

Ysgol Caergeiliog Foundation School



EQUALITY POLICY – DUTIES AND OBJECTIVES

1.0 INTRODUCTION

This document is intended to show how our school responds to its duties in relation to equality by making all its actions and plans both transparent and readily available to all in a published format. It brings together all previous policies, schemes, and action plans around the equality, including those that we have had previously for Race, Gender, and Disability. It includes all the protective characteristics covered under the Equality Act 2010, as well as other aspects which have the potential do discriminate against or to devalue any individuals within our community.

We are further committed to the development of cohesive communities both within our schools' physical boundaries and within our local, national, and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

As a school, we also trust the parents, carers and all of their agencies will display the same willingness to work with our school to secure the rights and wellbeing of each individual child entrusted into our care.

Our current individual plans, policies, and action plans are as follows:

- Additional Learning Needs.
- Individual Lesson Plans.
- School Development Plan.
- Behaviour and Discipline.
- Anti-Bullying.
- Child Protection Policy.
- Disability Non-Discrimination.
- Equality.
- Equal Opportunities.
- Equality: Duties and Objectives.
- Health, Safety and Welfare.
- Inclusion and Exclusion.
- Off Site Visits.
- Sex and Relationship.
- Medicines.

This policy is inclusive of our whole school community, pupils, students, staff, parents, carers, visitors, and partner agencies who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this policy is to set out how our practise and policies have due regard to the need to:

- Eliminate discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations with between groups.

It explains how we aim to listen to involve pupils, staff, parents, and the community in achieving better outcomes for our children and young people.

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability, and social deprivation. The following is analysis of our school:

SIMS Analysis for Caergeiliog Foundation School, March 2018.

School Roll: 432.

School Profile:

- The school has a unique multicultural and cosmopolitan characteristic.
- 80% of pupils come from an area that is neither prosperous nor disadvantaged.
- 20% come from an economically disadvantaged area.
- 11.9% of pupils are eligible for free school meals.
- 9.8% of pupils are on the School A N Register.
- Attendance for 2011 to 2012: 96%.
- 4.6% of pupils are registered as non-white British.
- 0.9% did not register.

2.0 AIMS

- To eliminate discrimination, harassment, and victimisation.
- To promote equality of access and opportunity within our School and wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation cultures, faith, abilities, and ethnic origins.

To ensure that equality and inclusive practise are embedded across all aspects of school life, the equality policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

3.0 PROCEDURE

Issues relating to adults within the School community can be embraced under these themes and reflected in the action plan.

We seek to embed equality of access, opportunity, and outcome for all members of our school community, within all aspects of school life by ensuring:

- Shared Humanity. Identifying commonality and shared values, aspirations, and needs, underpins our approach to equality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.

- Interdependence, interaction, and influence. We recognise that, as they evolve distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our school and within our local community.
- Excellence. Our school has a commitment to a 'Quality and Excellence in Education'. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK, and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

4.0 THE SCHOOLS MISSION STATEMENT

Caergeiliog Foundation School has a commitment to '*Quality and Excellence in Education*' and '*A Service of Care*' and thus strives daily to ensure that each child entrusted to its care is given the highest possible standard of education and one that will facilitate the best possible start in life. This involves the development of the whole child and is a process based on the philosophy of 'the child is the father of the man' and one which sensitively prepares each pupil to face the challenge of taking on his or her responsibilities as tomorrow's citizen and a citizen of the world.

This mission is promoted through the school's culture which has evolved over its long and distinguished history. This culture is based on sound, character development and discipline, on the promoting of admirable civilised values such as honesty, good manners, a sense of fair play, tolerance of other's opinions whilst having our own opinions and care and concern for our fellows. It is promoted by installing pride in the wearing of the school uniform pride in the school colours and commitment to its motto '*Persto et Praesto*' – 'I Persist and Excel'.

We hope that as the pupils of the school grow physically and mentally, that they will also grow socially and spiritually, thus gaining a real respect for themselves, for each other, and indeed for the whole of this exciting world in which we all live.

"Education must nourish the diverse talents of our children. It must widen their horizons, develop their appetite for learning, enable them to live life to the full. It must foster intellectual, physical, cultural, moral, and spiritual development, and help children develop the values that will guide them through the difficult decisions they will have to inevitably, to make in their adult lives." [Dearing Report 1993]

This mission can only be accomplished through teamwork, and each person involved with the school is therefore made aware that the school cares for all its members, that it actively encourages each individual's professional development, and that each member has an important part in fulfilling the mission.

5.0 THE SCHOOLS VISION STATEMENT

To sustain a highly effective, motivated, and continuously improving teaching team, that regularly promotes the education of each pupil entrusted to the school's care and which constantly reflects the school's commitment to preparing pupils for the 21st Century Global Citizenship and to 'Quality and Excellence in Education'.

