

Polisi Cydraddoldeb Equality Policy

Ysgol Gymraeg Ffwrnes

Medi 2024 / September 2024



Mabwysiadwyd y Polisi yma gan Lywodraethwyr Ysgol Gymraeg Ffwrnes
This Policy has been adopted by the Governors of Ysgol Gymraeg Ffwrnes

Cyngor **Sir Gâr**
Carmarthenshire
County Council



RACE EQUALITY POLICY

As a caring school we aim to ensure that children and adults of all cultures, both genders and of differing abilities are treated with respect and encouraged to develop positive images of themselves. In line with the disability equality duty, we ensure equality of opportunity for all disabled children and adults whether registered at the school or visitors.

We respect and value the linguistic, culture and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

Fostering respect for all groups and individuals, within the context of Human Rights;

Promoting positive non-discriminatory behaviour;

Ensuring appropriate support for individuals of different ethnic groups within the school;

Ensuring high expectations of all;

Ensuring representation of a wide range of heritages within the school's curriculum;

Encouraging links with the wider community.

All teachers and curriculum coordinators ensure that curriculum content, resources and classroom environments present and value Wales and the UK as a culturally diverse society. Teachers are required to develop pupils' understanding of the wider world. In presenting diversity, all staff and volunteers ensure that different cultures are not presented in stereotyped ways.

Pupils' Attitudes, Values and Personal Development

In Ffwrnes School we:

Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality.

Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.

Equip our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.

Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs.

Recognise the importance of language to a person's sense of identity and belonging and consider other mother tongues to English and Welsh as a teaching and learning resource and a strength.

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Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual.

Ensure that all pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

Teaching and Learning

The school will ensure that:

Teaching methods and styles take full account of the needs of pupils' background experiences.

Teaching methods encourage positive attitudes to difference, culture diversity and race equality.

Diverse learning styles are catered for

The skills to learn in a range of different styles and contexts are developed and encouraged

Any diversity of cultures and backgrounds in the school is seen as a positive resource for teaching and learning

Teaching methods used are accessible to individuals and groups (monitored by ethnicity and background)

All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards

A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe

Classrooms and other common spaces in school, where work is displayed present positive and challenging images that are non-stereotypical and reflect the multiethnic, multilingual and multicultural society and world

Learning is a collaborative and co-operative enterprise

Indicators for Success

High levels of achievement: all pupils achieve their full potential and the performance and progress of pupils from all racial groups is broadly similar.

Effective response to racial harassment and racist incidents: Incidents of racism and racial harassment are dealt with promptly. Strategies are employed to reduce racism and racial harassment and evaluations show that these are effective.

Admissions: The ethnic profile reflects the ethnic profile of the area from which pupils are drawn.

The Governing Body's role:

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All members of the governing body are fully aware of their responsibilities in relation to their duties under the Act. Governors are involved in decision making on racial equality matters.