



POLISI CYDRADDOLDEB

EQUALITY POLICY

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| ADOLYGWYD REVIEWED | Rhagfyr / December 2020 Mawrth / March 2025 |
| CADARNHAWYD gan ByC RATIFIED by BoD | Mai / May 2025 |
| CYLCH ADOLYGU REVIEW CYCLE | 3 mlynedd / 3 years |
| ADOLYGIAD NESAF NEXT REVIEW | Mawrth / March 2028 |

Ysgol Gymraeg Llundain

Equality, Diversity and Community Cohesion Policy

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Principles and Aims

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

- **All learners are of equal value** so that we work to achieve the highest standards of teaching and learning for all learners irrespective of ethnicity, religious belief, age, gender, ability and disability or social background.
- We **recognise, respect and value differences**. We will advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality and community cohesion and celebrate diversity.
- 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.
- We will **reduce and remove inequalities and barriers** and will consider this when defining school policy and procedures.
- We will ensure that all learners have full access to the curriculum.
- We seek to **promote the welfare in school of vulnerable individuals** who have specific physical, emotional, learning and religious needs.
- We will **deal swiftly, effectively and firmly with comments and incidents which are detrimental** to the well being of others, aiming to eliminate any discrimination, harassment or victimisation.

- 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.

Ethos

School ethos is set by the quality of relationships within the school and the sense of vision that the school has as a whole. All adults and learners within the school contribute to our ethos. Key factors include examples set throughout the school, emphasis on positive behaviour and social skills, opportunities to celebrate success, the opportunity for discussion during PHSE sessions.

Rationale

At our school we benefit from the diversity of experience that our learners 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 learners 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 learners feel confident in discussing their own experiences and sharing their beliefs.

We recognise the importance of enabling all our learners 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 / guardians and the community.

It is important that we encourage the active involvement of our learners 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.

Related Documents

Three Year Accessibility Plan

Additional Learning Needs and Disability (ALND) Policy - SEND

Recruitment policy (in line with Safeguarding Children and Safer Recruitment)

Whistleblowing policy

Admission policy

Behaviour /Anti Bullying Policy

SEND Policy

Staff Code of Conduct

Curriculum policies

Assessment policy

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 as a result of age, gender, physical needs, behavioural needs, learning needs, ethnicity, religious background. We respect religious beliefs and practice of all staff, learners and parents, and comply with reasonable requests relating to religious observance and practice.

Curriculum

All learners have access to the full range of the curriculum and are encouraged to gain in confidence and self esteem in order to achieve their potential. Planning will take account of the need for differentiation to provide full access for pupils. Classes are mixed gender and age, all learners will feel equally valued. All learners will feel valued, have individual targets and be involved in self-assessment of their progress. Resources are prepared and selected which are free from gender or cultural bias wherever possible.

Additional Language

Children with Welsh or English as an additional language will be fully supported in accessing the curriculum. Additional support and/or immersion will be provided where necessary.

Involving parents and the community

We seek to involve parents and members of the community into school by regular newsletters, parents' meeting and open days, volunteering on school visits, fundraising and social events, attendance at concerts and school events, regular invitations to partake in school activities such as Open Mornings or by reading a story to younger learners, and by helping to run after school clubs. We will continue to work with the wider community.

Admissions

Admission to the school will be in line with the criteria in our Admission Policy.

Access

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

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.

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 strategies are implemented. It is expected that all staff, learners and parents / guardians will pay due regard to the feelings of others and their needs and will implement this policy to the best of their ability. A spirit of fairness and openness will be encouraged.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Lead Teacher and governing body.

Monitoring and evaluation

Indicators to the effectiveness of the policy include:

- Number of incidents of racism or bullying reported
- Behaviour and attitude of learners to adults and other children
- Readiness of learners to work and play with each other
- Language used by learners towards each other
- Range of displays reflecting gender, ethnicity, cultural and religious background of learners
- Number and range of adults participating in school and social events

Reviewed: **24th March 2025**

Checked and signed:

Ms Julie K. Watkins

Julie Watkins

Head of Strategy

Next Review: **March 2028**