



EQUALITY & DIVERSITY POLICY

Adopted: Summer 26

Review: Summer 29

Policy Review and Monitoring

This policy is due to be reviewed at the time stated, unless circumstances determine that this policy needs to be reviewed at an earlier time.

Signed: Chair of Governors
Mr John Orchard

Headteacher
Mr Kevin Stroud

EQUALITY & DIVERSITY POLICY

Introduction

Maes yr Haul Primary School is committed to providing a safe, inclusive and nurturing learning environment in which every child and adult is valued, respected and able to thrive. We believe that diversity enriches our school community and that equality, fairness and respect are fundamental to wellbeing, achievement and positive relationships.

This policy is informed by the Equality Act 2010 and reflects our duties under the Public Sector Equality Duty, requiring schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people from different backgrounds

Our approach to equality and diversity supports the Curriculum for Wales and its Four Purposes, particularly in developing pupils as ethical, informed citizens and healthy, confident individuals. We also actively promote the United Nations Convention on the Rights of the Child (UNCRC), ensuring children's rights, voices and wellbeing are central to school life.

In line with the Welsh Government's Anti-racist Wales Action Plan, the school is committed not only to addressing racist behaviour, but to taking an actively anti-racist approach which seeks to identify, challenge and prevent racism in all its forms.

Equality and diversity are not confined to this policy alone; they are reflected across all aspects of school practice, including teaching and learning, behaviour, staff training, safeguarding, recruitment and engagement with families and the wider community.

Anti-Racist Commitment

In line with the Welsh Government's Anti-racist Wales Action Plan, Maes yr Haul Primary School is committed to taking an actively anti-racist approach. This means that we do not only respond to incidents of racism when they occur, but also work proactively to identify, challenge and prevent racism in all its forms, including direct, indirect and unintentional racism.

We recognise that the experiences of pupils, families and staff may differ and that listening to lived experience is essential in creating an inclusive and respectful school community. Through our

curriculum, our relationships and our professional practice, we aim to ensure that racist behaviour is never tolerated, that diversity is valued, and that all pupils feel safe, included and able to thrive.

Aims

The aims of this policy are to:

- Uphold the requirements of the Equality Act 2010 and the Public Sector Equality Duty,
- Ensure equality of opportunity and fair treatment for all pupils, staff, parents, carers and visitors,
- Promote a culture of dignity, respect, inclusion and belonging,
- Maintain an ethos throughout the school in which pupils, staff, parents and visitors feel valued and secure,
- Remove or minimise barriers to learning so that all pupils can achieve their full potential,
- Actively challenge discrimination, prejudice, stereotyping and racist behaviour,
- Support pupils in developing respect, empathy and understanding for others,
- Ensure staff and pupils feel confident to report and challenge discriminatory behaviour,
- Foster positive relationships within our diverse school community.

Public Sector Equality Duty

As a public body, Maes yr Haul Primary School recognises its responsibilities under the Public Sector Equality Duty. We meet these responsibilities by:

- Promoting an inclusive ethos that celebrates difference and challenges prejudice
- Ensuring policies, practices and procedures do not disadvantage individuals or groups
- Monitoring attainment, participation and wellbeing to identify and address inequalities
- Ensuring reasonable adjustments are made so that pupils and adults can access education, employment and school activities
- Encouraging positive relationships, mutual respect and understanding across our school community

Equality considerations inform decision-making at all levels of the school. This includes taking steps to identify and address racial inequality and racism where it exists.

United National Convention on the Rights of the Child (UNCRC)

We have high expectations of all pupils, and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning. Various pupil committees, including the school council are encouraged to express their views and opinions about matters that affect them in accordance with Article 12 of the United Nations Convention on the Rights of the Child. This policy also supports the following articles (child speak titles):

Article 2 – No discrimination

Article 14 – Freedom of thought and religion

Article 22 – Refugee children

Article 23 – Children with disabilities

Article 29 – Aims of education

Article 30 – Minority culture, language and religion.

Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from relevant legislation. With assistance from the Headteacher, the

Governing Body will ensure that the policy and its related procedures and strategies, are implemented.

