



Ysgol Penglais School

# Equality, Equity and Diversity Policy

Signed:

A handwritten signature in blue ink, appearing to be 'SUS'.

**(Chair of Governors on behalf of the Governing  
Body)**

**Date: 21<sup>st</sup> June 2022**

**Date to be reviewed: June 2025  
(by the Full Governors meeting)**



The Equality Policy for Ysgol Penglais School is a single policy for all protected characteristics covered under the Equality Act 2010. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex. This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

## 1. Abstract

Ysgol Penglais is an inclusive school where we focus on the wellbeing and progress of every student and where all members of our community are equally respected and valued. We are proud of our school community, in which all members have the right to be treated and valued equally regardless of race, class, gender, sexual orientation, religion or the challenges of disability or disadvantage. We believe that diversity is a strength, which should be respected and celebrated by everyone in our school community. Ysgol Penglais is opposed to all forms of prejudice and discrimination. Our ethos is reflected in our school vision:

*Ysgol Penglais School is a happy, ambitious and high achieving school where everyone is respected and valued. We are a strong community where everyone cares for each other, knowing that only through collaboration and respect will we achieve and become our very best. The school is vibrant with students and staff co-operating, learning, thinking and working hard. We recognise that overcoming challenges is key to success and by developing bravery, confidence and resilience our students will become successful citizens of their communities, Wales and the world.*

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good respectful relationships. We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We will also ensure that we continue to work to reduce and remove disadvantage and underachievement in our school community. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Our Equality, Equity and Diversity policy is inclusive of the whole school community – students, staff, parents, guardians, governors, visitors and external agencies – with whom we are engaged.

## 2. School context

Ysgol Penglais is a large, English-medium comprehensive school with a school student population of 1,116, including 255 in the 6<sup>th</sup> form. The gender balance is fairly even with 49% male and 51% female although in the 6<sup>th</sup> form there are 47% male and 53% female. We are aware that a proportion of students do not identify with a gender however this is not officially recorded currently.

Students identify in 37 different ethnic groups, with 83% identifying as White, 7.8% identify as Asian; 1.7% as Black; 5.7% as mixed; 0.2% identify as a traveller or from the Roma community and 1.9% not giving information.

36 different languages are spoken as a first language within the school. 11.2% of students speak English as an Additional Language with 2.4% within the three early stages of language acquisition.

5.1% of students speak Welsh as a first language and a further 11.1% identify as speaking Welsh fluently. 32.3% say that they cannot speak Welsh at all and a further 47% state that they cannot speak Welsh fluently. 4.5% did not respond.

12% of our students are on the new Additional Learning Needs (ALN) code, 6.4% male and 5.6% female. 1.8% have a statement of additional learning needs, 6% are School Action and 5.6% are School Action Plus. Ysgol Penglais has two specialist provisions for students with high levels of needs – the Learning Support Centre (LSC) and the Hearing Resource Centre (HRC). There are 10 students in the LSC and 5 full-time students in the HRC and 6 others who access on a part-time basis.

There are 29 students who are young carers and 10 students who are looked after.

In 2019, 10.4% of our student were receiving Free School Meals (FSM), however following the pandemic this has increased to 14.4%. The Welsh Government's new measure of students who have been on the FSM register for the last 6 years increases this figure to 17.3%. This is in line with both county and national average numbers.

*Data are from the January 2022 census.*

## 3. Aims

Ysgol Penglais aims to:

- foster a community where all students and staff are accepted and cared for as individuals who are equally valued and respected, regardless of race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership, ability, or the challenges of disability or social or financial disadvantage (henceforth 'protected characteristics')
- encourage, support and challenge all students and staff to achieve their full potential
- develop a shared understanding and acceptance that some students and staff require different support, provision and challenge to ensure equity of outcome
- offer a wide range of experiences and celebrations for students and staff which are reflective of our diverse community
- eradicate any prejudice or discrimination which may limit any individual's happiness, achievement, ambitions or contribution to the community



- ensure that all students, staff, parents/carers and governors understand equality, equity and diversity and are appropriately trained and informed to support and develop the equalities programme

#### **4. How we plan to meet our aims**

##### *4.1 Curriculum*

The Penglais Curriculum incorporates the principles of equality, equity, inclusivity and diversity in order to promote positive attitudes and realise the Four Purposes (as defined in the curriculum policy) in the following ways:

- all students have access to mainstream curriculum
- the curriculum builds on students' starting points and is differentiated for students with English as an Additional Language (EAL), ALN, and those with protected characteristics, as appropriate
- the content of the curriculum is built on five key principles that include the specific principles of Wellbeing & Positivity and Inclusivity
- the content of the curriculum of all Areas of Learning and Experience (AOLE) reflects and values cultural diversity
- all AOLE contribute to the ethical, social, moral, spiritual and cultural development of all students
- the curriculum encourages students to explore bias and to challenge prejudice and stereotypes
- the delivery of the curriculum fosters healthy and respectful peer-to-peer communication and provides an environment which challenges perceived limits based on all protected characteristics
- the choice of curriculum resources reflect a diversity of all protected characteristics
- extra-curricular activities provide opportunities for the range of interests and capabilities of students
- whole school events and productions are designed to include the whole-school community

##### *4.2 Teaching and Learning*

Equalities issues are actively incorporated in classroom practice at Ysgol Penglais, as per our Teaching and Learning Handbook:

- all students are encouraged to become responsible for their own learning
- teachers know their students and plan lessons according to the needs of the students in the class
- all teachers proactively take steps to ensure that the classroom is an inclusive environment in which all students feel safe in participating, making mistakes, and where all contributions are valued
- all students are encouraged to question, discuss and collaborate in problem solving tasks
- students work collaboratively and respectfully with all other students in the classroom and teachers plan carefully to enable opportunities for different students to work together
- teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities



- teaching and learning resources and displays reflect the experience and background of students, promote diversity and challenge stereotypes in all curriculum areas
- all resources are reviewed regularly to ensure they reflect the inclusive ethos of the school
- supporting and valuing students who are bilingual, or for whom English and/or Welsh is not their first language

#### *4.3 Attainment and progression*

Our aim is to ensure that all students achieve the highest standards. Ysgol Penglais will monitor all achievement and progress in order to offer every student the best possible educational opportunities. Student achievement is monitored by formal and informal procedures. It is analysed by gender, FSM status, ALN, Looked After Children (LAC) and ethnicity. Our policy is underpinned by an appreciation and understanding of how protected characteristics impact on learning. In order to monitor and evaluate our equalities policy comprehensively we will:

- promote the involvement of parents/carers, Governors, students, teachers, other non-teaching colleagues and the whole school community in supporting and developing an equalities programme
- address any pattern of underachievement of a particular group through targeted curriculum planning, teaching and support
- encourage all students to take responsibility for their own learning through regular reflection on their progress
- use assessment systems and procedures that are free of gender, racial, cultural and social bias, avoiding stereotypical responses
- ensure access to information for parents/carers who do not have English as a first language
- ensure progress reports to parents are accessible and appropriate, in order to ensure all parents/carers have the opportunity to participate in the dialogue
- recognise and value all forms of achievement

#### *4.4 Attitudes and environment*

Ysgol Penglais celebrates diversity and promotes inclusivity. The school promotes positive approaches to difference, fostering respect for people and property. Language or behaviour that is racist, sexist, homophobic, religiously discriminatory, xenophobic or potentially damaging to any minority group will not be tolerated.

Within our school:

- there is high expectation of all students with regard to behaviour and attendance
- all forms of discrimination related to protected characteristics are recorded, monitored and dealt with in line with our Positive Behaviour Policy and Anti-bullying and Kindness Policy
- students, staff and parents/carers are aware of procedures should incidents of discrimination arise and all staff operate consistent systems of rewards and discipline
- we work in partnership with parents/carers and the community to tackle specific incidents of harassment and to develop positive attitudes to difference. Visitors to the school are required to adhere to our Equality, Equity and Diversity Policy



- staff receive training and are encouraged to explore their own views and attitudes to difference and to monitor their practice in relation to our Equality, Equity and Diversity Policy. Adults in school take care to lead through example, demonstrating high expectations of all students.
- it is recognised that cultural background may affect attitudes, opinions and behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour.
- students are encouraged to become independent and to take responsibility for their own behaviour.

#### *4.5 Use of Language and communication*

Ysgol Penglais recognises that prejudice and discrimination can be formed and reinforced by the language we use. We expect everyone to use language that respects and includes everyone. If such an effort is not made, language may instead discriminate against and exclude people from aspects of school life. Discrimination through language, like other forms of discrimination or harassment, is unacceptable and may also be unlawful. We recognise that it is important that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes
- does not intentionally offend and cannot be perceived to be offensive
- creates and enhances positive images of all members of our community, including those with protected characteristics
- recognise the individuality and background of all members of the school community

Any complaints about the use of discriminatory language will be treated seriously. Stakeholders are expected to be aware of the impact their language may have upon others.

