

Ysgol Gymraeg Penalltau

Equality Policy



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Parodrwydd
Perthyn*

Version:	3
Date:	01.09.22
Author(s):	Caerphilly County Borough Council
Reviewed by:	<i>A Woods (Headteacher)</i>
Review Cycle:	Every 4 years (or if legislation changes)
Date of next review:	September 2026

General Statement of Policy

The school is opposed to all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and goals.

We will promote good relations and mutual respect within and between our pupils, staff, governors and the parents, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The school recognises that Wales and the United Kingdom have diverse societies made up of people from many different backgrounds. It is important that all children and young people are adequately prepared to live in such a diverse society.

In our school we aim to tackle discrimination and promote equality of opportunities and good relations across all aspects of school life.

We do this by:

- creating an ethos in which children and staff feel valued and secure,
- building self-esteem and confidence in our children, so that they can use these qualities to influence their own relationship with others,
- having consistent expectations of the children and in their learning,
- removing or minimising barriers to learning, so that all children can achieve,
- ensuring that our teaching considers the learning needs of all children through our schemes of work and lesson planning,
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour,
- making children and staff confident to challenge prejudiced and aggressive behaviour,
- challenging stereotypes and promoting positive images.

Responsibilities

The Role of Governors:

- Set out its commitment to equalities by approving and adopting this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their individual needs and circumstances.
- Ensure that people are not discriminated against when applying for jobs at our school on any grounds.
- Take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to make school communications as inclusive as possible for parents, carers and pupils.
- Welcome all applications to join the school, whatever a child's individual or family background.
- Ensure that no child is discriminated against whilst in school.

The Role of the Head Teacher:

- Implement the school's Strategic Equality Policy, supported by the governing body in doing so.
- Ensure that all staff are aware of the school's Strategic Equality Policy, and that teachers apply these guidelines fairly in all situations.
- Ensures that all appointment panels give due regard to this plan, so that no one is discriminated against when it comes to employment or training opportunities.
- Promotes the principle of equality when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life. This is supported by the school values that are at the very centre of the school ethos.
- Treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.

The Role of all Staff (teaching and non-teaching)

- Ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the school's Strategic Equality Policy.
- Strive to provide material that gives positive images and challenges stereotypical images.
- Challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents, drawing them to the attention of the Head Teacher.
- Support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Visitors and Contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Consultation

This policy was developed by the LA in consultation with the following:

- Staff
- Children
- Parents
- Governors
- Caerphilly County Borough Council

Communication

The full policy is:

- on display on the school website.
- given to all non-LA contractors or service providers, who are made aware of their need to comply with the policy.
- is available on request for visitors and members of the wider community.

Our Mission Statement

***Our aim is to enable every individual to reach their full potential in a happy environment.
We wish to create a strong awareness of Cymreictod and nurture pride in our language.
We believe that the school, parents, and wider community should work in cooperation
for the wellbeing of all our children.***

Celebrating and Catering for Diversity

We take every care to ensure that the specific needs of all groups are addressed in school by celebrating diversity, such as by catering for the dietary and dress requirements of different religious groups and allowing children to observe various religious commemorations and festivals.

Preparation for life in a Diverse Society

We encourage all children to understand, respect and value individuals and people's identities, cultures and faiths with which they are unfamiliar in order to prepare them for life in a diverse society.

Children's Attainment, Personal Development and Assessment

- ***Attainment and Progress***

Our aim is to ensure that all children achieve their full potential. We monitor individual children's progress for signs of underachievement which is addressed through planned and targeted support. Advice will be sought from support organisations such as the Local Authority and partner organisations from the voluntary sector if required.

- ***Pastoral Support***

Our pastoral support takes account of religious, ethnic and cultural differences and the experiences of refugee and asylum seeker children.

- ***Support for EAL Children***

In consultation with GEMS we provide appropriate support for children for whom Welsh / English is an additional language, and encourage them to use and develop their home languages, where possible.

- ***Extra-Curricular and Work Experience***

We encourage all children to consider the full range of extra-curricular, work experience and further education options to ensure there is no stereotyping of any individuals or groups.

- ***Assessment***

We take care to ensure that minority ethnic children, those for whom Welsh / English is an additional language and any refugee and asylum seeker children will not be disadvantaged through cultural and linguistic bias or lack of support in assessments. Advice will be sought from LA Advisers and GEMS where required.

