



**Gilfach Fargoed and Park Primary Schools Federation**

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| Policy Title: | **Equalities Policy**  |
| Adoption Date: | June 2021  | Review date:  | June 2023 |
| Reviewed: | July 23 | Next Review: | July 2025 |
| Signed, Chair of Governors:  |  | Signed, Headteacher:  |  |

**Mission Statement**

In our Federation, we are all learners for life. Our schools prioritise authentic, nurturing relationships through which we provide engaging and inspiring learning experiences. We set high-expectations, achievable through the development of resilient and confident learners who have a curiosity and enthusiasm about their community and the wider world. We take a pride in our learning, we thrive on collaboration and we are ambitious to solve problems and to achieve our best. We respect one another and our wider world while valuing our Welsh heritage. We aim to give our learners the tools to succeed in the 21st Century, with the guidance of a strong moral compass. We develop skills and knowledge, while fostering wellbeing and a growth mindset. Our whole community aims to develop:

* Healthy, confident individuals;
* Ethically informed citizens;
* Creative, confident contributors and
* Ambitious and capable learners.

**Promoting equality within school:**

Gilfach Fargoed and Park Primary Schools Federation recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying the following principles within school.

Aspects of this policy are also reflected in the following policies of Gilfach Fargoed and Park Primary Schools Federation:

* Admissions
* Charging and Remissions
* Behaviour and Discipline
* Health and Safety
* RE
* SEN
* RSE
1. **Aims and objectives:**
	1. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins or sexual orientation. This is in line with the 2010 Equality Act and covers both direct and indirect discrimination.
	2. We promote the principles of fairness and justice for all through the education that we provide in our schools.
	3. We ensure that all pupils have equal access to the full range of educational opportunities provided by the schools.
	4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
	5. We ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for all to achieve.
	6. We challenge stereotyping and prejudice whenever it occurs.
	7. We celebrate the cultural diversity of our community and show respect for minority groups.
	8. We are aware that prejudice and stereotyping are caused by low self-esteem and ignorance. Through positive educational experiences and support for each individual’s point of view, we aim to promote positive social attitudes and respect for all.
2. **Principles:**

2.1 We recognise the need to encourage children to develop:

**Respect for self:**

- A positive self image

- A confident sense of their own identity

- A willingness to express their own thoughts, feelings and ideas

- Recognition of their own achievements

- Knowledge of the achievements of their own gender/culture/social group

**Respect for others:**

- A respect for the equal rights of others

- A sympathetic understanding of others ideas, feelings and points of view

- An appreciation of the achievements of other individuals regardless of social or ethnic group

- A recognition of the damaging effects on rejected individuals and groups of prejudice and discrimination

- An understanding of the dangers of stereotyping individuals and groups

1. **Practice:**

**3.1** **Curriculum and Learning**

The federation ensures that each child has equal access to all areas of the curriculum. Children with special needs are sometimes withdrawn from class at appropriate times and careful attention is paid to the balance between individually-supported work and integrated work with the remainder of the class.

We strive to ensure that there is no gender bias in the school day.

For core curriculum subjects pupils are often seated according to ability; mixed gender groupings in the classroom are the normal practice and opportunities for collaboration between girls and boys are encouraged.

There is no gender discrimination in the allocation of equipment and tools for practical sessions.

Play times are organised to ensure that, for example boys are not allowed to monopolise areas of the playground for exclusive games of football. Comments based on sex-stereotyping are discouraged.

Pupils of both sexes participate equally in all sporting activities, including football, netball, rounders, touch rugby and quick cricket. All extra-curricular clubs and activities are open to both sexes, and where both boys and girls have elected to participate in such clubs, mixed gender teams may and have represented the school.

Whilst there are a few people in the local community from minority ethnic, cultural or religious groups, we are sensitive to the different needs of pupils from such a background, for example in opting out of acts of worship. Our RE and our history provision reflects our desire to teach a positive understanding of other religions and cultures and more generally we are proactive in promoting the multi-cultural dimensions of education through stories, other texts, music, art and other activities and resources.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent repetition of the incident, and such incidents are recorded in line with LA policy.

