



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

EQUALITY POLICY

Wayne Murphy, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



' Opening Doors To The Future ' ' Agordrysau'r dyfodol'

Original Completion Date

January 2015

Author

Wayne Murphy, Head teacher

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:
.....

Head teacher

Signed: Date:
.....

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Missions Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

**GREENFIELD SCHOOL STRATEGIC EQUALITY PLAN
EQUALITY OBJECTIVE**

Objective	To continue to reduce the number of discriminatory bullying incidents in the school.
Outcome	Pupils and staff able to go about their daily lives in school, whether in the classroom, free from discriminatory language, abuse and bullying.
Protected Characteristics/Other Equalities Issues covered	Ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for any dependants.
Links to other strategies and plans	Anti-bullying policy
Evidence Base	Current bullying data to be used as baseline
Success Measure/Performance Indicators	Reduction in levels of reported bullying in schools
Timetable	Termly Report to Governors and LA. Annual report to governing body.
Stakeholders	Pupils, school staff, governing body

Greenfield School STRATEGIC EQUALITY PLAN 2012 – 2016

General Statement of Policy

The school 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 parent, carers and guardians of our pupils, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, language, nationality, responsibility for and 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 prejudiced and aggressive behaviour; and
- challenging stereotypes and promoting positive images.

Responsibilities

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 role of the Head teacher (or senior leader responsible for Equalities)

- It is the Head teacher's role to implement the School's Strategic Equality Plan and s/he is supported by the governing body in doing so.
- It is the Head teacher'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 Head teacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head teacher 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 Head teacher 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 Head teacher.
- Teachers support the work of ancillary/support staff and encourage them to intervene in a positive way against any discriminatory incidents.

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.

Communication

The full Equalities Policy is:

- available to all staff;
- published in the staff handbook;
- published on the school's website;
- brought to the attention of all non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own Equalities; and
- brought to the attention of parents and available on request for parents, visitors and members of the wider community.

The Equalities Summary is:

- sent to all job applicants;
- published in the school prospectus;
- displayed around the school premises; and
- available on request for visitors and members of the wider community.

The School's Strategic Equality Plan is available in Welsh, and is available in other languages and formats on request.

This policy will be reviewed every four years or following any changes in legislation.

Signed: _____ **Chair of Governors**

Signed: _____ **Head teacher**

Date: _____