Everyone has the right to fair and equal access to information. Ysgol Penglais will actively take steps to ensure that communication/information is accessible by removing barriers for stakeholders so that everyone has fair and equal access to communications/information. We will endeavour to make any reasonable adjustments that may be necessary to enable all students, parents/carers and all stakeholders to access information in an accessible format.

#### *4.6 Admissions, attendance, exclusions*

Our Positive Behaviour Policy, Anti-Bullying and Kindness Policy, Exclusion Policy and Attendance Policy take full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustment for students with a disability or ALN.

In order to promote equal access to learning experiences for all students, Ysgol Penglais will monitor patterns of exclusion and attendance including information on gender, ethnicity, ALN, FSM, and LAC and take prompt action to address concerns. Comprehensive information about student ethnicity, first language, religion, ALN, and disability is included on all admission forms.



#### *4.7 Recruitment, employment, Professional Learning*

All staff, including non-teaching and part-time staff, are given equal status and equity of support to ensure that they can adhere to and live by the Equality, Equity and Diversity Policy. This is addressed as follows:

- the induction of new staff addresses issues of equality, equity and diversity
- staff training, handbooks and policies include equal opportunities issues
- all members of staff have access to Professional Learning which will enable professional development in this area
- recruitment and selection procedures are fair and equal
- staffing aims to reflect ethnic and gender diversity at all levels
- the skills of all staff members are recognised and valued, and staff are encouraged to share their knowledge
- the provision of a wide range of role models that reflect the diversity of the local and wider community

Ysgol Penglais refers to the Local Authority's equal opportunities policy in respect of recruitment and employment:

"Ceredigion County Council is committed to equality of opportunity and fair treatment of both current and potential employees. Equal opportunities and anti-discrimination measures are promoted throughout the whole recruitment and selection process. In addition to the ethical and effective business case reasons that support an equal opportunities approach, we are also open to legal challenge. It is therefore vital that our selection and interviewing processes are fair and objective.

Valuing the differences between people and understanding the positive benefits of employing a diverse range of talented people is crucial. A positive approach to diversity allows managers to select the best person for the job based on merit alone and free from bias on the grounds of factors that are not relevant to the person's ability to do the job. It is essential to be aware of the legal requirements that underpin the recruitment and selection process."

#### *4.8 Policy, leadership, management*

The policies at Ysgol Penglais reflect a commitment to equal opportunities throughout the school:

- the leadership team of the school and the Governing Body set a clear ethos which reflects the school's commitment to all its students and staff and ensure that the ethos of equality and equity is both explicit and practised
- teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community
- all staff are consulted in the decision-making process
- additional grants and resources (such as those for ALN or EAL students) are appropriately targeted and monitored
- we maintain access to nearly all parts of the school building for students with physical disability.

The Headteacher is the named senior member of staff responsible for equal opportunities in the school.



## 5. Recognising and dealing with incidents

When incidents of a discriminatory nature occur, it is our collective responsibility to challenge and intervene positively.

Incidents of discrimination may be:

- a student towards another student
- a student towards a member of staff
- a student towards a parent or member of the public
- a member of staff towards a student
- a member of staff towards another member of staff
- a member of staff towards a parent or member of the public
- a parent or member of the public towards a student
- a parent or member of the public towards a member of staff

Actions which are clearly unacceptable and/or may be perceived as hurtful including:

- derogatory and discriminatory name-calling, insults, comments and jokes
- discriminatory graffiti or any other written insult including text messages, websites and social networking sites
- provocative behaviour such as wearing discriminatory badges or insignia
- bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory or designed to diminish, including pornography
- attempts to recruit others to organisations and groups practising discrimination
- making threats against a person or group
- offensive and/or hurtful actions against a person or group
- physical assault against a person or group
- unwelcome suggestions or physical contact including sexual assaults in all its forms
- any other instances of discriminatory behaviour

Any or all of these actions will be seen as particularly serious when the perpetrator is in a position of power or authority over the victim.

### *5.1 Framework for staff dealing with discrimination*

It is important to explain to the perpetrators why their actions are regarded as derogatory and/or discriminatory. The nature of the incident should be considered when deciding on a course of action. For example, it may require action relating to one individual, a larger group or even an entire year group.

Staff will need to use their judgement as to the context of addressing the issue. If appropriate and possible, discussion with other colleagues is often helpful.

