

Rumney Primary School



Nurture, Inspire, Believe, Achieve

Equalities Policy

Headteacher: Mrs Eleri Williams

Chair of Governors: Mr David Baker

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to:

Article 1: Everyone under the age of 18 has the rights stipulated in UN Convention on the Rights of the Child;

Article 2: All children have rights;

Article 3: Everyone who works with children should always do what is best for each child;

Article 28: Every child has a right to an education;

Title:	Equalities Policy
Author:	Rumney Primary School
Owner:	Governing Body and Headteacher
Review date:	Every 3 years or as required

Revision History

<u>Revision date</u>	<u>Details of revision</u>	<u>Date adopted by Governing Body</u>	<u>Chair of Governors' Signature</u>
Nov 2023	Policy reviewed		



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Introduction

We recognise that British and Welsh society is made up of people from many different racial, cultural, national, socio-economic, religious, sexual orientated and linguistic backgrounds.

Our School

Rumney Primary School is situated on the east side of Cardiff with historically a settled population, although over recent years the mobility of pupils is increasing. The school currently has 428 pupils on roll from ages three to eleven; 48.9% of pupils are boys and 51.1% are girls. We have 23 teaching and 33 non-teaching staff (this includes full and part time staff).

Approximately 24% of pupils are eligible for free school meals, with just over 23% of pupils from ethnic minority groups. Whilst most pupils are from White British backgrounds (76.6%), other ethnicities include Indian (2.8%) Nigerian, White and Asian and White and Black Caribbean all at 2.3% each.

11.4% of our pupils currently speak English as an additional language. There are 24 different languages spoken by our pupils as their first language. English is by far the most prominent home language of pupils (88.5%), with Yoruba (1.6%) and Panjabi (1.4%) being two of the other most prominent languages. Other languages spoken at our school include Arabic, Kurdish and Urdu. No pupils come from homes where Welsh is the first language.

The different religions or beliefs represented in our school include: Christianity (28.7%), Muslim (7.9%), Sikhism (2.3%), Roman Catholic (9.1%) and other religions (3.7%). A minority of our families do not follow any religion (41.8%)

The school identifies that just under 4% of its pupils have additional learning needs as identified in the new ALN Act and consequently have personal Individual Learning Plans (IDP). A further thirty-nine pupils receive support from external agencies with an additional eighty-seven pupils having class-based Target Plans, meaning that they have individualised targets that are tracked and monitored closely.

As a school, we cater for pupils with a range of disabilities, including ASD, ADHD, hearing impairment and visual impairment. We are fully inclusive of all pupils.

94% of teaching and non-teaching staff are White British. We have one Teaching Assistant who speaks Urdu. 8.7% of our teaching staff speak Welsh as a first language.

We comply with the Local Authority Online Recruitment Policy and Procedure, which now monitors sexual orientation of staff, however it does not yet provide information to form a picture of our school. We are aware that we have parents in same sex relationships and LGBTQ+ members within our school community.

All of these people, their faiths, cultures, communities and languages, the school values equally.

Aims

We recognise and celebrate the fact that British and Welsh society is made up of people from diverse backgrounds and life experiences. It is important that all pupils are prepared to live in such a society.

The purpose of our Strategic Equality Plan (SEP) is to fulfill the duties to promote equality for people with 'protected characteristics,' and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies.

Through the equality improvement actions and strategically planned tasks detailed in this document, we aim to:

1. Eliminate discrimination, harassment and victimization;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We have based our Strategic Equality Objectives on local, regional and national priorities within education as well as feedback from engagement with our school community and our own school data. These actions are set out in the Strategic Equality Plan.

Objectives and Action Plans

Our chosen Strategic Equality Objectives are:

1. Ensure equality of opportunity and access for pupils and other stakeholders from protected groups;
2. Develop the quality and use of our equality monitoring and data collection;

3. Raise awareness of equality and diversity issues among pupils, staff and governors.

We have planned strategic tasks to enable us to meet these objectives. They are listed in the Strategic Equality Plan and cover all relevant protected characteristics. They describe how we are taking action to fulfill both the general and specific duties.

