



# Llanfaes C P School Equal Opportunities Policy

Signed .....

Date .....

Review date Autumn 2026

## Equal Opportunities Policy

This policy reflects the practice and consensus of opinion of the whole teaching staff and has the full agreement of the governing body.

### Introduction

- 1.1 Llanfaes C. P. School is committed to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using school facilities.
- 1.2 Llanfaes C. P. School is committed to giving all pupils every opportunity to achieve the highest standards by:
  - taking account of their varied experiences and needs;
  - offering a broad and balanced curriculum;
  - having high expectations of all pupils
- 1.3 Llanfaes C. P. School complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:
  - Gender Equality Duty 2007
  - Equality Act 2006
  - Employment Equality (Age) Regulations 2006
  - Disability Discrimination Acts 1995 & 2005
  - Employment Equality (Religion or Belief) Regulations 2003
  - Employment Equality (Sexual Orientation) Regulations 2003
  - Special Educational Needs and Disability Act 2001
  - Race Relations (Amendment) Act 2000
  - Sex Discrimination (Gender Reassignment) Regulations 1999
  - Human Rights Act 1998
  - Welsh Language Act 1993
  - Sex Discrimination Acts of 1975 & 1986
- 1.4 This policy should be read in conjunction with the following school policies:
  - Child Protection Policy
  - Disability Equality Scheme & Accessibility Plan
  - Pupil Discipline (including Anti-Bullying) Policy
  - Race Equality Policy
  - School Uniform Policy
  - Sex & Relationships Education Policy
  - Additional Learning Needs Policyand alongside "The Education of Gypsy and Traveller Pupils in Powys Schools" guidance document.

### Aims and Objectives

- 2.1 We do not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

- 2.2 We promote the principles of fairness and justice for all through the education that it provides in the school.
- 2.3 We seek to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school.
- 2.4 We strive to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by regularly assessing the impact of its policies, practices and guidelines.
- 2.5 We ensure that recruitment, employment, promotion and development opportunities are open to all.
- 2.6 We challenge personal prejudice and stereotypical views whenever they occur. We are aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
- 2.7 We value each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.
- 2.8 We strive to be proactive in tackling prejudice and unlawful discrimination.

#### **1. Equal Opportunities in Recruitment**

- 3.1 Recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly.
- 3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

#### **4 Equal Opportunities in the Curriculum**

- 4.1 Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.
- 4.2 Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Educating Children and Young People with Additional Learning Needs policy.
- 4.3 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to pupils of both sexes.
- 4.4 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

4.5 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

4.6 The school actively encourages an ethos in which all pupils feel secure and valued. Details of the school's Child Protection Policy are provided in Appendix 1 and the school's procedures for responding to racist incidents are provided in Appendix 2.

## **5 Race / Ethnicity**

5.1 The school will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

5.2 We will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures (see policies for Race Equality and/or for Behaviour) and reported to the Authority's Schools and Inclusion Service (see Appendix 2).

5.3 We endeavour to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources and events.

5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of Welsh, British and world society and history, including the contributions of minority ethnic groups.

5.5 We will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **6 Gender / Sex [see also 4.3]**

6.1 We will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

6.2 We will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include non-sexist books which value the achievements of both women and men.

6.3 We are committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils experience subjects traditionally considered to be suitable for a single sex e.g. rugby, netball, cooking, woodwork, etc.

6.4 The school tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all pupils have opportunities for working with pupils of both sexes;
- that the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up;

- that pupils have opportunities for examining their own pre-conceived ideas of gender roles;
- that pupils are encouraged to pursue less conventional subjects and interests, for example girls to read more non-fiction and boys more fiction; girls to develop mechanical interests and boys creative skills.

## **7 Disability**

- 7.1 We are committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.
- 7.2 We are committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities e.g. swimming.
- 7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## **8 Religion / Belief**

- 8.1 We respect the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9 Sexual Orientation**

- 9.1 We will make no assumption about the sexual orientation of any of the members of its community.
- 9.2. In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.
- 9.1 Derogatory name-calling (of any sort) is unacceptable.

