



Innovation, Aspiration and Excellence

Academy Equality and Diversity Policy

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Contents

1. Definition.....	5
Section One – The Promotion of Equal Opportunities	5
Aims	5
The Curriculum.....	5
The Environment	6
2. Implementation, monitoring and review.....	6
3. Areas of the school to be covered by the Equal Opportunities Policy Curriculum	6
Content.....	6
4. Learning and Teaching Styles.....	6
5. Co-curricular Activities	7
6. In addition:	7
7. Home/School Communications	7
Parental Meetings / Evenings	7
Section Two – Discrimination	8
8. Discrimination on the Basis of Sexuality.....	8
9. Discrimination on the Basis of Sexual Harassment	8
10. Discrimination on the Basis of Ability	9
11. Discrimination on the Grounds of Religion	9
12. Discrimination on the Grounds of Social Circumstances.....	10
13. Discrimination on the Grounds of Physical Appearance	10
14. Discrimination on the Grounds of Age	11
15. Discrimination on the Grounds of Political Opinions	11
16. Discrimination on the Grounds of Sex	11
17. Monitoring and Evaluation	12
The Legal Framework:.....	12
Section Three – Race Equality Policy Forward	13
18. General Duties of Race Relations Amendment Act 2000.....	13
19. School Duties at Houlton School	13
20. Houlton School’s Race Equality Policy Aims	13
21. The Curriculum aims	14
22. The Environment aims.....	14
23. Implementation, monitoring and review	14
24. Discrimination On The Grounds Of Racism	14
Examples of how racism may manifest itself:.....	15
Institutional Racism is:.....	16

Proportionality	16
Procedure to Be Followed When Dealing With A Racist Incident.....	16
Identification	17
Procedures for Dealing With Racist Incidents	17
Monitoring and Evaluation	18
25. INCIDENTS CONTRAVENING SCHOOLS EQUAL OPPORTUNITIES POLICY.....	18
Actions to be taken:.....	18
26. Race Equality Scheme	19
Statement of Principle	19
Aims	19
Examples of obvious racism	20
Examples of less obvious racism.....	20
Prevention	20
Success criteria	21
Active responses	21
Support processes.....	21
Recording events	22
Monitoring and Evaluation	22
Section Four – Disability Equality Policy	22
Aim	22
The Disability Equality Duty	22
Relationship to other Policies	23
Roles and Responsibilities.....	23
Staff will:	23
The AIM Board will:	24
Monitoring and Evaluation	24
27. Disability Equality Scheme	24
Statement of Principle	24
28. The Disability Equality Duty	25
Adaptations to the taught and wider curriculum	25
Additional adaptations	25
Adaptations to the school premises	26
Identifying the main priorities for the Disability Equality Scheme at Houlton School and deciding upon actions.....	26
Impact assessment.....	26
Staff CPD	26
‘Reasonable adjustment’ in the classroom: a check list	26

Pre-planning information.....	26
What preparation have you made with class/group for:	27
Lesson planning: how will you support the needs of all learners?	27
What different teaching styles are you going to use?	28
Prepared materials	28
Self-presentation	28
Classroom organisation	29
How will you organise and group pupils in lessons?	29
How will you deal with unexpected incidents?	29
How will you ensure that all pupils feel equally valued through their experiences of:	29
How will you assess the outcomes?	29
Monitoring and Evaluation	30
Inclusion Checklist.....	30
Whole class.....	30
Independent and Group Work	31
Section Five – Gender Equality Policy	33
Aim.....	33
Relationship to other Policies	33
Roles and Responsibilities.....	33
29. Gender Equality Scheme.....	34
Statement of principle.....	34
Aims	35
Examples of obvious discriminatory behaviour:	35
Examples of less obvious discriminatory behaviour:.....	35
Identifying the main priorities for the Gender Equality Scheme at Houlton School and deciding upon actions.....	35
Success criteria	36
Monitoring and Evaluation	36
30. Year 1 Review of 4 year objectives set in 2021-22	37

1. Definition

At Houlton School, we aim to provide excellence for, and from every pupil, so that there is equality of opportunity and aspiration for all of the young people with whom we work. Houlton School will be a diverse, tolerant, cooperative and cohesive academy, 'The Houlton family'. However, as a school we need to recognise the need for a policy which highlights, recognises and develops Houlton School's stance regarding Equal Opportunities, and responds to continuing societal and cultural issues regarding race, disability and gender. This policy should be read in conjunction with the TLET E&D policy.

Section One – The Promotion of Equal Opportunities

Aims

- To encourage all pupils to develop a positive self-image
- To promote understanding of and respect for others whatever their ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs
- To promote greater awareness of the effects of discrimination and the need to challenge it
- To encourage pupils to create a society which respects individuals, groups and communities of ethnic diversity and to understand and support the right for all to live in an equal and just society; and
- To celebrate and affirm the multi-cultural and multi-racial nature of the whole school community at Houlton School.

