



## Equalities Policy

### Caradog Primary School

<b>This Policy is:</b>	A School Policy
<b>This Policy is:</b>	Statutory
<b>Key References:</b>	Equality Act 2010
<b>Staff / Area:</b>	Headteacher
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<b>Reviewed by:</b>	SLT

# Caradog Primary School

## Equality Policy

### INTRODUCTION

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act, and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The school is committed to promoting equality and fostering respect for people, irrespective of sexual orientation, gender, race, faith, disability, age or language. The school values and encourages the involvement of people from all sections of the local community. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is homophobic, sexist, racist, offensive to the disabled and prejudicial language that is potentially damaging to any person or group will not be tolerated and will be challenged.

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our schools and communities.

Under the Public Sector Equality Duty there are also specific duties on school governing bodies to enable better performance of the general duty.

School governing bodies **must:**

- Publish the school's four year strategic plan and relevant Equality Objectives and review them within four years;
- Publish a statement which sets out the steps it has taken or intends to take in order to achieve each Equality Objective and compliance with the Public Sector Equality Duties and Equality Act (2010);
- Make appropriate arrangements to monitor its progress and effectiveness;
- When planning Equality Objectives, give due regard to relevant information that it holds and seek the involvement of those persons that it considers represents the interests of persons who share one or more of the protected characteristics.

Senior Leaders in schools must ensure that they actively promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, supported by the governing body in doing so;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's Strategic Equality Plan and Equality Objectives;
- Ensuring that all appointments' panels give due regard to the Strategic Equality Plan, so that no one is discriminated against when it comes to employment or training opportunities;

- Promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

All members of the school staff must contribute to ensuring that their school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- Striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- Challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the local authority and school's policies (e.g., reporting of racial incidents); and
- Supporting the work of support staff and encouraging them to intervene in a positive way against any discriminatory incidents.

At Caradog Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

From the Equality Act (2010) there are nine 'protected characteristics' these are:

- age
- disability
- gender reassignment
- marriage / civil partnership
- pregnancy / maternity
- race
- religion and belief
- sex
- sexual orientation

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

**Direct Discrimination:** A school must not treat any pupil less favourably simply because that pupil is living with protected characteristics– for example by having an admission bar on disabled applicants.

**Indirect Discrimination:** A school must not do something which applies to all pupils but which is more likely to have an adverse effect on any pupil living with protected characteristics – for example having

a rule that all pupils must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

**Harassment:** A school must not harass a pupil because of any of the protected characteristic – for example, a teacher shouting at the pupil because of a disability means that he is constantly struggling with class-work or unable to concentrate.

### **Reasonable Adjustments and When They Have to be Made**

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Cost will inevitably play a major part in determining what is reasonable and it is more likely to be reasonable for a school with substantial financial resources to have to make an adjustment with a significant cost, than for a school with fewer resources. The Act gives the example, *'a small rural primary school may not be able to provide specialised IT equipment for any disabled pupils who may need it and it may not be reasonable for the school to provide that equipment. On the other hand, a much larger school might reasonably be expected to provide it. Often, though, effective and practicable adjustments for disabled pupils will involve little or no cost or disruption and are therefore very likely to be reasonable for a school to have to make.'*

Schools generally will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that. However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other pupils and would therefore not be reasonable – for example, if a school put on a geology field trip which necessarily involved climbing and walking over rough ground and after fully considering alternatives to accommodate a disabled pupil in a wheelchair who could not take part it determined that there was no viable alternative or way of enabling the disabled pupil to participate or be involved, it would not have to cancel the trip as originally planned. This is unlikely to constitute direct discrimination or failure to make a reasonable adjustment.

### **Schools' Duties Around Accessibility For Disabled Pupils**

The Equality Act states that, *'Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.'*

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the School Improvement Plan.

The policy will also help us to meet the general duty of the Equality Act (2010):-

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;

- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; this means
- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic, (definition of protected characteristics in Diversity and Equality policy)
- taking steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- encouraging persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## **EQUALITY IN POLICY AND PRACTICE**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways:

### **School Culture and Ethos**

Caradog Primary School serves its community by working in partnership to provide an education of the highest quality in the understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Specifically:

- The school is committed to celebrating diversity and equality in many ways, in particular by recognising the uniqueness of every individual, as reflected in our reviewed value 'RESPECT'
- Good personal and community relations are actively promoted by fostering a positive atmosphere of mutual respect and trust among all members of our community.
- Diversity is recognised as having a positive role to play within the school.
- Information on ethnicity, gender and disability is collected through the admissions process.
- Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour, sustained effort and hard work, contributions to the school community, and achievements outside school. A Celebration Assembly is held each week, normally on Fridays.
- We promote positive attitudes towards disabled people by having an open admissions policy and including all children in all activities. We promote positive attitudes towards people of different ethnic groups/religions etc.
- We involve pupils, parents and staff in the life and work of the school, for example through involvement in community events, through our Parent Teacher Association etc.
- We promote high expectations through celebrating achievement.
- We communicate behaviour expectations through modelling good behaviour, and having a clear and explicit Behaviour and Relationships Policy and Anti Bullying Policy, which is shared with pupils and parents.
- We ensure that we welcome applications for school places and jobs from all sections by having a comprehensive, non-selective intake. Advertisements for jobs state that there are no barriers to job applications as we adhere to RCT County Council Equal Opportunity Policies.

