

Equality Policy and Strategic Equality Plan



King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: October 2024

Approved by Governors: October 2024

Reviewed by Governors: October 2026

Next Review Due: October 2028

1. Aims

King Henry VIII 3-19 School believes in the limitless capacity of everyone to achieve great things. By promoting and celebrating effort, achievement, responsibility and kindness, we aim to ensure that every child and young person has high aspirations, is supported to achieve their potential and is able to participate fully in school life.

We are committed to creating a school community in which everyone is valued, respected and treated fairly. We recognise that equality does not necessarily mean treating everyone in exactly the same way; rather, it means recognising and removing barriers so that everyone has fair access to opportunities, support and participation.

In accordance with the **Equality Act 2010**, the school will work to:

- eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between people who share a protected characteristic and those who do not.

We are committed to promoting equality of opportunity and an inclusive culture for all pupils, staff, parents and carers, regardless of protected characteristic, background, circumstance or individual need.

We aim to develop a culture of inclusion and diversity in which everyone connected to the school feels valued, respected, safe, proud of their identity and able to participate fully in school life.

In accordance with **UNCRC Article 29**, we recognise that education should support every child and young person to develop their personality, talents and mental and physical abilities to their fullest potential. We will therefore provide an education that promotes respect for human rights, diversity, cultural identity, language and the rights and dignity of others.

We recognise diversity as a strength and seek to ensure that all members of our school community can contribute positively to a respectful, inclusive and equitable environment.

2. Legislative and Policy Framework

This policy has been developed with regard to the following legislation, guidance and principles:

- **Equality Act 2010**, including the Public Sector Equality Duty;
- **Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011**;
- **UN Convention on the Rights of the Child (UNCRC)**, particularly Articles 3, 12 and 29;
- relevant Welsh Government statutory guidance on equality, human rights and anti-bullying;
- relevant Welsh Government guidance relating to disability discrimination and reasonable adjustments;
- the school's **Strategic Equality Plan and Equality Objectives**;
- relevant Monmouthshire County Council equality policies and guidance;
- other relevant school policies, including those relating to behaviour, anti-bullying, safeguarding, additional learning needs and complaints.

The Equality Act 2010 protects people from discrimination in relation to nine protected characteristics: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation**.

The school recognises the importance of the **United Nations Convention on the Rights of the Child (UNCRC)** in promoting equality, inclusion and respect for the rights of children and young people.

Article 3 – Best interests of the child

Everyone who works with children should always do what is best for each child.

The school will consider the best interests of children and young people when making decisions that affect them and will seek to ensure that decisions promote their safety, wellbeing, development and educational outcomes.

Article 12 – Right to be heard

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

The school will provide appropriate opportunities for pupils to express their views and will take these views seriously when developing provision, reviewing policies and making decisions that affect them.

Article 29 – Purpose of education

Every child has the right to education that develops their personality, talents and abilities to the full.

The school will seek to provide an education that enables every pupil to develop their talents and abilities to their fullest potential and promotes respect for human rights, diversity, cultural identity, language, equality and the rights of others.

3. Our Commitment to Equality

Equality is the responsibility of everyone within the school community.

King Henry VIII 3-19 School is committed to:

- providing an inclusive education in which every pupil is valued and supported to achieve their potential;
- removing or reducing barriers to participation, achievement and wellbeing;
- preventing and challenging discrimination, harassment, victimisation, prejudice and bullying;
- promoting equality of opportunity and equality of access;
- making reasonable adjustments where required to prevent disabled pupils being placed at a substantial disadvantage;
- recognising and responding appropriately to individual needs and circumstances;
- promoting positive attitudes and good relations between different groups;
- ensuring that teaching, learning and the wider curriculum promote respect, diversity and inclusion;
- ensuring that pupils have opportunities to develop an understanding of equality, diversity, human rights and social responsibility;
- listening to and taking seriously the views and experiences of pupils, in accordance with UNCRC Article 12; and
- ensuring that equality considerations inform significant decisions made by the school.

