



YSGOL GYMRAEG PONTARDAWE

POLISI CYFLEOEDD CYFARTAL EQUAL OPPORTUNITIES POLICY

*Reviewed Sept 2025
Signed: M Evans
COG: Mrs R Phillips*

A handwritten signature in black ink that reads "R Phillips".

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 32

We at Ysgol Pontardawe are committed to providing the highest possible standards of education for our pupils and will endeavour to meet the needs of all without unfair discrimination of any kind.

We will:

- oppose prejudice of unfair discrimination, whether individual or institutional, direct or indirect, on the grounds of gender, colour, ethnicity or national origin, religion, disability, financial resources, social background, HIV status, age appearance, ability, language, political views, size, marital status or sexual orientation.
- challenge prejudice or unreasonable beliefs about groups in society and endeavour to instil tolerance and acceptance of differences.
- promote and celebrate diversity within our community and beyond.
- seek to become an inclusive community, in the widest sense of the word.
- prepare pupils for adult life in a multi-cultural society.

The scope of this policy

All aspects and undertakings of this school community, all members and others who may join us from time to time either as visitors or contractors are covered by this policy.

The main activities of the school affected by this policy are:

provision of education services to pupils and their families;
employment of staff and contractors;
collection of data and response to incidents of unfair discrimination.

Aims and Objectives

The **Aims** of this policy are:-

to put in place a framework which directs thinking and actions so that no-one in our community is disadvantaged by anything we do;

to set out our standards for behaviour such that everyone is treated fairly and given equal access to learning and resources;

to ensure that every pupil has, as far as is possible, opportunities to achieve the highest possible standards and the best possible qualifications for the next stage of their lives;

to ensure that every pupil is helped to develop a sense of personal and cultural identity that is confident and open to change and that it is receptive and respectful towards other identities;

to ensure that every pupil be given every opportunity to develop the knowledge, understanding and skills they need to participate in a multi-ethnic, multi-cultural society;

to ensure that all staff, parents and others who visit the school are treated with dignity and respect and valued equally.

The **Objectives** of this policy are:-

To develop an atmosphere which is friendly and open so that everyone feels, and is, respected and valued.

Children are encouraged to treat visitors with respect and dignity.

Those involved in leadership of the school community demonstrate mutual respect between all members of the community.

Displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.

The school will make provision for access for those with disability.

All members of the school community use appropriate language which:-

does not confirm or transmit stereotypes.

does not offend.

creates positive images of minority groups (including gypsies, travellers, refugees and asylum seekers).

raises self esteem.

uses correct terminology in referring to particular groups e.g. native Americans rather than Red Indians.

The school works in partnership with parents and encourages them to be involved in their children's education in many ways.

Children are encouraged to take an active and responsible part in the life of the school, and in contributing to and carrying out decisions.

To develop a learning environment where there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.

All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are encouraged to view their children's achievements in this light.

Teacher enthusiasm is a vital factor in achieving high levels of motivation and good results from all pupils.

The skills that children bring with them are valued and recognised.

Special Educational Needs are given a very high priority - all needs are met by this means including the very able.

A range of teaching methods is used throughout the school to ensure that effective learning takes place for all students.

Planning takes account of the differing needs of pupils and their progression. This planning reflects a commitment to equal opportunities.

Where children are separated into groups for learning this is done on objective grounds which can be justified by the intended outcomes.

To develop a range of extra-curricular activities which are open to everyone in equal measure and meet the needs of all.

The school provides genuinely equal access to all activities from an early age e.g. girls and boys have access to all sports unless specified otherwise by the sport's ruling body (N.B. not by a local agreement).

Outside contributors to extra-curricular activities understand the school's commitment to equal opportunities and are/can be provided with written guide lines should they request it.

To develop a language policy which ensures that all pupils have equal access to the curriculum and which respects and celebrates pupils' home language.

The school undertakes to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:-

traveller children

children from refugee families

asylum seekers

pupils whose home language is not the same as the school's first language

pupils for whom English or Welsh is an additional language

The school makes provision to communicate with parents and carers in as an appropriate manner as possible.

Information about the language and dialects spoken by pupils is used in the curriculum.

These languages and dialects are supported across all areas of the curriculum.

Staff would receive training on strategies for helping bilingual and multilingual pupils to improve their English and Welsh should the need arise.

Pupils are assessed and supported in their first language where appropriate.

5. To challenge inappropriate discrimination and promote cultural diversity.

The school actively operates this policy; monitors its effectiveness; collects and analyses data to evaluate its effectiveness and assess need for further actions.

The school has in place a procedure for reporting harassment or bullying, whether racial, sexual or of a general nature.

Members of the school community are confident in using the reporting procedure.

