

Libanus Primary School



Strategic Equality Plan

A greener place to live, work and visit
Man gwyrddach i fyw, gweithio ac ymweld



(This policy should be read in conjunction with the Anti-Bullying, Collective Worship and Assembly, PSE, Inclusion, Behaviour and Safeguarding policies)

Introduction

All public bodies listed in the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 are required to meet the duties under those regulations by:

- eliminating unlawful discrimination;
- promoting equality of opportunity;
- promoting good relations.

From April 2012, all maintained schools must have a Strategic Equality Plan in place in order to comply with these regulations. The Equality and Human Rights Commission (EHRC) is responsible for enforcing the Act and EHRC (Wales) are also responsible for monitoring compliance with the Welsh Government's statutory duties in Wales, which applies to all public bodies, including Local Authorities, schools and Governing Bodies. Libanus Primary School fully endorses the Local Authority's corporate equalities statement. This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

The 'Respect and Resilience: Developing Community Cohesion' (2016) document sets out the role that schools have in developing and supporting strategic approaches to promoting and maintaining community cohesion and preventing violent extremism.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religion or beliefs or non-belief, pregnancy and maternity, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Libanus Primary is opposed to all forms of prejudice and discrimination and recognises that pupils have different needs, requirements and goals.

We will promote good relations and mutual respect within and between our pupils, staff, governors and the parents, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religion or belief or non-belief, pregnancy and maternity, language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

The school recognises that Wales and the United Kingdom have diverse societies made up of people from many different backgrounds. It is important that all children and young people are adequately prepared to live in such a diverse society.

In our school we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of school life. We do this by:

- creating an ethos in which children and young people and staff feel valued and secure;
- building self-esteem and confidence in our children and young people, so that they can use these qualities to influence their own relationship with others;
- having consistent expectations of children and young people and in their learning;
- removing or minimising barriers to learning, so that all children and young people can achieve;
- ensuring that our teaching takes into account the learning needs of all children and young people through our schemes of work and lesson planning;
- identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- making children and young people and staff confident to challenge prejudice and aggressive behaviour;
- challenging stereotypes and promoting positive images;

Local Context

Caerphilly County Borough Council is required to report on the number of bullying incidents and also how many of those incidents were due to discrimination of some kind. It is also required to record the number of incidents that resulted in further action. Discriminatory actions and attitudes, especially in very young children, may occur without any malicious intention or understanding but this does not make the effect of these actions any less damaging or acceptable. Taking a sensitive approach, Libanus Primary School has a duty to children to help them understand and take responsibility for the consequences of their actions.

The governing body is responsible for ensuring that the school complies with Equalities legislation and that the Schools Strategic Equality Plan is adopted and implemented. It should also have clear links to the school's Anti-Bullying and other appropriate policies.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Pupils who are pregnant or have just given birth

Where appropriate, Libanus Primary School works closely with a number of organisations who deal with Equalities issues; e.g. Gwent Education Multi-Ethnic Service (GEMS), Umbrella Cymru, Prevent, Stonewall Cymru, Disability CanDo and the Caerphilly Access Group, Show Racism the Red Card, the All Wales School Liaison Core Programme (AWSLCP) delivered by Gwent Police. These Services provide advice, support and guidance on equalities issues in schools. In addition, the Local Authority has an Equalities and Welsh Language Team who deal with Equalities

issues corporately and they are based in the Corporate Policy Unit. Taken together, this means that the Local Authority and partner organisations can:

- work with internal and external partners to raise awareness of policy and procedures in relation to equalities;
- work in partnership with parents from all groups to ensure that they are actively involved in their children's learning and development;
- promote active involvement of local minority communities in school and community life;
- offer awareness raising training on all aspects of equalities to school based staff and Governing Bodies;
- support schools to ensure that parents and carers have access to their strategic equality plan and anti-bullying policy.

Pupil Voice

Understanding the fundamental concept of equality is a crucial part of educating children to live in a modern society. The school recognises the importance that all agencies involved in the education of children and young people undertake an integrated approach to consultation. The views of children and young people will be sought and taken into consideration when decisions about educational experience are made.