The school will also seek to address inequalities associated with factors that may affect a person's experience or access to education, including socio-economic circumstances, Welsh language, additional learning needs, attainment, ability and other individual circumstances. While these are not all protected characteristics under the Equality Act 2010, the school recognises its responsibility to promote inclusion and prevent disadvantage associated with these factors.

4. Roles and Responsibilities

4.1 Governing Body

The Governing Body has overall responsibility for ensuring that the school complies with its equality duties and that this policy and associated procedures are implemented effectively.

The Governing Body will:

- ensure that the school meets its duties under the Equality Act 2010 and relevant Welsh specific equality duties;
- ensure that the school's equality objectives are published, monitored and reviewed;
- ensure that appropriate arrangements are in place to monitor the effectiveness of the school's equality work;
- have due regard to equality when making significant decisions;

- ensure that equality considerations are appropriately reflected in school policies, procedures and strategic planning;
- ensure that the school takes reasonable steps to improve accessibility and prevent disabled pupils, staff, parents/carers and visitors from being placed at a substantial disadvantage;
- ensure that recruitment and selection processes are fair, accessible and non-discriminatory;
- support the Headteacher in promoting equality, diversity and inclusion throughout the school;
- designate appropriate responsibility for oversight of equality within the Governing Body.

4.2 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- ensure that staff are familiar with this policy and understand their responsibilities under equality legislation;
- ensure that equality is considered when developing and reviewing school policies and procedures;
- have due regard to equality when making significant decisions;
- promote a culture of inclusion, respect and high expectations;
- promote high-quality, inclusive teaching that enables all pupils to participate, achieve and make progress;
- ensure that reasonable adjustments and appropriate support are provided where required;
- monitor relevant information and outcomes to identify potential inequalities and inform school improvement;
- monitor and respond appropriately to incidents of discrimination, prejudice, harassment and bullying;
- ensure that equality objectives are communicated to staff and pupils;
- ensure that recruitment and employment practices are fair and non-discriminatory; and
- report relevant equality matters and progress against equality objectives to the Governing Body.

4.3 All Staff

All members of staff are expected to:

- treat all pupils, colleagues, parents, carers and visitors with dignity, courtesy and respect;
- promote equality, inclusion and positive relationships;
- have regard to this policy and support the achievement of the school's equality objectives;
- challenge prejudice, discriminatory language, stereotypes and discriminatory behaviour;
- report incidents of discrimination, prejudice, harassment and bullying in accordance with school procedures;
- ensure that teaching, learning and interactions with pupils do not unlawfully discriminate;
- recognise and respond appropriately to individual needs and barriers to participation;
- undertake relevant equality, diversity and inclusion training as required; and
- act as positive role models for pupils.

4.4 Teaching Staff

Teaching staff will:

- maintain high expectations for all pupils;
- use inclusive teaching approaches that enable pupils to participate and make progress;
- consider the individual needs and circumstances of pupils when planning and delivering learning;
- provide appropriate reasonable adjustments and adaptations where required;
- use teaching materials and resources that reflect the diversity of society and challenge stereotypes and prejudice;
- provide opportunities for pupils to explore diversity, difference, equality, human rights and respect;
- promote positive relationships between pupils;
- ensure that discriminatory language and behaviour are challenged appropriately; and
- support pupils to develop the knowledge, skills and attitudes required to participate positively in a diverse society.

4.5 Pupils

Pupils are expected to:

- treat others with dignity, kindness and respect;
- recognise and respect difference;
- contribute positively to an inclusive school community;
- avoid discriminatory language and behaviour;
- challenge or report bullying, prejudice and discrimination where it is safe and appropriate to do so;
- participate positively in activities that promote equality, diversity and inclusion; and
- listen to and respect the views and experiences of others.

Pupils will be encouraged to express their views about matters that affect them, and their views will be considered in accordance with UNCRC Article 12.