We promote positive attitudes towards disability and pupils are encouraged to be understanding of and supportive towards those with such difficulties. We are keen to work closely and flexibly with other professionals when the need arises such as Speech Therapists, Physiotherapists, Occupational Therapists, to help disabled pupils overcome or minimise the problems caused by their physical challenges.

1. **Behaviour**

4.1 When incidents take place that, whilst not necessarily being sexist, racist or otherwise based on overt discrimination, include an element of bullying, name-calling, insult or rejection, these are dealt with appropriately by staff under the provisions of our Behaviour and Discipline Policy. In all such cases, it is made clear that it is the behaviour rather than the child that is unacceptable.

1. **Staff, governors, parents and other visitors**

The School’s personnel practices, including recruitment, retention and remuneration are carried out in accordance with the LA’s Equal Opportunities in Employment Policy.

We operate an open school policy and all governors, parents and other members of the community are encouraged to become involved in school activities. The school has toilet facilities suitable for a wheel chair, and through our Health and Safety Policy we endeavour to minimise hazards for the less able bodied by keeping routes through the building clear of obstructions.

1. **The role of governors**
	1. The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
	2. The governing body seeks to ensure that people with disabilities, from ethnic minorities, or with any sexual orientation are not discriminated against when applying for jobs in our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
	3. The governing body will, in its annual report, make reference to arrangements for disabled pupils.
	4. The governing body welcomes applications to the school, whatever background or disability a child may have.
	5. The governing body ensures no child is discriminated against whilst in our school on account of any protected characteristics outlined in the Equality Act.
2. **The role of the headteacher**
	1. It is the headteacher’s role to implement the school’s equal opportunities policy and s/he is supported by the governing body in doing so.
	2. It is the headteacher’s role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
	3. The headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
	4. The headteacher promotes the principle of equal opportunities when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in assembly, where respect for other people is a regular theme, and in displays around the school.
	5. The headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.
3. **The role of the class teacher**
	1. The class teacher ensures all children are treated fairly, equally and with respect. We do not discriminate against any child.
	2. When selecting classroom materials, teachers pay due regard to the sensitivities of all members of the class and do not provide materials that are racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
	3. When designing schemes of work, we use this policy to guide us. So, for example, history topics in our school include examples of the significant contributions women have made to the development in this country’s history.
	4. All our teachers challenge any incidents of prejudice or racism. We report incidents to the headteacher, when they will be recorded in line with LA policy. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.
4. **Monitoring and Review**
	1. It is the responsibility of the governing body to monitor the effectiveness of this Equal Opportunities policy. The governing body does this by:
* Monitoring the progress of minority pupils, and comparing it to the progress made by other pupils;
* Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
* Requiring the headteacher to report, on an annual basis, on the effectiveness of this policy;
* Taking into serious consideration any complaints regarding equal opportunities issues;
* Monitoring the school behaviour and exclusions policy, so that those pupils from minority groups are not unfairly treated.

**Appendix 1**

Definitions (As defined in the Comprehensive Equality Policy of OCC March 2004):

**Institutional racism**: The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic groups.

**A racist incident**: Any incident which is perceived to be racist by the victim or any other person.

**Victimisation**: is where a person is treated less favourably than another because she/he has brought proceedings, given evidence, or raised a complaint by the Disability Discrimination, Race Relations or Sex Discrimination Acts.

**Harassment**: is unwanted conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

**Direct discrimination**: consists of treating a person less favourably on the grounds of their sex, race (etc), than others would be treated in the same or similar circumstances.

**Indirect discrimination**: consists of applying a provision, criterion or practice, which although applied equally to both sexes or all racial groups (etc) has the effect of excluding, penalising or treating less favourably a particular group, causing a detriment to those unable to comply and which cannot be justified.

Signed: C. Rees, Headteacher, Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signed: H Llewellyn, Chair of Governors, Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: June 2021

Review date: June 2023