

# Glasllwch Primary School Equalities Policy

This policy is a	LA Template Policy adopted by school
This policy is	Statutory
Key references	LA Equalities Template and guidance
Staff Area / Subject Leader	Chris Jackson
Link Governor	Matthew Evans
Key Personnel in Policy	Head Teacher, Equalities Leader
Training / Accreditation	N/A
Published / located	GovernorWeb / School, HT office

Aims of Policy:

- To outline the functioning of Equalities policy and practice in School.

Previous review date	March 2017
Review date	May 2019
Next review date	May 2021
Reviewed by	Policy committee

# Glasllwch Primary School – Equalities Policy

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## Equalities Policy

### Contents

Introduction, Purposes and Principles

Procedures:

1. Leadership, management and governance
2. Planning and review of all school policies
3. Implementing the Equal Opportunities Policy
4. Consulting on the Race Equality Policy
5. Promoting equality & eliminating discrimination across areas of school activity:
  - a) Admissions and Attendance
  - b) Attainment, Progress and Assessment
  - c) Discrimination, Abuse, Harassment and School Ethos
  - d) Behaviour, Discipline and Exclusion
  - e) Personal Development and Pastoral Care
  - f) Teaching and Learning
  - g) Curriculum
  - h) Staff Recruitment and Professional Development
  - i) Partnerships with Parents, Carers and Communities

# Glasllwch Primary School – Equalities Policy

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## Introduction

### Purposes

The purposes of this policy are to:

- establish and implement good practice in equalities across all areas of school life
- eliminate unlawful discrimination, promote equality and good relations between members of the school community and visitors to the school.

### Summary Statement

The school is committed to promoting equality and fostering respect for people irrespective of sexual orientation, gender, race, faith, disability, age or language. The school values and encourages involvement of people from all sections of the local community. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is homophobic, sexist, racist, offensive to the disabled and prejudicial language that is potentially damaging to any person or group will not be tolerated and will be challenged. The school recognises that British and Welsh society, and the school itself, is made up of people from many different backgrounds. It is important that all pupils, staff and visitors to the school can enjoy life in such a diverse society.

### Principles

A fundamental principle of our school is that it cultivates a very positive, inclusive ethos that this policy will support and help to maintain. In adhering to this principle, the school aims to:

- make the school a place where pupils, staff and visitors feel welcome and valued
- ensure that all pupils achieve their best
- ensure that all staff are able to contribute fully to the school's work
- meet the diverse needs of pupils and prepare all pupils for life in a diverse society
- respect and value differences between people and promote good relations between everyone within the school and the wider community
- ensure that equality of opportunity is an integral part of planning and decision-making across all areas of the school
- be proactive in tackling and eliminating discrimination
- protect the rights of all pupils, staff, parents, governors and visitors to the school
- comply with and uphold the spirit of all relevant legislation – see legislation summary document.

## Procedures

### 1. Leadership, Management and Governance

#### Commitment

The governing body and the school's senior leadership team will work in partnership with others to be proactive in promoting equality of opportunity, tackling discrimination and in promoting good relations. They will encourage, support and enable all pupils and staff to reach the highest standards.

#### Governing Body

The governing body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from relevant legislation. With assistance from the headteacher, the governing body will ensure that the policy and its related procedures and strategies, are implemented. The Governing Body

# Glasllwch Primary School – Equalities Policy

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includes equal opportunities issues as regular items on the agenda of Governing Body meetings and has a governor with responsibility for equalities.

## **Headteacher**

The headteacher is responsible, with the governing body, for ensuring that the Equalities Policy and its related procedures and strategies are implemented. The headteacher ensures that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. The headteacher will take disciplinary action against staff or pupils who are found to have discriminated on homophobic, disability, gender, religious or racial grounds.

## **People with specific responsibilities**

The named persons with responsibility for dealing with reported incidents of racial discrimination are the Headteacher and the Equalities Leader. The named persons ensure that all reported racist incidents are recorded in a register and that Racist Incident Report forms are completed and sent on to the LA (GEMS).