4.6 Parents and Carers

Parents and carers are encouraged to:

- work positively with the school to promote equality, inclusion, tolerance and respect;
- support their child in developing positive attitudes towards diversity and difference;
- communicate with members of the school community with dignity, courtesy and respect;
- work with school staff to address concerns relating to discrimination, prejudice or bullying; and
- contribute their views to relevant consultations and equality planning.

5. Discrimination, Harassment, Victimisation and Bullying

The school is committed to challenging and addressing all forms of discrimination, harassment, victimisation, prejudice and bullying.

Discriminatory behaviour may be verbal, physical, written, online or otherwise communicated. It may be directed at an individual or group and may occur intentionally or unintentionally.

Examples may include:

- physical assault or threatening behaviour relating to a protected characteristic;
- derogatory names, insults, slurs or discriminatory jokes;
- racist, sexist, homophobic, biphobic, transphobic or other discriminatory language;
- discriminatory graffiti or written material;
- sharing or displaying discriminatory images or material;
- verbal abuse or threats;
- exclusion or isolation based on a protected characteristic or other recognised difference;
- ridiculing an individual because of their disability, religion, culture, language, identity, appearance, family circumstances or other difference;
- making discriminatory comments during discussions or activities;
- encouraging or inciting others to discriminate or bully;
- refusing to cooperate with another person because of a protected characteristic; and
- discriminatory behaviour through digital or social media.

The school will respond to incidents in accordance with its behaviour, anti-bullying and safeguarding procedures, as appropriate.

Where an incident is reported or identified, the school will:

- take the concern seriously;
- ensure that the immediate safety and wellbeing of those involved are considered;
- investigate proportionately and appropriately;
- record incidents where required;
- provide appropriate support to those affected;
- take appropriate action in accordance with school policies and procedures; and
- monitor patterns and trends to identify any wider issues requiring action.

The school will consider the views of pupils when responding to incidents and will ensure that their experiences are taken seriously.

6. Racist and Prejudice-Related Incidents

The school recognises the definition of a racist incident established by the **Stephen Lawrence Inquiry Report (1999): “Any incident which is perceived to be racist by the victim or any other person.”**

The school will respond to racist incidents promptly and appropriately and will ensure that relevant incidents are recorded. The same procedure of taking reports seriously will apply to incidents involving other forms of prejudice or discrimination.

The school will use information from recorded incidents to identify patterns, inform preventative work and contribute to the review of its equality objectives and relevant policies.

7. Protected Characteristics

The Equality Act 2010 identifies the following nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school will ensure that its policies, practices and decision-making processes take appropriate account of the potential impact on people who share these characteristics.

The school also recognises the importance of protecting pupils and adults from prejudice and disadvantage associated with characteristics or circumstances that are not protected characteristics under the Equality Act 2010.

These may include:

- socio-economic circumstances;
- Welsh language;
- additional learning needs;
- attainment or ability;
- family circumstances;
- care experience;
- appearance;
- health or individual circumstances; and
- other characteristics or circumstances that may result in prejudice, exclusion or disadvantage.

The inclusion of these factors does not mean that they are legally defined as protected characteristics under the Equality Act 2010. Rather, it reflects the school's commitment to inclusion, respect and equality for all members of its community.

The school recognises the importance of the Welsh language and will promote and support its use in accordance with relevant Welsh legislation, Welsh Government expectations and local authority requirements.

8. Equality Considerations in Decision-Making

King Henry VIII 3-19 School will have due regard to equality when making significant decisions.

Equality considerations will be incorporated into relevant planning, policy development, service delivery and decision-making processes.

When considering significant decisions, the school will consider:

- whether the decision could disadvantage people who share a protected characteristic;
- whether reasonable adjustments or other action are required;
- whether the decision could create or increase barriers to participation or achievement;
- whether the decision could advance equality of opportunity;
- whether the decision could contribute to positive relationships and good relations;
- the views and experiences of those who may be affected; and
- whether further information or consultation is required.

