

EYNSHAM COMMUNITY PRIMARY SCHOOL

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Single Equality Policy

Eynsham Community Primary School is part of the Eynsham Partnership Academy.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (**We will not publish any information that can specifically identify any child**)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our Context

Eynsham Community Primary School is a vibrant two-form entry primary school serving the village of Eynsham and surrounds. We are proud of our standing as a Community school, putting ourselves at the centre of the village community and encouraging the children to see themselves as part of the world community. Our school strives for excellence in academic and pastoral provision, placing high quality, engaging texts at the centre of our rich curriculum.

We celebrate the performing and creative arts and provide sporting and fitness opportunities that particularly champion netball and football, which can lead from classroom and club experiences to county and national opportunities. The teaching and learning of the French language and fundamental British Values are woven through the different aspects of school life.

At Eynsham we believe that every child should be valued, cared for and enabled to achieve their full potential in all areas.

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 fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority's Anti-bullying Co-ordinator. The Local Authority may provide some support, either through guidance to the school leadership team or direct work. Please also refer to our Anti-bullying Policy. Please see further information about prejudice-based incidents below.

Responsibility

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

| School Community | Responsibility |
|-------------------------|---|
| Governing Body | Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. |
| School Community | Responsibility |
| Headteacher | As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Senior Management Team | To support the Headteacher as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents. |
| Teaching Staff | Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Non-Teaching Staff | Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents |
| Parents | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated. |
| Local Community Members | Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all. |

DEALING WITH PREJUDICE-RELATED INCIDENTS AND PREJUDICE-RELATED

BULLYING. Preventing and responding Advice and guidance for schools from the Local Authority for academies and settings (August 2017)

Introduction and definitions:

Children learn best and flourish in an environment where they feel respected and safe. This guidance aims to support schools, academies and other settings working with children and young people to make sure they are safe and feel safe from prejudice related incidents. This guidance supports the Oxfordshire Children and Young People's Plan, which aims to ensure that children and young people develop the skills, confidence and opportunities they need to achieve their full potential

Effective management of prejudice-related incidents is a crucial part of the prevention and management of prejudice-related bullying. The current Department for Education guidance "Preventing and Tackling Bullying" <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> states that "Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance also states that bullying "is often motivated by prejudice against particular groups" and that "it might be motivated by actual differences between children, or perceived differences".

Oxfordshire's guidance is to be read in the context of ensuring effective management of all bullying. For further support and guidance for dealing with bullying effectively please see <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying>. A series of toolkits and guidance are available in the policy and guidance section of the web pages.

The Equality Act 2010. This Act requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools and other settings are required to comply with the new Equality Duty. Two specific duties for schools aim to assist them to meet the general duty. These are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

The Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales the Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools. Further support for schools please see <http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity>

Oxfordshire Definition of a Prejudice-Related Incident, The Stephen Lawrence Inquiry Report (1999) defines a racist incident as:

'Any incident which is perceived to be racist by the victim or any other person.' Oxfordshire's definition of a prejudice-related incident has therefore been developed from this, in accordance with the Equality Act 2010 and current government guidance as follows:

'A prejudice-related incident is any incident which is perceived to be so by the target or any other person'

NB: Prejudice-related incidents include both direct abuse and derogatory language, which may not be directed towards a target e.g. the use of the word "gay" as a way of describing things negatively. Evidence indicates that this use of language impacts negatively on children and young people who are Lesbian, Gay, Bisexual, Transgender or are questioning their sexuality.

<http://www.stonewall.org.uk/school-report-2017>. It includes both prejudice to those with protected characteristics (disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity) under the Equality Act and other prejudice e.g. appearance, weight etc, as this prejudice can also have a significant detrimental impact on children and young people.

Schools and the Ofsted Inspection Framework - Safeguarding action may be needed to protect learners from:

- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse

Signs of successful safeguarding include:

- Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination.
- Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

Exploring the school's actions to prevent homophobic bullying:

Ofsted guidance (pdf format, 165Kb) has been removed from the current framework but recent information from Ofsted indicates this is still a focus of inspections. It still provides a useful checklist for schools and settings and can be adapted to consider other areas of discrimination.

Prejudice-Related Incidents (like bullying) can take many forms including:

- Verbal name-calling and ridicule such as racist or homophobic remarks
- Visual graffiti, gestures, wearing racist or sexist insignia or showing pictures.
- Incitement - spreading rumours or encouraging others to participate.
- Cyber abusive use of technology such as text messages, Facebook or email.
- Segregation/excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group
- Physical hitting, pushing, unwanted touching, kicking, threatening with a weapon.
- Property theft or damage to personal property; extortion.

