

Gilwern Primary School

Strategic Equality Policy

2020 – 2024



Nurture Empower Achieve

Commitment

The School is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. It aims to establish an inclusive culture free from discrimination and based upon our values of **dignity, tolerance and respect** and recognises that everybody has different needs and requirements

Under the **Equality Act 2010** the school will work towards:

1. **eliminating** unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
2. **advancing** equality of opportunity between people who share a relevant protected characteristic and those who do not;
3. **fostering** good relations between people who share a protected characteristic and those who do not;

The act explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. **The Equality Act 2010 Act** covers the following **protected characteristics**:
- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, colour, nationality, ethnic or national origin, language, religion and belief (including lack of belief), sex(gender) and sexual orientation.
- the school also respects the rights of Welsh speakers and learners (staff, pupils, and parents) to use the language as covered by the Welsh Language Measure 2011

Who is protected by this policy.

This policy protects the following people:

- school governors,
- pupils,
- staff employed on a full time or part-time basis,

- all permanent or temporary contracts,
- agency staff
- casual workers.

Aims

- The aim of this policy is to ensure that in carrying out its activities the School will have due regard to elimination of unlawful discrimination, harassment and victimisation
- The advancement of equality of opportunity, across all the activities of the school between different groups.
- The encouragement of good relations between people of a diverse background.

In the implementation of this policy the School will aim:

- To develop and promote a culture of equality and diversity throughout the institution
- To develop and promote a culture of dignity, courtesy and respect.
- To respect the human rights of all our pupils and staff.
- To work to prevent all forms of unlawful discrimination and tackle barriers which could lead to unequal outcomes for identified groups of pupils and staff.
- To deal with all forms of discrimination consistently and effectively
- To ensure that the Strategic Equality Plan influences and informs the ethos of the School.

Roles and Responsibilities:

All members of the school community are expected to behave with dignity, courtesy and respect and to act in a manner that does not unlawfully discriminate at all times.

Role of Governing Body.

- To hold ultimate accountability for the Strategic Equality Policy.
- To ensure that the school complies with the Equality Act 2010 and that this policy and its related procedures and action plans are implemented.
- A designated member of the governing body has oversight of this policy and its implementation.

Role of Headteacher

- To provide leadership in the operation and implementation of the Strategic Equality Policy for pupils and staff.
- To ensure all staff are aware of their responsibilities under the equality Act 2010 and are given the appropriate training and support.
- To take appropriate action in any case of unlawful discrimination
- To allocate a senior member of staff for the day to day coordination of the implementation of this policy.

Role of Head teacher or nominated member of Senior Leadership Team

- To be the designated senior member of staff for the operation, management and coordination of all aspects of this policy and will be supported by the governing body in doing so.
- To devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted.
- To collect and review data in relation to the protected characteristics and the Welsh Language relating to pupils and staff.
- To review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate.
- To advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters.
- To ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities.
- To ensure appropriate training for pupils, staff and governors on the Equality Act 2010 and any relevant equality and diversity issues
- To review the Strategic Equality Policy annually and advise the Governing Body of any matters with regard to the policy.

Role of school staff

- To support the aims of the schools' Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- All staff will ensure that pupils are treated fairly and with dignity and respect
- To undertake appropriate equality and diversity training

Role of Pupils

- To support the aims of the Strategic Equality Policy.
- To encourage non-discriminatory practices and to report any incidences of behaviour that fail to comply with this policy.
- To be aware of equality and diversity issues.
- To adopt the same principles when they are outside of school

Role of parents/carers

- To support the aims of the Strategic Equality Policy
- To support the school in the promotion of the principles of dignity, courtesy and respect
- To encourage children and young people to promote the above principles outside of school.

1. Training

Equality Act 2010 and Equality and Diversity awareness raising and training will be provided for all staff as part of a structured training programme. Information will be provided to all pupils in order to raise awareness of equality and diversity and the contents of this policy through the school PSE programme.

Communication of this policy

This policy is available on the school's website. It will also be available in printed form from the school reception.

2. Confidentiality

Any information disclosed to the School in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements.

3. Good practice for dealing with discriminatory incidents

Any discriminatory incidents will follow the schools Positive Behaviour Policy or Bullying Prevention Policy or School Disciplinary policy for staff (whichever is appropriate). All incidents will be acknowledged, investigated and appropriate action taken. The school has a **zero tolerance** approach to all types of discriminatory behaviour and bullying.

4. Monitoring and evaluation.

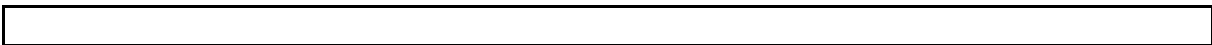
This policy will be monitored annually by the Head teacher or nominated member of Senior Leadership Team. Data on the protected characteristics of the pupils and staff will be gathered and used to monitor equality across all aspects of the school's processes. It will also be used to inform future practice as a part of the schools self - evaluation process. We will also take into account any evidence from Estyn Inspection findings and independent reviews that may require interventions.