The Equalities Leader ensures that the school regularly reviews and evaluates all policies and practices in relation to equalities; leading to the setting of targets which promote equality and address apparent aspects of inequality or disadvantage in all of the school's activities.

## **All teaching and non-teaching staff**

All school staff have a responsibility to comply with this policy and to keep themselves up to date with relevant legislation, including attending appropriate training and information events. The school aims to give staff regular training to deal with equalities and to promote familiarity with the Equalities Policy in order to identify and challenge racial and other forms of bias and stereotyping. All staff have a role to play in the equalities self evaluation process.

## **Teaching staff and Teaching Assistants**

Teaching staff and Teaching Assistants ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities. Through their teaching and relations with pupils, parents, staff and the wider community, staff promote equality of opportunity and understanding of diversity.

## **Visitors and contractors working on site**

Every effort is made to ensure that all visitors are made aware of the school's policies on equal opportunities, race equality and racial harassment. All contractors are required to commit to adhering to these policies during initial contract negotiations.

## **Breaches of policy**

Complaints about the non-compliance with this policy are dealt with in accordance with the school's Complaints Procedure. Specific incidents of racial discrimination, harassment or victimisation involving members of staff are dealt with in accordance with the school's Grievance Procedures.

## **2. Planning and Review of all School Policies**

### **Policy planning and development**

The equalities self evaluation document is used to assess equality impact when planning and developing school policies. Any issues arising from equal opportunity questions and audits are addressed through associated action plans or targets in the School Development Plan. Whenever possible, a broad range of

# Glasllwch Primary School – Equalities Policy

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people including staff, parents, pupils and members of our school community are involved in consultation on policy development.

## **Ethnic, gender and disability monitoring**

The school makes use of ethnic and gender monitoring data to identify possible patterns and trends that may inform planning and decision-making with an emphasis on pupil attainment. The school puts strategies in place to address disparities. Ethnic and gender monitoring is carried out on a range of issues affecting both pupils and staff.

## **Reviewing and evaluating policies**

Policies and strategies are regularly monitored, reviewed and evaluated for their effectiveness in:

- eliminating discrimination;
- promoting equality of opportunity;
- promoting good relations.

Audits and questions on equality are built into school self-review and evaluation frameworks using the equality self assessment document as a source of guidance. Issues arising are used to inform planning and decision-making.

## **Publishing results of monitoring and evaluations**

Ethnic monitoring data is made available to the LA. Relevant information from audits and monitoring is included in the school's Annual Report to Parents. To conform to the Data Protection Act steps are taken to ensure that information cannot be used to identify individuals.

## **3. Implementing the Equalities Policy**

### **Targets**

Targets for action linked to this policy are included in the School's Development Plan.

### **Evaluations**

Evaluations of SDP priorities, are carried out annually by the whole staff. The effectiveness of the policy will be evaluated in meeting the general requirements of the relevant legislation.

### **Review**

This Equalities Policy will be reviewed annually.

### **Training and development**

To facilitate implementation of the Equalities Policy, it is an aim that all teaching staff, non-teaching staff and as many governors as possible receive training on the implications of the relevant legislation for their roles in school. It is a further aim that regular ongoing training is organised through LA and school-based training sessions. All training is evaluated.

### **Communicating and promoting the policy**

This policy will be discussed with all staff and Governors on an annual basis and issued to all new members of staff on arrival at Glasllwch Primary School. For other staff it is located on the staff shared area of the step system and for governors on the governors web area. There is a hardcopy policy file containing all policies in the Headteacher's office. Policies for school are available on request from school; a charge may be made if a photocopy is required. Key policies either as a full copy or as a summary are published on the school website or in the School Handbook.

The full Equalities Policy will be:

# Glasllwch Primary School – Equalities Policy

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- published on the school's website;
- brought to the attention of all non-LA contractors or service providers, as necessary;
- available on request for parents, visitors and members of the wider community.