6.0 EQUALITY MISSION STATEMENT

- A commitment to securing a pleasant, safe, and respectful atmosphere in which each child may thrive and achieve full potential.
- A culture which challenges discrimination and inequality.
- A spirit which aims to resolve conflicts peacefully.
- A determination to allow each pupil entrusted to its care to learn in an environment free from harassment and violence.
- An awareness that whilst human beings have differences, they should never become barriers to access and learning.
- A devotion to ensuring that the varying needs of individuals and groups are identified and met.
- An ethos based on tolerance and understanding? Self-respect and respect for others and in particular respect for life itself.

Finally, we will build on our similarities and seek enrichment from our differences and thus create cohesive communities, *WE ALL HAVE A PART TO PLAY*

7.0 DUTIES AND RESPONSIBILITIES

Duties:

Our equality duties as set out in the Equality Act 2010 are:

- Embedded in our procedures in an attempt ***to ensure better outcomes for all.***

We:

- Have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making.
- Positively foster good relations between different groups of pupils and the wider school community.
- Will consider whether to provide auxiliary aids that are directly related to disabled children's education educational needs as a reasonable adjustment, particularly where the child is not provided for under an SEN statement, or where the statement does not provide the auxiliary aid or service.
- Are also guided by the United Nations Conventions on the Rights of the Child.

We will ensure that we identify opportunities for promoting our vision. The key concepts are on our duties on equality legislation across all aspects of the school life, including the provision of extended services.

These opportunities are likely to include all or some of the following dependent on our current priorities.

- The engagement, participation, and involvement of a broad and diverse range of children, young people, their parents, and partner agencies.
- Preparation for entry to the school.
- School policies.
- Breaks and lunchtimes.
- The provision of school meals.

- Interaction with peers.
- Opportunities for assessment and accreditation.
- Exam arrangements.
- Behaviour management approach and sanctions.
- Exclusion procedures.
- School clubs, activities, and school trips.
- The school's arrangements for working with other agencies.
- Preparation of pupils for the next phase of education.
- Learning and teaching on the planned curriculum.
- Classroom organization.
- Timetabling
- Grouping of pupils.
- Homework.
- Access to school facilities.
- Activities to enrich the curriculum. For example, a visitor to the school or Theatre in Education (TIE).
- School sports.
- Employees and staff welfare.

Responsibility's:

Our Head teacher will:

- Ensure that staff, parents, carers, pupils, students, and visitors. And contractors are engaged in the development of and informed about the equality policy.
- Oversee the effective implementation of the policy.
- Ensure staff have access to training which helps them implement the policy.
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available.
- Monitor the policy and report to the governing body, at least annually on the effectiveness of the policy and publish this information.
- Ensure that the senior management team is kept up to date with any development affecting the policy or actions arising from it.

Our Governing Body Will:

- Designate a governor with specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- Support the head teacher in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the policy annually and the objectives every four years.

Our Senior Management Team Will:

- Have responsibility for supporting other staff in implementing this policy.
- Provide a lead in the dissemination of information relating to the policy.
- With the head teacher provide advice and support in dealing with any incidents or issues.
- Assist in implementing reviews of this policy as detailed in the (SIP).

Our Pupils/Students Will:

- Be involved in the development of the policy and will understand how it relates to them, appropriate age, and ability.
- Be expected to act in accordance with the policy.
- Being encouraged to actively support the policy.

Our Parents/Carers Will:

- Be given accessible opportunities to become involved in the development of the policy.
- Have access to the policy through a range of different media appropriate to their requirements.
- Be encouraged to actively support the policy and its high ideals.
- Be encouraged to attend any relevant meetings and activities related to the policy.
- Be informed of any incident related to this policy which could directly affect their child.

Our School Staff Will:

- Be involved in the development of the policy.
- Be fully aware of the Equality Policy and how it relates to them.
- Understand that this is a whole school issue and support the Equality Policy.
- Make known any queries or training requirements.

Relevant Voluntary or Community Groups and Partner Agencies Will:

- Be involved in the development of the policy.
- Be encouraged to support the policy.
- Be encouraged to attend an irrelevant meetings and activities related to the policy.

8.0 PARTISIPATION AND INVOLVEMENT

The development of this policy has involved the whole of our school community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of the protected characteristics listed under the Equality Act 2010.

Our Pupils/Students:

- Complete regular pupil questionnaires related to this policy.
- Expressed views through school council.
- Contributed through Student's Charity Committee.
- Contributed through Pupil Wellbeing Committee.
- Contributed through PSHE/Citizenship lessons.
- Marginalised potentially vulnerable students were involved through Pastoral Care Procedures.

Our Staff:

- All Staff contributed through Performance Management Procedures.
- All Staff contributed through Customer Service Excellence Award.
- All Staff contributed through Investors in People Award.

School Governors:

- Wellbeing Officer, visiting the school often to discuss matters relating to this policy with pupils and staff.
- Performance Management Officer, visiting the school often to discuss matters relating to this policy with pupils and staff.
- A.N Officer visiting the school often to discuss matters relating to this policy with pupils and staff.

Parents/Carers:

- Parent/Carers complete regular questionnaires related to the policy.
- The school operates a full open school policy.
- Parentmail promotes this policy.
- Weekly newsletters promote this policy.
- Parents unlikely to become involved are invited to discuss welfare and educational progress.

