

# The Woodland Federation of Peak District Schools

## Equality and British Values Statement

### Review: Annually

Date of Governor Approval	Narrative - Author	Minute Number	Review Date
16/01/2024	No changes		

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Great Hucklow CE Primary School  
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At the Woodland Federation of Peak District Primary Schools we take our responsibility to prepare our children for life in modern Britain, and the modern world, very seriously. We strive to ensure that the fundamental British Values, Equality and Diversity are introduced, discussed and lived out through the ethos and work of the school. The Woodland Federation recognises and respects, all protected characteristics covered under the Equality Act 2010 and takes into consideration other aspects which have the potential to cause discrimination against, or devaluation of individuals. We are committed to the development of cohesive communities within our schools and our local, national and global neighbourhoods. All curriculum areas provide a vehicle for furthering understanding of these concepts and our RE, PSHE and Worship sessions provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application of their own lives.

This policy aims to set out our practice and policies with due regard of the need to:

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our schools and wider communities
- To promote positive attitudes to difference and good relationships between people of different backgrounds, genders, cultures, faiths, abilities and ethnic groups
- To ensure that equality and inclusive practice are embedded across all aspects of school life, with reference to the UN Convention on the Rights of the Child.

The school makes a conscious effort to ensure that children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, visits and the use outdoor education.

The Woodland Federation aims to provide opportunities to embrace:

- Difference and Diversity
- Social Cohesion
- Fairness and Social Justice
- Exploration of Personal and Cultural identity
- Interdependence, interaction, and influence
- Excellence

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Proverbs 22:6



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At The Woodland Federation we create nurturing, respectful environments, allowing discrimination and inequality to be challenged whilst seeking to solve conflicts peacefully.

We recognise our similarities and celebrate our differences, allowing us to ensure that differences do not create barriers in our lives, allowing everyone to participate and learn effectively. We understand that individuals have differing needs and do not believe that 'one size fits all', we cannot achieve equality by treating everyone the same.

## What are British Values?

The Government emphasises that schools are required to ensure that 'British Values' are taught in all UK schools. The government set out its definition of British Values in the 'Prevent Strategy – values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs

## Democracy:

Democracy is an integral part of school life.

- The school processes are democratic, for staff and pupils alike.
- Pupils' voices are heard and have an appropriate influence on the life of the school through our regular assembly discussions and pupil interviews. These discussions influence for example, arrangements at playtime and lunchtimes, what equipment we buy for the playground
- Pupils are always encouraged to discuss and ask questions about what they are learning and are involved in shaping the curriculum.
- Staff are consulted and included in decision-making processes.
- Pupils are given opportunities to explore democracy itself. They can reflect on what makes something fair. This is through the taught curriculum and also through assemblies/collective worship. For example, pupils discussed the general election in classes and assembly. Older pupils learn about democracy and debate it as a value and as a political system.
- Parents and carers are consulted and kept informed of changes and developments in school. Through questionnaires and discussions parents/carers views are heard.

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## The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced through school days, as well as when dealing with behaviour and through collective worship. 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.

- In school terms, the school rules apply to all pupils, and all pupils are equally subject to the rules.
- Pupils have the chance to reflect on why rules exist and how fairness is attempted through systems of rules, both in a classroom setting and across the whole school.
- Classes discuss, debate and agree upon a 'Class Charter' of behaviour at the start of the academic year.
- Pupils encounter representatives of the Fire Service, Police, health professions and others to learn about the reasoning and purpose behind a particular set of rules, such as road safety and quarry safety.
- Pupils learn about the history of the rule of law in Britain and the significance of Magna Carta and other milestones in UK history.
- Pupils consider whether all British citizens are really equal before the law in units of planned work on prejudice and discrimination.

## Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we provide a safe environment for young pupils to make choices, within clear boundaries. Pupils are encouraged to know, understand and exercise their personal freedoms and are advised how to exercise these safely.