The Curriculum

- To ensure equality of access to the curriculum and co-curricular activities for all pupils
- To continue the development of a curriculum which positively reflects the diversity of our society
- To ensure that resources and teaching methods are appropriate to the needs of all pupils, whatever their background or educational need.

The Environment

- To provide a safe, welcoming environment where people have respect and responsibility for themselves and others which is free from negative stereotypes and bullying
- To present positive images through assemblies, displays, school publications and website, and resource materials.

2. Implementation, monitoring and review

- To ensure that there is a clearly laid out procedure which records and deals with all incidents of prejudice and discrimination; which supports the victims of such discrimination and educates/counsels the perpetrator (e.g. positive behaviours system, restorative approaches, parental contact)
- To monitor the above with regard to Equal Opportunities procedures
- To ensure that the whole school community review their current practice on a regular basis
- To ensure that the school in all its activities educates children for life in a multiracial society.

3. Areas of the school to be covered by the Equal Opportunities Policy Curriculum

Content

- Schemes of learning and assessment must be accessible to all pupils
- Resources must reflect the range of cultures and abilities
- Displays: there should be a range of positive images and a range of work should be displayed.

4. Learning and Teaching Styles

- Language: we should value dialects and accents, forms of speech and expression and encourage the use of pupils' own languages
- Pupils should be encouraged to draw on and to share their cultural diversity

- Curriculum support should be available for all those would benefit from specific access (ie EAL)
- Differentiation: work should be differentiated to reflect the range of abilities and should recognise abilities other than language skills
- Pupil groupings: where appropriate, abilities and sexes should be mixed – such as in Mentor groups
- Class setting: if pupils are placed in sets, race and gender balance should be sought.

5. Co-curricular Activities

There should be a range of co-curricular activities of interest to all pupils, as well as those offered as part of the year/ College system. 'Club' membership should enable all interested pupils to contribute at some level. Pupil leadership should be sought and encouraged in all 'groups' of pupils.

6. In addition:

- Relevant days of religious importance to be included in the calendar, and respected by all
- Trips – cost, provision, educational aims etc should be thought about so that they are accessible to as wide a range of pupils as possible
- Staff should be aware of who minority ethnic and bilingual pupils are, for example, and be aware of their individual needs and provide appropriate support for them.

7. Home/School Communications

Parental Meetings / Evenings

- Staff should notify SLT/HoF Inclusion if there may be any issues of language and communication
- The school should be sensitive to parental requirements regarding times for appointments and any issues of physical access
- Open Evenings - there should be a balance of pupils of all backgrounds and abilities participating

- There should be a selection of work on display
- All letters home - should be accessible in terms of language. Care should be taken regarding terminology
- Meetings with Parents - those arranging them should be aware of issues of, preparation for parents e.g. access, signs, enlarging, etc. if required.

Section Two – Discrimination

While Houlton School is a cohesive, supportive and tolerant workplace, in a workplace of this number it is necessary to outline various types of discrimination which can still occur. The section below provides information regarding those types of behaviours which can be viewed as discriminatory, by pupils, parents, visitors and both non – teaching and teaching staff at Houlton School.

8. Discrimination on the Basis of Sexuality

This is any behaviour or language that devalues a person because of their sexual orientation.

Examples include:

- Graffiti, or abuse by any means, including Cyberbullying
- Name calling, homophobic jokes and offensive mimicry, e.g. derogatory use of the words 'gay' and 'lesbian' or other terms
- Refusal to work or associate with or employ or promote a person because of their sexuality.

9. Discrimination on the Basis of Sexual Harassment

This is unwelcome comments, looks, jokes, insinuations, suggestions, materials or physical contact. It is behaviour which is objectionable and threatening.

Examples include:

- Derogatory or unwelcome remarks, e.g. comments on appearance, physique, innuendo
- Sexual language or suggestion
- Offensive materials
- Leering or touching
- Actual sexual assault
- Abuse of power for sexual gain.

10. Discrimination on the Basis of Ability

Active discrimination on the grounds of ability is the devaluing of people because of their capabilities. These capabilities are:

- Learning
- Mobility
- Agility
- Language
- Behaviour
- Physical aptitude
- Social skills.

Passive discrimination on the grounds of ability is providing insufficient opportunities to allow people to live their lives as they would choose, free from prejudice. Examples of discrimination on the grounds of ability are:

- Name calling, offensive mimicry, unwelcome jokes
- Physical intimidation or attack
- Being non-co-operative with people because of their ability
- Making assumptions about people because of their ability
- Having false or low expectations because of their ability
- Inclusion or exclusion from activities on these grounds
- Restricting curricular access on the grounds of ability.

11. Discrimination on the Grounds of Religion

This may be defined as any word or action which devalues a person because of their religious beliefs and cultural practices. This can include being unaware and ill-informed or disrespectful of matters concerning a person's religion e.g. requirements of religious festivals and holy days, dietary laws and customs relating to clothing, jewellery and hair.

