



**POLISI CYDRADDOLDEB,
AMRYWIAETH A CHYDLYNIAD
CYMUNEDOL
EQUALITY, DIVERSITY AND
COMMUNITY COHESION POLICY**

PARATOWYD PREPARED	Chwefror 2014 / <i>February 2014</i>
CADARNHAWYD RATIFIED	Mawrth 2014 / <i>March 2014</i>
ADOLYGWYD REVIEWED	Medi 2020 / <i>September 2020</i>
CYLCH ADOLYGU REVIEW CYCLE	3 blynedd / <i>3 years</i>

Ysgol Gymraeg Llundain **Equality, Diversity and Community Cohesion Policy**

This policy outlines what our school will do to promote equality and diversity and better community cohesion. The policy is subject to review in 3 years.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and the Equality Act 2010. We recognise that these duties are essential for achieving the outcomes of 'Rights to Action' (Wales) and that they reflect international human right 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.

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1. Objectives of this Policy

- i. All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what equality, diversity and inclusion means for the school community
- ii. All should know what the school policy is on equality, diversity and community cohesion and can refer to the policy if needed
- iii. All should know their duty under the Education and Inspections Act 2006, Equality Act 2010.
- iv. Teachers, pupils and parent/guardians should be assured that the school is a welcoming environment for all
- v. Any and all forms of discrimination will not be tolerated and will be dealt with in an appropriate manner.

2. Mission and ethos

Our school mission is to serve our community by providing an inclusive and safe environment where we work to enable our pupils to develop into confident lifelong learners and responsible global citizens. We strive to achieve our mission by ensuring an ethos of collaboration between all stakeholders.

3. Our statement of intent and aims

Our setting is committed to anti-discriminatory practice for all pupils and families and aims to be a welcoming environment for all. We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all pupils for life in a diverse society.

At our school we benefit from the diversity of experience that our pupils bring. We respect the needs of the individual, the group and the school community as a whole.

In order to spread our knowledge and understanding we invite visitors into our school to describe their own faiths, beliefs and ways of life. The pupils in our school are taught to respect such visitors and approach these opportunities with a real spirit of enquiry. We encourage a sense of pride and aim to help pupils feel confident in discussing their own experiences and sharing their beliefs.

We recognise the importance of enabling all our pupils and their families equal access, as far as possible, to the facilities and activities we have to offer. High standards are possible for all and we seek to ensure that our expectations are challenging whatever the level of intellectual or physical ability, gender, race or religion. We extend this welcome to staff, parents/carers and the community.

We understand the importance and therefore encourage the active involvement of our pupils and help them to understand their rights as well as respecting the rights of others. We actively engage with our school community to ensure that prejudice, discrimination and stereotyping are challenged and to provide a harmonious working environment in which everyone feels valued.

What this means:

- i. **All pupils are of equal value** so that we work to achieve the highest standards of teaching and learning for all pupils across all protected characteristics or socioeconomic background.
- ii. We **recognise, respect and value difference**. We will advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality and community cohesion and celebrate diversity across all protected characteristics.
- iii. We will foster **positive attitudes and relationships**, and a shared sense of cohesion and belonging and we will involve, as far as possible, representatives from diverse groups in school life.
- iv. We will **reduce and remove inequalities and barriers** and will consider this when defining school policy and procedures.
- v. We will ensure that all pupils have full access to the curriculum.

- vi. We seek to **promote the welfare in school of vulnerable individuals** who have specific physical, emotional, learning and religious needs.
- vii. We will **deal swiftly, effectively and firmly to any comments and incidents which are detrimental** to the well being of others, aiming to eliminate any discrimination, harassment or victimisation.
- viii. We will ensure the **correct and appropriate procedures** are used for the **recruitment, retention and development of staff**. Good equalities practice for staff is observed.

4. Definitions

We understand equal opportunities to describe an environment in which no learner or adult is prevented from taking part in the life of the school because of a protected characteristic.