- Children are given the opportunities to make choices and respect the choices of others.
- Pupils are encouraged to be aware of the importance of taking responsibility for their choices.
- Older pupils are given the opportunity to explore and consider the balance between rights, responsibilities, diversity and belonging that make up daily life in a diverse country like Britain.
- Older pupils learn about the historical circumstances that led to the value of individual liberty.

## Mutual Respect:

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Our ethos and behaviour policy revolve around core values such as respect and caring, and pupils have been part of discussions and collective worships related to what this means and how this is shown.

- All staff model respectful behaviour, towards each other, parents and pupils.
- All staff model respectful behaviour of the school environment. Staff produce displays which celebrate student achievement, and the environment is warm and welcoming. It is a source of pride for members of the school community.
- Expectations for all pupils are extremely high when it comes to respect; they behave respectfully towards each other, all adults, and the school environment at all times.
- Rewards and sanctions are developed partly with a view to creating and sustaining a respectful environment.
- Certain curriculum areas call for respectful attitudes in order to learn effectively, especially RE, PE, and The Arts and Humanities subjects. These subjects are supported and celebrated around the school.

## Tolerance of those of Different Faiths and Beliefs:

As a church school, Collective Worship is fundamentally Christian in character, but recognises that those attending may have a wide range of faiths, or none. Acceptance of those different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving the opportunities to experience such diversity. Collective Worship and discussions involving prejudices and prejudice-based bullying are planned for and supported by learning in RE and PSHE. The Woodland Federation of Peak District Schools follows the Agreed Derbyshire Syllabus for Religious Education.

- Younger pupils will learn about the notion of tolerance first in terms of interpersonal behaviour in the classroom, which is part of learning to live with each other. Asking questions such as: 'Is it fair? What shall we do when things are not fair?'
- Younger pupils reflect on how they function harmoniously as a group, thinking about co-operation, sharing and being kind and generous to one another.
- Older pupils learn about history of Europe of the value of tolerance.
- Older pupils consider the value of tolerance, relating this to questions about human rights and freedoms.
- Older pupils debate the value and limits of tolerance and consider its relationship to acceptance, mutual understanding, warmth and love.
- All pupils learn about inspirational leaders and examples of the value of tolerance through assemblies and collective worship. For example; Nelson Mandela and Malala Yousafzai.

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- Curriculum areas which offer the opportunity to learn about and explore the value of tolerance, especially RE, History, PE and PHSE, are supported and celebrated around the school.

## Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process to ensure better outcomes for all.

They are also guided by the United Nations Convention on the Rights of the Child.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- learning and teaching and the planned curriculum
- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum
- school sports
- employees' and staff welfare
- collective worship

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## The roles and responsibilities within our school community

### **Our Headteacher will:**

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

### **Our governing body will:**

8. designate a governor with specific responsibility for the Equality Policy
9. ensure that any action plans are monitored through a relevant sub-committee
10. support the headteacher in implementing any actions necessary
11. engage with parents and partner agencies about the policy
12. evaluate and review the policy.

### **Our Senior Leadership Team will:**

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

### **Our pupils/students will:**

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

### **Our parents/carers will:**

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

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## Our school staff will:

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

## Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character. See Department of Education website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

We interpret our duties positively and take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. An example of this would be that we have made substantial modification of the school building in order to provide for physically disabled students.

## Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice -based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for

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example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to better understand the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice-based bullying, including cyber-bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

We expect students and staff alike to take an active stand against all forms of discrimination and always to report it:

- To any member of staff
- To a member of the senior leadership team
- To a line manager

All incidents of a racial nature are logged and dealt with as they occur and reported to the LA. Regular monitoring of bullying takes place and our school bullying policy is reviewed annually.

## **Implementation, monitoring and reviewing**

This policy will be actively promoted and disseminated throughout the school community.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors, who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will review the policy annually and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected group.

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