Other examples may include:

- Graffiti or damage to personal property
- Name calling or derogatory remarks
- Jokes, offensive mimicry or stereotyping relating to a person's religion
- Violence
- Offensive material

- Adopting an insensitive or intolerant attitude towards staff or pupils on the grounds of their religion
- Refusal to associate or work with, employ or promote individuals on the grounds of their religion.

12. Discrimination on the Grounds of Social Circumstances

This is stereotyping or devaluing people on the grounds of their social circumstances, accent, financial situation, family background, occupation or living conditions. Examples of such discrimination are:

- Name calling or teasing
- Derogatory remarks
- Graffiti or damage to personal property
- Failure to provide equal access to all curricular and co-curricular activities
- Failure to consider the financial difficulties encountered by some parents in paying for equipment and uniform
- Having false expectations (high or low) on the grounds of social circumstances.

13. Discrimination on the Grounds of Physical Appearance

This can be defined as any word or action which devalues a person because of their physical appearance. Discrimination of this kind can be calculated or spontaneous, even comments made in jest or with good intention can be insensitive and make an individual feel hurt and insecure. Examples include:

- Nicknames
- Unwelcome jokes
- Offensive mimicry
- Graffiti
- Physical abuse
- Mental abuse/teasing
- Being uncooperative with others because of their physical appearance
- Making general assumptions about somebody because of their appearance
- Inclusion or exclusion from activities
- Having false expectations (high or low).

14. Discrimination on the Grounds of Age

Ageism is any behaviour which devalues or stereotypes people because of their age.

Examples of Ageism are:

- Derogatory remarks or name calling
- Ageist jokes or offensive mimicry
- Making general assumptions about individuals because of their age
- Inclusion in or exclusion from activities on the grounds of age
- Having false expectations (high or low) on the grounds of age
- Refusal to employ or promote a person because of their age.

15. Discrimination on the Grounds of Political Opinions

This is the stereotyping of or discrimination against someone on the basis of their political opinions. Examples include:

- Failure to allow individuals to express their opinions within or outside the classroom (unless in contravention of the Equal Opportunities Policy). Note however that the school considers it fully appropriate to raise and challenge political attitudes from parties such as the BNP
- Failure to employ or promote someone on the grounds of their political opinions.

16. Discrimination on the Grounds of Sex

This is any behaviour which devalues or stereotypes people because of their gender.

Examples include:

- Graffiti or abuse
- Name calling or derogatory remarks
- Sexist jokes or offensive mimicry
- Refusal to associate or work with others or employ or promote a person because of their gender
- Stereotypical remarks, images, expectations, dress requirements, etc.
- Inclusion in or exclusion from activities on grounds of gender.

17. Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

The Legal Framework:

“It is intended that the curriculum should reflect the culturally diverse society to which pupils belong and or which they will become adult members.”

DES guidance for schools: From Policy into Practice, 1989.

“The fact that a school offers a broad and balanced curriculum is not considered sufficient: it must be fully taken up by each individual pupil.” There must be “coverage across the curriculum of gender and multicultural issues.”

DES Circular 16/89, July 1989

“A school is better equipped to offer each child suitable education if the basic facts about his or her cultural identity – including ethnic origin, linguistic background and religion – are known.”

National Curriculum Council Curriculum Guidance on Education for Citizenship, 1990.

“A commitment to providing equal opportunities for all pupils...should permeate every aspect of the curriculum.”

Coventry and Warwickshire Advisory Paper 11: Community Understanding, June 1991

“The Secretary of State considers that the aims of a programme of sex education should be to present facts in an objective and balanced manner so as to enable pupils to comprehend the range of sexual attitudes and behaviour in present day society.”

DES Circular 11/87 on sex education:

And also, Lawrence report, Race Relations Act 1974, Race Relations Act (Amended 2000), Every Child Matters – Children's Act 2004

Section Three – Race Equality Policy Forward

The Stephen Lawrence Inquiry Report defines a racist incident as ‘any incident which is perceived to be racist by the victim or any other person’. Houlton School accepts this as a fully appropriate working definition.

18. General Duties of Race Relations Amendment Act 2000

- To eliminate unlawful racial discrimination
- To promote equality of opportunity
- To promote good relations between people of different racial groups.

19. School Duties at Houlton School

- To include a policy for promoting race equality and to act upon it within school documentation
- To monitor the impact of school policies on pupils staff and parents of different racial groups
- To monitor the operation of all the school’s policies, including, in particular their impact on the attainment levels of pupils from different racial groups (i.e. Breakthrough groups)
- To take reasonable steps to make available the results of the monitoring.

20. Houlton School’s Race Equality Policy Aims

- To encourage all pupils to develop a positive self-image
- To promote greater awareness of the effects of racist discrimination and the need to challenge it
- To encourage pupils to create a society which respects individuals, groups, and communities of ethnic diversity and to understand their right to live in an equal and just society
- To celebrate and affirm the multi-cultural and multi-racial nature of the whole school community.

21. The Curriculum aims

- To ensure equality of access to the curriculum and co-curricular activities for all pupils
- To continue the development of a curriculum which positively reflects the diversity of our society
- To ensure that resources and teaching methods are appropriate to the needs of all pupils.

