



**Shirenewton
Primary School**
Ysgol Gynradd Shirenewton

Learning together | Achieving for Life
Dysgu Gyda'n Gilydd | Cyflawni am Oes

Equality and Diversity Policy

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Introduction

Shirenewton Primary School respects the rights of all. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others.

Children's rights and responsibilities (United Nations Convention on the Rights of the Child):

Article 12 Children should have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights....

Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 22 Children who come into this country as refugees should have the same rights as children born in that country.

Article 23 Children who have any kind of disability should have special care and support, so they can live full and independent lives.

Article 28 All children and young people have a right to primary education, which should be free. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 Education should develop each child's personality to the full. It should encourage children to respect their parents/carers, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

We believe in actively promoting equality of opportunity in every aspect of the life of all our pupils, parents and staff. We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

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:

- be an inclusive school, making equality of opportunity a reality for all of our children in their everyday lives.
- develop the children's awareness of the pluralistic and diverse society in which we live. We will help them to learn positive attitudes and equip them to take their place within this society.
- educate our children so that they have a good understanding of what equal opportunities mean.
- provide children with differing and appropriate levels of support for them to succeed.
- eliminate any actions, words or practices that contribute to inequality whether they intend to offend or not.
- develop our children's appreciation of the positive and enriching experiences that can be gained from living and working in a multi-faith, multi-race and multi-cultural society.
- ensure that our community understands the implications and harmful effects of racist behaviour.

In order to be inclusive, we will have due regard to the needs of different groups within our school:

- girls and boys
- children with additional learning needs.
- more able and talented children.
- minority ethnic and faith groups.
- children who need support to learn English as an additional language.
- children who are at risk of disaffection or exclusion (including those impacted by ACEs/ trauma).

Inclusion Statements of Principle

The Curriculum for Wales is a starting point for planning and teaching a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting varied, authentic and meaningful learning challenges.
- responding to children's diverse learning needs and styles.
- overcoming potential barriers to learning.
- providing other curricular opportunities to meet the needs of individuals or groups of children.

Methods of Promoting Inclusion

We will achieve educational inclusion by continually reviewing what we do and by asking ourselves key questions:

- do all of our learners achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

Our staff will ensure that learners:

- feel secure and know that their contributions are valued.
- appreciate and value the differences they see in others.
- take responsibility for their own actions.
- participate safely in clothing that is appropriate to their religious beliefs and culture.
- are taught in groupings that allow them to experience success.
- use resources reflecting a range of social and cultural backgrounds, without stereotyping.
- have a common curriculum experience that allows for a range of different learning styles.
- have challenging targets that enable them to succeed.
- are encouraged to participate fully, regardless of disabilities or medical needs.

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.

The Role of Governors in Promoting Inclusion

The Governing Body has set out its commitment to promoting race equality and equal opportunities and will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

They have agreed to:

- promote inclusion in every policy and practice throughout the school.
- ensure no learner is discriminated against whilst in our school on account of their gender, religion, ethnicity or ability. All learners have access to the full range of the curriculum. Regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the wearing of school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.
- ensure that the school follows guidelines for reporting racial incidents to LA.
- ensure that the school continues to assess the impact of its policies on pupils from ethnic minorities and those with disabilities
- ensure that no one is discriminated against on the ground of gender, ethnicity or disability when applying for a job at our school.
- receive an annual report on the number of racist incidents at the school.

The Role of the Headteacher

- It is the Headteacher's role to implement the school's equal opportunity, race equality and anti-racist policies and they are supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the school on equal opportunities and race equality and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to these policies, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of race equality and equal opportunity when developing the curriculum. The Head teacher 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 shown around the school.
- The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

The Role of the Classteacher

- The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom material, teachers' pay due regard to the sensitivity of all members of the class and do not provide material that is sexist or racist in nature. To promote inclusion, teachers strive to provide material that gives positive images of all groups.

- When designing schemes of work, we use the Curriculum for Wales and mandatory cross cutting themes in our choice of topics to study, and in how we approach sensitive issues.
- All of our teachers challenge any incidents of prejudice or racism. We record any discriminatory incidents and draw them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

The Role of the 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 the 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.

Monitoring and Review

It is the responsibility of our Governing Body to monitor the effectiveness of this Inclusion, Equal Opportunities and Race Equality Policy.

The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school.
- Monitoring the staff appointment process, so that no one applying for a post at this school is discriminated against, regardless of religious/ non-religious belief, ethnicity, culture, origin, gender or sexual orientation
- Requiring the Headteacher to report to Governors as appropriate.
- Giving serious consideration to any complaints, regarding inclusion, race equality and equal opportunity issues from parents, staff or pupils.
- Monitoring the school behaviour and exclusion policy, so that those pupils from minority groups and those who are vulnerable are not unfairly treated.
- Monitoring of relationships within the school and the setting of good examples from all children and adults. Systems of recording will ensure that potentially adverse issues centring on gender, ethnicity or ability do not compromise the emotional development or academic achievement of children.
- Systematically analysing data on children's academic performance in terms of gender, ethnicity and ability groups.
- We will monitor children's behaviour through a variety of means and record concerns and actions taken on the school's Incident Report Forms.

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 at and will also be available in printed form from the school reception.

Dealing with discriminatory incidents

Any discriminatory incidents will follow the schools Relationships and Behaviour Policy or Anti- Bullying 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. Incidents involving discrimination will be recorded and reported to the Vulnerable Learning Lead in MCC

Monitoring and evaluation.