## **10 Age**

- 10.1 We will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

## **11 The role of governors**

- 11.1 In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

11.2 The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

## **12 The role of the headteacher**

12.1 The headteacher will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.

12.2 The headteacher will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

12.3 The headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

12.4 The headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

12.5 The headteacher will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

12.6 The headteacher will view all incidents of unfair treatment with due concern.

## **13 The role of teachers**

13.1 Class teachers will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

13.2 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

13.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

13.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the headteacher.

## **14 The role of pupils**

14.1 Pupils will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or headteacher.

## **15 The role of parents**

15.1 Parents will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or headteacher.

## **16 The role of visitors / contractors**

16.1 All visitors and contractors are required to adhere to the school policy.

## **17 Monitoring / Review**

17.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- require the headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

17.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

**Signed:**

**Date: Autumn 2024**

**Extract from Welsh Assembly Government Guidance Circular No: 05/2008  
Safeguarding Children in Education**

**Child Protection Policy for Llanfaes C. P. School**

**Introduction**

1.1 Llanfaes C. P. School fully recognises the contribution it makes to child protection.

There are three main elements to our policy:-

- a. prevention through the teaching and pastoral support offered to pupils;
- b. procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward signs of abuse; and
- c. support to pupils who may have been abused.

1.2 Our policy applies to all staff and volunteers working in the school and governors. Learning support assistants, mid-day supervisors, cleaners, secretaries as well as teachers can be the first point of disclosure for a child.

**Prevention**

2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:

- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c. include in the curriculum, activities and opportunities for PSE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help; and
- d. include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

**Procedures**

3.1 We will follow the All Wales Child Protection Procedures that have been endorsed by the Local Safeguarding Children Board.

3.2 The school will:

- a. ensure it has a designated senior member of staff, who has undertaken the appropriate training;
- b. recognise the role of the designated person and arrange support and training.

- c. ensure every member of staff and every governor knows:
  - the name of the designated person and their role;
  - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales agreed with the Local Safeguarding Children Board; and
  - how to take forward those concerns where the designated person is unavailable.
- d. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may disclose abuse;
- e. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure;
- f. provide training for all staff so that they know:
  - i. their personal responsibility;
  - ii. the agreed local procedures;
  - iii. the need to be vigilant in identifying cases of abuse; and
  - iv. how to support a child who discloses abuse.
- g. notify the local social services team if:
  - a pupil on the child protection register is excluded either for a fixed term or permanently; and
  - if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school (or one day following a weekend);
- h. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial review and child protection conferences and core groups and the submission of written reports to the conferences;
- i. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to social services immediately;
- j. ensure all records are kept secure and in locked locations;
- k. adhere to the procedures set out in the Welsh Assembly Government guidance circular 45/2004 *Staff Disciplinary Procedures in Schools*;
- l. ensure that recruitment and selection procedures are made in accordance with Welsh Assembly Government guidance circular 34/2002 *“Child Protection: Preventing Unsuitable People from working with Children in the Education Sector”*; and
- m. designate a governor for child protection who will oversee the school’s child protection policy and practice.

### **Supporting the Pupil at Risk**

4.1 We recognise that children who are at risk, suffer abuse or witness violence may be deeply affected by this.

4.2 This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

4.3 The school will endeavour to support the pupil through:

- a. the content of the curriculum to encourage self esteem and self motivation (see section 2 on Prevention);
- b. the school ethos which:
  - i. promotes a positive, supportive and secure environment; and
  - ii. gives pupils a sense of being valued (see section 2 on Prevention);
- c. the school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- d. liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service; and
- e. keeping records and notifying Social Services as soon as there is a recurrence of a concern.

4.4 When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform Social Services.

#### **Bullying**

4.5 Our policy on bullying is set out in our Anti – Bullying policy and is reviewed annually by the governing body.

#### **Physical Restraint**

4.6 Our policy on physical intervention is set out in our Behaviour Policy and is reviewed annually by the governing body.

