

Sytchampton Endowed Primary School

Equal Opportunities Policy (to include British Values)

Signed by:

Headteacher

Date:

Chair of Governors

Date:

Review date: October 2024

Sytchampton Endowed Primary School is a small village school, situated in a rural area. We have a small percentage of children from ethnic minority backgrounds.

Aims and Values

It is our aim at Sytchampton to enable all children to flourish as caring individuals and independent learners in a positive and secure environment provided by staff, parents, and Governors, working together with the wider community. We value the individuality of all our children, and aim to give them every opportunity to achieve the highest standards possible. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

We aim to

- create in children the feeling of belonging to a community where tolerance, consideration and respect are shown towards others, irrespective of ethnicity, colour, religion, attainment, age, disability, background, gender or sexual orientation and where differences are celebrated.
- prepare children for life in the wider world, and promote an inclusive atmosphere within the school. We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school, whilst we recognise that doing this may entail treating some pupils differently.
- promote equal opportunities and good race relations in all areas of school life, and we do not discriminate against anyone, be they staff, pupil or parent. We challenge personal prejudice and stereotypical views whenever they occur.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone. We will do our best to anticipate the needs of a pupil or staff member with disabilities before s/he joins the school. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, including those with disabilities.

Legal Duties

Sytchampton School welcomes its duties under the Race Relations (Amendment) Act 2000, the Disability Discrimination (Amendment) Act 2002 and 2010, and the Sex Discrimination Act 1975. We are committed to:

- promoting equality of opportunity;
- promoting good relations between members of different gender, racial, cultural and religious groups and communities;
- ending discrimination against people with disabilities and to improve access in all areas of life. Since the Disability Discrimination Act of 2002, it has been unlawful for schools and Local Authorities to discriminate against pupils with disabilities in admissions and exclusions, in education, and in associated services.

Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic and diverse society, and in the wider context of an interdependent world.

Equality in School Policies and Practice

The school is opposed to all forms of racism and discrimination, including those forms that are directed towards religious groups and communities.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' behaviour and discipline
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities
- membership of the governing body
- accessibility to the building, curriculum and extra-curricular activities.

Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of the contents of this policy and of their responsibilities, and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist or discriminatory incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

Any incidence of racial discrimination or harassment is regarded seriously and will be dealt with by the headteacher with the support of the Governing Body. If adults in the school, whether staff, parents, governors or other visitors, do not comply with our Equality Policy, the matter will be discussed informally at first to make the policy more explicit. If further infringements occur further steps will be taken. All racist incidents are investigated by the headteacher. Incidents of racism are recorded in the incident book, and the headteacher reports to the governing body and the LA on the number of incidents, the prevailing trends, and how the issues have been dealt with. A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school.

Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.

The Curriculum

In the planning and delivery of our personalised curriculum we consider individual needs of the children in our classes.

- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Seating arrangements may be altered to improve accessibility. We make adaptations to allow pupils to participate in PE, music and drama;
- To make our teaching more accessible to boys, we begin a lesson by stating the learning outcomes, and giving the 'big picture'; we employ a variety of activities, and include a kinaesthetic element; we deliver work in bite-sized chunks, with 'brain breaks' and new starts; we provide challenge, competition and short-term goals; we give regular positive feedback and rewards; we set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available; we encourage boys to read fiction and ensure that we have books available that will appeal to them; we provide Forest School at Foundation Stage and Key Stage 1;
- Our library books, reading books and other resources contain positive images of people with disabilities, of different ethnic and cultural backgrounds, and of different gender;
- The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- We use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- We employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- We take account of the performance of all pupils when planning for future learning, and setting challenging targets.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

The Role of the Governors

In this policy statement, the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. They check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, they monitor:

- the attainment and progress of pupils from minority groups, comparing it with the progress made by other pupils in the school;
- the staff appointment process, so that no one applying for a post at this school is discriminated against;
- the effectiveness of this policy;
- any serious complaints from parents, staff or pupils regarding equal opportunity;

- the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated;
- parents' and pupils' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or ethnicity. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

The Role of the Headteacher

It is the headteacher's role:

- to implement the school's policy on equal opportunities, and s/he is supported by the governing body in so doing;
- to make sure that all staff are aware of the school's policy on equal opportunities, and that teachers apply these guidelines fairly in all situations;
- to ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- to promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training;
- to promote respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school;
- to view all incidents of unfair treatment, and any racist incidents, with due concern.

British Values

The Dfe has recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British Values in the 2011 Prevent Strategy and these values have been reiterated in 2014. At Sytchampton Primary School these values are reinforced regularly and in the following ways:

1. The Rule of Law

- School Rules – developed with the pupils and revisited regularly
- Home/School agreement
- School policies and procedures
- Community police and other visitors from community

2. Sovereignty of Crown in Parliament

- Importance of democracy – history
- School elected bodies – Governors

- School Council – represented by all classes (elected), focus on charity, fundraising, enterprise. They meet with Mrs Morris and meetings are minuted, ideas are discussed with Headteacher. They also work with the PTA
 - ECO Committee – Green Flag encourages appreciation of sustainable community, as well as global issues e.g. sponsored animal WWF
3. No one should be treated differently on the basis of belonging to a particular group
 - School ethos, PSHE, respect and tolerance
 - R.E. taught separately in all classes
 - Curriculum calendar highlights key focus weeks throughout the year to provide opportunities for learning about key festivals UK and worldwide. These are also linked to assemblies
 - Understanding of different groups in our community: pupil premium, EAL, Travellers
 4. Personal Freedom
 - Issues of equality of groups, boys and girls – embedded into curriculum, e.g. PE
 - Issue of freedom/or lack of in other cultures – fundraising for disadvantaged groups.
 - Tolerance – peer massage programme embedded in school
 - Staff well-being
 5. Private Property (freedom to buy and sell)
 - Fundraising for school and charities e.g. Macmillan, Children in Need
 - Enterprise weeks e.g. Christmas Fayre show links to community
 - Respect for school property and equipment
 6. British Institutions
 - Celebrate through curriculum topics, visits e.g. libraries, castles, museums
 - Church and appreciation of buildings from other faiths
 - School and Lloyds Foundation
 - Charity work
 7. The Family
 - Civic society depends on the values passed from generation to generation
 - Government says 'stable families equal stable society,' all family members involved in school. Also understanding that families can be different e.g. step families etc
 - Parent involvement through Parent Forums, Open Days, PTA, attendance at assemblies, topic presentations, homework, communications, website
 8. History (political culture and national achievement)
 - Broad and balance curriculum with topic base
 - Curriculum calendar highlights key focus weeks throughout the year to provide opportunities for learning about key festivals UK and world-wide. These are also linked to assemblies
 - Corridor displays designed by each class reflect different themes
 9. The English Speaking World
 - English in the curriculum: reading, speaking, listening and writing
 - Links in literacy across curriculum
 - Vision statement

10. British Character

- Assemblies highlight key values such as: sense of right and wrong, school rules, bullying and staying safe
- Olympic values/sport teams
- House points are given for good behaviour, manners, good citizenship and are celebrated every fortnight in our celebration assembly. Children grouped vertically with older children support younger children/siblings
- Work celebrated in assemblies, on website and in prospectus