For example, when planning a school trip, activity or significant change, the school may consider:

- whether the timing creates difficulties for pupils or staff observing religious or cultural practices;
- whether the activity is accessible to disabled pupils;
- whether reasonable adjustments are required;
- whether financial barriers could prevent participation;
- whether appropriate facilities are available;
- whether the activity creates any potential equality concerns; and
- whether alternative arrangements are required to ensure equitable participation.

9. Equality Data and Monitoring

The school will collect and analyse relevant information to help it understand whether pupils and other members of the school community are experiencing equality of opportunity.

The information considered may include, where appropriate and lawful:

- admissions;
- attendance;
- attainment and progress;
- participation in school activities;
- exclusions and other behaviour outcomes;
- access to provision and support;
- prejudice-related and discriminatory incidents;
- bullying incidents;
- complaints and concerns;
- staff recruitment and employment information; and
- other relevant information that may identify potential inequalities.

Data will be considered in relation to protected characteristics where appropriate and where sufficient, lawful and meaningful data is available.

The school will ensure that data collection and analysis are proportionate and comply with relevant data protection requirements. The purpose of collecting equality information is to identify potential inequalities, inform decision-making, evaluate the impact of actions and support continuous improvement.

The school will use relevant evidence to inform the development and review of its equality objectives.

Welsh Government guidance recognises that schools should determine what data and information are appropriate to collect in light of the particular issues within the school and relevant data protection requirements.

10. Equality Objectives and Strategic Equality Planning

The school will publish and maintain equality objectives that seek to address identified inequalities and support the achievement of the three aims of the Public Sector Equality Duty.

The school's **Strategic Equality Plan (SEP)** will set out its current equality objectives and the actions that will be taken to achieve them.

Equality objectives will be informed by:

- relevant school data and evidence;
- information about inequalities affecting the school community;
- consultation and engagement with pupils, parents/carers, staff and other relevant stakeholders;
- identified priorities within the school improvement process; and
- relevant local and national equality priorities.

The school will monitor progress against its equality objectives and will use the findings to inform future planning.

The school will review its equality objectives within the timescales required by the relevant Welsh specific equality duties.

The current equality objectives are set out in:

Appendix 3 – King Henry VIII 3-19 School Strategic Equality Plan and Equality Objectives.

11. Pupil Voice and Engagement

The school recognises that meaningful pupil voice is an important part of promoting equality and fulfilling its commitment to UNCRC Article 12.

Pupils will be given appropriate opportunities to:

- express their views about matters that affect them;
- contribute to the development and review of relevant policies and provision;
- identify barriers to participation, learning and wellbeing;
- contribute to equality and inclusion activities;
- raise concerns about discrimination, prejudice or bullying; and
- influence decisions where appropriate.

The school will seek to ensure that pupils' views are accessible and meaningful, taking account of age, development, communication needs and individual circumstances.

The school will also engage with parents/carers, staff and other relevant stakeholders when appropriate to inform equality planning and decision-making.

12. Teaching, Learning and the Curriculum

The school recognises that teaching and learning have an important role in promoting equality and fulfilling the principles of UNCRC Article 29.

The curriculum and wider school experience will provide opportunities for pupils to:

- develop their talents, interests and abilities;
- understand and respect diversity;
- develop an understanding of equality and human rights;
- challenge prejudice and stereotypes;
- develop positive relationships with others;
- understand different cultures, identities, beliefs and experiences;
- develop respect for the Welsh language and culture;
- develop their capacity to participate responsibly in society; and
- develop the knowledge, skills and attitudes required to contribute positively to their community.

Teaching materials and resources should, where appropriate, reflect the diversity of society and challenge stereotypical representations.

13. Accessibility and Reasonable Adjustments

The school recognises its responsibility to remove barriers that may prevent disabled pupils from participating fully in education and school life.

The school will consider and implement reasonable adjustments where required and will seek to ensure that disabled pupils are not placed at a substantial disadvantage.

This may include consideration of:

- access to buildings and facilities;
- teaching and learning resources;
- communication;
- assessment arrangements;
- school trips and activities;
- extracurricular opportunities;
- behaviour and pastoral support;
- the physical environment; and
- other aspects of school life.