22. The Environment aims

- To provide a safe, welcoming environment where people have respect and responsibility for themselves and others, free from negative stereotypes and racist bullying
- To present positive images through the curriculum, assemblies, displays, school publications, website and resource materials.

23. Implementation, monitoring and review

- To ensure that there is a clearly laid out procedure which records and deals with all incidents of prejudice and discrimination, which supports the victims of such discrimination and deals with the perpetrator. Information needs to be passed onto the LA using the appropriate forms
- To ensure that the whole school community review their current practice on a regular basis
- To ensure that the school in all its activities educates children for life in a multiracial society.

24. Discrimination On The Grounds Of Racism

Racism is a learned belief system or ideology, premised on the superiority of particular racial groups with power relationships and systems set up to favour these groups. Racism operates at individual and institutional levels, can be explicit and overt or the unwitting or unnoticed effects of policies and procedures that disadvantage certain groups. The Stephen Lawrence

Inquiry Report defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

It is not providing sufficient and appropriate opportunities to allow people to learn, to work or to live their lives as they would choose, free from prejudice. Passive racism is also not challenging active racism. The impact of racism in society and on individuals and communities cannot be overstated. We need as a school to eliminate racism because of the negative effects on all our children.

Examples of how racism may manifest itself:

Racially aggravated bullying

- Name calling, racial jokes, offensive racial mimicry
- Racist graffiti, damage to property
- Physical intimidation or attack
- Incitement of others to behave in a racist manner
- Attempts to recruit for racist organisations and groups
- Verbal or written threats.

Disrespect

- Disregard for proper pronunciation and use of names
- Devaluing an individual's language and culture, including discouraging and disallowing these practices, e.g. cultural requirements for dress.

Exclusion

- Being non co-operative with people because of their race
- Making general assumptions about an individual because of their race
- Having false or low expectation on grounds of race
- Inclusion in or exclusion from activities on racial grounds
- Refusing to employ or promote individuals because of their race
- Failing to ensure parental access to information
- Failure to ensure that the curriculum, teaching materials, displays etc., reflect a wide range of cultures.

Communication

- Racist terms in the course of discussion

- Abuse of personal property
- Bringing in racist materials such as leaflets, magazines and comics
- Racist text messages or emails
- Downloading and passing on racist material from websites or any other sources
- Badges or insignia.

Institutional Racism is:

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin". It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people".

Proportionality

Houlton School must have due regard for race equality and this is irrespective of the size of the ethnic minority in the school. This is a legal as well as a moral requirement. Race equality is important even if there are few ethnic minorities in the school, as anti-racist education has a vital role in influencing attitudes and values which will probably stay with pupils for life.

Additionally, racist acts (e.g. handing out racist literature) can happen in a school without ethnic minorities.

In dealing with racist incidents highest priority is given to those activities and policies that will have the greatest positive effect on removing racism in the school community, particularly things that could affect:

- Attainment
- Delivery of the curriculum
- School discipline
- Guidance and support for pupils
- Staff recruitment.

Procedure to Be Followed When Dealing With A Racist Incident

The Stephen Lawrence Inquiry Report recommends that all racist incidents should be

reported, recorded and investigated. Houlton School recognises it has a responsibility to not only record and share information with the parents / appropriate staff of pupils involved, but also the LA through the usual process.

Identification

All staff need to be aware of what constitutes a racist incident. They need to know and adhere to reporting and recording procedures and understand the importance of doing so. The school:

- Keeps records of any racist incidents and how they are dealt with
- Analyses these to identify trends/issues to be tackled through the curriculum/assemblies and any other available mechanisms
- Reports this data to the LA as requested.

The procedures used to deal with each incident will be a matter of collective institutional judgment as to how each incident is treated, but in the case of most serious incidents, each of the recommended measures will need to be followed.

Procedures for Dealing With Racist Incidents

- All **serious** racist incidents (i.e. physical harm or where the perpetrator's comments/ actions has shown clear intent to cause offence) should be followed up by College Heads and / or SLT (on call rota.)
- **Less serious** racist incidents which do not require immediate action, i.e., where the perpetrator has not acted with intent to cause offence, will be logged and reported by the member of staff concerned. Pupil Experience Leaders should be made aware of their actions
- During this process of logging incidents, the perpetrator will be spoken to about racist issues. Any punishment should be a learning experience (perhaps restorative) as well as punitive
- **PERSISTENT** behaviour in breach of the Equal Opportunities Policy will be dealt with in two ways:
 1. Dealing with the actual incident using the appropriate sanctions (BFL and possible exclusion / Police involvement)
 2. Preventing a recurrence using educational and counselling strategies.

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

25. INCIDENTS CONTRAVENING SCHOOLS EQUAL OPPORTUNITIES POLICY

Definitions of incidents contravening the Equal Opportunities Policy

An act of discrimination based on a person's ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person."