Headteacher

The Headteacher is responsible, with the Governing Body, for ensuring that this policy and its related procedures and strategies are implemented. The Headteacher ensures that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. The Headteacher will take disciplinary action against staff or pupils who are found to have discriminated on homophobic, disability, gender, religious or racial grounds. Any such incidents are recorded and reported to the local authority.

All staff

All school staff have a responsibility to comply with this policy and to keep themselves up to date with relevant legislation, including attending appropriate training and information events. The school aims to give staff regular training to deal with equalities and to promote familiarity with the Equality and Diversity Policy in order to identify and challenge racial and other forms of bias and stereotyping. All staff have a role to play in the equalities self-evaluation process.

All staff are expected to:

- Model respectful and inclusive behaviour at all times
- Respond calmly, sensitively and professionally to issues relating to identity or difference
- Seek support or guidance if they are unsure how to respond to an equality-related issue
- Engage in professional learning to develop confidence in inclusion, equality and anti-racist practice.

Staff are not expected to have all the answers but are expected to listen respectfully, act in pupils' best interests and follow school procedures.

Teaching Staff and Other Classroom-based Staff

Teachers and other classroom-based staff should ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities. Through their teaching and relations with pupils, parents, staff and the wider community, staff promote equality of opportunity and understanding of diversity.

Recruitment and Training

The Governing Body adheres fully to the BCBC fair recruitment procedures and ensures that the principles of equal opportunity are adhered to in all aspects of the recruitment process. The Governing Body welcomes applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

To facilitate implementation of this Equality & Diversity Policy, it is an aim that all teaching staff, non-teaching staff and as many governors as possible receive training on the implications of the relevant legislation for their roles in school. Ongoing training is provided for staff through the BCBC online training modules.

Admissions

Pupils' gender and information about all pupils' ethnicity, home language, religion and dietary requirements is collected through admission forms and entered on the school secure database (Capita SIMS)

Attendance

We expect good attendance of all pupils and work together with staff, pupils, parents and the Education Welfare Service to ensure that high levels of attendance are maintained. The school has a well-established procedure for dealing with absences. Unexplained absences are followed up with direct messaging and, in more serious cases, involvement of the Education Welfare Service. The taking of extended leave, e.g. holidays during term time is discouraged. However, if pupils have an extended absence for unavoidable medical reasons, the school will work with parents to provide alternative provision so far as is reasonably practicable.

We recognise pupils' rights to take time off for religious observance and staff who follow up absences are aware of and sensitive to relevant cultural and religious issues.

Attainment, Progress and Assessment

Our aim is to ensure that all pupils achieve to the highest standards. We value many forms of personal and academic achievement. We monitor individual pupils' attainment and progress and carefully scrutinise the performance of pupils with a range of vulnerabilities, e.g. Looked After Children, English as an Additional Language, to identify any differences between the performances of such groups. We aim to address disparities through planned and targeted support.

The school is committed to taking all reasonable steps to ensure that the curriculum and extra-curricular activities are available to all. In particular, the school aims to ensure that disabled pupils and visitors have full access to all appropriate areas of the school and school activities.

Celebrating and Catering for Diversity

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust. We actively promote good personal relations to prepare all pupils for life in a diverse and multi-ethnic society.

We take every care to ensure that any specific cultural or religious needs of pupils are addressed in school. Advice is sought on catering for the dietary and dress requirements of different ethnic and religious groups. The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

Curriculum for Wales and Inclusion

Equality and diversity are embedded within the Curriculum for Wales at Maes yr Haul Primary School. Through our curriculum we support pupils to develop:

- Respect for others and appreciation of difference
- An understanding of rights, fairness and justice
- Confidence in their own identity and a sense of belonging

Teaching is inclusive, age-appropriate and sensitive, particularly within Religious, Values and Ethics (RVE) and Relationships and Sexuality Education (RSE). Lessons encourage discussion, empathy and critical thinking while remaining developmentally appropriate for primary-aged pupils.

Learning experiences aim to reflect the lives, cultures and experiences of pupils while also preparing them for life in a diverse society.