### **Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we:

- Use contextual data to improve the ways in which we track pupil progress and identify under-performance, and provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.

- Use materials that reflect the diversity of the school, population and local community in terms of race, sexuality, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage classroom and staffroom discussion / staff training of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Ensure that the curriculum is relevant to the needs and interests of all pupils
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.
- Ensure that the school's Marking and Feedback Policy promotes learning for all.
- Promote and maintain high levels of attendance, for example through termly monitoring of data, recognising and rewarding high attendance.

### **Supporting Learners with Particular Needs**

Recognising that some of the groups covered in this policy are more likely to have particular needs, the school:

- Will provide distance learning for any child out of school (organised by the LA).
- Prepares Personal Education Plans to focus on learning priorities for any child in care (CLA).
- Provides in-class LSA support and intervention groups for all children identified through Provision Mapping.
- Arranges EAL support in conjunction with the LA.
- Arranges language support, RWI 1:1 Tutoring, etc. as required.
- Supports vulnerable pupils through ELSA, SHINE etc..
- Provides a resourced room (Zen Den) for quiet reflection, with pastoral support on-hand.
- Provides appropriate training to enable staff to meet particular learning needs, such as training from School Nurse, Behaviour Support Service.
- Will draw on the expertise of outside professional services to meet the individual needs of pupils.

### **LGBT+ Pupils**

Pupils identifying as LGBT+ is not in itself a safeguarding issue. However, safeguarding issues may arise within or outside the school.

Information from NSPCC (8/2/22)

<https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people>

If you are worried about a child or young person's safety and welfare you should share this information promptly, following your organisation's safeguarding and child protection procedures.

However, you should be mindful that LGBTQ+ children and young people might not want to come out to everyone in their life. Sharing a child or young person's gender identity or sexuality might put them at extra risk if the person you tell is not supportive.

You could also break a child or young person's trust if you share information about their gender identity or sexuality without their permission, or without letting them know first.

You should only share information about a child or young person's sexuality or gender identity if they give you permission, or if it's relevant to a child protection concern.

For example, you might have to tell someone about a young person's sexuality or gender identity if:

- they are experiencing homophobic, biphobic or transphobic bullying
- they are using adult dating apps
- there is a concern they might have been groomed or coerced into a sexual relationship
- there is a concern they might be experiencing sexual abuse or exploitation
- they are experiencing or are at risk of homelessness because their family are unsupportive of their gender identity or sexuality

Information from Stonewall (8/2/22)

<https://www.stonewall.org.uk/supporting-trans-child-or-young-person-school-or-college>

One of the steps a trans child or young person may take is to change their name and the pronouns. Some may wish to change their pronoun from 'he' to 'she' or vice versa, while others, for example a non-binary young person, may prefer a pronoun that doesn't relate to being male or female, such as 'they' or 'zir'.

A child or young person may want to be known by their new name and pronoun at school, college or in your setting. You should ensure that this is clearly communicated to, and used consistently by, others. It is important to note how a child or young person wants their name and pronoun shared, and with whom. For instance, they might want to tell their friends first, or prefer a teacher to tell the year group all together.

Schools, colleges and settings can update computer records to reflect a child or young person's preferred name. A trans child or young person does not need to go through a legal process to be known by their preferred name and/or pronoun. However, some children and young people may want to change their name on other documentation, such as their bus pass, passport or bank statements. Any person can evidence a change of name by deed poll, but parental consent is required for under 16s. Once changed, passports and bank statements can be amended, and exam certificates will reflect their new name.

If a child discloses that they are LGBT+, the child's views on who this information will be communicated with will be respected. However, if a child does not want this information to be shared, the member of staff will have an age appropriate, open and honest discussion about this with them. If the member of staff is unsure about actions to take, they can speak to the Head Teacher or Deputy about this, whilst maintaining anonymity and confidentiality. The Headteacher or Deputy Headteacher may consult with external agencies for advice in these matters, whilst maintaining anonymity and confidentiality of the individuals involved.

Learners can access a range of information and advice through:

- The class teacher and support staff
- The senior leadership team

- Cwm Taf Morgannwg School Nursing Team
- Childline
- Meic
- School based counselling
- Eye to Eye (RCT): 01443 202940 or [www.eyetoeye.wales](http://www.eyetoeye.wales)

## **LGBT+ Staff**

Coming out as LGBT+ can be a difficult step for many people, but can also be rewarding. If a person comes out as LGBT+, this should be treated with the utmost confidentiality and not shared with anyone else, unless there are concerns about the person's welfare. In this instance, HR should be consulted to meet our duty of care to that individual.