Racially aggravated bullying can take the form of:

- Name calling, racial jokes, offensive racial mimicry
- Racist graffiti, damage to property
- Physical intimidation or attack
- Incitement of others to behave in a racist manner
- Attempts to recruit for racist organisations and groups
- Verbal or written threats, inc. cyberbullying.

Disrespect can take the form of:

- Disregard for proper pronunciation and use of names
- Devaluing an individual's language and culture.

By way of communication:

- Racist terms in the course of discussion
- Abuse of personal property
- Bringing in racist materials such as leaflets, magazines and comics
- Racist text messages
- Downloading and passing on racist material from websites or any other sources
- Badges or insignia

Actions to be taken:

As each and every incident is varied, a set procedure or 'tariff' of action is not desirable.

However, as professionals a professional response must be sought. As outlined above, minor incidents can be dealt with by Mentors / teaching staff. More serious incidents should be referred to a Pupil Experience Leader or the Leadership Team.

In all incidents, it must be remembered that:

- Statements or evidence must be kept
- As many pupils / witnesses as possible should be sought
- Incidents of physical aggression must be dealt with immediately
- Staff should not keep incidents to themselves – all incidents must be referred ‘upwards’

26. Race Equality Scheme

Statement of Principle

In the Houlton School community it is accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the school are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognize that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity. Houlton School recognises that there is a duty to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable.

Aims

- To establish what constitutes a racist incident, and to share this with all members of the school community
- To create a climate where people are able to speak openly about their experiences
- To agree procedures for dealing with racist incidents, and ensuring that all members of the school community are fully conversant with them

- To keep a formal record of all racist incidents and to report on the nature and frequency of any racist incidents monthly to the LA.

Examples of obvious racism

- Racist comments, name-calling and jokes
- Imitating accents
- Racist graffiti or any other written insult
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations
- Threatened or actual physical assault against a person or group because of colour or ethnicity
- Isolating people because of colour or ethnicity.

Examples of less obvious racism

- Unacceptable stereotyped views and images
- A curriculum that doesn't acknowledge racism, thus perpetuating it
- A curriculum that doesn't allow pupils access to positive images and examples of people from a range of nationalities, cultures and ethnic backgrounds
- Teachers not following up racist incidents vigorously, thus condoning it
- Staff not being fully aware of how racism and stereotyping may affect the decisions they make.

Prevention

- Pupils are actively encouraged to report all incidents involving racism
- Houlton School will actively work towards the prevention of racist incidents through:
 - The utilisation of the Racial Equality Policy
 - The delivery of assemblies etc
 - The inclusion of racist issues and concerns in the delivery of PSHE
 - The delivery of a whole curriculum which recognises the diverse community of our school.

Success criteria

Success will be achieved when:

- All incidents of a racist nature are reported and investigated consistently and thoroughly
- Members of the school community have a shared perception of what is racism and the consequences of being involved in a racist incident
- Procedures for dealing with racist incidents are recognised as fair and appropriate by pupils and their parents/carers and other agencies
- The school is an inclusive environment for all
- The number of racist incidents declines over time.

Active responses

- It is important that there is a response to each racist incident – this means recording information and being accountable for all actions
- As soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed
- Reinforce expectations held in the school
- Emphasise that the school has procedures and that there will be appropriate follow up
- Staff must record all actions and ensure that notes are filed and logged
- Parent/carers will be informed of the incident and reminded of the procedures that follow
- After investigation, action will be taken in line with the Behaviour Policy, Racial Equality Policy and structure of school discipline. Information will be disseminated through the College structure to the necessary individuals.
- Allegations made against staff involving racism must immediately be passed onto the Leadership Team for investigation.

Support processes

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events

- Explain the action that will be taken and state the school's position regarding racism and racist behaviour
- Talk through the incident. All involved must be interviewed
- Establish counselling and support as appropriate.

Recording events

- Log incidents and all subsequent actions taken relating to the incident
- Remember that records may be required by other professionals, e.g. social services, police
- Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the AIM Board
- Serious incidents should be reported to Governors by the Principal - e.g. physical violence, repeated harassment, and links with racist groups. The Principal will also inform the Local Authority as appropriate (refer to the Racial Equality Policy).

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

Section Four – Disability Equality Policy

Aim

Houlton School embraces the requirements of the Disability Discrimination Act (DDA), and is fully committed to promoting equality of opportunity for all members of its community.

The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and non-disabled people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability

- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Relationship to other Policies

This policy should be read in conjunction with the School Accessibility Plan and the SEN policy.

Roles and Responsibilities

The Principal will ensure that:

- The AIM Board is advised about the policy and provision for meeting the needs of people with disabilities (pupils, teachers, parents and carers and members of the wider community)
- Disabled people who have an interest in how the school functions are involved in the development of policy and provision
- The impact of policy and provision in terms of (i) the recruitment, development and retention of disabled employees; (ii) the educational opportunities available to and the achievements of disabled pupils, is monitored and provision amended where appropriate
- The curriculum and its delivery do not disadvantage disabled people
- Reasonable adjustments are made to school premises and to teaching methods to enable disabled pupils to access the full range of educational activities
- Positive attitudes to disability and equality are promoted both through the taught curriculum and the wider curriculum.

