



Equal Opportunities Policy

July 2022

Version	1
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Responsible Officer	Deputy Headteacher

Promoting race equality, good race relations and eliminating racial discrimination across areas of school activity. The policy has been updated in line with the Gender Equality Duty (April 2007).

1. Admissions and Attendance

1.1. Admissions

Admissions and transfer criteria have been assessed for any potential disadvantage to pupils from particular racial and ethnic groups. Our admissions and transfer criteria and interviews are fair and equal for all and do not detrimentally affect any racial or ethnic groups. Information about all pupils' ethnicity, home language and religion is collected through admission forms and entered on the school database. Admissions are monitored by ethnicity to ensure that the procedure is administered fairly to all pupils.

1.2. 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. We monitor attendance by ethnic group and take action to reduce any identified differences between groups of pupils (e.g. by following up absences, telephone calls, home visits and involving the Education Welfare Service). Staff who follow up absence are aware of and sensitive to relevant cultural and religious issues.

We recognise pupils' and right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

2. Attainment, progress and assessment

2.1. Attainment and Progress

Our aim is to ensure that all pupils achieve to their full potential. We value all forms of personal and academic achievement. We monitor individual pupils' attainment and progress for signs of underachievement, and we use ethnic monitoring to identify any differences between the performance of ethnic groups. Any disparities are addressed through planned and targeted support.

2.2. Assessment

We take care to ensure that all pupils are appropriately supported in assessments, and that minority ethnic pupils, those for whom English is an additional language, Traveller and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support.

2.3. Special Educational Needs

We make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, Traveller and refugee and asylum seeker children. We make every effort to ensure that all pupils with special educational needs receive appropriate support.

3. Racism, Racial Harassment, and Schools' Ethos

3.1. Racism, Discrimination, and Harassment

We are opposed to all forms of racial prejudice, harassment, and discrimination. Racist language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's Racial Harassment Policy and LEA guidelines on Dealing with Racist Incidents. Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's discipline and grievance procedures. The school works closely with the LEA and other partners to address racism within the school and the local area.

3.2. Celebrating and Catering for Diversity

We take every care to ensure the specific cultural and religious needs of all groups are addressed in school by celebrating diversity. 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.

3.3. Preparation for Life in a Multi-Ethnic Society

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 and community relations to prepare all pupils for life in a multi-ethnic society.

4. Behaviour, Discipline, and Exclusions

4.1. Behaviour and Discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour. The school recognises that social and cultural background may affect behaviour and takes this into account. Incidents of a racist nature are dealt with firmly and consistently and all allegations or racial harassment or provocation are fully investigated.

4.2. Exclusion

We take proactive steps to prevent exclusion and permanent and fixed-term exclusions are monitored by ethnic groups to identify patterns or trends between groups. Any disparities identified are addressed by targeted action. The school uses a range of strategies for integrating long-term absentees and excluded pupils, which address the needs of all pupils.

5. Personal Development and Pastoral Care

5.1. Pastoral support

Our pastoral support takes account of religious and ethnic differences and the experiences of Traveller, refugee and asylum seeker children. Victims and perpetrators of racist incidents are always counselled, and pupils are taught ways of responding appropriately to racist incidents.

5.2. Support for Traveller and EAL pupils

We provide appropriate support for Traveller pupils and those for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

5.3. Careers and Work Experience

We encourage all pupils to consider the full range of work experience, career and post-16 options to ensure there is no stereotyping of ethnic or racial groups. Work placement providers are required to provide evidence of their commitment to equality and to challenging racism. [This will include nurseries who offer placements]. Support is offered to any pupil who experiences racism or racial harassment whilst on work experience and, in cooperation with Careers Wales, action will be taken to ensure that it doesn't recur. Work experience opportunities are monitored by ethnic group.

6. 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 challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality, and injustice to help them identify and challenge racial discrimination.

7. Curriculum

7.1. Promoting Cultural Diversity through the Curriculum

We provide cultural diversity in all curriculum areas through teaching a balance of positive, culturally diverse content. Principles of equality and respect for people of different racial and ethnic groups are present throughout the curriculum and pupils are given opportunities to explore issues of identity, equality and racism in the appropriate curriculum areas. We evaluate the appropriateness of the curriculum for pupils of all groups and monitor its effectiveness in promoting understanding of diversity.

7.2. 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, and by differentiating work appropriately.

7.3. Resources

Our resources and displays portray positive images of a range of peoples and cultures. Appropriate resources are purchased to meet the needs of individual pupils including those for whom English is an Additional Language, Travellers and refugee and asylum seeker children. Resources and displays are regularly reviewed and upgraded, and we use a variety of resources to challenge stereotypes and racism across the curriculum.

7.4. Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

8. Staff Recruitment and Professional Development

8.1. Recruitment and promotion

All governors and staff involved in recruitment and selection are trained in how to ensure and avoid racial discrimination in the recruitment and selection process. Applications and details of staff in post are monitored by ethnicity and this data is supplied to the LEA on an annual basis.

People from all sections of the school community are encouraged to stand for election to the governing body and under-represented groups are considered for co-option.

8.2. Professional Development

All staff are encouraged to develop and achieve their full potential. Initial and ongoing training of all staff and governors address issues of race equality, cultural diversity and the needs of pupils for whom English is an additional language, Travellers and refugee and asylum seeker children. Access to opportunities for professional development are monitored and evaluated by ethnicity.

9. Partnerships with Parents, Carers and Communities

9.1. Parents, Carers, and the Wider Community

We endeavour to draw on the expertise, skills, and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents and carers are always informed of specific racist incidents. Parents and carers of all racial and ethnic groups are encouraged to participate in the life of the school and steps are taken to encourage greater involvement of under-represented group. On request, information for parents is produced in user-friendly language and accessible formats. Where necessary, Welsh, Braille, community language translation and interpretation are used to communicate and consult with parents and carers.

9.2. School premises

School premises are available for use by all ethnic and racial groups in the locality.

9.3. Contractors and service providers

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.