



Equality and Equal Opportunity Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

Equality and Equal Opportunity Policy

1.0 Aims and Purpose of Equal Opportunity Policy

The school realizes that oppression, disadvantage and discrimination exist in society. An individual's age, disability, race, religion, gender, gender identity, sexual orientation, family background and/or language can often be at the root of such intolerance and many individuals can face discrimination on more than one of these factors.

The Governing Body places value on the diversity of its workforce and recognizes that diversity exists among people and communities. In the past the school has endeavored to work to identify and remove the inequalities that may appear in communities as a result of this diversity, and is committed to continuing to work for fairness, rationality and justice for everyone in all one of his areas of responsibility.

As an employer the school is committed to working towards ensuring that the way it provides services and its employment practices meet the highest possible equality standards.

The school's Governors state again its commitment to ensure that all its services, facilities and resources are accessible and responsive to the school's people and communities.

Equal opportunity is everyone's right to have equal opportunities, and that each individual is respected for who they are.

1.5 The aims of the policy are:

- ensuring the establishment and maintenance of an inclusive ethos;
- ensure that all pupils and staff are encouraged to achieve their full potential;
- protect the rights of all pupils and staff, parents, governors and visitors to the school;
- ensure that the school is a place where everyone, regardless of race, disability, religion, gender, gender identity, sexual orientation, family background and/or language, feels welcomed and valued;
- prepare pupils for the challenges, choices and responsibilities of living in a very diverse society;
- empowering pupils to participate in their communities as active citizens who take responsibility for themselves and each other;
- foster and encourage positive attitudes and behavior towards members of the community whose race, sexuality or ability is different from themselves.

2.0 Introduction

This policy statement outlines the dedication of the school's staff and governors to ensure that equality of opportunity is available to all members of the school community. These include:

- pupils
- teaching staff
- support staff
- parents
- governors
- visitors to the school
- students on work experience.

Equal opportunities should permeate every aspect of school life, and they are the responsibility of every member of the school community.

This policy statement reflects the agreed opinion of the whole school community. It has been drawn up as a result of a discussion within a working group which includes representatives of teaching staff, support staff, parents, governors and pupil representatives.

It is the responsibility of each individual in the school community to implement the policy. Every member of the school community should be aware that every individual has the right to be considered equal and to have equal opportunities, regardless of:

- ethnicity
- gender (including transgender)
- ability/disability
- HIV/AIDS
- belief
- age
- marital status
- nationality/Citizenship
- sexual orientation.

3.0 Ethos and Atmosphere

We are aware that those who lead the school community are key in showing mutual respect among all members of the school community.

- There should be an open atmosphere in the school that welcomes everyone to it.
- The children are encouraged to welcome visitors to the school in a friendly and respectful manner.
- The displays around the school are of a high standard and reflect diversity across all aspects of equal opportunity.
- Although it is usually difficult to get into the school entrance, it is easy enough to arrange for a car to take disabled visitors to the school door.
- The school provides for the spiritual needs of all the children by planning class assemblies and activities.

4.0 Tackling discrimination based on gender or race, xenophobia and homophobia

The school opposes all forms of discrimination based on gender or race, xenophobia and homophobia, including those forms which are aimed at religious groups and communities, and against travelers, refugees and asylum seekers.

5.0 The Learning Environment

The school consistently has high expectations of every pupil, regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve their own achievements and not to measure themselves against others. Parents are also encouraged to consider their own children's achievements in the same way.

- The enthusiasm of teachers is an essential factor to achieve a high level of motivation and good results from all pupils.
- The adults in the school try to provide good, positive role models in their approach to all matters relating to equal opportunity.
- The school gives very high priority to the provision for additional learning needs and disability. Our aim is to meet the learning needs of all pupils including the more able through working programs that have been carefully assessed and administered.

- The school provides an environment where all pupils have an equal right to access all facilities and resources.
- All pupils play a real role in their own learning.
- A range of learning methods are used throughout the school to ensure that effective learning takes place in each period for each pupil.

6.0 The Curriculum That Is Taught

Our aim is to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross-curricular themes.