Staff will:

- Model respectful attitudes to disabled pupils, staff and other members of the wider school community
- Promote positive representation of disabled people
- Participate in training (where applicable)
- Draw the attention of the Principal to any instances of discrimination or harassment

- Ensure that they make reasonable adjustments to their professional practice to enable disabled pupils to fully access learning opportunities.

The AIM Board will:

- Seek the advice of the Principal on this policy, keep it up-to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored and changes made if appropriate.

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

27. Disability Equality Scheme

Statement of Principle

Discrimination against people with disabilities takes many forms, and barriers are often created within society which make it more difficult for them to reach their full potential or to have equal access to the services they need. The Disability Discrimination Act 1995 recognises that there are many different types of disability, many of which are not immediately apparent, and that many people who may not have thought of themselves as having a disability in the past, are now protected under the Act. Houlton School will take all necessary steps to ensure that the needs of people with disabilities are taken into account in all areas of its activities. We will seek the views of disabled pupils, staff and members of the wider school community such as parents and carers, and will take all reasonable steps to ensure that range of services, education and employment opportunities are fully accessible to them. Where barriers to access are identified, we will take all reasonable or possible actions to overcome them.

Disabled people are under-represented in our workforce and we will take action, within the limits of the constraints imposed by the age and condition of the school buildings, to encourage disabled people to apply for vacancies.

This scheme incorporates the school's plans to provide access to education for disabled

pupils and to support disabled members of the school community.

28. The Disability Equality Duty

The duty requires schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Adaptations to the taught and wider curriculum

- The staff are pro-active in making contact with pupils with disabilities (physical and learning difficulties) before they start at Houlton School, in order to thoroughly assess their needs and plan to support them to access the learning and social opportunities provided here as fully as possible
- Staff are kept fully informed of the needs of individual pupils with disabilities and plan their teaching and organise resources, including classroom space, accordingly
- Additional whole-staff training is delivered, by specialist advisors where appropriate, to support pupils with specific needs, e.g. those with hearing impairments or those with autistic spectrum disorders
- Pupils with particular needs are given additional support where appropriate, either in-class, one-to-one or in small group lessons
- Lessons are differentiated to enable pupils of all abilities to access the learning, using a range of strategies
- Additional literacy support is provided for pupils who need this
- Support with homework and examinations is provided as appropriate.

Additional adaptations

- Pupils with exceptional needs are provided with additional support where necessary and appropriate e.g. during lunchtime and between lessons

- A school counsellor, or equivalent, is available to selected pupils.

Adaptations to the school premises

As a brand new school in 2021, Houlton School is well set up for a range of Disability needs; however, we will still strive to improve continuously as set out in the separate Accessibility Plan.

Identifying the main priorities for the Disability Equality Scheme at Houlton School and deciding upon actions

The main priorities are decided upon each year in response to the needs of pupils, staff and other members of the school community.

Impact assessment

Impact assessment is carried out in two ways by:

1. Monitoring the progress of disabled pupils and each individual's ability to access the full range of opportunities afforded by Houlton School
2. Direct feedback from those members of the community affected by the policy and practice e.g. staff and parents of disabled pupils.

Staff CPD

Whole staff training can take place on how to support pupils with disabilities.

'Reasonable adjustment' in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers have found useful in thinking of a range of adjustments they might want to make to support pupils of all abilities.

Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?

- Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class?
- If you do not know how the disabled pupils needs' will/can be met, seek advice from the PLC.

What preparation have you made with class/group for:

- One to one peer support
- Collaborative teaming
- Group work
- Valuing difference of race, gender, ethnicity, disability or religion. How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?

Lesson planning: how will you support the needs of all learners?

Consider:

- Timing
- Variation of activities
- Types of activities (concrete/abstract)
- Reinforcement of key ideas
- Extension work
- Recall of previous work
- Links to future work
- Clear instructions
- Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some pupils to enable them to participate fully?
- If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

What different teaching styles are you going to use?

- Visual, e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?
- Auditory, e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing?
- Kinaesthetic, e.g. use movement, role play, artefacts, use of the environment.

Prepared materials

- Are written materials accessible to all; readability; length; content?
- Scaffolding (practical materials) e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines etc. Are they accessible to all?
- Appropriate use of augmented communication and ICT.

Self-presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the pupil?
- Are all pupils aware that you might approach the behaviour of some pupils in a different manner to the rest of the class?
- How will you use your voice in the class e.g. volume and tone, and ensure all pupils understand you?
- Where will you position yourself in the classroom and when?
- Use of Supporting staff
- Have you had a meeting with or at least communicated with support staff before the lesson?
- How are you going to use other adult support in the lesson?
- Does their use allow all pupils to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

Classroom organisation

Is seating carefully planned and/or the activity accessible for pupils with:

- Mobility impairments e.g. circulation space, table height
- Hearing impairments e.g. sight line for lip reading/interpreter/no glare
- Visually impaired e.g. maximise residual sight, if touch can reach
- Pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- Pupils with short attention span/easily distracted e.g. sit on own
- Learning difficulties who need a lot of support e.g. next to peer supporter
- Short attention span e.g. distraction free zone
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

How will you organise and group pupils in lessons?

