



*Dring yn uchel, dring yn uwch
Climb high, climb higher*

Equality Policy

Legal Framework

At Pontyclun Primary School we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by seven principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background (LAC and FSM), and in the kinds of barrier and disadvantage which people may face, in relation to:

Article 2

You have the right not to be discriminated against in any way



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- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both boys and girls
- people whatever their sexual identity

Principle 7: Measurable objectives.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the guided principles.



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Ethos and Organisation

We ensure the guided principles apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community

Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the Legal Framework:

- prejudices around disability and additional learning needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homo phobia

Staff are aware on how prejudice-related incidents should be identified, recorded and dealt with.

Roles and Responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the Governing Body has a watching brief regarding the implementation of this policy. The names governor is Mrs Millicent Phillips.

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The headteacher, Mr Hugh Roberts, is responsible for implementing this policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Senior members of staff have day-to-day responsibility of co-ordinating implementation of the policy.

All staff are expected to:

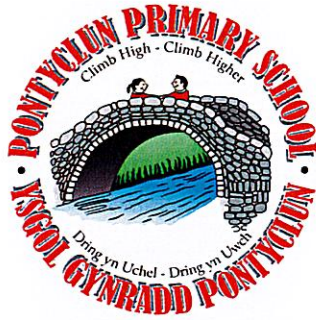
- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice- related incidents that may occur
- plan and deliver curricula and lessons that reflect the Guided Principles.
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Information

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and the governing body.



This Equality Policy/ Plan was ratified by:

The Policy Committee 4/3/24

Full Governors 6/3/24

Signed [Signature] Head Teacher Date 6/3/24

Signed [Signature] Chair of Governors Date 6/3/24