### *5.2 Dealing with incidents*

Coherence and consistency of practice are essential for effective action. The following are practical suggestions for dealing with discriminatory incidents:





- challenge the perpetrator(s) in a non-confrontational manner
- remove the perpetrator(s) from the lesson/situation
- establish the nature of the incident by obtaining a written statement from the perpetrator(s) and from those suffering the incident (the victim). Other witnesses may also be requested to provide written statements
- explain in detail to the perpetrator(s) the wrong done
- take appropriate action as determined by the nature of the incident. If needed, refer to Head of Year/SLT (see section 5.3).

### *5.3 Follow-up and resolution of incident*

All discriminatory incidents will be recorded on an incident form (moving to electronic version during 2022-23) by the member of staff. This will be referred to Head of Year/SLT member as appropriate and further consequences applied as necessary. Parents will be informed and, if appropriate, a meeting will be organised. Students and parents of victim must be informed of the outcome of the incident and offer of restorative conversation if appropriate.

In all serious incidents, the Headteacher and Governors should also be informed.

### *5.4 Criteria for monitoring and evaluating discriminatory practices*

Discriminatory incidents within Penglais must be examined within the general context of the school's behavioural patterns. In order to evaluate discriminatory behaviour, the school will need to monitor:

- the frequency of such incidents
- evidence of change following action taken
- evaluating the information available to identify any evidence of trends
- assessing the information relative to our perceived view of the frequency and nature of discriminatory incidents

## **7. Roles & responsibilities**

The Head Teacher:

- Demonstrates responsibilities under the Equality Act 2010 and has responsibility for equality and equity within the school.
- Ensures that all relevant parties are aware of their responsibilities and trained to meet their responsibility in implementing the policy.
- Ensures that the policy is implemented effectively and manages any day-to-day issues arising from the policy, whether for students or for the school as an employer.
- Takes appropriate action when policies are not adhered to.
- Ensures recruitment, selection and promotion of all staff (teaching and support), reflects fair and safer recruitment procedures.
- Publishes results of monitoring and evaluation of the impact of the Equality, Equity and Diversity Policy in the Headteacher's report to governors.



- Ensures that the voice of all stakeholders including parent/carer voice, pupil voice and staff voice is taken into account when making decisions for the school.

#### The Governing Body:

- Ensures that the school complies with all relevant equalities legislation, in particular the Equality Act 2010.
- Ensures that this policy and its procedures and actions are carried out.
- Supports the head teacher in implementing the equality objectives.
- Evaluates and reviews the equality objectives annually.
- Assesses the potential impact upon equalities of decisions made.
- Reviews this policy and data relating to it as an annual item on the governing body agenda.

#### The Senior Leadership Team:

- Has responsibility for supporting other staff in implementing this policy.
- Identifies good quality resources and Professional Learning opportunities to support implementation of the policy.
- With the head teacher, provides advice/support in dealing with any incidents/issues.
- Evaluates and reviews the objectives annually.
- Ensures the curriculum promotes students' awareness of equality, equity and diversity issues.
- Analyse data to monitor and assess performance of all groups of students in their remit e.g. attendance, achievement, behaviour
- Be aware of equality, equity and diversity issues and monitor the impact of such issues on their work

#### All school staff:

- Accept that this is a whole school issue and support the equal opportunities policy.
- Share responsibility for disseminating this policy and setting high standards.
- Make known any queries or training requirements.
- Promote equality, equity and diversity through teaching, pedagogy, curriculum, and the learning environment and through relations with students, staff, parents and the wider community.
- Know how to deal with incidents of concern and how to identify and challenge bias and stereotyping.
- Know procedures for reporting prejudice driven behaviour, including incidents of discrimination on the basis of protected characteristics or any other grounds.
- Do not discriminate on the basis of protected characteristics or any other grounds.
- Keep themselves up to date with relevant legislation and attend training and information events organised by the school or local authority.
- Ensure that all students have the opportunity to take part in all activities and have access to the full curriculum.
- Support the implementation of equality objectives through key action points.

#### Parents/Carers:

- Have access to the policy.
- Are encouraged to support the policy.



- Have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy.
- Have the right to be informed of any incident related to this policy, which could directly affect their students.
- Are informed of objectives, published annually.

Students:

- Are made aware of the relevant parts of the policy, appropriate to age and ability.
- Are expected to act in accordance with any relevant part of the policy.
- Experience a curriculum and environment that is respectful of equality, equity and diversity, and which prepares them well for life in a diverse society.
- Understand the importance of reporting discriminatory behaviours on the basis of protected characteristics or other personal or family motivated incidents.
- Understand their role in supporting the implementation of relevant equality objectives.

Visitors

- Visitors and contractors are responsible for complying with the school's policy which is shared on the school website – the head teacher deals with non-compliance.