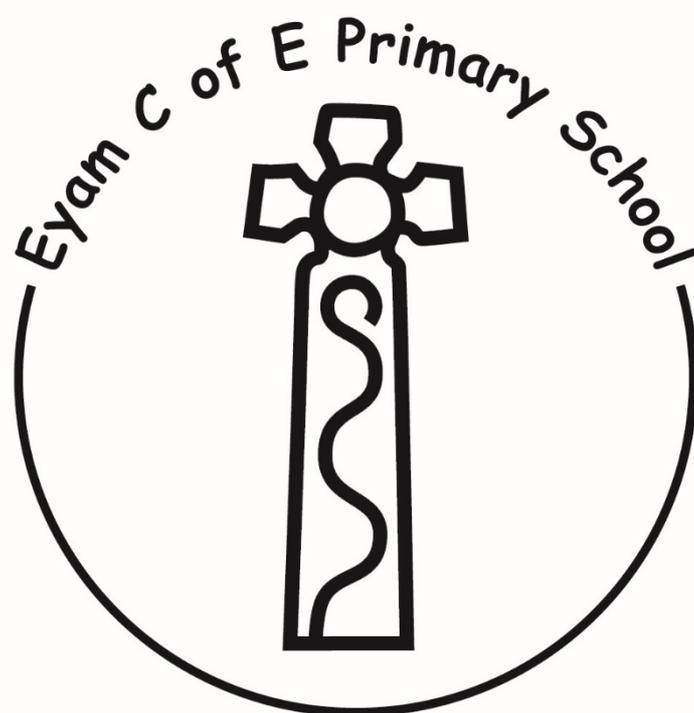


Eyam C of E Primary School

Equal Opportunities Policy



Agreed: September 2016

Review Date: September 2018

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Eyam C of E Primary School

Equal Opportunities Policy

Our school aims to be an inclusive school, where equality of opportunity is a reality for all our children, staff, governors, parents/guardians and pupils whatever their age, ability, gender, race, religion or socio-economic background:

All groups are represented in school:

- Male and female
- Minority ethnic and faith groups
- Children whose first language is not English
- Looked After children
- Children with special educational needs
- Children with disabilities
- Gifted and talented children

This policy aims to:

- Offer equal opportunities regardless of race, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which varied experiences of the community can enrich the life of the school.

GUIDING PRINCIPLES

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Eyam School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

In fulfilling the legal obligations cited below, we are guided by seven principles:

Principle 1:

All learners are of equal value. We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2:

We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3:

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4:

We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5:

We aim to reduce and remove inequalities and barriers that already existing addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6:

We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- gay people as well as straight.

Principle 7:

Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents. If incidents occur we address them immediately and report them to the Local Authority using the online reporting system.

Responsibility

We believe that promoting equality is the whole school's responsibility:

Our Headteacher will:

- ensure that staff, parents/carers and pupils/students are informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body on the effectiveness of the policy
- ensure that the senior leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that any action plans are monitored through a relevant sub-committee
- support the headteacher in implementing any actions necessary

- engage with parents and partner agencies about the policy
- evaluate and review the policy.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy.

Our pupils/students will:

- understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy.

Our parents/carers will:

- have access to the policy through a range of different media appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child.

Our school staff will:

- be involved in the on-going development of the policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.

We will ensure that the whole school community is aware of the Single Equality Policy by publishing them on the school website.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

Monitor and Review

We will review our objectives in relation to any changes in our school profile at least every four years. Our objectives will sit in our overall School Development Plan and therefore will be reviewed as part of this process.

