

*Be the Best that you can be!
Be independent, creative and persevere!*

Pen-y-Fai Church in Wales Primary School

Equality and Diversity Policy

This policy is written because Roxy - Our Rights Respecting Schools
Mascot says that;

"You should not be harmed, you should be looked after and kept
safe"

Article 19

CHURCH IN WALES
PRIMA SCHOOL



We are a Rights Respecting School

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Equality and Diversity Policy

Introduction

This policy is informed by the requirements of the Equality Act 2010, which combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity. The 2010 act brings together into one act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This policy links specifically to a range of other school policies, such as anti-bullying, behaviour and discipline, sex and relationships education, assessment. However, the implications of this policy apply across all other policies and all aspects of school life in the application of fair and equal treatment and opportunities for people of all protected characteristics.

At Pen-y-Fai Church in Wales Primary School, we believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We all have a responsibility to ensure that equality permeates all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We are opposed to any member of the school personnel or others connected with the school being victimized, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We have high expectations of *all* pupils and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning. Various pupil committees, including the school council are encouraged to express their views and opinions about matters that affect them in accordance with Article 12 of the United Nations Convention on the Rights of the Child.

Aims

- To adhere to the requirements of the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To maintain an ethos throughout the school in which pupils, staff, parents and visitors feel valued and secure.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To build self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others.
- To remove or minimise barriers to learning, so that all pupils can achieve the very best that they capable of.

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- To actively tackle discrimination and promote equality through school documentation, programmes of work, displays and all communication channels.
- To identify clear procedures for dealing quickly and fairly with any negative incidents.
- To ensure that all staff and pupils are confident to challenge any incidents of discrimination.
- To work with other schools to share good practice in order to further improve this policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Pen-y-Fai Church in Wales Primary School.

Responsibilities

Governing Body

The Governing Body is responsible for ensuring that each policy has been equality impact assessed to ensure that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Pen-y-Fai Church in Wales Primary School.

Headteacher

The Headteacher will take disciplinary action against staff or pupils who are found to have discriminated on homophobic, disability, gender, religious or racial grounds. Any such incidents are recorded and reported to the local authority.

All staff

The school aims to give staff regular training to deal with equalities and to promote familiarity with the Equality and Diversity Policy in order to identify and challenge racial and other forms of bias and stereotyping. All staff have a role to play.

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.

Implementing the Equality & Diversity Policy

The Strategic Equality Plan is updated at least every four years and includes a self evaluation process to regularly review and plan for any required actions. Any issues arising from equal opportunity questions and audits are addressed through associated action plans or targets in the school improvement plan. Whenever possible, a broad range of people including staff,

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

Recruitment and Training

The Governing Body adheres fully to the BCBC fair recruitment procedures and ensures that the principles of equal opportunity are adhered to in all aspects of the recruitment process. The Governing Body welcomes applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

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. Ongoing training is provided for staff through the BCBC online training modules.

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 secure database (Capita SIMS)

Attendance

We expect good attendance of all pupils and work together with staff, pupils, parents 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.

Attainment, Progress and Assessment

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 carefully scrutinise the performance of pupils with a range of vulnerabilities, e.g. looked after, English as an additional language, to identify any differences between the performances of such groups. We aim to address disparities through planned and targeted support.

The school is committed to taking all reasonable steps to ensure that the curriculum and extra-curricular 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.

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Celebrating and catering for diversity

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 relations in order to prepare all pupils for life in a diverse and multi-ethnic society.

We take every care to ensure that any specific cultural or religious needs of pupils 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.

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.

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. This is also supported through the Cwricwlwm Cymreig.

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 use a variety of resources to challenge stereotypes and all forms of discrimination and prejudice across the curriculum.

School premises

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

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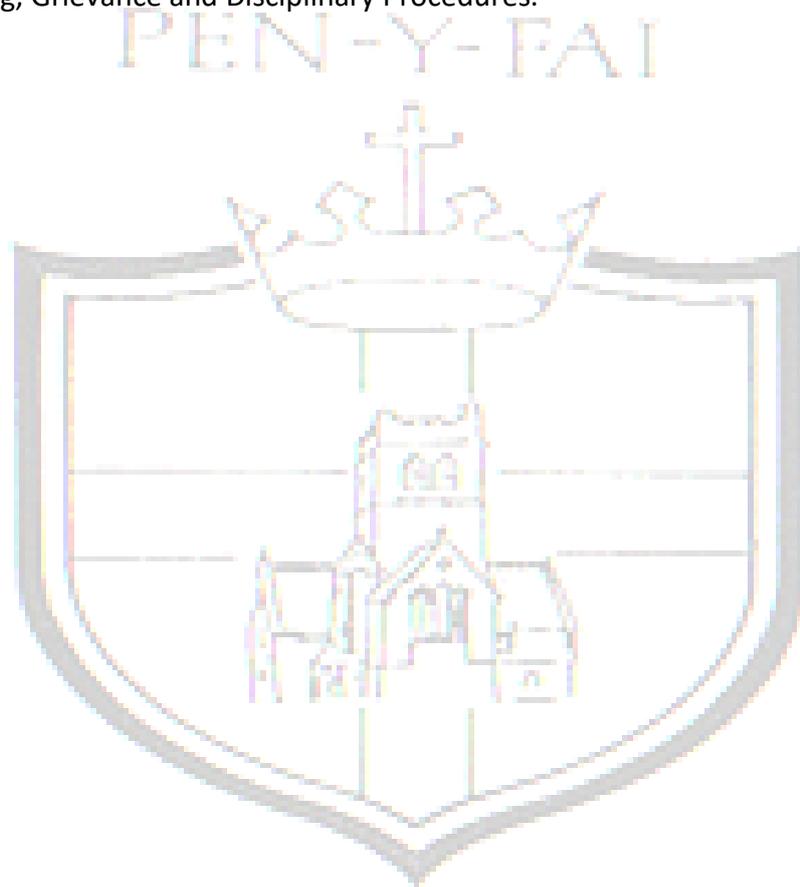
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Contractors and service providers

We expect all contractors and visitors to the school to be treated and to behave 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.

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 Whistleblowing, Grievance and Disciplinary Procedures.



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Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Equality and Diversity Policy				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
M STREET		MATTHEW BATER	

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