5. Review

The Governing Body, in consultation with the Head teacher, the pupils, staff and parents/carers, will review this policy annually in order to ensure the delivery of the action plan (Appendix 1).

6 Strategic Objectives

The following are the schools strategic objectives which were decided in consultation with staff, pupils, Governors and parents.



- **Equality Objective 1**
Community Cohesion: the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.
- **Equality Objective 2**
Developing pupil awareness of global citizenship and the role of ethical decision making at both the micro and macro level.
- **Equality Objective 3**
Am I European? Aim to address the rise in extreme viewpoints and confrontation by helping pupils and their communities to develop skills in negotiation, critical thinking, social media literacy and ultimately a sense of diverse European identities.

SignedHeadteacher

Signed.....Chair of Governors

Date.....

Gilwern School Equality Delivery Plan.

Equality Objective 1							
Community Cohesion: the school plays an active role in fostering communities that have shared values, where diversity is welcomed and embraced, and people feel connected to the communities in which they live.							
Key action/s	Responsible officer(s)	Baseline	Target	Impact on Protected Characteristics			
<p>The school will further develop a range of methods to detect and identify identity-based bullying, these will feed into local authority data via Bullying Incident Recording Form</p> <p>The school will explore ways in which it can embed the contributions that BAME and LGBTQ+ have made to history and wider society into lessons Work creatively to co-produce developmentally appropriate Relationship and Sexuality Education sessions that are rights based and inclusive, and work with learners, parents and carers to shape provision</p>	Susan Marles DHT AENCO	<p>The school has introduced a values based education approach and aligned to the new curriculum this should provide a baseline. No institutional areas are identified but pupil awareness and developing acceptable attitudes is a critical target.</p> <p>Assessment of the target will be qualitative based on the opinions of a diverse group of stakeholders.</p>		S	✓	SO	✓
				A	✓	GR	✓
				D	✓	M & CP	✓
				R	✓	P & M	✓
				R&B	✓	W	✓

Equality Objective 2

Developing pupil awareness of global citizenship and the role of ethical decision making at both the micro and macro level.

Key action/s	Responsible officer(s)	Baseline	Target	Impact on Protected Characteristics			
<p>The school will develop a range of methods and activities through a blended approach to raise awareness of equality and equity at both a local level and internationally . Where appropriate the wider global issues of inequality will be taught. Where possible this will be topical and align to the news . For example who should receive Covid 19 vaccines first?</p>	<p>Roger Guy Headteacher</p>			S	✓	SO	✓
				A	✓	GR	✓
				D	✓	M & CP	✓
				R	✓	P & M	✓
				R&B	✓	W	✓
<p>The school will explore ways in which it can embed the contributions that BAME and LGBTQ+ have made to history and wider society into lessons</p>							

Key action/s	Responsible officer(s)	Baseline	Target	Impact on Protected Characteristics			
Schools should acknowledge that radicalisation and extremism are real risks to pupils in all schools, and ensure that staff training, policies and the curriculum suitably address these risks							
Work creatively to co-produce developmentally appropriate Relationship and Sexuality Education sessions that are rights based and inclusive, and work with learners, parents and carers to shape provision							

Equality Objective 3

Am I European ? Aim to address the rise in extreme viewpoints and confrontation by helping pupils and their communities to develop skills in negotiation, critical thinking, social media literacy and ultimately a sense of diverse European identities.

Key action/s	Responsible officer(s)	Baseline	Target	Impact on Protected Characteristics			
<p>The school will develop a range of methods to detect and identify attitudes and opinions developing awareness of the impact of extremism on the wellbeing of those not aligned to that identified view point</p>	<p>Brady Edwards Curriculum Development Lead</p>	<p>Details of the 4 year project are kept separately and administered through International Links (Global)Ltd UK</p>	<p>Gilwern School will contribute to a wider piece of European collaboration to help create a climate where extremism and persecution of minority groups is not tolerated or passively ignored by the majority of stakeholders.</p>	S	✓	SO	✓
				A	✓	GR	✓
				D	✓	M & CP	✓
				R	✓	P & M	✓
				R&B	✓	W	✓
<p>The school will explore ways in which it can embed the positive contributions that each European country and its population have made to the development of society and celebrate diversity within the United Nations Charters of acceptable conduct.</p>							

Key action/s	Responsible officer(s)	Baseline	Target	Impact on Protected Characteristics			
<p>Schools should acknowledge that radicalisation and extremism are real risks to pupils in all schools, and ensure that staff training, policies and the curriculum suitably address these risks.</p> <p>Complete associated research tasks and provide information into achieving the project objectives</p>							✓
							✓
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