Equality Policy

Ysgol Sarn Bach School

1. General policy statement

This school is opposed to all types of prejudice and discrimination and acknowledges that pupils have different needs, requirements and objectives.

We promote good relations and mutual respect amongst and between our pupils, staff, governors and parents, our pupils' carers and guardians, irrespective of their protected characteristic (ethnicity, gender, age, marital status, sexual orientation, disability, gender change, religion or atheism, nationality and maternity) or their relationship with the above.

The school acknowledges the existence of diverse societies in Wales and the UK, which include individuals from various backgrounds. It is important that every child and young person have been adequately prepared to live in such a multicultural and diverse society.

Our aim at our school is to deal with discrimination and promote equal opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos whereby every individual child and young person feels that he/she is appreciated and is safe;
- instilling a sense of self-respect and confidence in our children and young people, so that they may use these virtues to influence their relationship with others;
- having consistently high expectations of children and young people in terms of their conduct and learning;
- reducing the obstacles to learning, so as to allow every child and young person the same opportunity to achieve;
- ensuring suitable and balanced consideration of the learning needs of every child and young person, through our work plans and our lesson plans;
- identifying clear procedures to deal swiftly with incidents of discriminatory behaviour;
- instilling confidence amongst children and young people and staff to challenge prejudiced and aggressive behaviour;
- challenging stereotypes and promoting positive images;

2. Responsibilities

2.1 Role of the Governing Body

- The governing body has outlined its commitment to equality by giving its seal of approval to the Policy and adopting it, and will continue to do everything in its power to ensure that the school is totally inclusive of pupils, and responds to the needs and circumstances of individuals on an individual basis
- The Governing Body endeavours to ensure that a Strategic Equality Scheme is prepared every four years and reviewed annually in accordance with their duty under the Equality Act 2010.
- The Governing Body will ensure that an Accessibility Plan is prepared
- The governing body endeavours to ensure that individuals are not discriminated against for any reason, when applying for posts at our school.

- The governors take every reasonable step to ensure that the school's environment provides access for disabled people, and they also endeavour to ensure that school communications are as inclusive as possible of parents, carers and pupils.
- The governing body welcomes every application for admission to the school, regardless of the child's individual or family background.
- The governing body will ensure that no child is discriminated against whilst at the school.

2.2 Role of the head teacher (or senior leader responsible for Equality)

- The head teacher is responsible for implementing the School's Strategic Equality Scheme and he/she is supported by the governing body to this end.
- The head teacher is responsible for ensuring that all staff are aware of the School's Equality Policy and Strategic Equality Scheme and that teachers apply these guidelines in every situation.
- The head teacher ensures that all appointment panels give due consideration to this scheme, so as not to discriminate against anyone in matters of employment opportunities or training.
- The head teacher promotes the principle of equality when developing the curriculum, and promotes a respect of others and equal opportunity to participate in every aspect of school life.
- The head teacher will deal seriously with every incident of unfair treatment and any incident of bullying resulting from discrimination.

2.3 Role of the entire staff (teaching and ancillary)

- The entire staff will ensure that every pupil is treated fairly, equally and respectfully, and will adhere to the School's Equality Policy and Strategic Equality Scheme.
- All staff will attempt to provide material that conveys positive images and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, whether racism, homophobia, disability-related or any other type of prejudice, and will record any incident, drawing the head teacher's attention to them.
- The teachers support the work of the ancillary or support staff and encourage them to intervene positively in any discriminatory incidents.

2.4 Visitors and contractors working on the site

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

3. Whole-school Ethos

3.1 Celebrating and providing for diversity

We do everything within our power to ensure that the needs of every group at the school are met by celebrating diversity, such as providing for the different dietary and dress requirements of various religious groups and allowing children and young people to observe various religious celebrations and festivals.

3.2 Preparing for life in a diverse society

We encourage every child and young person to understand, respect and appreciate individuals and the identity, cultures and creeds of people they are unfamiliar with in order to prepare them for life in a diverse society.

4. The personal attainment, development and assessment of children and young people

4.1 Attainment and progress

Our aim is to ensure that every child and young person reaches his/her full potential. We monitor the progress of individual children and young people for indications of underachievement. These are dealt with through planned and targeted support. We will monitor the progress of specific groups where there is wider evidence of underachievement within those groups. Where necessary, advice is sought from support services such as the Local Authority and partner establishments from the voluntary sector.

4.2 Pastoral support

Our pastoral support is inclusive and takes into account the background, the protected characteristics and experiences of children and young people.