- Friendship groupings?
- Mixed ability/same ability groupings?
- Specific pairs of pupils working together e.g. stronger reader/weaker reader?

How will you deal with unexpected incidents?

Are you aware of the systems for dealing with unexpected incidents e.g. evacuation, fainting or fits, incontinence, medical emergencies?

How will you ensure that all pupils feel equally valued through their experiences of:

- The allocation of teacher and support staff time
- Being listened to/paid attention to
- Being respected
- Achieving
- Interacting with their peers.

How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?

- Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self evaluation?
- How will you involve pupils in assessing their progress?

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen.

Inclusion Checklist

The following strategies can be used in lessons as appropriate, if staff teach pupils with any recognised disability.

Whole class

- Access to teacher and any resources used has been planned for e.g. a number line or grid or text visible to all or made accessible in other ways background noise avoided where possible, light source in front of teacher not behind
- Pupils' seating carefully planned
- Rules and routines for the lesson taught and displayed; praise for the pupils keeping the rules
- All pupils clear about objectives of lesson
- All pupils clear about structure of lesson and day, e.g. visual timetables are on display
- New or difficult vocabulary clarified, written up, displayed, revisited
- Teacher checks for understanding of instructions, e.g. by asking a pupil to explain them in their own words
- Support in place for pupils who cannot 'hold things in their heads' – sticky notes, jottings, individual whiteboards
- Questions pitched are differentiated
- Use made of alternatives to questions to invite a response, e.g. making suggestions from which the pupils can choose, speculating, making a personal contribution from own experience
- Questions used to ensure the rest of the class are listening, e.g. 'Does anyone have a question for Meera?' 'Who thinks the same as Jo' 'Who thinks differently?'

- Pupils clear about the timescale for the question, e.g. 'This is one for a quick response' 'This is one which needs several minutes to think about' 'This is one I want you to work at for ten minutes'
- Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until pupil can answer correctly
- Contribution of all pupils valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake
- Pupils help and support each other with ideas; they give one another space in which to think and respond to questions
- Contributions reflected back by teacher in expanded form or expanded on by other pupils
- Multi-sensory teaching approaches (visual, verbal, kinaesthetic)
- Time out (talking in pairs or other groups) used to maintain attention, link to pupils' own language and experience
- Buddying used for seating and paired or partner work, e.g. more settled pupil paired with a pupil who finds concentration difficult, more able with less able
- Interactive strategies used, e.g. pupils having cards to hold up or own whiteboards or coming to the front to take a role
- Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, variety of number lines, counting sticks, computer animations
- Strategies which pupils need to use (e.g. for problem solving or text composition) made very explicit
- Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources
- Pupils who need it being pre-prepared or pre-tutored where this would help them to access the lesson
- Additional adults, if present, are actively involved throughout in supporting or assessing learning.

Independent and Group Work

- Transition from whole class work to independent and group work clearly signalled and actively managed
- Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear

- Pupils' different needs for explanation are recognised: pupils can choose to start if they feel they understand or wait for further explanation if they do not
- Materials and resources for task available and accessible; expectations about independent personal organisation are clear and routines have been taught
- A distraction-free area has been set up for pupils who need it to work in
- Pupils have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
- Pupils are provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, hundred squares, tables squares
- Tasks link back to earlier (or later) objectives where these are appropriate for pupil and group
- Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
- Tasks made more open or more closed according to pupils' needs
- Arrangements (buddying, adult support, taping) made where necessary to ensure that pupils can access written text and instructions
- Alternatives to paper and pencil tasks used where appropriate
- Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
- Variety of pupil groupings used so that pupils are able to draw on each other's strengths and skills
- Pupils taught to work together in groups
- Appropriate behaviour is noticed, praised or rewarded
- Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged
- Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
- Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
- Texts and equipment are at pupils' instructional level and matched to their age and dignity
- Teaching assistants used to prepare some pupils for the whole class teaching ahead of time by rehearsing feedback, thinking in advance about the questions the teacher will ask before they are put to the class as a whole

- Peers helped to give feedback in positive ways, e.g. 'Like the way...' 'One idea for improvement would be...' cards
- Questioning designed to assess grasp of particular objectives relevant for each pupil or group of pupils.

Section Five – Gender Equality Policy

Aim

Schools have a general duty to promote equality of opportunity between men and women and a specific duty to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. Schools must revise and review the plan every 3 years and report on progress annually. Houlton School is fully committed to promoting equality of opportunity for all members of its community.

Relationship to other Policies

This policy should be read in conjunction other relevant policies, such as that regarding employment.