The 'Protected Characteristics' within Equality Act 2010 are

Age	A person of a particular age (e.g. 11 years old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
Disability	A person has a disability if they have, or have had, a physical or mental impairment which has a substantial and long-term impact on their ability to do normal day-to-day activities. It also includes discrimination arising from something connected with their disability such as use of aids or medical conditions. Progressive conditions such as HIV, multiple sclerosis and cancer are also included.
Gender reassignment/Trans	A person (usually suffering from gender dysphoria) who is proposing to undergo, is undergoing or has undergone the processes of transitioning, which can mean to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently or accessing facilities. 'Trans' is an umbrella term to describe people whose gender does not sit comfortably with the sex they were assigned at birth. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
Marriage and civil partnership	A person who is legally married or in a civil partnership. Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
Pregnancy and maternity	Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
Race/Ethnicity	A person's colour, nationality, ethnic or national origin and ethnic and racial groups.
Religion and belief	A person's religious and philosophical beliefs including lack of belief. Religion or belief can mean any religion as long as it has a clear structure and belief system. Philosophical

	belief must be genuinely held and be more than an opinion and not affect other people's fundamental rights. We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.
Sex/Gender	A man or a woman, or a group of people like men/boys or women/girls.
Sexual Orientation	A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although pupils may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college.

It is also unlawful to discriminate based on the protected characteristics of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because their parents/carers are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has an older black sister.

"Discrimination" under the Equality Act 2010 are defined as

Direct Discrimination	When a person is treated worse than another person because of a protected characteristic
Indirect Discrimination	When a rule, policy or a way of doing things is put into place has a worse impact on someone with a protected characteristic than someone without
Harassment	When a person is treated to unwanted conduct related to a protected characteristic which has the purpose or effect of violating someone's dignity or creates a hostile, degrading, humiliating or offensive environment
Victimisation	When a person is treated unfavourably because they have taken or might be taking action under the Equality Act

5. Curriculum

All pupils have access to a diverse curriculum and are encouraged to gain in confidence and self esteem in order to achieve their potential. Planning considers the need for differentiation to provide full access for pupils. Classes are mixed gender and age; all pupils are made to feel equally valued. Resources are sourced, prepared and selected which are free from gender or cultural bias and reflect the diverse society in which we live.

6. Additional Language

Pupils with Welsh or English as an additional language are fully supported in accessing the curriculum. Additional support and/or immersion is provided where necessary.

7. Parents/carers and the community

The school engages with the community to promote diversity, understanding of equality and to encourage community cohesion. We also encourage all parents/carers and members of the community to participate in school life through:

- Regular newsletters
- Parents'/carers' meetings and open days
- Volunteering on school visits
- Fund raising and social events
- Sharing skills and providing support with school clubs
- Reading with children

8. Admissions

Admission to the school is in line with the criteria in our Admission Policy. Everyone is accepted for who they are, regardless of disability, gender identity, race, faith or belief or socioeconomic background.

9. Access

The school's 3 Year Accessibility Plan provides short, medium and long-term targets to support current and future pupils with physical and sensory disabilities.

10. Employment, staff development and training

The Staff Recruitment policy reflects the principles of equal opportunities and follows the guidelines set out in Safeguarding Children and Safer Recruitment. We ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups of teams.

11. Roles and Responsibilities

Responsibilities under this policy are as follows:

Governing body

- Ensure that the school complies with equality-related legislation.
- Ensure that this policy and its related procedures and strategies are implemented.

All staff

- Implement this policy and its related procedures and strategies.
- Deal with bullying and discriminatory incidents in line with the Anti-bullying policy.
- Promote equality and diversity and not discriminate.
- Keep up to date with equality legislation.
- Role model equal opportunities and community cohesion in day to day school life.

Pupils

- To not engage in discriminatory behaviour and pay due regard to the feelings of others and their needs.

Parents and carers

- Be aware of and comply with the School's Equality, Diversity and Community Cohesion Policy and not engage in discriminatory behaviour on school premises and school related events.

12. Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the school's senior leaders and governing body.

13. Monitoring and evaluation

Appendix 1 (Positive Behaviour Flow Chart) defines the process of recording the number and nature of incidents that breach this policy. Appendix 2 (Behaviour Log) and Appendix 3 (Home Discipline Letter) are templates used as recording and communicating templates.

Indicators to the effectiveness of the policy are:

- i. Staff are familiar with policy when responding to issues.
- ii. Consistency of approach by staff in recording incidents.
- iii. Less than a third of incidents reported, reach action 3.
- iv. General trends identified and planned responses delivered and reported to Board of Governors.

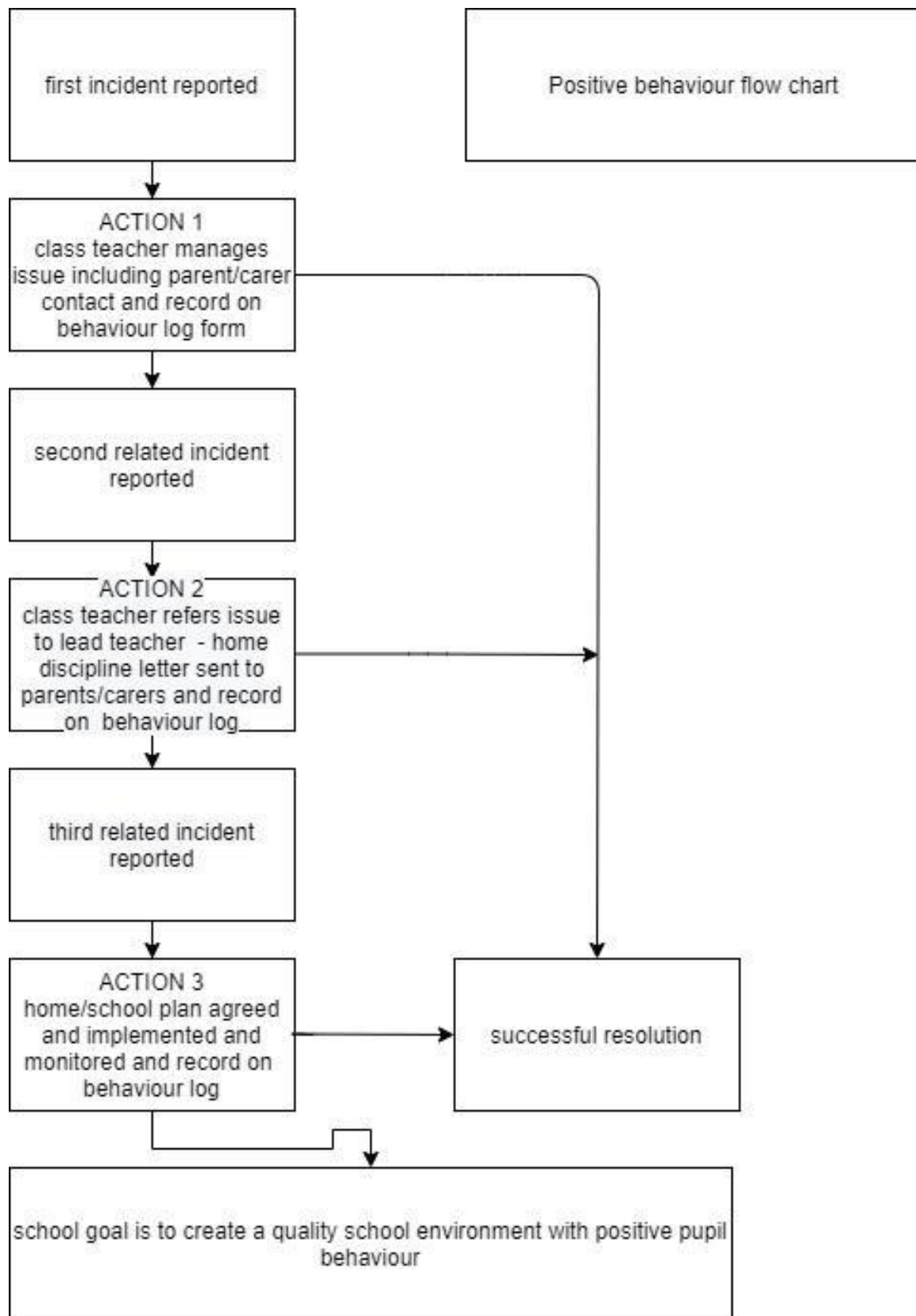
14. Related Documents

Three Year Accessibility Plan
 Recruitment and Selection Policy (in line with Safeguarding Children and Safer Recruitment)
 Whistleblowing policy
 Admissions Policy

Behaviour and Discipline Policy
 Anti-bullying Policy
 SEND Policy
 Staff Code of Conduct
 Curriculum Policies
 Assessment Policy

ARWYDDWYD GAN: SIGNED BY:		
M Jones	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2020 <i>September 2020</i>
S Rees Jones	Athrawes Arweiniol Weithredol Executive Lead Teacher	Medi 2020 <i>September 2020</i>
G Roberts	Cadeirydd Bwrdd y Cyfarwyddwyr <i>Chair of the Board of Directors</i>	Medi 2021 <i>September 2021</i>
T Sugg	Athro Arweiniol <i>Lead Teacher</i>	Medi 2021 <i>September 2021</i>

Appendix 1



SERIOUS INCIDENT / CONCERN REPORT (BEHAVIOUR LOG)

Names of pupils concerned: (incl. Year Gp)

Date of Behavioural Incident

Or Concern:

Names of staff concerned:

Time of Incident

Or Concern:

Type of Incident / Concern:

Low Level Persistent Low Level Moderate/High Level

Place of Incident / Concern:

Description of Incident / Concern: (incl, what was said & by whom)

