

Ysgol Gynradd Herbert Thompson Herbert Thompson Primary School



Equalities Policy

May 2022-2024

INTRODUCTION

At Herbert Thompson Primary School, we believe it is important to promote a caring and supportive environment, where positive relationships are developed to enable all members of the school community to feel safe, secure and respected. We recognise that every child needs praise, support, recognition and affection to thrive in life.

In order to further develop community cohesion, we need to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our children.
- Tackle discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

We are passionate about being a Rights Respecting School, we promote the values and principles of the United Nations Rights of the Child. This policy particularly promotes the following articles:

Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 13: Your right to have information.

This policy should be used alongside the Strategic Equalities Report, Equalities Plan and Accessibility Plan and also interlinks with broader school policies such as positive relationships, anti bullying, safeguarding, exclusions attendance etc. In addition to this, the Health and Well-being Area of Learning Experiences should be considered alongside this policy (Curriculum for Wales, 2022).

VISION AND VALUES

Respect is one of our core values as a school and it is very important to us that pupils and staff are treated with respect at all times. ***We believe that we should listen to each other and treat others the way we would like to be treated; keeping hands, feet and unkind words to ourselves.***

Our school mission statement reflects these beliefs:



Our school guidelines focus on children showing respect to themselves, all children, all adults and their surroundings and mending any relationships that are harmed.

Our vision for the future is based around the unwavering belief that our community will live with positive values and behaviours and have the aspirations and skills to live happy and successful futures.

We have six core values that drive us and underpin all that we do:

Respect - we listen to each other and treat everyone the way we would like to be treated; keeping hands, feet and unkind words to ourselves.

Care - we are helpful and considerate, showing kindness to others and looking after our surroundings.

Security - we look after each other and keep ourselves and others safe.

Diversity - we respect each other's differences and celebrate our uniqueness.

Determination - we try our best and never give up, even when things get tough.

Achievement - we challenge ourselves every day and work hard to achieve our goals.

Everyday we recite our values mantra and the children know our values well we always finish our mantra by reminding everyone of their own personal value:

"I am loved. I am strong. I am important. I am special".

PROMOTING EQUALITY

The overall objective of this policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment: promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. Through the Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or beliefs, gender, marital status, responsibility for children other than dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, where the person lives or spent convictions. The principles of this policy apply to all members of the extended school community – pupils, staff, governors, parents and community members.

AIMS

As a school, we are always striving for the highest possible opportunities and experiences for all our learners. Staff have high expectations of all pupils and continually challenge them to be the best that they can be. The school recognises and values all forms of achievement. We will monitor and analyse pupil performance by ethnicity, gender, disability and special education need and take account of socioeconomic circumstances. Any disparities which are identified are addressed through targeted curriculum planning, teaching and support.

The Single Equality Act combines the existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

The protected characteristics are:

- **Age**
- **Disability**
- **Gender re-assignment**
- **Marriage and civil Partnership**
- **Pregnancy and maternity**
- **Race**
- **Religion or belief**
- **Sex**
- **Sexual orientation**

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 the needs of other people
Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

OBJECTIVES

- To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.

- To ensure that within the school budget, adequate funding is provided to underpin this policy (as needed) and that intervention, positive and preventive action is funded where necessary.

APPROACHES

At Herbert Thompson Primary School, school staff demonstrate mutual respect between all members of the school community. There is a friendly and inclusive atmosphere which welcomes everyone to the school.

The school is also a recognised **School of Sanctuary** - a place where pupils and visitors can feel safe and welcome.

Everyone within the school community will challenge any type of discriminatory and/or bullying behaviour, e.g. through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. All pupils are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality and reflect diversity across all aspects of equal opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the U.K. and the World communities. We support the U.N. Convention on the Rights of the Child, the U.N. Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the local authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with Additional Learning Needs.

OUTCOMES

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others. The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community. We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, genderidentity, race, religion or belief and sexual orientation in accordance with the requirement of The Single Equality Act 2010.

Herbert Thompson Primary School is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. We aim to recruit an appropriately qualified workforce and establish a governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

ROLES AND RESPONSIBILITIES

The governing body will ensure that the school complies with statutory requirements in respect of this policy and action plan.

The Head Teacher is responsible for the implementation of this policy, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body. The Head Teacher has a day-to-day responsibility for co-ordinating the implementation of this policy.

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

Visitors to the school are expected to adhere to our commitment to equality.

MONITORING AND EVALUATION

We are an inclusive school, working towards greater equality in the whole school community. We use the curriculum and teaching to enhance the self esteem of all those it serves and to provide a learning environment in which each individual is encouraged to fulfil her or his potential. We make regular assessment of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil progress.

As well as monitoring pupil progress, we also regularly monitor a range of other information. This relates to:

- Attendance
- Exclusions and truancy
- Racism, disabilism, sexism, homophobia and all forms of bullying
- Parental involvement
- Participation in Extended Learning Opportunities

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support as required, including pastoral support. This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Policy Review:

Headteacher:		Date:	
Chair of Governors:		Date	
Review Date:	May 2025		