School context

2016

The school is well below average size. Currently there are 82 pupils on roll, though the number fluctuates significantly annually. The pupils are arranged into four classes, all but one of them mixed-age. Almost all of the pupils are from White British family backgrounds. A very small

proportion (generally 4%) comes from minority ethnic backgrounds. 4% of pupils don't speak English as their first language. At present we have no looked after children, although 5 children have been in care who are currently on role (6%). The social and economic circumstances of pupils vary widely within each class (22% pupil premium in the upper junior class) although they are above average overall. 16% of pupils are eligible for Pupil Premium funding. The pupils are from mixed privately owned and housing association properties in Eyam and the surrounding villages. 18% come from out of the village. Evidence from a range of sources on entry showed that the ability of all pupils to be 'broadly expected'. However, ability within the small cohort is very mixed, one child arrived with no English, social and emotional levels are below average (EYFS data 100 below 2014 baseline and 74% below 2014)

The school aims to recognise the uniqueness of each individual pupil. There is a commitment to developing the whole child; to providing a high quality education that enables each to achieve their full potential academically and socially. We create a stimulating environment, so that children develop self-esteem, confidence in their abilities and pride in their work. Our values are respect, resilience and responsibility, these underpin both school rules, the Superstar Award system and our Christian ethos. Eyam CofE Primary school has strong links to the church and community organisations which give children a sense of place and the opportunity to take part in shared celebrations. The School Council is an active team raising pupil voice and modelling good citizenship. There is a very supportive Parents' Association, and parents are actively involved in the school on a voluntary basis as well as through the new Parents Forum. This enables parents to be closely engaged with their children's education. The school seeks to promote the spiritual, moral, social and cultural development of all learners, to relate this to Christian values and to foster a positive atmosphere of mutual respect and trust in which everyone feels safe and can flourish. We are a fair trade and Eco school and every class takes part in a programme of Forest School learning during the year.

Eyam School Vision Statement

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Our core values are: respect, resilience and responsibility

Further Information About The Legal Landscape

There is further information for schools in a paper entitled *The changing legal framework* at <http://www.insted.co.uk/legal-frameworks.pdf>. It contains links to several official documents published by the Department for Education (DfE), the Government Equalities Office (GEO) and the Equality and Human Rights Commission (EHRC).

More briefly and succinctly, but not focusing primarily on schools, there is an excellent document issued in October 2011 by the TUC: <https://www.tuc.org.uk/equality-issues/tuc-equality-duty-toolkit>

BRITISH VALUES

British Values – what it means at Eyam Primary School

In June 2014, David Cameron emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at Eyam Primary School. British values are promoted in so much of what we do, not least during Collective Worship, Religious Education, PSE and Social and Emotional Aspects of Learning (SEAL) sessions. The values are integral to our long-standing visual ethos statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. This is in line with our Equality Opportunities Policy.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Eyam. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest Festival during the Autumn Term, and what could be more British than a trip to a pantomime just after Christmas! We also value and celebrate national events, a recent example Red Nose Day and Children In Need for example.

Furthermore, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our topics ensure that children have a better understanding of what Britain is, learning more about:

- Its capital cities and counties, its rivers and mountains
- How 'Great Britain' differs from 'England' and 'the United Kingdom' (be warned: it's complicated!)
- Where Britain is in relation to the rest of Europe and other countries in the world

Historically: During topics, children learn about an aspect of British life and how this has developed and changed over time. The actual topic depends on the interests of the children (and teacher!), but might include inventions and discoveries, or houses, or medicine.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Eyam Primary School. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The school council is able to genuinely effect change within the school; in the past, the School Council has planned the front playground area and chosen playtime equipment. The Council are actively involved in recruitment and in providing teachers with feedback, such as providing a review of the topic.

Other examples of 'pupil voice' are:

- Children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of these
- Children have the opportunity to nominate and vote for others to receive a Star Worker cushion for great learning or choices
- Using Pupil Questionnaires, children are asked to respond and reflect on the teaching, learning and behaviour
- Children plan fund raising activities and help the PTA to raise money for example, through Talent Shows, second hand book sales or cake sales
- Children are responsible for running the Fairtrade Stall once a month at playtime
- Children are also responsible for running extra-curricular clubs of their choice such as chess club and mini-leaders

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Eyam Primary School is in a small rural village which although not greatly culturally diverse, we are still proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos – *To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life* – and it's one of our three school rules: *We respect everyone and everything*.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Eyam Primary School enhance pupils understanding and respect for different faiths and beliefs are:

- Through Religious Education, PSE/SEAL and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- Sometimes in Geography/History/Music/Spanish/French we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Eyam Primary School, such instances are extremely rare. They are treated seriously in line with our Positive Behaviour Policy.