- ***Additional Educational Needs***

We make sure that accurate assessments of additional learning needs are made for minority ethnic children and young people, those for whom Welsh / English is an additional language, and for refugee and asylum seeker children. All children with additional learning needs receive appropriate support.

Curriculum, Teaching and Resources

- ***Promoting Cultural Diversity through the Curriculum***

We promote diversity in the curriculum through teaching positive, diverse content, systematically reviewing documentation to ensure appropriate content and by fostering respect for all people whatever their individual or family circumstances.

- ***Curriculum Access***

We make every effort to ensure that all children have access to the curriculum by taking account of their individual backgrounds and linguistic needs and by differentiating work appropriately.

- ***Resources***

Our resources and displays portray positive images of a range of people and cultures. They are systematically reviewed and upgraded to ensure all individual needs are met and we use a variety of resources to challenge stereotypes and discrimination across the curriculum.

- ***Teaching and Learning***

We take positive steps to ensure that all children can participate and feel that their contributions are valued. We encourage children of all backgrounds to work together with co-operation and understanding. Our teaching challenges prejudice and stereotypes and we foster children's critical awareness of bias, inequality, and justice.

- ***Involvement of People of Diverse Backgrounds***

We seek to use role models and presenters from a range of different groups within the school to share a wide range of skills and experiences.

Admissions and Attendance

- ***Admissions***

Our admission criteria are based on Local Authority guidance and are fair and equal for all and do not detrimentally affect any individuals or groups.

- ***Attendance***

We expect good attendance of all children. We recognise children's right to take time off for religious observance and make provision for children on extended leave to cover missed work.

Behaviour, Discipline and Exclusion

- ***Bullying, Discrimination and Harassment***

We are opposed to all forms of prejudice and discrimination, and use of such language or behaviour will not be tolerated and will be challenged. All incidents are dealt with and formally recorded in accordance with the Local Authority and school's Strategic Equality Policy.

- ***Behaviour and Discipline***

We expect high standards of behaviour of all children. All children are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a discriminatory nature are dealt with firmly and consistently and all allegations of such harassment or provocation are fully investigated.

- ***Exclusion***

We take proactive steps to prevent exclusion. All exclusions are monitored by the full range of equalities characteristics.

Partnership with Parents and the Community

- ***Partnership with Parents and the Community***

We endeavour to draw on the expertise, skills and knowledge of people from a range of backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge discrimination. Parents from diverse backgrounds are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents or carers whose first language is not Welsh / English.

- ***School Premises***

School premises are available for use by all groups in the community who subscribe to the same principles of equality and diversity.

- ***Contractors and Service Providers***

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy.

Staff Recruitment and Professional Development

- ***Recruitment and Promotion***

In line with Local Authority guidance, we ensure that no discrimination takes place in our recruitment, promotion, and disciplinary matters.

- ***Professional Development***

Arrangements can be made with the Local Authority's Equalities Team for staff to attend CCBC Equalities Training Courses. These courses are free to school staff and use the expertise of external providers from the voluntary sector to provide training to all staff and Governors on issues of race equality, homophobia, cultural diversity, disability and the

needs of children and young people for whom English / Welsh is an additional language, refugees and asylum seekers.

- **Discrimination and Harassment**

Incidents of discrimination or harassment involving staff are dealt with in accordance with the LA's and school's discipline and grievance procedures.

- **Breaches of Policy**

Any breaches of this policy by members of staff or governors are dealt with in accordance with the LA's / school's discipline and grievance procedures.

Planning and Policy Review

- ***Planning and Target Setting***

We use policy and self-evaluations as audit mechanisms to identify specific targets for action on issues of race equality.

- ***Evaluating, Monitoring and Reviewing Policies***

The impact of all school policies on minority ethnic children, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic children and young people.

The impact of the School's Strategic Equality Policy on all children, staff, governors and parents is monitored for its effectiveness and evaluations take account of the views of children, staff, parents and members of the local community including minority groups. All policy reviews consider relevant equalities implications.

- **Advice and Support**

The school will seek advice and support from LA Advisers and relevant voluntary sector organisations where necessary, to ensure that policies are designed to meet the needs of the school, equality targets are appropriate and that all staff receive training, advice and support.

This policy will be reviewed every four years or following any changes in legislation.

This revision is dated September 2022