedures that have the effect of discriminating against certain groups of people.

### **2. Race Equality**

#### **Legal requirements**

This Scheme incorporates all of our duties under the Race Relations (Amendment) Act 2000. Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty, we have to show what we are planning to do to meet the General Duty.

The General Duty for race equality requires us to:

- Eliminate unlawful racial discrimination.

- Promote equal opportunities.
- Promote good relations between people of different racial groups.

In line with the Specific Duty for race equality the school will:

- Maintain this written statement of the school's policy for promoting race equality, and act upon it
- Assess the impact of school policies and procedures on students, staff, parents and the wider community, including, in particular, the impact of attainment levels of these students
- Monitor, assess and review the attainment level of black and minority ethnic students and act accordingly
- Make information available and accessible to all groups
- Train and support all school staff and governors to understand race equality and the practical implications for the school and its community
- Take reasonable steps to make available the results of its monitoring on an annual basis
- Record any racial incidents and report them to the Local Authority on a termly basis. We use the electronic reporting system provided by Children's Services to do this when incidents occur and to provide a summary.
- Respond appropriately to any racial incidents that happen in school

### **What are the key issues for our school?**

- The minority representation of students with ethnicity other than white British in the school student population and in the area as a whole creates a major challenge to the school in maintaining a high profile for the theme of cultural diversity.
- To prepare students adequately for life in a global and multi-cultural society it is important that they are made aware of the cultural diversity which exists more prominently in other geographical locations. Students will have opportunities to study issues relating to intolerance, prejudice, discrimination and racism.
- Without the immediacy of a multi-cultural community to act as a resource, we must actively seek opportunities across the curriculum to present positive role models and images of an ethnically rich community. Departmental teaching resources will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally and will portray members of all ethnic and cultural groups in ways which are positive and do not reinforce stereotypes.
- The absence of first-hand experience can lead to deep seated prejudice, which must be challenged. However, the very act of challenging unacceptable attitudes may bring negative views to the surface, give them a platform and appear to promote avoidable conflict. It therefore has to be handled with the greatest sensitivity, though leaving racist comments or actions unchallenged is not an option.
- Our curriculum and extra-curricular activities will be available to all our students irrespective of cultural or religious background.
- The performance of students from ethnic minorities varies significantly from individual to individual, according to their own aptitudes and circumstances. We seek to support each learner to achieve his or her best at whatever level he or she may be working. In some instances this may require additional intervention (such as EAL) whilst in others no specific support may be needed. Our regular school tracking systems will identify support needs.
- Languages other than English will be valued and promoted.
- All students will be given opportunities to meet their religious needs, especially at the time of important festivals.
- All students will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.
- All staff will be expected to dress in ways which conform to the professional expectations of their role.

- The special dietary needs of all students will be met as far as is practical.
- We will monitor student progress closely to ensure there is not institutionalised or indirect discrimination. However, we will use discretion in reporting the outcomes of such monitoring to protect the confidentiality of individuals who might otherwise be identified.
- We will collect ethnicity data to enable us to identify trends and patterns and to inform planning and decision-making.

### **3. Disability Equality**

#### **Legal Requirements**

This Scheme incorporates our duties under the Disability Discrimination Act 2005. The school's duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General Duty.

The General Duty for disability equality requires us to:

- Promote equality of opportunity for disabled students, staff, parents/carers and other school users
- Eliminate unlawful discrimination
- Eliminate harassment of disabled people
- Promote positive attitudes to disabled people
- Encourage participation by disabled people in public life
- Take into account a disabled person's disability even if it means treating the disabled person more favourably

The Specific Duty states that we must implement the General Duty by publishing a Disability Equality Scheme which:

- Includes a three year action plan
- Involves disabled students and other disabled people in all stages of the scheme
- Carries out Equality Impact Assessments of policies and procedures to make sure that disabled people are not being treated unfairly
- Publish the results of these Equality Impact Assessments

#### **What is a disability?**

Disability is any condition that affects a person in their day to day life. This can happen suddenly, for example as a result of an accident, or gradually as a result of a condition such as arthritis.

In the Disability Discrimination Act (DDA) this is called an impairment. The DDA now recognises around 400 impairments including:

- Mobility impairments (requiring aids such as sticks or wheelchairs to move about).
- Sensory impairments (hearing or sight loss).
- Mental ill health (including depression, stress, Alzheimer's disease and schizophrenia).
- Cognitive developmental impairments (including learning disabilities, dyslexia, and autism).
- Muscular impairments (including spinal injuries).
- Asthma
- Cancer
- HIV/AIDS
- Phobias
- Arthritis
- Acquired brain injuries.

#### **Reasonable adjustments**

The school is required to improve access to the curriculum, our buildings and our other services to disabled people. This also means that we need to take a proactive stance and anticipate what we may need in the future for disabled users.