Our planning takes into account the needs and progress of various pupils.

7.0 Resources and Materials

Providing good quality resources and materials is a high priority. These resources should:

- reflect the reality of an ethnically, culturally and sexually diverse society
- reflect a variety of viewpoints
- show positive images of males and females in society, including people with disabilities
- reflect non-stereotypical images of each group in a global context
- include materials to raise awareness of equal opportunity issues
- be equally accessible to all members of the school community which is consistent with health and safety
- not contain material that is blatantly or suggestively racist, sexist, homophobic or ageist. Our materials seek to promote all areas of equality.

8.0 Language

We recognize that all members of the school community use appropriate language:

- which does not convey or confirm stereotypes
- which does not offend
- which creates and enhances positive images of specific groups identified at the beginning of this document
- which creates the conditions for everyone to develop their self-esteem
- which uses the correct terminology when referring to specific groups or individuals.

9.0 Organizing Learning

9.1 When organizing groups for various activities, the organizer will always consider the composition of the group, to give an appropriate balance to the activity.

10.0 Extracurricular provision

10.2 We try to ensure that everyone who is not school staff who comes into contact with children adheres to these guidelines.

11.0 Legislation

We are bound by the legal requirements of the following legislation:

- *Human Rights Act 1998*

- *Civil Partnership Act 2004*
- *Gender Recognition Act 2004*
- *Race Relations (Amendment) Act 2000*
- *Disability Discrimination Act 1995*
- *Disability Discrimination Act 1995 (Amendment) Regulations 2003*
- *Disability Discrimination Act 2005*
- *Disability Discrimination (Local Authorities) (Statutory Duties) Regulations 2005*
- *Special Educational Needs and Disability Act 2001*
- *The Disability Discrimination Act 1995 (Pensions) Regulations 2003*
- *Disability Rights Commission Act 1999 (Repealed)*
- *Education Act 1996 - Part IV*
- *Employment Equality (Age) Regulations 2006*
- *The Employment Equality (Sex Discrimination) Regulations 2005*
- *Employment Equality (Religion or Belief) Regulations 2003*
- *The Employment Equality (Sexual Orientation) Regulations 2003*
- *Equality Act 2010*

12.0 Responsibilities

12.1 The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and related procedures and strategies are implemented.

12.2 The Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and receive the appropriate training and support, and for acting appropriately in any case of illegal discrimination.

12.3 All staff are expected to deal with incidents of racial or gender discrimination or homophobic incidents that occur, know how to recognize and challenge stereotyping or discrimination; and incorporate the principles of equality and diversity into all aspects of their work.

13.0 Staffing and Staff Development

13.1 We recognize the need for positive role models and distribution of responsibility among staff. This must include enabling children to come into contact with a balance of male and female staff at each key stage.

13.2 We are committed to encouraging the development of each individual's careers and aspirations.

13.3 Our policy is to provide training and development for staff that will increase awareness of the needs of different groups of pupils in the different aspects of equal opportunity.

14.0 Harassment and Bullying

14.1 The duty of this school is to challenge all types of discriminatory behavior e.g. Unwanted comment (verbal or physical, unwanted or offensive comments or insinuations about someone else's appearance, character, race, ability or disability, sexuality, gender (or transgender).

14.2 The school has a clear, agreed procedure for dealing with these.

15.0 Parents and the Wider Community

15.1 Our aim is to work in partnership with parents to help each pupil reach their potential.

15.2 We wish to confirm our ongoing commitment to reach out to various other groups in our surrounding community and beyond.

16.0 Monitoring and Review

16.1 Equality of opportunity is an area that requires careful and continuous monitoring in the School's Development Plan.

16.2 Monitoring the following will enable the school to see where it needs to focus equality of opportunity in more detail:

- participate in extracurricular activities
- prohibitions and truancy
- assess the pupils' learning on an ongoing basis
- racist and sexist incidents
- screening results for specific learning needs
- attendance.

17.0 Monitor, evaluate and review this policy

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, adapting and revising the policy as appropriate.