

CROESYCEILIOG



SCHOOL

**CROESYCEILIOG SCHOOL EQUALITY AND
INCLUSION POLICY**

In Croesyceiliog School, everyone is welcome and included.

Purpose of this policy

- The purpose of this policy is to set a framework for how Croesyceiliog School will support students, staff and visitors in relation to feel a sense of acceptance and belonging.
- This policy is also aligned with our Safeguarding Policy and responsibilities and our Anti-Bullying Policies.
- It is written with reference to the Equality Act (April 2021)

Scope of the policy

- The policy applies to all pupils in relation to admissions, teaching and learning, pastoral provision, health and safety, personal conduct, complaints and disciplinary procedures.
- The policy clarifies the ways in which school rules, provisions, criteria and practices address the need to ensure that pupils are not treated less favourably than other pupils based on their sexuality, ethnicity, religion, disability or sex

Guiding principles

- The school values all students and staff and aims to create an inclusive culture, workplace and learning environment that protects everyone from unjust or unfair treatment based on protected characteristics
- The school seeks to establish and maintain an environment where school, parents and staff feel secure and are encouraged to talk and are listened to when they have a worry or concern.
- The school aims to respond to children with complex wellbeing needs or are going through a difficult period in their life and to support their health, wellbeing and educational attainment.
- The school aims to treat all pupils with dignity and respect.
- The school does not support stereotypes about the appearance, behaviour or interests expected of any protected groups
- Every student or member of the school community should be free to express their identity and supported to do so in partnership with caregivers and the school.

What the law says

Equality Act 2010

The Equality Act 2010 makes it illegal for organisations to discriminate against someone because of their sexuality, ethnicity, religion, disability or sex. In addition, the public sector equality duty creates positive duties for schools to advance equality, and means they must show that they are doing work to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different groups of pupils

Hate Crime

A hate crime is defined as a criminal offence; Which is perceived by the victim or any other person to be motivated by a hostility or prejudice, based on a person's actual or perceived disability, race, religion and belief, sexual orientation or transgender identity.

Put simply, if someone targets you because of who you are or who they think you are along the lines of disability, race, religion and belief, sexual orientation and transgender identity then this is a hate crime or a hate incident. Hate crimes are serious criminal offences that have a higher level of sentencing.

Hate crime or hate incidents may include –

- Verbal abuse
- Offensive graffiti
- Threatening behaviour
- Damage to property
- Assault
- Cyberbullying
- Abusive texts, emails or phone calls
- Taking money, valuables or your possessions
- Most hate incidents within schools are most effectively managed via the Anti-Bullying Policy and with a restorative practice approach. Serious hate crimes may be reported to the police.

Protection against harassment and bullying

- Bullying is defined as behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally
- Bullying includes persistent and targeted name-calling, micro aggression such as taunting, mocking and offensive comments
- All students, staff and parents shall be encouraged to value and respect others. Incidents of bullying and harassment will not be tolerated, including those based on sex, sexual orientation, gender nonconformity, beliefs about gender, disability and ethnicity.
- The school works hard to ensure that all students know the difference between bullying, “falling out” and disagreeing through assemblies, pastoral work and the PSHE curriculum.

Confidentiality

- Records about health and welfare are kept separate from pupils’ academic files in a secure place
- The school will respect the confidentiality of all students and will not reveal sensitive personal information without the prior agreement of the individual, except to protect their vital interests, in line with our safeguarding policy due to their status as a minor

Pastoral care

- Students who have any concerns about their own wellbeing or the wellbeing of another student are free to approach their form tutor or Leader of Wellbeing
- Parents are welcome to contact the school during the school day to discuss their child’s welfare and progress or relevant medical or social issues.

Safeguarding

- A child disclosing gender-identity issues must not fall outside of normal safeguarding practice, as outlined in our Safeguarding Policy, including the commitment to work in partnership with parents and carers

- Staff should be aware that children experiencing gender-identity issues may also raise safeguarding concerns, such as significant changes in behaviour, performance or attitude, mental-health issues, self-harm, self-medication, emotional or sexual experiences in which they may have been significantly harmed, or relationships that put them in danger.
- If any member of the school community is concerned about a child, the relevant member of safeguarding or wellbeing staff should be informed and information regarding the concerns recorded on the same day.
- If a child confides in a member of staff or volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age and stage of development that they cannot promise complete confidentiality. Instead, they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Any proposed action in relation to child-welfare concerns should be undertaken with prior discussion with the parents, unless to do so would place the child at risk of harm.

Uniform

- All items of school uniform can be worn by all students of any gender and non-binary
- Clothing requirements are based on sex only where this is needed for health, safety and dignity, such as athletic protectors for boys.

Names and pronouns

- Following consultation with parents or carers, children may ask to be called by a different forename than that in their official records (for example a familiar or shorter version, a middle name or a complete change of first name, including a name associated with the opposite sex).
- If a child's name is legally changed by deed poll, parents should bring this information to the school office and records will be updated.
- Pronouns are words that other people use to refer to a person (generally he/him or she/her). Pupils under the age of 16 may request that teachers and peers use specific pronouns for them in agreement with parents/carers.

Sports

- Not all sporting activities at school are segregated by sex, but where they are this is for safety and fairness, particularly of female participants, or for "positive action" (such as Girls Active)
- In considering whether a sport, game or other activity should be offered separately to girls and boys, we take into account the age and stage of development of the year group, not of each individual.

Trips away

- Trips away are an important enrichment of school life. We plan them with full risk assessment and seek to make them accessible to all.
- Children and parents with any concerns or anxiety about trips away should contact the organiser in advance to discuss particular needs.
- Sleeping arrangements are organised by sex, not gender identity.

Toilets and changing rooms

- Single-sex facilities are the simplest way of providing privacy for girls and boys over the age of 8.
- Our toilets and changing rooms are allocated by sex, not gender identity.
- We recognise that some children will not feel comfortable in single-sex facilities and will endeavour to provide alternatives for children who would feel more comfortable with greater privacy

Dealing with homophobic/racist language

- Behaviour system must be used by staff member to log an incident
- Wellbeing team to be informed

- Incident investigated and logged
- Parents to be made aware
- Further incidents to be tracked and sanctioned appropriately
- Homophobia and racism to be covered annually in the PSHE curriculum and through assemblies