The school will endeavour to make the Equalities Policy available in Welsh, Community languages, Braille, on CD or other accessible formats on request.

## 4. Consulting on the Equal Opportunities Policy

A final draft of this policy will be produced following consultation with the following people and groups:

- The school staff
- The school's governing body
- Local authority Equalities staff.

Similar consultation will take place when the policy is next reviewed.

## 5. Promoting equality and eliminating discrimination across areas of school activity.

### a) Admissions and Attendance

#### Admissions

Pupils' gender and information about all pupils' ethnicity, home language, religion and dietary requirements is collected through admission forms and entered on the school database.

#### Attendance

We expect good attendance of all pupils and work together with staff, pupils, parents, GEMS and the Education Welfare Service to ensure that high levels of attendance are maintained. The school has a well-established procedure for dealing with absences. Unexplained absences will be followed up with telephone calls and, in more serious cases, home visits and the involvement of the Education Welfare Service. Staff who follow up absences are aware of and sensitive to relevant cultural and religious issues.

We recognise pupils' rights to take time off for religious observance and make provision for pupils on extended leave by advising parents on support material to take with them. The taking of extended leave is discouraged.

### b) Attainment, Progress and Assessment

#### Attainment and Progress

Our aim is to ensure that all pupils achieve to the highest standards. We value many forms of personal and academic achievement. We monitor individual pupils' attainment and progress and make use of ethnic monitoring to identify any differences between the performances of ethnic groups. We aim to address disparities through planned and targeted support.

We aim to ensure all pupils are aware of the commitment of the school to equality of opportunity and that pupils and their families are aware of particular staff they can turn to in the event of issues regarding sexual orientation, race, gender, disabilities or religion.

#### Assessment

We aim to ensure that all pupils are appropriately supported in assessments, and that minority ethnic pupils, those for whom English is an additional language, traveller and refugee and asylum seeker children

# Glasllwch Primary School – Equalities Policy

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are not disadvantaged through cultural and linguistic bias or lack of support. The school is committed to taking all reasonable steps to ensure that the curriculum and extra-curricula activities are available to all. In particular the school aims to ensure that disabled pupils and visitors have full access to all appropriate areas of the school and school activities.

## **Special Educational Needs**

We aim to make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, traveller and refugee and asylum seeker children. We aim to ensure that all pupils with special educational needs receive appropriate support.

## **c) Discrimination, Harassment, Abuse and School Ethos**

### **Discrimination and Harassment**

We are opposed to all forms of homophobic, sexist and racial prejudice, harassment and discrimination. We are similarly opposed to discrimination and harassment on the grounds of disabilities of any kind. The use of associated language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's disciplinary procedures and, where appropriate, LA guidelines on dealing with Racist Incidents. Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's Discipline or Grievance procedures. The school works closely with the LA to address racism within the school.

### **Celebrating and catering for diversity**

We take every care to ensure the specific cultural and religious needs of all groups are addressed in school. Advice is sought on catering for the dietary and dress requirements of different ethnic and religious groups. The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

### **Preparation for life in a multiethnic society**

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust. We actively promote good personal and community relations in order to prepare all pupils for life in a diverse and multi-ethnic society.

## **d) Behaviour, Discipline and Exclusion**

### **Behaviour and Discipline**

We expect high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for unacceptable behaviour. The school recognises that cultural background may affect behaviour and takes this into account. (An example of this is fasting). Incidents where the principles of this policy are transgressed are dealt with firmly and consistently and allegations of discrimination and harassment or provocation are fully investigated.

### **Exclusion**

The school uses a range of strategies that aim to address the needs of all pupils.

The school's behaviour policy references the equality policy, and defines that fixed term and permanent exclusion are options available to the Headteacher where pupils have contravened the school behaviour policy.