Minority marginalised and potentially vulnerable groups:

- The school operates a highly effective open school policy.
- Governors target these groups to offer an opportunity to contribute.
- The head teacher is always available at the beginning and end of the school day and mixes with parents to encourage dialogue.
- Regular meetings are arranged with individuals that fall into this category in to allow dialogue.

Our partners in the community:

- The school has held the Cabinet Office Charter Mark and Customer Service Excellence Award since 1997.
- The school works closely with Area Health, County Psychologists and Welfare Officers.
- The school works closely with the Social Services, Safeguarding Agencies and North Wales Police.

Ongoing:

This dialogue has always been apparent at our school and is imbedded in our commitment to ensuring 'The Best Possible Start in Life' for each pupil entrusted to our care.

The whole community will, as always, be kept involved by our Whole School Evaluation Procedures.

9.0 USING INFORMATION

We have used data and other information about our school, and Equality Impact Assessments (EQIAs) as a common-sense measure to determine the effects of a policy, practise, or project on different groups.

EQIAs help us to analyse whether our planning has a differential impact on one or more particular group, (either positively or negatively). They help us to ensure there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

They help to ensure we meet the diverse needs of our pupils, students and staff, and that diversity, equality and inclusion run through all areas of school life.

Recent EQIAs carried out:

The engagement activities we undertook as outlined above told us that:

- Our pastoral care policy and procedures were effective in addressing the needs of the pupils.
- We meet the diverse needs of our pupils, students, and staff and that diversity, equality and inclusion run through all areas of school life.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways, and other people help us to do this, for example:

- Student Wellbeing Forums.
- Student Wellbeing Committee.
- Analysis of Conduct Issues.
- Analysis of Playground Issues.
- ESTYN Inspectors Reports on Equality Issues.

The school carries out regular Self Evaluation Procedures to monitor the needs of pupils and staff.

We also value more qualitative information which may be given to us through pupil/learner voice mechanisms less formally or even anonymously.

We encourage pupils, parents/carers, staff and users to contribute less formally by using our 'We value your comments' box where an individual may write their comments or concerns anonymously.

We carry out pupil, parents, and staff surveys regularly. These results are analysed and acted upon; The results are available in the school.

The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

For example, the school works with.

- CIW (Care Inspectorate for Wales).
- Social Services.
- School psychologists.
- Area health
- Drug awareness services.
- Child Protection Wales.
- North Wales place.

We have established good links with our local and our wider community. We welcome them to our school; from them we learn about the equality issues outside the school and can establish mechanisms for addressing them within the school.

By listening to those within our community and to our partners, we are able to identify new areas of work improving existing approaches and focus our energy where it is required.

For example, we work with.

- Community Support

10.0 COMMISSIONED SERVICES

Our school purchases goods and services related to equality issues.

11.0 OUR STAFF:

We fully comply with legislation which protects our staff, (including teachers, teaching assistants, supervisors, and student teachers) from discrimination based on the protective characteristics.

With regard to disability, we make such reasonable adjustments as unnecessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment terms and conditions, promotions, transfers, dismissals, training, and employment practises (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act, we do not inquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and wellbeing of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators.

We interpret our duties positively, take the necessary actions to remove barriers to inclusion, and work hard to ensure a safe, positive, and inclusive environment.

Our staff have undertaken training to help them understand their equality duties and or the differing needs are protected groups within our school community.

We have procedures in place to identify areas for development, these procedures include:

- Whole School Evaluation Procedures.
- School Development Plan.
- Pastoral Care Procedures.
- School Conduct Procedures.
- Pupils, Staff and Parent Surveys.

12.0 RESPONDING TO HATE OR PREJUDICE-BASED INCIDENTS AND BULLYING:

We recognise that hate incidents or prejudice based bullying behaviour is driven by negative assumptions, stereotypes, or misinformation. These are then directed against an individual or group, based on difference, (perceived or actual), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate such behaviour.

We recognise that we, as individuals and society often struggle with differences of any kind (perceived or actual). Which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils and students to:

- Understand the diversity that exists in society.

We want to provide opportunities for them to:

- Explore the subtlety and complexities in order to prevent and respond to incidents and situations.

We will address the experience, understanding and needs of the victim, the perpetrator, bystanders, and the wider school community, through our actions and responses.

We will record all hate incidents and prejudiced based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people, and communities.

This policy was published 23rd of October 2012. It will be actively promoted through:

- Parentmail
- School Website.
- School App.
- School Information Updates.

13.0 MONITOR AND REVIEW:

Implementation, monitoring, and review are the responsibility of our Senior Management Team and our Governors who have agreed and published this policy, which sets out our priorities and supports these with specific and measurable objectives

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and, in particular educational outcomes for all within our school community with reference to the projected groups.

14.0 EQUALITY OBJECTIVES

Using the views of pupils, parents, staff and community, and analysis of the information as outlined above, we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed and published every four years.

This Policy was prepared: July 2014
It was authorised by the Governing Body: July 2018
It will be reviewed: Annually

Review details:

July 2019
July 2020
July 2021