Action taken and by whom:

Does the incident relate to any of the following protected characteristics?

Age		Marriage and civil partnership		Religion and belief	
Disability		Pregnancy and maternity		Sex/gender	
Gender reassignment		Race and ethnicity		Sexual orientation	

Refer to the Positive Behaviour Flow Chart. This record relates to ACTION _____.

Any further action required?

Incident reported to parents/carers (see separate letter)	
Request for Parent Meeting	
Continual monitoring	

Signed by Staff Involved:

Signed by Senior Leader:

Other notes:

OFFICE USE ONLY

Electronic recording completed:

Recorded in Behavioural File :

Home Discipline Letter

This letter is to inform you that your child _____ has broken school rules at level 3.

- Persistence of level 2
- Persistent stealing
- Persistent bad language or abuse
- Vandalism of school building/property
- Acts of violence
- Threatening behaviour or actual physical harm inflicted on staff or other children
- Dangerous refusal to obey instructions
- Leaving the school premises without consent
- Persistent name calling, unpleasant remarks
- Racist, homophobic or sexist incident, comments or remarks

Summary of the event

Parents/carers’ response

Llythyr Ymddygiad Cartref

Mae'r llythyr yma i'ch hysbysebu bod eich plentyn _____ wedi torri rheolau ar lefel 3

- Torri rheolau lefel 2 yn gyson
- Tarfu'n fwriadol ar weithgareddau dosbath
- Dwyn parhaus
- Defnyddio iaith anwedus neu cam drin yn barhaol
- Fandaliaeth o eiddo neu adeilad yr ysgol
- Gweithredoedd o drais
- Ymddygiad bygythiol neu ymysodiad gorfforol ar blentyn arall neu aelod o staff
- Gwrthod dilyn cyfarwyddiadau sydd yn achosi sefyllfa peryglus
- Gadael yr ysgol heb ganiatad
- Galw enwau, sylwadau creulon parhaus
- Sylwadau hiliol, rhywiaethol neu homoffobig

Crynodeb o'r digwyddiad

Ymateb y rhieni/gofalwyr