Teaching and Learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers are aware of their pupils' cultural backgrounds and linguistic needs and teach about different cultural traditions with sensitivity. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching seeks to challenge prejudice and stereotypes, and we try to foster pupils' critical awareness of bias, inequality and injustice to help them identify and challenge discrimination.

Promoting Diversity, Representation and Inclusion through the Curriculum

Maes yr Haul Primary School recognises the important role that the curriculum plays in shaping pupils' understanding of themselves and the world around them. When planning learning experiences, staff give thoughtful consideration to diversity and representation within the curriculum, including reflecting on whose voices, experiences and perspectives are visible.

Across areas of learning, teachers seek to use a balanced range of resources, texts and examples — including the choice of books — that reflect a diverse range of cultures, family structures, backgrounds and lived experiences, while remaining appropriate to pupils' age and stage of development. These choices aim to provide both *mirrors*, in which pupils can see themselves reflected, and *windows* into the lives of others.

Principles of equality, respect and inclusion underpin curriculum planning, and learning opportunities support pupils to explore identity, difference and fairness in ways that are meaningful and developmentally appropriate.

Curriculum content and resources are reviewed over time to ensure they remain relevant, inclusive and supportive of the school's commitment to equality, diversity and anti-racism.

Curriculum Access

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, physical and intellectual abilities and by differentiating work appropriately.

Resources

Maes yr Haul Primary School recognises that resources and displays play an important role in supporting inclusion, wellbeing and pupils' sense of belonging. The school is committed to the ongoing review and development of resources and displays so that they reflect diversity, promote positive representation and support respect for others.

Staff consider the purpose and impact of resources used across the school, including books, images and learning materials, and seek to ensure these are inclusive, age-appropriate and free from harmful stereotypes. Resources and displays are reviewed over time and updated where appropriate to reflect the school's commitment to equality, diversity and anti-racism.

School Premises

School premises are available for use by members of the local community. Requests for school usage by community groups are considered on the basis of practicality and cost.

Contractors and Service Providers

We expect all contractors and visitors to the school to be treated and to behave in a manner that is consistent with this policy. Equal opportunity standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

Responding to Discrimination, Harassment and Prejudice-Related Incidents

Maes yr Haul Primary School takes all forms of discrimination, harassment and prejudice seriously. This includes behaviour or language related to any protected characteristic as defined by the Equality Act 2010, including race, disability, religion or belief, sex, gender reassignment and sexual orientation, as well as perceived or associated characteristics.

The school recognises that people may describe their identity in different ways and is committed to responding with respect, care and professionalism in line with pupils' age and developmental stage.

We are committed to ensuring that all members of our school community feel safe, supported and listened to.

Procedures

1. Reporting

Any incident of discrimination, harassment or prejudice should be reported immediately to a member of staff. Concerns may be raised by pupils, parents, carers or staff.

2. Investigation

The Headteacher, or a designated senior member of staff, will investigate the incident promptly, sensitively and fairly. This may involve speaking with those involved and, where appropriate, witnesses.

3. Recording

All incidents are recorded in line with school safeguarding and behaviour procedures. Where required, incidents will be reported to the Local Authority.

4. Response and Support

Appropriate action will be taken in accordance with the school's Behaviour Policy. Support will be provided to those affected, and restorative approaches will be used where appropriate to support understanding and positive relationships.

5. Learning and Prevention

Incidents are used as opportunities to reinforce school values, address underlying issues and help prevent future occurrences.

Any formal complaints relating to equality or discrimination are managed in line with the school's Complaints Policy.

Monitoring and Review

The Governing Body and Senior Leadership Team regularly monitor the effectiveness of this policy using a range of evidence, including consideration of the experiences and outcomes of pupils from Black, Asian and Minority Ethnic backgrounds, informed by:

- Behaviour and safeguarding records
- Monitoring of attainment, attendance and engagement
- Staff training and professional learning
- Pupil voice and wellbeing feedback

This policy will be reviewed every three years, or sooner if there are changes to legislation or school context.

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