Scope

The policy applies to all full time, part time, job share, permanent, temporary and supply staff. It also applies to all pupils, parents / carers, service users and visitors to the school, in line with equality legislation and the school's legal responsibilities to promote equality in employment, education and access to services.

Equalities Summary Statement

At Rumney Primary School we aim to provide a happy, caring environment in which all children can feel confident and able to learn. We seek to foster an environment of mutual respect and support between all staff, pupils, parents / carers and the wider community.

Through our Strategic Equality Plan (SEP) we will fulfill the duties to promote equality for people with 'protected characteristics', and embed fairness and equality at the heart of our school community and in all aspects of our school plans and policies. 'Protected characteristics' refer to the following groups: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The protected characteristics of age and marriage and civil partnership only apply to schools as employers, but not in relation to their provision for pupils.

Our school is committed to eliminating any unlawful discrimination on grounds of age, race, gender, transgender, religion or belief, disability or sexual orientation, pregnancy or maternity and marriage or civil partnership, by creating an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice we promote a positive attitude towards differences and expect respect for people of all backgrounds.

Stereotyped ways of thinking are the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored. Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity-based incidents and bullying will be recorded on My Concerns under the LA agreed categories, which the LA collect and analyse on a termly basis.

Responsibilities

Leadership and Management

Commitment

The Governing Body and management of Rumney Primary School will work with all its partners to be proactive in promoting equal opportunities, fostering good relations between all the protected characteristics and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible as indicated in the school's Vision Statement and this Equality Policy.

Governing Body

The Governing Body is responsible for ensuring that the school complies with Equalities Act 2010 and fulfils its legal responsibilities. In collaboration with the Headteacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented. The Governing Body has a group of Governors with overall responsibility for Equality and will raise issues within full Governing Body meetings. These governors are: Mrs Caroline Derbyshire, Mrs Tara Fowler and Ms Jennie. Williams.

Headteacher

The Headteacher is responsible for:

- Ensuring that the Equality Policy is readily available, along with related policies, for example the anti-bullying policy and that governors, staff, pupils and parents / carers are made aware of its existence;
- Making sure the policy and its procedures are followed;
- Producing regular information for staff and governors about how the policy is working, and providing training for them on the policy if necessary;
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of harassment and discrimination;

- Making sure the Equality Policy is regularly monitored and reviewed.

The named person with responsibility for dealing with reported incidents of unlawful discrimination is the Headteacher.

Staff and pupils are aware of whom the named person is. The named person ensures that all reported incidents are recorded on My Concern.

The Equalities lead is the Headteacher.

The lead person ensures that the school regularly reviews and evaluates all policies and practices in relation to Equal Opportunities, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equality and good relations between all groups;
- Keeping up to date with the law on discrimination, and taking up training opportunities;
- Striving to provide images and lesson plans that show positive images of and are inclusive of people from the protected characteristics.

Issues related to the equalities agenda are addressed via the implementation of the Health and Wellbeing AoLE and Relationships and Sexuality Education (RSE) Framework. This develops attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge all forms of unlawful discrimination.

Effective realisation of the vision described in the Health and Wellbeing AoLE, is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them. Also, through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work.

Information gathering and engagement

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance, so it needs to be detailed enough to enable us to measure how we are delivering on equality duties. The information also helps us to do accurate impact assessment and identify which of the school's aims have been achieved and what we need to do better.

Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different protected characteristics. We take particular steps to ensure disabled children and young people, parents and carers are involved as is their entitlement. The reason that this progress is important is to understand the full range of needs of the school community.

The Equalities Policy will be updated by the school on an annual basis, in order to include accurate data relating to the whole school community. The strategic equalities objectives will be monitored termly and evaluated on an annual basis by the headteacher/ SLT, in line with the school's School Improvement Plan.

As a school we are fully committed to inclusive practice. To this end, we will continue to engage and consult with our whole school community on issues relating to further developing our practice.

Publication and reporting

The school publishes the Strategic Equality Plan on our school website. It is available in large prints and other formats on request. The school prospectus includes a reference to the Strategic Equality Plan and the values underpinning it.

We will report and publish annually on the progress made against our chosen strategic equalities' objectives and the impact of the Plan itself on school ethos and practice within the school. A synopsis of our annual report will be included in the Governors' Annual Report to Parents.