Why do prejudice-related incidents occur? These may arise because an individual is seen to be different. Children may be seen as different because of their:

- Ethnic origin, skin colour, nationality or culture including Travellers of Irish Heritage and Gypsies/Roma (racism).
- Religion or belief
- Sexual orientation (homophobia or biphobia)
- Sex or gender identity (transphobia)
- Disability or Special Educational Needs.
- Other reasons or perceived difference including appearance, weight etc.

It may be they are perceived to have a particular characteristic or they are associated with someone with that characteristic. For example, children who don't fit gender stereotypes may experience homophobic incidents and bullying; young carers of disabled adults may be bullied because they are associated with someone with disability. All these types of incident should be treated as prejudice-related incidents and addressed accordingly.

Research indicates that there are groups of children who are bullied disproportionately. These include disabled children and those who have special educational needs and children who are, or are perceived to be, homosexual (lesbian or gay). (European Human Right Commission 2010)

The Oxfordshire Bullying Survey (2016) has indicated that prejudice-related language and bullying are an issue for Oxfordshire and that incidence reflects national trends. The results showed that those young people who are "different" from the majority in terms of race, religion, sexuality or experience of long term illness/disability are likely to experience increased frequency of bullying and "feeling unsafe". Prejudice-related name calling was also common, again reflecting national trends and a very high proportion of young people are hearing insults and name calling in relation to 'being gay' with 23% hearing these insults most days and the word 'gay' being heard as a derogatory term by 30% of pupils most days. For more details see Anti-Bullying Strategy Annual Report October 2016

Schools therefore need to prioritise taking effective action to address these issues if they are to ensure that young people are to feel safe to learn and are able to achieve their potential. It is also essential that settings and those working with children and young people in the community are aware of how this will impact on young people in terms of their feelings of safety and general well-being and take action to address prejudice-related incidents and bullying.

Effective management of prejudice-related incidents and prejudice-related bullying involves a combination of prevention and response. A successfully inclusive culture with learning environments that value diversity and foster respect and good relations is likely to reduce the level of prejudice-related incidents and bullying. Having effective systems in place to address incidents and bullying when they occur is likely to mitigate the impact and reduce their likelihood in the future. Since the Equality Act in 2010 Oxfordshire local authority is no longer collecting racist incident data. Schools and other settings should be vigilant in addressing prejudice related incidents in relation to all groups, including indirect use of language. Alongside an inclusive culture, good recording will ensure that all incidents are picked up and addressed and will also allow monitoring and analysis of patterns to indicate what further preventative measures need to be taken to further develop an inclusive culture.

Schools and establishments that succeed in addressing prejudice-related incidents and bullying will have created a strong ethos of respect and good behaviour amongst children and adults. Everyone will have a clear understanding of how their actions affect others, with staff and older children/young adults setting a good example. Successful schools and settings will make all staff, children and young people and their families aware that prejudice related incidents are unacceptable and will also ensure that everyone concerned knows who to go to if they are affected or concerned about an incident. The most successful schools and settings consult and involve young people in relation to these issues and place a high value on children and young people's voice.

Successful schools and other settings:

- Challenge prejudicial behaviour, including setting standards of acceptable behaviour and a culture of trust and respect. Challenge includes explanation and information to help those responsible understand the impact and reflect but may also result in disciplinary action.

- Support all those affected by the incident (the target, person responsible, witnesses, participants, bystanders, families, staff and governors) to mitigate the impact and effect a change in behaviour including following up to ensure the incident has been effectively dealt with.
- Record what has happened and report to relevant people e.g. Senior Leadership Team and Governing Bodies and refer to the local authority when further support or advice is needed
- Monitor and analyse reports to look for patterns to help direct further preventative measures and evaluate the intervention to learn and improve practice

Referring to the local authority for serious prejudice-related incidents that are giving cause to concern please contact the Local Authority for further support. The Local Authority can also provide support to establish effective policy, procedures and practices to embed equalities but cannot get involved in mediation or conflict resolution between different parties. For further support please contact:

Jo Brown Anti-Bullying Co-ordinator jo.brown@oxfordshire.gov.uk

Schools and other settings will find that Oxfordshire's Checklist for managing a bullying incident (docx format, 179KB) (appendix 3) provides a good framework for supporting this process. Oxfordshire also provide an on-line bullying survey with individual, confidential results for participating schools. This survey enables schools to identify whether and how prejudicial language and bullying is an issue in their school and can highlight areas where action needs to be taken. For further information please contact jo.brown@oxfordshire.gov.uk

Schools and other settings may also wish to consider when it is appropriate to report serious incidents to the police as highlighted in the current Department for Education bullying guidance.

