

Sully Primary School

Ysgol Gynradd Sili

Equality Policy

Date of ratification: October 2020

Date of Review: October 2022

At Sully 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, disability, ethnicity, gender, religion, pregnancy/maternity and sexual identity. In fulfilling the legal obligations cited above, we are guided by the following 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, ie whether they are heterosexual, lesbian, gay, bisexual or transgender (LGBT)
- whatever their age
- whether or not they are pregnant

Principle 2: We recognise and respect difference

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

- 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, women and men, and transgender individuals, are recognised.
- religion, belief or faith background
- sexual identity
- age
- pregnancy and maternity

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, transphobic, biphobic and homophobic harassment.
- mutual respect and good relations between people of different ages.

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:

- 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.

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 and transgender individuals.
- people of different sexual orientations.

Principle 6: We consult and involve widely

Where possible we consult with members of the community with these protected characteristics.

Where this is not possible we consult with the LA Advisors (eg Lead Professional for Ethnic Minority Achievement).

Principle 7: 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, girls and boys and transgender individuals
- gay and bisexual people as well as straight.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to disability, ethnicity, religion, culture and gender in accordance with the LA requirements. We also monitor the achievements of each group of children to ensure that every child reaches their full potential. Our current priorities are included in our accessibility plan attached to this document.

The principles mentioned above apply to all of our policies, including our curriculum policies.

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.
- The headteacher is responsible for implementing the 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.
- A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with and report any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the principles above
- support pupils in their class for whom English is an additional language (See Ethnic Minority Achievement Policy)
- keep up-to-date with equalities legislation relevant to their work.