Opportunities are taken to introduce ideas and practices from other cultures and beliefs.

Inappropriate language or behaviour is challenged immediately or reported to a member of staff for immediate action.

Resources reflect a wide range of cultural diversity.

Resources do not reflect stereotypical views and ideas of society.

6. To prevent harassment of pupils or adults, especially due to membership of a particular group (by gender, age, ethnicity etc.) and to put in place a process which allows reporting of harassment and prompt action to handle complaints and incidents involving pupils or adults.

The school has a clear policy and procedure for dealing with all incidents of bullying and harassment.

All types of discriminatory behaviour are challenged when they occur e.g. unwanted attention, verbal or physical, unwelcome or offensive remarks or suggestions about character or appearance.

Steps are taken to ensure that everyone (staff, pupils and parents) understand the nature of unacceptable harassment or discriminatory behaviour - through discussion in PSE, staff training, information home to parents about the school's view, rules and policy.

Everyone is aware of how to report unacceptable behaviour in others - monitoring of records plus informal discussion confirms that pupils and parents feel able to use the procedure.

To operate fairly and provide equal opportunities to all with regard to staff appointments and staff development in accordance with the Neath Port Talbot County Borough Council Standards for Equality.

Recognise the need for positive role models and distribution of responsibility among staff. Take positive steps to encourage under-represented groups to achieve these positions through career guidance, supported staff training and mentoring arrangements.

Provide training for staff in their role as employer/manager to ensure that they understand the issues and implications, especially of the law regarding race, gender and disability.

Check that job criteria are genuinely objective and job related.

Provide opportunities for flexible working, career breaks, child care facilities or other support for people with disability or carer responsibilities as required.

By using the County Council's grievance and complaint procedures.

The school will be pro-active in providing training to its employees to enable them to take advantage of career and promotion opportunities on equal terms with their competitors.

Arrangements for dealing with an incident of unfair discrimination

An **Incident of unfair discrimination** is an incident or event within the responsibilities of the school community, which anyone regards as being contrary to our policy. This means that if a child or parent (or anyone else) describes something which has happened and says that they feel it is a racially (or other aspect identified under this policy) motivated incident then it will be treated as such until resolved or proven to be otherwise. All such reports will be recorded as described regardless of whether the person/school receiving the report considers them to come under this policy at the time.

[This definition is based on the currently accepted criteria that if anyone considers an incident to be 'racial' or 'sexual' in origin then it is so by definition.]

Action following the reporting of such an incident will come under 4 headings:

Action for the victim(s)

Action towards the perpetrator(s)

Recording of events

Assessing the circumstances to prevent further problems.

Action for the victim: anyone reporting an incident of unfair discrimination will be supported to make a full report of the event to a senior member of staff, probably, (but not necessarily) the Equal Opportunities Co-ordinator who will investigate the circumstances and put in place action to redress the inequality.

Action towards the perpetrator: unfair discrimination whether verbal, physical or other, will not be tolerated. The schools system of rewards and punishments will be used to emphasise this where pupils are concerned. Where adults are concerned the normal disciplinary procedures will be instituted.

Recording of events: all reports of such incidents and any consequent actions will be recorded. A report of these records will be provided annually to the governing body.

Assessing the circumstances: whenever such an incident is reported, consideration will be given to its cause and action taken as necessary to prevent further problems. These actions will be recorded and reported with the incident.

CODE OF BEHAVIOUR FOR PUPILS:

We will actively encourage our children and young people to challenge:

Offensive name calling or making offensive jokes or remarks;

Writing graffiti or displaying offensive slogans;

Damaging School property or premises;

Harassing or getting someone else to harass other students/pupils;

Bringing in offensive or discriminatory literature onto School premises;

Attempting to promote racism or other forms of oppression;

Refusing to sit by or participate in activities with other children/young people on grounds of any form of discrimination.

Disturbing others in the learning environment.

The **Care, Consideration** and **Respect** for all people and premises will be promoted.

GLOSSARY

Black

Black is sometimes used as a general term for people of African, Caribbean, South Asia and other Asian origin. Black is also one of the ethnic monitoring categories used in the census. It includes Caribbean's, Africans and others who wish to describe themselves as Black.

Ethnicity

Ethnicity refers to a person's identification with a group which shares some or all of the same culture. Lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group, including, for example, the English, Irish, Scottish and Welsh.

Ethnic Monitoring

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services and parental involvement in the school.

Institutional Racism

The Stephen Lawrence Inquiry Report defines institutional racism as:

“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 people.”

Multiculturalism

Multiculturalism is about recognising the value and importance of diverse cultures and treating people from different ethnic and cultural backgrounds as one's equals.

Parent

The term “parent” is used to include those who have parental responsibilities, including the local authority in the case of looked after children.