4.3 Support for children and young people with Welsh and English as an Additional Language

We provide appropriate support for children and young people for whom English and Welsh is an additional language, encouraging them to use and develop their first languages, wherever possible.

4.4 Careers and future work experience

We encourage every child and young person to consider the full range of future work experiences and further education options in order to ensure that no individuals or specific groups are stereotyped.

4.5 Additional Learning Needs

In accordance with the school's Additional Learning Needs Policy, accurate assessments are conducted of the additional learning needs of children and young people with various disabilities, medical conditions, from ethnic minorities, those for whom English and Welsh is an additional language, and for children who are refugees and who are asylum seekers. Appropriate support is provided for every child and young person with additional learning needs.

5. Curriculum, teaching and resources

5.1 Promoting cultural diversity by means of the curriculum

We promote diversity in the curriculum by teaching positive, varied content, the systematic review of documentation in order to ensure appropriate content and by nurturing a respect towards all, regardless of their individual or family circumstances.

5.2 Access to the Curriculum

We make every effort to ensure that every child and young person gains access to the curriculum by taking their individual backgrounds and linguistic needs into consideration, and by adapting and differentiating the work as appropriate.

5.3 Resources

Positive images of a range of people with protected characteristics are portrayed through our resources and our displays. They are systematically reviewed and upgraded in order to ensure that the requirements of every individual are met and we employ a variety of resources to challenge stereotypes and differentiate cross-curricularly. We will focus specifically on the protected characteristics of individuals within the school.

5.4 Teaching and Learning

We take positive steps to ensure that every child and young person can participate and feel that their contributions are appreciated. Children and young people from all backgrounds are encouraged to collaborate with co-operation and understanding. We will reflect the identity of every child and young person as we teach them. Prejudice and stereotypes are challenged through our teaching, and we foster a critical awareness amongst children and young people of prejudice, inequality and injustice.

6. Admission and attendance

6.1 Admission

Our admission criteria and interviews are based on the Local Authority's guidelines and are fair and equal to all and do not have a negative impact on any individuals or groups.

6.2 Attendance

We expect good attendance from every child and young person. We acknowledge the right of children and young people to take time off for, e.g. religious commitments, or caring responsibilities and make provisions for children and young people to catch up with any work they have missed. We will also regularly monitor attendance levels and act in accordance with requirements.

We also acknowledge that a disability or long term illness can affect attendance and we will make provisions for children and young people to catch up with any work they have missed.

7. Behaviour, discipline and exclusion

7.1 Bullying, discrimination and harassment

We are opposed to any type of prejudice and discrimination, and use of such language or behaviour is not tolerated and is challenged every time. Every incident is dealt with in accordance with the School's Behaviour and Anti-bullying Policy.

7.2 Behaviour and discipline

High standards of behaviour are expected of every child and young person. Specific and consistent measures are employed when dealing with events of a discriminatory nature and a full investigation carried out into every allegation of harassment or provocation in accordance with the school's Behaviour and Anti-bullying Policy.

7.3 Exclusion

We take pro-active measures to try and prevent exclusion and any unavoidable exclusions are monitored, using the full range of protected characteristics.

8. Partnership with parents and the community

We endeavour to draw on the competence, skills and knowledge of individuals from a range of backgrounds, from the local and wider community, in order to develop positive attitudes towards protected characteristics and to challenge discrimination. Parents from diverse backgrounds are encouraged to take part in school life.

Where necessary, alternative methods are used to communicate and consult with parents or carers.

8.1 School premises

Every group in the community, that supports the same principles of equality and diversity, can use the school premises, when appropriate and with permission.

8.2 Contractors and service providers

Every contractor and visitor to the school is expected to uphold behaviour that is consistent with this policy.

7. Staff recruitment and professional development

7.1 Recruitment and promotion

We ensure that there is no discrimination attached to our recruitment, promotion and disciplinary matters. The Local Authority will publish figures to monitor staff equality characteristics every year, which includes every Education staff member.

7.3 Discrimination and harassment

Incidents of discrimination or harassment involving staff, are dealt with in accordance with the school’s Dealing with Complaints and Staff Disciplinary Policies.

7.4 Failure to adhere to the policy

If members of staff or governors fail to adhere to this policy, this will be dealt with in accordance with the school’s Staff Disciplinary Policy.

10. Communication

The full policy will be:

- shared with all school staff, Governors and Volunteers.
- published on the school website
- available for anyone who wishes to receive a copy.
- provided to every contractor or service provider that do not supply for the LEA, and be made aware of the need to adhere to the policy and that they will be requested to provide their own policies;