The school has an Access Plan which was published in 2004. This was based on a review of access priorities as the site existed at that time and set out how some of these might be addressed. It falls within the framework of the Inclusion and SEN policies which have as their purpose the provision of effective education for all students who attend the school. The Access Plan endeavours to ensure that the school conforms to the requirements of specific disability legislation.

The plan is general in scope and refers to the following operating principles:

- Budgetary constraints determine a limit to what can be achieved at any given time
- Need is variable and erratic, so response should be targeted to achieve best value
- The early identification of forthcoming need is at the heart of an effective plan
- All projects must conform to best practice in this regard both in themselves and with regard to ensuring they make the best possible contribution to addressing related deficiencies in the premises as a whole

In the light of this the Access Plan has been regarded as a working document, supplemented by detailed plans for specific improvements to address particular needs as and when they are identified.

The Access Plan identifies the key person responsible for identifying forthcoming need as the SENCO who will seek to identify, through the SEN review and liaison process, whether students with particular disabilities will be entering the school. The SENCO will inform the Headteacher of any such students where modifications may be required. This needs identification must be done at the earliest opportunity, preferably several years in advance of admission. This will enable the necessary steps to be taken to prepare accessibility where it may prove problematic.

Progress with The Access Plan in general will be monitored through the Governors' Premises Committee. It is noted that the specific detail of the Access Plan requires review and updating as the result of various initiatives which have taken place since its first publication. Many improvements have been achieved in the intervening years, notably through the opening of the new Learning Centre (including the ASD facility) and the Arts Centre modifications which have enhanced the front access to the school. In addition, the needs of specific students have been addressed with specialised furniture and equipment not detailed in the Plan. Updating the Plan to take account of these developments is therefore an action arising from the review of this policy.

### **Recruitment and Retention of disabled staff**

Our school welcomes a diverse workforce and we wish for an ethos where potential and existing staff feel able to disclose any impairment that they have. This is not just for data collection purposes, but in order for the school to make any reasonable adjustments for this member of staff. All disclosures will be treated sensitively and confidentially.

### **Disability and special educational needs**

Not all students who are defined as disabled will have special educational needs. For example, those with severe asthma or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability.

- Learners with disabilities/special needs/learning difficulties....
  - will have complete access to all the facilities and resources available in the school
  - are fully integrated with non-disabled students
  - are educated alongside non-disabled students
  - will receive additional support to ensure that their needs and aspirations are met in full

- will be given extra help and support to ensure that they fulfil their potential
  - will be provided with an education appropriate to their age, aptitude and ability
  - will have access to the same broad, balanced and relevant curriculum as other students
  - will be provided with the opportunity to meet, interact and learn alongside other young people of their own age
  - will be involved in decisions being made about their care and education
- Detailed records will be kept of the academic progress being made by disabled students
  - Every effort will be made to ensure that disabled students are not bullied
  - Throughout the curriculum, staff will use every opportunities to explore how people can challenge stereotypes about disabilities
  - Staff will take part in regular training about disabilities/special needs/learning difficulties
  - Staff will work in partnership with parents and primary carers to ensure that disabled students benefit fully from their time spent in school
  - Resources will be targeted and utilised effectively and efficiently to ensure that disabled students fulfil their potential
  - The school is committed to early identification of students with emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
  - The school is committed to early intervention, target-setting and regular monitoring of disabled students
  - Newsletters, Parents Meetings and Governors' Meetings will be used to highlight ways in which the school has enhanced the opportunities of disabled students

#### **4. Gender Equality**

##### **Legal requirements**

This Scheme incorporates our duties under the Equalities Act 2006 relating to gender equality. Our duties fall into two parts, a General Duty and a Specific Duty. The General Duty applies equally to all schools and other organisations that provide employment, services and goods. For a Specific Duty we have to show what we are planning to do to meet the General.

The General Duty for gender equality requires us to:

- Eliminate unlawful discrimination and harassment
- Promote equality of opportunity between men and women.

The Specific Duty requires us to publish a Gender Equality Scheme which includes:

- Steps to address the causes of any gender pay gap
- Collect and use information on gender equality in the school
- Consult with stakeholders on priorities for gender equality
- Carry out Equality Impact Assessments
- Identify priority areas for gender equality
- Publish a three year improvement plan and report on its implementation

The Gender Equality Duty promotes equality for men, women and transgendered people.

##### **What are the key issues for our school?**

Caldew contains a fairly even mix of boys and girls. However, according to national comparisons the school falls just within the highest category of girl to boy ratios with over 51% of the student population being female. This puts us above the 80<sup>th</sup> percentile nationally.

In all but one of the current main-school year groups, there are more girls than boys, and this pattern continues in the sixth form.