The school will work with pupils, parents/carers and relevant professionals where appropriate to identify and implement effective adjustments.

14. Monitoring, Evaluation and Review

The effectiveness of this policy will be monitored through:

- analysis of relevant equality information and data;
- monitoring of prejudice-related incidents and bullying;
- monitoring of attendance, attainment, progress and participation;
- evaluation of the school's equality objectives;
- feedback from pupils, parents/carers and staff;
- consideration of equality issues when reviewing school policies;
- equality considerations within school improvement planning; and
- reporting to the Governing Body as appropriate.

Where monitoring identifies inequalities or areas of concern, the school will take appropriate action to address them.

The policy will be reviewed regularly and updated where necessary to reflect changes in legislation, Welsh Government guidance, school priorities or identified needs.

15. Related Policies and Documents

This policy should be read alongside, where relevant:

- Strategic Equality Plan;
- Anti-Bullying Policy;
- Relationships and Behaviour Policy;
- Safeguarding Policy;
- Additional Learning Needs Policy;
- Accessibility Plan;
- Complaints Policy;
- Curriculum Policy;
- Relationships and Sexuality Policy;
- School Improvement Plan; and
- relevant Monmouthshire County Council policies and guidance.



Appendix 1 – Equality Checklist for Staff and Governors

When developing a policy, making a significant decision or planning an activity, consider:

Equality

- Could this decision affect people who share a protected characteristic differently?
- Could anyone be disadvantaged or excluded?
- Are reasonable adjustments required?
- Could the decision create or remove barriers to participation or achievement?
- Have relevant equality data and evidence been considered?
- Have the views of those affected been sought where appropriate?

Inclusion

- Is the activity accessible to all pupils?
- Have individual needs and circumstances been considered?
- Are financial, physical, communication or other barriers present?
- Does the activity promote participation and belonging?

Representation

- Do resources and materials reflect the diversity of our school and wider society?
- Could any images, language or examples reinforce stereotypes?
- Are different cultures, identities and experiences represented respectfully?