If a member of staff requests to change their pronouns, this can be changed on Bromcom at their request. The school will support any individual who wishes their acquired gender to be legally recognised. Sex can be changed on Bromcom on receipt of a gender recognition certificate. This guidance may change with updated guidance from RCT and if this scenario arises, the individual will be supported from the school, HR and if required, Occupational Health,

The school will collaborate with the individual to ensure that should this information need to be communicated with the pupils, community, governors and any other stakeholders, that this will be done in a way that respects the individual's wishes.

Members of staff can access a range of information and advice through:

- The senior leadership team
- Cwm Taf Morgannwg School Nursing Team
- LGBT+ Cymru (Counselling)
- Stonewall Cymru
- Switchboard.org.uk

## **Listening to Pupils, Staff, Parents and Others**

To do this:

- Children are encouraged to express their views during PSHE, Health and Wellbeing, RSE lessons and Circle Time, and through regular surveys including an Annual Pupil Questionnaire.
- The school hears the 'pupil voice' through the School Council and Eco Committee.
- The school actively seeks staff views and listens to staff concerns, for example through Team and Staff Meetings. The PERMA Well-Being Survey is carried out every year from Year 2-6. The results of which are analysed externally and action plans constructed and embedded into development plans.
- The school seeks the views of parents/carers through parent/teacher consultations, regular newsletters and regular surveys including an Annual Parents' Questionnaire.
- The school encourages, enables and hears the full range of views including those with disabilities by taking the advice of the Local Authority.

## **Equalising Opportunities**

Recognising that some of the groups covered in this policy are likely to be economically disadvantaged, the school:

- Ensures school uniform is affordable by avoiding expensive clothing. Items of uniform are sold by the school at close to cost price. Good quality second-hand uniform is given to some parents

/ carers at no cost. (Uniform Shop). Gender is not specified for any article of uniform or requirements in the Uniform and Appearance Policy.

- Avoids putting parents under unnecessary financial pressure by offering subsidies for certain activities, for example the cost of school trips and visits.
- Promotes the take-up of extra-curricular opportunities by making no charge for clubs run by the school. Attendance at clubs is monitored to ensure equality of opportunity.

## **TACKLING DISCRIMINATION**

Bullying and harassment on account of all protected characteristics are unacceptable and are not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Any incidents of discrimination and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body and Local Authority on a termly basis. All incidents are discussed with the Governor who leads on Safeguarding. Incidents are monitored to ensure that they are dealt with effectively. All incidents of discrimination or bullying will be recorded on MyConcern.

### **What is a Discriminatory Incident?**

Bullying and harassment on grounds of the protected characteristics or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
*'any incident which is perceived to be racist by the victim or any other person.'*

### **Types of Discriminatory Incidents That Can Occur Are:**

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, LGBTphobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.
- Ridicule of an individual for difference, for example food, music, religion, dress, etc.
- Refusal to co-operate with other people on grounds of any protected characteristic

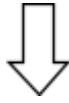
## **RESPONDING TO AND REPORTING INCIDENTS**

It should be clear to pupils and staff how they report incidents.

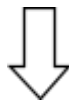
All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school, and ensure that incidents are reported and addressed swiftly and effectively.

The agreed procedure for responding and reporting is outlined overleaf:

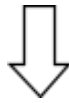
Incident



Member of staff to investigate further (if incident reported) or challenge behaviour immediately



Response to victim and family

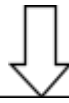


Response to perpetrator and family



Action taken to address issue with year group/school if necessary, e.g. through circle time/assembly

Incident to be recorded on MyConcern



Incident form to be completed and filed. Incidents to be reported to the Governing Body and Local Authority

## REVIEW OF PROGRESS AND IMPACT

The Plan has been agreed by our Governing Body. We recognise that the strength of this Policy depends upon ensuring that everyone is actively implementing it, and that gaps and the need for further development will arise from effective evaluation.

The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

The school has a rolling programme for reviewing policies and their impact. In-line with legislative requirements, we will review progress against our Equality Plan annually and review the entire Policy and accompanying Action Plan on a three year cycle. Completion and discussion of the Checklist for Staff and Governors below will inform the review, and pupils and parents will be consulted on how the policy is working and how it could be improved. All aspects of inclusion and equality will be reported via the school website and newsletters.

## PUBLISHING THE PLAN

In order to meet the statutory requirements to publish a Single Equality Plan, we will:

- publish our Plan on the school website.
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications.
- make sure hard copies are available.

Revised September 2025

Signed: Date: September 2025

Headteacher



Signed



Date: September 2025

On Behalf of the Governing Body