#### **Children with Statements of Special Educational Needs**

4.7 We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, sensory impairment and or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

**Racist Incident Report Form**

A report **must** be completed each time an incident occurs

Include as much detail as possible

Only record pupils' names on forms that are for the school's internal use

***"A racist incident is any incident that is perceived to be racist by the victim or any other person"***

<b>SCHOOL NAME:</b>	
<b>DATE OF INCIDENT:</b>	
<b>DATE OF REPORT:</b>	
<b>REPORT COMPLETED BY:</b>	

<b>Name(s) of Victim(s)/Alleged Victim(s)</b>
<b>Name(s) of Perpetrator(s)/Alleged Perpetrator(s)</b>

**NATURE OF INCIDENT (Tick all categories that apply)**

<b>Physical Assault/Threatening Behaviour</b>	<input type="checkbox"/>	<b>Bringing Racist Material into School</b>	<input type="checkbox"/>
<b>Verbal Abuse/Racist Jokes</b>	<input type="checkbox"/>	<b>Accessing Racist Information via Internet</b>	<input type="checkbox"/>
<b>Ridicule</b>	<input type="checkbox"/>	<b>Racist Comments</b>	<input type="checkbox"/>
<b>Racist Graffiti</b>	<input type="checkbox"/>	<b>Isolating Others/Refusal to Co-operate with Others</b>	<input type="checkbox"/>
<b>Wearing Racist Badges/Insignia</b>	<input type="checkbox"/>	<b>Attempts to Recruit to Racist Groups</b>	<input type="checkbox"/>
<b>Encouraging Others to Behave in a Racist Manner</b>		<input type="checkbox"/>	
<b>Other (please specify):</b>			

<b>Location of Incident:</b>

**Brief Description of Incident:**

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**DETAILS OF VICTIM(S) / ALLEGED VICTIM(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Victim Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN / Disability Y/N</b>					
<b>Any other relevant information:</b>					

**DETAILS OF PERPETRATOR(S) / ALLEGED PERPETRATOR(S): (Complete one column for each person)**

<b>Gender (M/F)</b>					
<b>Ethnic Origin (Use Codes Below)*</b>					
<b>Year Group / Staff / Visitor</b>					
<b>Repeat Alleged Perpetrator Y/N</b>					
<b>Previous Incidents Reported Y/N</b>					
<b>SEN/Disability Y/N</b>					
<b>Any other relevant information:</b>					

**ETHNICITY CODES (FOR COMPLETING DETAILS ABOVE)**

<b>AOTH</b>	Any Other Asian Background	<b>MWAS</b>	White / Asian
<b>ABAN</b>	Bangladeshi	<b>MWBC</b>	White / Black Caribbean
<b>AIND</b>	Indian	<b>NOBT</b>	Information Not Obtained
<b>APKN</b>	Pakistani	<b>OOTH</b>	Any Other Ethnic Group
<b>BCRB</b>	Black Caribbean	<b>REFU</b>	Refused
<b>BAFR</b>	African	<b>WOTH</b>	Any Other White Background
<b>BOTH</b>	Any Other Black Background	<b>WBRI</b>	British
<b>CHNE</b>	Chinese	<b>WIRI</b>	Irish
<b>MNBA</b>	White / Black African	<b>WROM</b>	Roma / Roma Gypsy
<b>MOTH</b>	Any Other Mixed Background	<b>TRAVELLER</b>	Traveller / Irish Heritage

\*If known. When incidents involve pupils refer to pupils' registration records

**FOLLOW-UP ACTIONS:**

**To support victim(s) / alleged victim(s):**

**Involving perpetrators / alleged perpetrator(s):**

**Other Actions (e.g. Policy change / development, Curriculum, Training, Liaison etc):**

<b>Signed:</b>	
<b>Position:</b>	
<b>Date:</b>	

**Copies to:** Persons listed in school's Race Equality Policy

**Plus:** Powys County Council – Schools and Inclusion Service  
marked for the attention of the  
Additional Learning Needs Officer EAL/MEA  
County Hall  
Llandrindod Wells  
Powys  
LD1 5LG

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