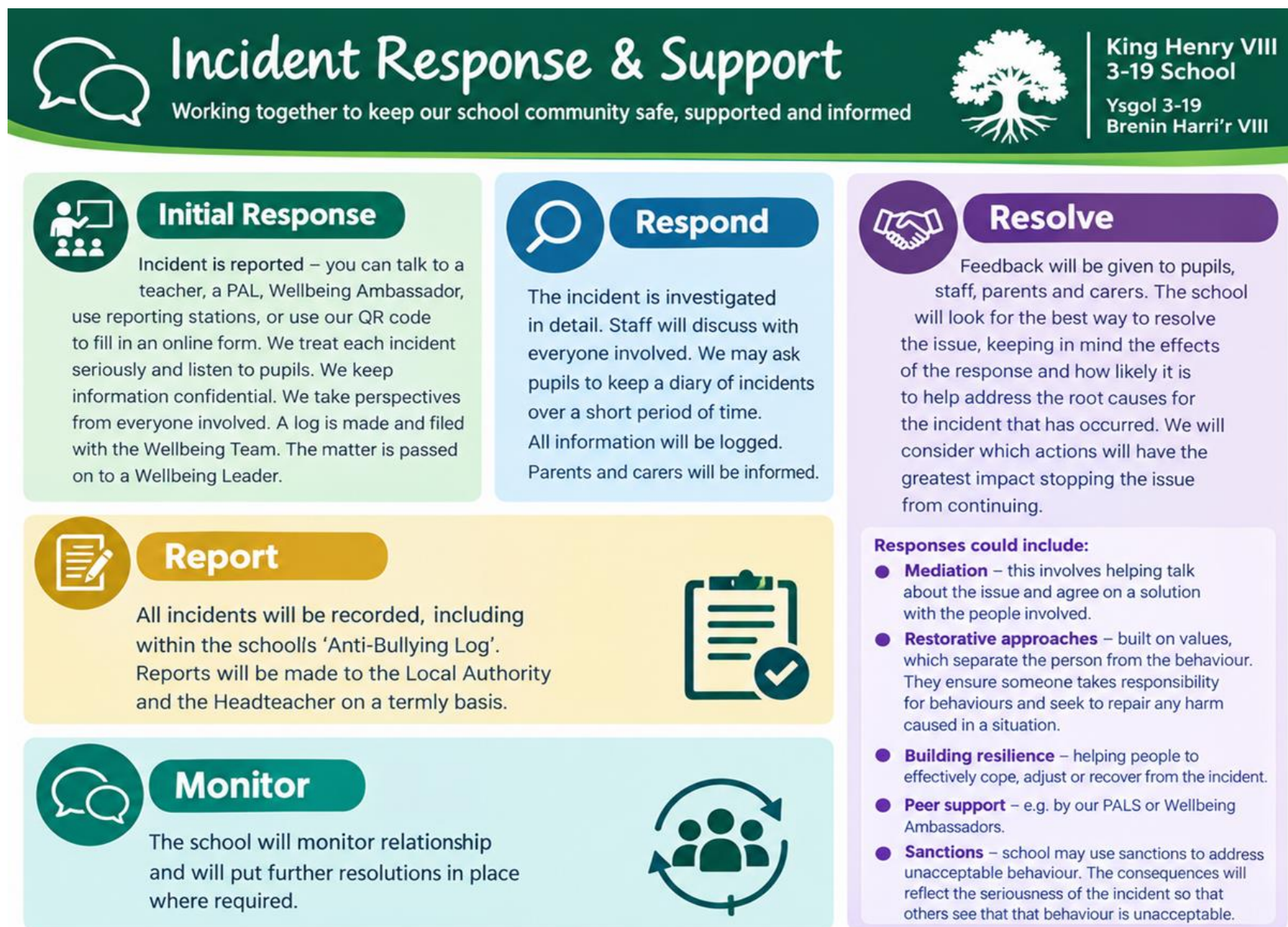
Pupil Voice

- Have pupils had an appropriate opportunity to express their views?
- Have their views been listened to and taken seriously?
- Have communication needs been considered?

Decision-making

- Is further consultation appropriate?
- Is there evidence to support the decision?
- How will the impact of the decision be monitored?

Appendix 2 – Responding to and Reporting Discriminatory Incidents



APPENDIX 3

The King Henry VIII 3-19 School Strategic Equality Plan (SEP): 2024-2028

Objective 1: To raise pupil understanding of difference, ensuring acceptance, tolerance and respect towards all members of the school and wider community.				
Action	School Lead	Success Criteria	Monitoring	Evaluation
Gain accreditation for anti-bullying practices across the school so that the Anti-Bullying Quality Mark is achieved.	Assistant Headteacher (Vulnerable Pupils)	Pupil voice highlights bullying is taken seriously and that pupils know how to report it and do so.	Review points linked to Anti-Bullying Quality Mark accreditation criteria.	Anti-Bullying Quality Mark accreditation.
Ensure all school councils and pupil voice groups are as fully representative as possible by promoting them fully across the whole school community.	Associate Assistant Headteacher (Pupil Engagement)	Staff respond consistently to incidents of bullying, as set out within the Schools Anti-Bullying Policy.	Weekly monitoring of bullying logs.	Evaluation of bullying logs
Provide accessible facilities for children and young people with physical disabilities, including through the sharing of specialist resources that are located across the school	Assistant Headteacher (Inclusion)	Pupil Leadership groups comprised of pupils with protected characteristics and from diverse backgrounds.	Half-termly reviews of School Council membership	Staff feedback in focus groups
Complete a yearly review of the Health and Happiness Calendar to ensure school events celebrate difference and diversity. Particular emphasis will be placed upon: - Race - Sexual orientation - Gender - Disability	Assistant Headteacher (Vulnerable Pupils)	Pupils with physical disabilities report trouble free and full access to all parts of the school building and its facilities.	Termly pupil surveys	Pupil feedback in Diversity committee
Provide education to pupils on diversity via an improved values curriculum, assemblies, themed food events and trips to local sites that aid understanding of diversity.	Assistant Headteacher (Wellbeing)	Pupils show high levels of kindness around the school to all groups of pupils.	Staff feedback in focus groups	Analysis of PASS Survey
		Pupils use positive, inclusive language that celebrates diversity in lessons and in unstructured time.	Pupil feedback in Diversity committee	
			LA ALN Reviews.	

Objective 2: Ensure that children and young people are not disadvantaged by poverty.				
Action	School Lead	Success Criteria	Monitoring	Evaluation
All staff to receive Child Poverty Action Group (CPAG) Training.	Assistant Headteacher Vulnerable Pupils	All school events are fully inclusive for all pupils without burden of cost. All disadvantaged pupils take part in all school activities. eFSM pupils make same rates of progress of nFSM pupils. All CPAG Youth Voice Champions demonstrate the confidence to voice their opinions in relation to school decisions when asked to do so.	CPAG Youth Voice Champions feedback (half termly).	CPAG Youth Voice Champions meeting with Assistant Headteacher Vulnerable Pupils
CPAG Youth Voice Champions to contribute to pupil leadership groups.	Assistant Headteacher Vulnerable Pupils		AHT (Vulnerable pupils) monitors every trip/event/opportunity with financial implication to ensure all disadvantaged pupils involved.	Evaluation of trip data across the academic year.
Establish pre-loved uniform and equipment shops.	Assistant Headteacher Vulnerable Pupils Assistant Headteacher (Primary Site)		Termly analysis of numbers of parents/carers visiting pre-loved uniform and equipment shops. Parent surveys.	Evaluation of pupil engagement with enrichment activities across the academic year.
Publish a calendar of school trips at the beginning of the school year, ensuring costs are transparent and any financial support clearly signposted.	Assistant Headteacher Upper Phase and Wellbeing		Standards meetings monitor progress of eFSM pupils and deduce next steps.	Governor analysis of 'on track data' at end of academic year.
Set up a clear policy that supports families with low incomes – that makes transparent what the school will do to ensure full pupil inclusion.	Assistant Headteacher Upper Phase and Wellbeing		Teaching and Learning Review points – analysis of their learning	

Objective 3: Promote role models, heroes and events that reflect the school's commitment to achieving equality and promoting diversity and inclusion.				
Action	School Lead	Success Criteria	Monitoring	Evaluation
Place images and infographics relating to role models from diverse backgrounds (including alumni, Welsh heroes and those with protected characteristics) in prominent places around the school.	Assistant Headteacher (Inclusion)	Pupils, in diversity group, report a curriculum with diverse role models, heroes, and events. Review Point Lesson observations report a diverse curriculum.	Regular meetings of the Pupil Diversity Group Review point lesson observations	Evaluation from pupil Diversity Group.
Ensure Form Groups adopt and investigate a role model each half-term and engage in activities that promote diversity and inclusion, e.g. BSL	Assistant Headteacher (Inclusion)	Schemes of Learning demonstrate a diverse and inclusive curriculum. Pupils are motivated to take an active role in planning and delivering assemblies that celebrate a broad range of cultural festivals and traditions.		
Create prominent and changing displays and engaging assemblies that celebrate a broad range of cultural festivals and traditions.	Assistant Headteacher (Wellbeing)			
Publish a list of age appropriate reading material for staff and pupils that is regularly updated and includes role models and heroes from diverse backgrounds and who have protected characteristics.	Assistant Headteacher (Middle Phase)			
Department Development Plans to include targets relating to further promoting diversity (heroes/role models).	Heads of Department			

Collaborate with 'Future First' to ensure pupils have the opportunity to meet alumni who are from diverse backgrounds and who have protected characteristics.	Assistant Headteacher (Primary Phase)			
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