## **e) Personal Development and Pastoral Care**

# Glasllwch Primary School – Equalities Policy

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## **Pastoral support**

Our pastoral support seeks to take account of differences in sexual orientation, gender, physical attributes and difficulties. Our pastoral support takes into account religious and ethnic differences and it is intended that staff should become increasingly aware of the experiences of the victims of homophobia, traveller, refugee and asylum seeker children. Victims and perpetrators of incidents of discrimination are counselled, where it is felt necessary, and pupils are taught ways of responding appropriately to such incidents.

## **Support for EAL and traveller pupils**

We endeavour to provide appropriate support for pupils for whom English is an additional language and traveller pupils, and encourage them to use and develop their home languages, where possible.

## **f) Teaching and Learning**

### **Teaching and Learning**

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers are aware of their pupils' cultural backgrounds and linguistic needs and teach about different cultural traditions with sensitivity. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching seeks to challenge prejudice and stereotypes, and we try to foster pupils' critical awareness of bias, inequality and injustice to help them identify and challenge discrimination.

## **g) Curriculum**

### **Promoting cultural diversity through the curriculum**

We have as an aim the **recognition and understanding** of cultural diversity in all curriculum areas; through teaching a balance of positive, culturally diverse content. Principles of equality and respect for people of different sexual orientation, gender, physical and intellectual ability and of different racial and ethnic groups are present throughout the curriculum and pupils are given opportunities to explore issues of identity and equality in the appropriate curriculum areas. We evaluate the appropriateness of the curriculum for pupils of all groups and, have as an aim, where appropriate, to monitor its effectiveness in promoting understanding of diversity.

### **Curriculum access**

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, physical and intellectual abilities and by differentiating work appropriately.

### **Resources**

Our resources and displays portray positive images of a range of people and cultures. We have as a central aim that appropriate resources are purchased to meet the needs of individual pupils including those for whom English is an additional language, travellers and refugee and asylum seeker children. Resources and displays are regularly reviewed and upgraded and we use a variety of resources to challenge stereotypes and all forms of discrimination and prejudice across the curriculum.

### **Involvement of people of diverse backgrounds**

We seek to use role models and presenters from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences. We recognise the ideal where pupils, staff and visitors feel safe and welcome in the school regardless of sexual orientation, gender, abilities, race, ethnic background or religion.



# Glasllwch Primary School – Equalities Policy

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## **h) Staff Recruitment and Professional Development**

### **Recruitment and Promotion**

All governors and staff involved in recruitment and selection endeavour to ensure equality and to avoid discrimination in the recruitment and selection process. All teaching and non-teaching posts are, in the main, formally advertised. All application forms for all posts must be returned to the LA HR team who monitor the ethnicity and gender of applicants for posts.

People from all sections of the school community are encouraged to stand for election to the governing body.

### **Professional Development**

All staff are encouraged to take advantage of training opportunities. It is intended that training of all staff and governors address issues of equality of opportunity, cultural diversity and the needs of pupils for whom English is an additional language, travellers and refugee and asylum seeker children.

## **i) Partnerships with Parents, Carers and Communities**

### **Parents, carers and the wider community**

We have as an aim to make greater use of the expertise, skills and knowledge of people of a range of backgrounds, from the local and wider community, to develop positive attitudes regarding sexual orientation, gender, abilities, race, ethnic background or religion and cultural diversity. Parents and carers are always informed of specific (racist) incidents of discrimination, abuse or harassment. We aim to do more to encourage parents and carers of all backgrounds to participate in the life of the school and to take steps to encourage greater involvement of under-represented groups. We aim to be able to produce, on request, information for parents in user-friendly language and accessible formats. We would like to be in a position where Welsh, Braille, community language translation and interpretation could be used to communicate and consult with parents and carers as appropriate.

### **School premises**

School premises are available for use by members of the local community.

### **Contractors and service providers**

We expect all contractors and visitors to the school to be treated in a manner that is consistent with this policy. Equal opportunity standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

**This is a Statutory School Policy and a signed copy is kept in the School Office**