

# Equality, Rights & Diversity Policy

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VERSION NUMBER	DOCUMENT AUTHOR/ REVIEWER	AMENDMENTS HISTORY
3	GAVIN CASS, HEAD OF EDUCATION	<p><b>Sept 2024</b> Initial Equality &amp; Diversity Policy established to meet Equality Act (2010) requirements and support inclusive practice.</p> <p><b>Dec 2024</b> Updated to reflect Rights Respecting Schools framework Added UNCRC articles and strengthened pupil voice elements across the school.</p> <p><b>Feb 2025</b> Strengthened anti-discriminatory practice guidance Included clearer expectations on challenging prejudice, promoting diversity and responding to discriminatory incidents.</p> <p><b>Jan 2026</b> Comprehensive rewrite and alignment with whole-school relational model Full update to reflect Belong–Learn–Grow ethos, therapeutic practice, independent school standards, and RRS accreditation work.</p>

## **Statement of Intent**

Ysgol Tan y Gaer is committed to being an inclusive, relational and rights-based school where every learner feels safe, valued and able to be themselves.

Our ethos **Belong, Learn, Grow** guides our approach to equality, equity and diversity.

We promote a culture where all learners, staff and visitors are treated with dignity and respect, where identity is celebrated and where discrimination has no place. As a Rights Respecting School, our work is grounded in the:

- Equality Act 2010
- UNCRC (United Nations Convention on the Rights of the Child)
- Curriculum for Wales: Human Rights and Diversity Guidance
- Well-being of Future Generations Act 2015
- Welsh Government Anti-Racist Wales Action Plan
- Independent School Standards (Wales)

We recognise that many of our pupils are care-experienced and may have faced inequality, bias or discrimination in the past. Our approach prioritises emotional safety, belonging, relational practice and DBT-aligned communication.

### **Protected Characteristics under the Equality Act 2010**

We protect pupils and staff from discrimination based on:

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

We have a clear duty to safeguard and support transgender young people and ensure full equality under the law.

## **Rights-Based Practice (UNCRC)**

As a Rights Respecting School, we actively uphold:

- Article 2 – freedom from discrimination
- Article 8 – right to identity
- Article 12 – right to be heard
- Article 14 – freedom of thought and belief
- Article 28/29 – right to education that develops talents and personality
- Article 30 – protection of minority identities

Pupil voice is central to our work. Young people shape:

- curriculum content
- displays
- enrichment opportunities
- school culture
- policy development

## **Aims of the Policy**

This policy ensures that Ysgol Tan y Gaer is a school where:

- every learner feels safe, valued and of equal worth
- identity is respected, affirmed and celebrated
- discriminatory attitudes or actions are challenged consistently
- staff model respectful, inclusive and relational behaviour
- learners have equitable access to all opportunities
- DBT and trauma-informed communication supports emotional safety
- decisions by leaders and governors reflect rights, equality and fairness
- diversity is visible across curriculum, environment and enrichment

## **Trauma-Informed and DBT-Informed Approach**

We acknowledge that discrimination or exclusion may retraumatise or trigger distress for our learners. Therefore, staff respond using:

- validating language
- calm tone

- co-regulation
- curiosity instead of judgement
- DBT skills (Mindfulness, Distress Tolerance, Emotional Regulation, Interpersonal Effectiveness)
- predictable, positive and restorative approaches

We prioritise:

Safety before challenge

Regulation before reasoning

Connection before correction

### **Equality, Rights and Diversity Through the Curriculum**

Our Curriculum for Wales offer includes:

- diverse and representative stories, resources and media
- teaching about rights, identity, anti-racism and healthy relationships
- learning that reflects Wales' rich cultural heritage (Cynefin)
- inclusive RSE (Relationships and Sexuality Education)
- critical thinking, empathy and respectful dialogue
- recognition of protected characteristics and human rights

Representation is intentional across:

- planning
- displays
- enrichment
- community experiences
- literacy texts
- role models

Learners regularly see themselves reflected positively.

### **Roles and Responsibilities**

Proprietor / Responsible Individual (RI)

- Ensures statutory compliance
- Oversees staff training and development
- Receives reports on equality-related incidents

#### Head of Education (Equality & Rights Lead)

- Embeds rights and equality across the curriculum and environment
- Ensures discriminatory incidents are logged and addressed
- Leads whole-school development linked to identity and belonging

#### All Staff

- Use inclusive, respectful and DBT-aligned language
- Challenge all discriminatory or prejudicial behaviour
- Model positive attitudes towards diversity
- Provide safe opportunities for pupil voice
- Record incidents on CPOMS

#### Pupils

- Treat others with respect
- Celebrate difference and diversity
- Report concerns to trusted staff members

#### **Responding to Discriminatory Behaviour**

All incidents involving discrimination, racism, prejudice or identity-based harm must be:

1. Stopped immediately
2. Responded to using calm, validating, trauma-informed approaches
3. Recorded on CPOMS
4. Reported to the Head of Education
5. Addressed using restorative and educational approaches
6. Followed up with learners using DBT emotional regulation support
7. Communicated to parents/carers and social workers where appropriate
8. Reviewed through the school's 5-term QA cycle to identify patterns

Incidents are not treated as "misbehaviour" but as opportunities to teach, repair and protect.

#### **Staff Training and Professional Learning**

Staff receive training in:

- Equality Act duties
- UNCRC & Rights Respecting School practice

- Anti-racism and cultural competence
- Trauma-informed and DBT practice
- LGBTQ+ inclusion
- Challenging discrimination safely
- Representing diversity in the curriculum

Continuous learning ensures consistency and confidence across the team.

### **Community, Representation and Belonging**

We promote diversity through:

- inclusive displays and environment
- community partnerships
- celebration of cultural events
- diverse curriculum texts
- role modelling by staff
- enrichment linked to identity and heritage

### **Monitoring and Review**

We monitor:

- CPOMS incidents
- pupil voice
- curriculum representation
- staff training impact
- progress toward SDP priorities
- equality trends across terms

This policy is reviewed annually, or sooner if required.