This policy will be monitored annually by the Head teacher. Statistics will be gathered to monitor equality across all aspects of the school's processes and will be used to inform future practice as a part of the schools self - evaluation process.

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.

Strategic Objectives

The following are the schools strategic objectives

Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences.

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype	Increased staff awareness of Anti-racism, stereotypes and prejudice	Professional learning for those working in education to develop an understanding and development of antiracist practice Courses - DARPL	September 2024 – July 2026 Training to be provided throughout academic year	Planning reviews Learning walks Listening to learners Professional discussions	
With cluster schools complete Anti-racism baseline survey	Gather information to analyse a baseline of current knowledge	Microsoft Forms	September 2025 Data analysed October 2025	SLT Curriculum Leads	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Review curriculum so that schemes of work, lesson plans and resources are antiracist and relevant to multicultural society	Curriculum is inclusive of ethnic minority people and peoples representing the protected characteristics	DARPL No Boundaries The Black Curriculum	Ongoing	Curriculum Leaders Book Looks Listening to learners Planning reviews	
Provide age appropriate Classroom Workshops for all children	All children within the cluster have experienced a workshop on the topic of Anti-Racism and stereotyping	No Boundaries Workshops	March 25- July 26	Curriculum Lead Listening to learners	

All stakeholders will work to eliminate the disadvantage and barriers that make it hard for people to access the same opportunities as everyone else.

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Raise attainment of identified groups of learners through tracking data of all groups of learners	Increase 100% staff awareness of barriers to learning and what needs to be addressed.	Interventions for Numeracy, Literacy & Wellbeing for identified pupils.	October 24- July 25	ALNCo & SLT Governors	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
including FSM and low attendees, to address any gaps in attainment and put in place any appropriate interventions to aid those pupils	Reduce gaps in attainment and attendance between pupils from protected groups.				
Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.	Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)	Parent/carer questionnaires to identify workshops needed to support their children.	October 24- July 25 Reviewed annually	Attendance Officer/Family Engagement Officers	
Appropriate use of specialised equipment to benefit individual pupils and staff	Children have appropriate equipment and resources which supports their learning and remove barriers to learning	Technology available to support children with difficulties e.g Sloping boards for children with physical difficulties Coloured overlays or coloured paper for children with visual difficulties or	Ongoing	ALN Lead	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
		dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment			

Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Use School Based Values to support positive messages about respecting others covering all protective characteristics.	Decrease in incidents of violence / abuse / bullying, especially in regard to protected characteristics UNCRC Rights Respecting Schools Award	Values Based Assembly program highlighting topics of inclusivity and equality.	Ongoing from September 2024	SLT Health and Wellbeing Lead APP Meetings Learning walks Assembly observations Behaviour tracker Equalities tracker	
To use school behaviour policy consistently across the school to support positive pro-social behaviours	Decrease in incidents of low level disruption Policy applied consistently and fairly by all involved in its administration Tracking and early identification of	Good Relationships and Behaviour Policy MCC Vulnerable Learning Lead Support Behaviour tracker (restrictive practice)			

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
	patterns of behaviour Support to reduce incidents of poor behaviour	Equalities Tracker			
To use restorative processes to build and embed positive relationships throughout the cluster.	All staff use within RA approaches to behaviour management	Restorative approaches paperwork / training - Restorative Justice = Schools & Youth Resources – Why Me? Restorative Justice (why-me.org)	Spring / Summer Term 2025	SLT APP Meetings Learning walks Pupil voice Stakeholder questionnaires	
Record, monitor and report bullying incidents relating to race, disability, homophobia, transphobia, gender or religion and make termly returns to the local authority covering the full range of identity based incidences of	Accurate records of all incidents reported to the LA on a termly basis.	LA Equalities Tracker SIMS In school records Termly monitoring data	Termly	SLT Wellbeing lead	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
bullying ensuring consistency and rigour.					
Professional learning on how the curriculum can be used to inform learners on the rights of the child	Rights respecting school award programme	https://www.cef.org.uk/rightsrespecting-school	October 2024 – July 2025	SLT Health and Wellbeing lead Assembly program RRS Award resources	
Professional Learning VAWDASV to raise awareness and spot signs of violence against women.	All staff to complete the required training resulting in raised awareness	Online training package	September 2023 - 2025	SLT wellbeing lead / DSO School Staff training records	

To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc	Monitor provision for pupils with ALN / disabilities and ensure that Staff are trained by relevant agencies which will impact positively on the pupils' wellbeing and social and academic progress.	Update First Aid Training Positive handling Plans Team Teach training Individual Health Care plans	Ongoing	ALN Lead SLT Impact in class – wellbeing and academic progress Discussions with parents/carers and professionals, staff discussions etc	
Audit school buildings for accessibility.	For the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all	LA Health & Safety Officer to provide input. LA Senior building surveyor to provide input	Ongoing	HT School site visits	
Ensure emergency and evacuation systems are set up for ALL pupils.	Emergency and evacuation systems established for ALL pupils.	Emergency and evacuation plan School site plan	Ongoing	Local Authority Caretaker HT Termly drills	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Maintain safe access round the interior and exterior of the school	There is safe access throughout the school	Risk assessments	Ongoing	Caretaker HT/ DHT All Staff	
Evaluate day and residential trips	All children are able to access all trips during their time within the cluster schools	Risk Assessments -Time for pre visit if required	Ongoing	HT/ DHT Evolve Lead Clare Adams EV Lead MCC	
All children are visible in the curriculum and resources	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	Books Display Boards	Ongoing	Curriculum Lead AOLE leads	