Roles and Responsibilities

The Principal will ensure that:

- The AIM Board is advised about the policy and provision for ensuring gender equality for all concerned (pupils, teachers, parents and members of the wider community) at Houlton School
- The implementation of the national pay structure, such as TLRs, is free from discrimination
- Performance management and access to CPD are free from discrimination
- Part-time staff have access to performance management and to CPD
- The curriculum and its delivery do not discriminate on the basis of gender
- Consideration will be given to any practice which supports access to childcare and return to work after maternity leave
- The ethos of the school, in both policy and practice, will actively promote gender
- Equality and when decisions are taken, due regard will be given to ensure that they

are not discriminatory to any group, including to either gender.

Staff will:

- Model positive attitudes that are not discriminatory to either gender
- Promote positive representation of both genders with regard to the workplace, e.g. women as doctors, men as nurses, as well as the other way around
- Participate in CPD (where applicable)
- Draw the attention of the Principal to any instances of discrimination or harassment
- Ensure that they are not in any way discriminatory in terms of use of language
- Ensure that they are not in any way discriminatory in terms of delivery of the curriculum.

The AIM Board will:

- Seek the advice of the Principal on this policy, keep it up-to-date, and make it available to parents upon request
- Ensure that the impact of the policy is monitored and changes made if appropriate.

29. Gender Equality Scheme

Schools have a general duty to promote equality of opportunity between men and women and a specific duty to publish a Gender Equality Scheme showing how the school intends to fulfil the general and specific duties. Schools must review the plan every three years and report on progress annually.

Statement of principle

Houlton School acknowledges that women have historically often been discriminated against because of their gender, their responsibilities for child care, their marital or their economic status and that this may result in them being denied equal access to services and employment and development opportunities.

The school will ensure that access to employment, promotion and development opportunities do not unfairly discriminate against women. We are committed to the principles of equal pay for work of equal value.

The school also recognizes that men can be discriminated against, particularly in access to employment in roles that have traditionally been undertaken by women. We will ensure that access to employment, promotion and development opportunities and access to services do not discriminate against men, in line with our commitment to equality of services.

Aims

- To create a climate in which everyone feels equally valued regardless of gender
- To ensure that there is genuine equality of opportunity and that no-one is excluded from educational or career opportunities as a result of their gender
- To ensure that all members of the school community model appropriate, anti-discriminatory behaviour
- To extend the monitoring of access continuing professional development to include analysis by gender.

Examples of obvious discriminatory behaviour:

- Using discriminatory language, e.g. "Don't be such a girl"
- Refusing to consider requests for part-time posts or job-share posts on return from maternity leave
- Refusing to consider the needs of fathers who wish to adapt their working practices due to the need to be the principal child carer
- Not taking seriously pupils who report intimidating behaviour of an individual or group of individuals in relation to sexist or inappropriate language or behaviour.

Examples of less obvious discriminatory behaviour:

- Planning CPD in such a way that part-time employees (statistically more likely to be women) cannot access it
- Allowing gender-stereotypical images to persist in the delivery of the curriculum.

Identifying the main priorities for the Gender Equality Scheme at Houlton School and deciding upon actions

The main priorities are decided upon each year in response to the needs of pupils, staff and

other members of the school community. These are reviewed by the Senior Team and governors on an annual basis. Targets will include:

- Results of monitoring access to continuing professional development demonstrating that it is accessible to all and does not disadvantage anyone because of their gender
- Ensuring that the school ethos and curriculum is positive in combating prejudice and gender stereotyping, via assemblies, displays, mentor time, PSHE and Citizenship lessons and CEAIG.

Success criteria

- Success will be achieved when:
- The taught curriculum is delivered in such a way as to combat discrimination and gender stereotyping
- The school ethos reinforces gender equality
- Pupils feel that their access to opportunities, both within school and the wider community now and later in life in terms of career and lifestyle choices are not restricted by their gender
- There is equality of access to training and employment opportunities for all staff, irrespective of gender
- The complexity of issues surrounding gender equality, in terms of certain genders being more or less likely to be represented in certain employment positions, is understood by the Senior Team and the staff body.

Monitoring and Evaluation

The policy and procedures will also be updated whenever necessary as a result of outcomes from consultations and/or in response to particular situations that have arisen and when formally reviewed as part of the usual cycle of review for all policies.

30. Year 1 Review of 4 year objectives set in 2021-22

Completed September 2022:

Good progress is being made in all areas according to the success criteria identified above. As a brand new school, in many areas, it is about establishing this practice as new policies and practice emerge – for example, the stated objectives are in all schemes of learning for Years 7 and 8, and we need to ensure this carries forward into future years' SoL. All policies are new and were scrutinised by Ofsted and the DfE prior to opening. DfE Education Expert was happy with our E&D practice when she visited in December of our opening year.

Inclusion, an explicit knowledge of what protected characteristics are, has been embedded in the culture across staff and pupils through our assembly, PHRSE and staff wellbeing programmes.

Equal opportunities and equity are monitored by TLET HR. We will soon receive reports from the Every HR workflow system that give anonymised information that will support us with a new objective of responding to any potential unconscious bias that may be implied by the reporting. This will be an additional area of review for year two.