Monitoring, Evaluation and Review

Responsibilities

The role of the Local Authority

The Local Authority will monitor progress at school and other educational settings:

- by monitoring Schools Strategic Equality Plans;
- through analysis and effective use of relevant data;
- through annual review and development programmes;
- by LEI Service staff and GEMS visits and reports;
- through annual planning in partnership meetings held between schools and LEI Service staff;
- through Estyn inspection findings and independent reviews.

The role of Governors

- The Governing Body has set out its commitment to equalities by approving and adopting this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their individual needs and circumstances.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on any grounds.
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Governors welcome all applications to join the school, whatever a child's individual or family background.
- The Governing Body will ensure that no child is discriminated against whilst in the school.

The school's Governing Body will monitor the impact of its policy by:

- monitoring the strategic equality plan;
- through analysis and effective use of relevant data;
- reports from outside agencies;
- monitoring and evaluation policy and procedures.

The role of the Headteacher

- It is the Headteacher's role to implement the School's Strategic Equality Plan and is supported by the governing body in doing so;
- It is the Headteacher's role to ensure that all staff are aware of the School's Strategic Equality Plan, and that teachers apply these guidelines fairly in all situations;
- The Headteacher ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities;
- The Headteacher promotes the principle of equalities when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life;
- The Headteacher will treat all incidents of unfair treatment and any incidents of bullying due to discrimination, with due seriousness.

The role of all staff (teaching and non-teaching)

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the School's Strategic Equality Plan;
- All staff will strive to provide material that gives positive images and challenges stereotypical images;
- All staff will challenge any incidents of prejudice, whether that is racism, homophobia, disability-related or other, and record any incidents, drawing them to the attention of the Headteacher;
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

What is a 'discriminatory' incident'?

The most obvious forms of such incidents in schools are of course physical or verbal bullying of other pupils or staff, but discriminatory behaviour may not always be accompanied by such overt expressions of prejudice or intolerance: such behaviour may also take the forms of deliberate and continued ignoring of someone, not allowing someone to join in with games at lunchtimes, not sharing and other more covert exclusionary practices. The MacPherson Report (1999), which dealt with racism specifically, noted that racism "in its more subtle form...is as damaging as in its overt form". The Stephen Lawrence Inquiry Report, again focusing on Race issues specifically, defined a 'Racist Incident' as: "Any incident, which is perceived to be racist by the victim or any other person".

This definition when used for one issue such as racism, or in the wider context of discrimination, empowers both the victim and/or any other person who perceives an incident to be discriminatory to report it. This broad and non-prescriptive definition is

designed to ensure that more incidents are reported as under-reporting of such incidents has been recognised as a serious problem in dealing with discrimination.

The school will take this approach to tackling discrimination with all aspects of equalities identified in this policy.

Recording Incidents

The recording of these incidents in school is of particular importance in order to tackle negative behaviour at an early stage. The school has the specific duties to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- promote good relations between people of different groups.

The school strategic equality plan should include guidelines for tackling discrimination and schools should have a procedure in place for recording and logging any such incidents. All incidents are recorded on the proforma provided by the Directorate of Education, Lifelong Learning and Leisure. A summary form of all recorded incidents during the preceding term is sent to the local authority each term. This includes 'Nil Return'.

Learning, Education and Inclusion Service undertake collation of the incident report forms. All reports are treated as confidential, bearing in mind the need to involve partner organisations in certain cases where intervention may be required (e.g. the Police, partners from the voluntary sector etc).

Each term, during clerked meetings, the includes any information of any incidents that may have occurred during the previous term. As part of the report, the provides a verbal report on the context of the incident. Names of children or any identifying information is not included in the report.

Visitors and contractors working on site

Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on equality and incidents of a discriminatory nature.

Consultation

This plan was developed in consultation with the following:

- Staff;
- Children and young people;
- Parents;
- Governors;
- Community Groups/Representatives;
- Caerphilly County Borough Council;
- Partner organisations from the voluntary sector.

Communication

The School's Strategic Equality Plan is:

- published in the school prospectus;
- published on the school website;
- available on request for anyone who wishes to have a copy;
- Available in the school reception area.