As a result of Carlisle's geographical location and consequent cultural isolation, there is a thread of outmoded values and attitudes towards gender which is prevalent amongst some student groups, boys in particular, but also some girls who are encouraged to conform to stereotypical female roles. For example, males may have a more chauvinistic attitude towards females than may be the case in some more cosmopolitan communities and similarly instances of homophobia, though rare, are undoubtedly present.

These attitudes influence subject choice and career intentions. It is rare for a boy to choose food technology or health and social care courses, for example, and whilst there are more girls in design and technology it is still a minority.

Girls are more affected by recent developments in communications technology, particularly through social networking. Cyber-bullying is a girl orientated phenomenon.

## **5. Sexuality Equality**

### **Legal requirements**

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination against lesbian, gay or bi-sexual people. However, schools have a legal duty to ensure homophobic bullying is dealt with in schools under the Education and Inspections Act 2006.

The Employment Equality (Sexual Orientation) Regulations (2003), gave all gay, lesbian and bi-sexual employees rights against discrimination. The Sexual Orientation Regulations (2007) extend these rights to goods and services. This means that we have a legal duty to ensure that people of all sexualities are not discriminated when they work for us or use our services.

We are committed to ensuring that everyone should have equal access to all the services provided by Caldew School and that no-one within our school community experiences discrimination due to their sexual orientation.

## **6. Age Equality**

### **Legal requirements**

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate age related discrimination. The Employment Equality (Age) Regulations (2006), gave people of all age groups rights against discrimination at work, including vocational training. The regulations cover:

- Mandatory retirement.
- Discrimination in recruitment, retention and training
- Dismissal and redundancy.
- Statutory sick pay and maternity.
- Harassment in the workplace.

We extend to age, in this Scheme, all the actions and relevant steps we are undertaking with reference to specific duties relating to race, gender and disability. We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences age discrimination.

### **What are the key issues for our school?**

The school is an 11-18 comprehensive school and as such educates young people between these ages and up to a maximum of 19.

The school will ensure that it provides a wide range of opportunities for all students both through the taught curriculum and other activities which, where appropriate, are differentiated according to age. For example, the post 16 curriculum structure will reflect the needs and qualification

requirements of older teenagers; the KS4 curriculum will similarly be age and stage appropriate; and the content of the curriculum will also reflect appropriately the maturity levels of students, for example, regarding key messages about e-safety or age-relevant approaches to sex and relationships education.

Materials and resources used in lessons and around school will show people of all ages and will avoid stereotypical images of any particular generation.

All young people will be expected to work together irrespective of age in a positive and constructive manner.

In appointing staff there will be no discrimination on the basis of age. Application forms for externally advertised posts will be anonymised, so that appointing panels are not influenced by an applicant's age.

Opportunities, such as additional responsibility or access to CPD, will be available to all on a consistent basis. No-one will be denied access to appropriate training for example because of their age or career phase.

## **7. Religion / Belief Equality**

### **Legal requirements**

Unlike race, disability and gender there is not a General and Specific Duty for schools to eliminate discrimination on the grounds of a person's religion or deeply held beliefs.

However, The Employment Equality (Religious Belief) Regulations (2003), gave people of all religious faiths rights against discrimination in the workplace. This does not include people's political beliefs, but does include agnostics or atheists. The school is not denominational in nature and welcomes students of all faiths, beliefs and none. Its admissions policy reflects this approach. We are committed to ensuring that everyone should have equal access to all the services provided by the School and that no-one within our school community experiences discrimination due to their religion or belief.

We will therefore extend generally the provisions in this policy relating to race in so far as they are relevant to religion and beliefs. The following are particularly applicable:

- Assemblies should be of a generally spiritual and moral nature and not reflective of one particular faith or belief, other than the general prescription that acts of collective worship should be 'broadly Christian in character.'
- All students will be given opportunities to meet their religious needs, especially at the time of important festivals.
- All students will be allowed to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.
- All staff will be expected to dress in ways which conform to the professional expectations of their role.
- The special dietary needs of all students will be met whenever practical, including those prompted by religious belief.
- We will monitor student progress closely to ensure there is not institutionalised or indirect discrimination against those of particular faiths. However, we will use discretion in reporting the outcomes of such monitoring to protect the confidentiality of individuals who might otherwise be identified.
- We will ensure that classroom resources reflect the variety of people subscribing to different faiths and beliefs, present this positively and show them in non-stereo-typical roles and activities.
- Students will be actively discouraged from using language that makes fun of people because of their religious beliefs.

- Bullying or harassment based on religion or belief will be challenged consistently as with other forms of bullying.

**Agreed key Equality and Diversity Targets:**

- To narrow the gap in achievement at GCSE between boys and girls.
- To promote a greater balance between genders for the uptake of subjects where traditional imbalances occur in both Year 9 options and Year 11 progression.