The Ofsted report "No Place for Bullying" highlighted that training for staff did not always focus on the different types of bullying that could occur and indicated in relation to prejudice-related language that staff did not always feel confident to challenge this or have the strategies to do so. Schools and other settings may therefore want to consider the importance of guidance and specific training for staff in addressing and managing prejudice-related incidents. Further support and guidance in this area is available from the Anti-Bullying Co-ordinator.

Key Guidance, Resources and Links National Current Department for Education guidance on Bullying (2017) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

European Human Rights Commission Research "Prevention and Response to Identity Based Bullying among local authorities in England, Scotland and Wales" (2010) http://www.equalityhumanrights.com/uploaded_files/research/64_identity_based_bullying.pdf

Ofsted guidance document (2013) Exploring the school's actions to prevent homophobic bullying: Ofsted guidance (pdf format, 165Kb)

Stonewall's Education site including resources for challenging homophobic language and promoting diversity. The tackling homophobic language guide includes a useful flowchart to support adults in addressing this. There is also a range of helpful resources for preventing and responding to homophobic, biphobic and transphobic, bullying in schools <http://www.stonewall.org.uk/our-work/education-resources>

<http://www.stonewall.org.uk/school-report-2017> Stonewall's school report - experiences of LGBT young people in schools.

Oxfordshire specific <http://schools.oxfordshire.gov.uk/cms/content/anti-bullying> Anti-Bullying web pages that provide further resources in relation to bullying generally and different areas of prejudice related bullying including homophobic, biphobic and transphobic bullying and Special Needs and Disability bullying

Anti-Bullying Co-ordinator, Jo Brown jo.brown@oxfordshire.gov.uk 07826 950523

Equality and Diversity Achievement Service 01865 810545

<http://schools.oxfordshire.gov.uk/cms/content/equality-diversity-and-achievement-service-edas>

Equality and Diversity Information for schools <http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity>

Responding to Homophobic, Biphobic and Transphobic and other prejudiced language: Developing a script

Key skill and tips for challenging prejudice:

- Make sure you know the school's policy and legal requirements, have something in your Anti-Bullying policy about all prejudice-related language
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills)
- If appropriate talk away from an audience although be clear with the whole group that the language/behaviour was unacceptable
- Provide the young person a chance to back-track and change their behaviour
- Be critical of the language but not the individual so that the person can still feel ok and able to move on
- Role model how to challenge in a non-aggressive way
- Ask questions to explore what the child/young person means and encourage them to reflect and allow time for them to do so
- If the language is not acceptable explain why in an age-appropriate way and make it clear what you are looking for (e.g. to use an alternative word to mean rubbish, not to label certain behaviour, not to use that language in the future)
- Be mindful of what happens next with friendships etc.
- Make sure you respond as your policy/the law dictates (recording and reporting the incident if necessary)

Examples of things you could say:

Explore and explain:

- What do you mean by e.g. "those trainers are gay"?
- There's nothing wrong with crying. It's just as normal for boys to cry as it is for girls.
- Gay is a word that's used to describe people who love people of the same sex, it's not ok to use it as a word to mean rubbish
- If you use the word "gay" to mean rubbish – how do think someone gay might feel?
- How do you think Jamal feels when you call him that? How would you feel if someone said that to you?
- What if your friend was gay? Do you think he'd feel comfortable to come out?
- What else? What would work with the young people you work with?

Organisational response:

- In this school are values are to respect each other and
- In this school we don't use disablist language because
- That kind of language is racist and it is against our school policy

Personal response

- I'm not happy with what you said
- That language offends me because.....
- What you've said disappoints me. I hoped you realised it's not ok to use that kind of language.

What someone continues to use prejudice-related language

1. Follow school behaviour policy in relation to any derogatory language – refer to Stonewall guide “Ten steps to tackling HBT language in your school <http://www.stonewall.org.uk/get-involved/education/secondary-schools/homophobic-language-materials>

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our school web site: www.eynsham.oxon.uk and through a letter once a year.

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

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Date Approved by the Governing Body:

Date to be reviewed by the Governing Body: