

YSGOL GYFUN BRYNTIRION COMPREHENSIVE SCHOOL



Race Equality Policy





Race Equality Policy

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Introduction

The Race Relations (Amendment) Act 2000

The Race Relations (Amendment) Act 2000 introduces a new General Duty which requires public authorities, including all schools and LEAs:

“in the carrying out of their various functions, to have due regard to the need to eliminate unlawful discrimination and to promote racial equality and good race relations”.

The Specific Duties for schools are to:

- *prepare and maintain a Race Equality policy, and to have made specific arrangements to show how they will:*
- *assess all their policies for impact on pupils, staff and parents of different* racial groups, and*
- *monitor the ongoing impact of policies.*

**'different' meaning ALL racial groups which are different from one another and therefore may be affected in different ways by certain policies.*

OUR SCHOOL

Bryntirion Comprehensive School is an 11-18, mixed community school maintained by Bridgend County Borough Council. There are 1,023 pupils on roll, including 146 in Years 12 & 13. Pupils come mainly from the town of Bridgend, and from surrounding villages. The area as a whole is neither prosperous nor economically disadvantaged, though pupils come from the full range of economic circumstances. Sixteen per cent of pupils are entitled to free school meals, a figure below the national average of 18.5 per cent.

Twelve per cent are on the SEN register. Nearly all pupils speak English as their first language. Pupils are from a range of ethnic backgrounds including: Welsh(British), Pakistani, Indian, Chinese. There are a very small minority of pupils of mixed Caribbean/British and Asian/British heritage.

Different faiths represented in the school include Christianity, Islam and Hinduism.

The school values all people, their faiths, cultures and languages equally.

PURPOSES

The purposes of this policy are to:

- establish and implement race equality good practice across all areas of school life
- eliminate unlawful discrimination, promote equality of opportunity and good relations between different racial groups

Summary Statement

Bryntirion Comprehensive School is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school values and encourages involvement of people from all sections of the local community. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The school recognises that British and Welsh society is made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are fully prepared to live in such a diverse society.

PRINCIPLES

A fundamental principle of Bryntirion Comprehensive School is that it has a very positive, inclusive ethos which this policy will support and help to maintain. In adhering to this principle, the school aims to:

- ensure that all pupils achieve the highest standards
- ensure that all staff feel valued and are able to contribute fully to all aspects of the school's work
- meet the diverse needs of pupils and prepare all pupils for life in a diverse society
- respect and value differences between people and promote good relations between different groups within the school and the wider community
- ensure that racial equality is an integral part of all planning and decision-making across all areas of the school
- be proactive in tackling and eliminating racial discrimination, which we acknowledge exists in society, making the school a place where everyone feels welcome and valued
- protect the rights of all pupils, staff, parents, governors and visitors to the school

PROCEDURES

1. Leadership, management and governance

Commitment

The governing body and management of Bryntirion Comprehensive School will work in partnership with others to be proactive in promoting race equality, good race relations and in tackling unlawful racial discrimination. They will encourage, support and enable all pupils and staff to reach the highest standards as indicated in the school's vision statement and the Equal Opportunities Summary.

Governing body

The governing body is responsible for ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act, and will maintain an overview of implementation of the Race Equality Policy. With assistance from the headteacher, the governing body will ensure that the policy and its related procedures and strategies, are implemented. The Governing Body includes race equality issues as a regular item on the agenda of Governing Body meetings and has a governor with responsibility for Equalities, who is (.....)

Headteacher

The headteacher is responsible, with the governing body, for ensuring that the Race Equality Policy and its related procedures and strategies are implemented. The headteacher ensures that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil these responsibilities. The headteacher will take disciplinary action against staff or pupils who are found to have discriminated on racial grounds.

People with specific responsibilities

The named person with responsibility for dealing with reported incidents of racism and racial harassment is (.....). Staff and pupils are made aware of who the named person is. The named person ensures that all reported racist incidents are recorded in a register, and that Racist Incident Report forms are completed and sent on to the LEA.

The Equal Opportunities Coordinator is (.....). The Equal Opportunities Coordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to race equality, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

The PSE Coordinator is (.....). The PSE Coordinator ensures that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

The RE Coordinator is (.....). The RE Coordinator ensures that religious education within the school is in line with SACRE guidance. RE is taught in a positive, balanced way, different viewpoints are always valued and respected and stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

All teaching and non-teaching staff

All school staff have a responsibility to comply with this policy. They should not discriminate on racial grounds, and should keep themselves up to date with Race Relations legislation, including attending appropriate training and information events.

Teaching staff and classroom-based assistants

Teaching staff and classroom-based assistants ensure that all pupils have the opportunity to have full access to the curriculum and are included in all activities. Through their teaching and relations with pupils, parents, staff and the wider community, staff promote race equality and understanding of diversity.

Visitors and contractors working on site

Every effort is made to ensure that all visitors are made aware of the school's policy on race equality and racial harassment. All contractors are required to commit to adhering to these policies during initial contract negotiations.

Complaints procedure and breaches of policy

General complaints about the school's non-compliance with this policy are dealt with in accordance with the school's Complaints Procedure. Specific complaints about members of staff or governors breaching this policy are dealt with in accordance with the school's Discipline Procedures. Specific incidents of racial discrimination, harassment or victimisation involving members of staff are dealt with in accordance with the school's Grievance Procedures.

2. Planning and review of all school policies

Policy planning and development

Questions on race equality and audits such as 'Learning for All'* are used to assess race equality impact when planning and developing all school policies. Any issues arising from race equality questions and audits are addressed through associated action plans or targets in the School Development Plan. Whenever possible, a broad range of people including staff, parents, pupils and others are involved in consultation on policy development.

**'Learning for All' Commission for Racial Equality(2000)*

Ethnic monitoring

Ethnic monitoring data is used to identify patterns and trends which inform planning and decision-making with an emphasis on pupil attainment. Strategies are put in place to address disparities. Ethnic monitoring is carried out on a range of issues affecting both pupils and staff. The following are monitored by ethnic group:

- pupil attainment (formal test and exam results, also monitored by LEA)
- pupil progress (other measured forms of pupil progress and development)
- admissions and transfers (also monitored by LEA)
- attendance
- exclusions (also monitored by LEA)
- bullying
- racist incidents (also monitored by LEA)
- rewards and sanctions
- staff training
- staff recruitment (also monitored by LEA)
- promotion (also monitored by LEA)
- membership of the governing body (also monitored by LEA)

Reviewing and evaluating policies

All policies and strategies are regularly monitored, reviewed and evaluated for their effectiveness in relation to

- eliminating racial discrimination;
- promoting equality of opportunity;
- promoting good race relations.

Audits and questions on race equality are built into school self-review and evaluation frameworks using 'Learning for All' as a source of guidance. Issues arising are used to inform planning and decision-making.

Publishing results of monitoring and evaluations

Required ethnic monitoring data is made available to the LEA. Relevant information from audits and monitoring is communicated during staff meetings and is included in the school's Annual Report. To conform to the Data Protection Act steps are taken to ensure that information cannot be used to identify individuals.

3. Implementing the Race Equality Policy

Targets

Targets for action linked to this policy are included in the School's Development Plan which, in turn, are linked to the relevant targets in the Bridgend County Borough Council's Education Strategic Plan.

Evaluations

Evaluations of these targets, by senior management and LEA staff are carried out annually. The effectiveness of the policy will be evaluated in meeting the general requirements of the Race Relations Amendment Act, to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

Review

This Race Equality Policy will be reviewed annually.

Communicating and promoting the policy

The full Race Equality Policy is:

- published in the staff handbook
- brought to the attention of all non-LEA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own Equal Opportunities policy
- brought to the attention of parents and is available on request for parents, visitors and members of the wider community

The Equal Opportunities Summary is:

- sent to all job applicants
- published in the school prospectus
- displayed around the school premise
- available on request for visitors and members of the wider community

4. Consulting on the Race Equality Policy

This policy was developed in consultation with a number of different people.

- Staff contributed to personalising the policy in a whole school staff meeting.
- Pupils gave their ideas through the pupil council and in PSE lessons.
- Parents on the governing body and others from a number of ethnic groups represented in the area provided feedback on the draft policy.
- Representatives of local Community/Neighbourhood groups provided feedback on the draft policy.
- Governors reviewed and endorsed the policy at a Governing Body meeting.

Similar consultation will take place when the policy is next reviewed.

5. Promoting race equality, good race relations and eliminating racial discrimination across areas of school activity.

A. Admissions and attendance

Admissions

Admissions and transfer criteria have been assessed for any potential disadvantage to pupils from particular racial and ethnic groups.

Bryntirion Comprehensive School admissions and transfer criteria and interviews are fair and equal for all and do not detrimentally affect any racial or ethnic groups.

Information about all pupils' ethnicity, home language, religion and dietary requirements is collected through admission forms and entered on the school database. Admissions are monitored by ethnicity to ensure that the procedure is administered fairly to all pupils.

Attendance

Bryntirion Comprehensive School expects excellent attendance of all pupils. Staff, pupils, parents and the Education Welfare Service work together to ensure that high levels of attendance are maintained. We monitor attendance by ethnic group and take action to reduce any identified differences between groups of pupils (e.g. by following up absences, telephone calls, home visits and involving the Education Welfare Service). Staff who follow up absence are aware of and sensitive to relevant cultural and religious issues.

B. Attainment, progress and assessment

Attainment and progress

Our aim is to ensure that all pupils achieve to the highest standards. We value many forms of personal and academic achievement. We monitor individual pupils' attainment and progress for signs of underachievement and we use ethnic monitoring to identify any differences between the performance of ethnic groups. Any disparities are addressed through planned and targeted support.

Assessment

We take care to ensure that all pupils are appropriately supported in assessments, and that minority ethnic pupils, those for whom English is an additional language, Traveller and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support.

Special Educational Needs

We make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, Traveller and refugee and asylum seeker children. All pupils with special educational needs receive appropriate support.

C. Racism, racial harassment and school ethos

Racism, discrimination and harassment

Bryntirion Comprehensive School is opposed to all forms of racial prejudice, harassment and discrimination. Racist language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's Racial Harassment Policy* and LEA guidelines on Dealing with Racist Incidents. Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's Discipline or Grievance procedures. The school works closely with the LEA and other partners (e.g. Race Equality First) to address racism within the school and the local area.

Celebrating and catering for diversity

Bryntirion Comprehensive School takes every care to ensure the specific cultural and religious needs of all groups are addressed in school by celebrating diversity. Advice is sought on catering for the dietary and dress requirements of different ethnic and religious groups. The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

Preparation for life in a multiethnic society

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust. We actively promote good personal and community relations in order to prepare all pupils for life in a multi-ethnic society.

D. Behaviour, discipline and exclusion

Behaviour and discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour. The school recognises that cultural background may affect behaviour and takes this into account. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

Exclusion

We take proactive steps to prevent exclusion and permanent and fixed-term exclusions are monitored by ethnic group to identify patterns or trends between groups. Any disparities identified are addressed by targeted action. The school uses a range of strategies for integrating long-term absentees and excluded pupils which address the needs of all pupils.

E. Personal development and pastoral care

Pastoral support

Our pastoral support takes account of religious and ethnic. Victims and perpetrators of racist incidents are always counselled and pupils are taught ways of responding appropriately to racist incidents.

Careers and work experience

We encourage all pupils to consider the full range of work experience, career and post-16 options to ensure there is no stereotyping of ethnic or racial groups. Work placement providers are required to provide evidence of their commitment to equality and to challenging racism. Support is offered to any pupil who experiences racism or racial harassment whilst on work experience and action will be taken to ensure that it doesn't recur. Work experience opportunities are monitored by ethnic group.

F. Teaching and learning

Teaching and learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers are aware of their pupils' cultural backgrounds and linguistic needs and teach about different cultural traditions with sensitivity. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality and injustice to help them identify and challenge racial discrimination.

G. Curriculum

Promoting cultural diversity through the curriculum

We promote cultural diversity in all curriculum areas through teaching a balance of positive, culturally diverse content. Principles of equality and respect for people of different racial and ethnic groups are present throughout the curriculum and pupils are given opportunities to explore issues of identity, equality and racism in the appropriate curriculum areas. We evaluate the appropriateness of the curriculum for pupils of all groups and monitor its effectiveness in promoting understanding of diversity.

Curriculum access

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

Resources

Our resources and displays portray positive images of a range of peoples and cultures. Resources and displays are regularly reviewed and upgraded and we use a variety of resources to challenge stereotypes and racism across the curriculum.

Involvement of people of diverse backgrounds

We seek to use role models and presenters from a range of different racial, ethnic and faith groups within the school to share a wide range of skills and experiences.

H. Staff recruitment and professional development

Recruitment and promotion

All governors and staff involved in recruitment and selection are trained in how to ensure equality and avoid racial discrimination in the recruitment and selection process. All teaching and non-teaching posts are formally advertised, and may be advertised through minority press to encourage members of under-represented groups to apply. Applications and details of staff in post are monitored by ethnicity and this data is supplied to the LEA on an annual basis.

People from all sections of the school community are encouraged to stand for election to the governing body, particularly under-represented groups. Imbalances following elections are redressed through co-option.

Professional development

All staff are encouraged to develop and achieve their full potential. Initial and ongoing training of staff and governors address issues of race equality, cultural diversity and the needs of pupils.

I. Partnerships with parents, carers and communities

Parents, carers and the wider community

Bryntirion Comprehensive School endeavours to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents and carers are always informed of specific racist incidents. Parents and carers of all racial and ethnic groups are encouraged to participate in the life of the school and steps are taken to encourage greater involvement of under-represented groups. On request, information for parents is produced in user-friendly language and accessible formats. Where necessary, Welsh, Braille, community language translation and interpretation are used to communicate and consult with parents and carers.

School premises

Bryntirion Comprehensive School premises are available for use by all ethnic and racial groups in the locality.

Contractors and service providers

Bryntirion Comprehensive School expects all contractors and visitors to the school to maintain conduct which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

Signatures and dates

Signed: _____
Headteacher

Chair of Governors

Date: _____
