



Ysgol Gymunedol

**TONYREFAIL**

Community School

# Race Equality Policy

Optimism | Trust | Respect | Positivity | Honesty

## Introduction

Tonyrefail Community School is committed to working in partnership with individuals, the local community and organisations in promoting a fair and just society which values diversity and gives everyone an equal chance to work, learn and live free from discrimination, prejudice and racism.

We respect and value the linguistic, cultural 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 isolated individuals of different ethnic groups within the school
- ◆ Ensuring high expectations of all
- ◆ Ensuring representation of a wide range of heritages within our curriculum and school community
- ◆ Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

## 1 Aims

Our school has a very positive, inclusive ethos which our policy will support and help to maintain. In adhering to this policy, the school aims to:

- ◆ promote racial equality, promote good race relations and challenge racial discrimination;
- ◆ ensure that pupils and staff from all racial, ethnic and faith groups are encouraged and able to achieve their full potential;
- ◆ protect the rights of all pupils, staff, parents/carers, governors and visitors to the school;
- ◆ respect and value differences between people and promote good relations between different groups within the school and the wider community;
- ◆ meet the diverse needs of pupils and prepare all pupils for life in a diverse society;
- ◆ 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;
- ◆ ensure that racial equality is an integral part of all planning and decision-making across all areas of the school.

## 2 Consultation on the Race Equality Policy

This policy will be developed and ratified with the help of a number of different groups of people:

- ◆ VALREC, the Valleys Race Equality Council;
- ◆ all teaching and non-teaching staff;
- ◆ pupils through the School Council;
- ◆ parents/carers on the Governing Body and other parents through questionnaires;
- ◆ representatives of local Community/Neighbourhood groups through questionnaires;
- ◆ Governors will review and endorse the policy [Susan Lewis – Inclusion Governor]

When the policy is reviewed a similar consultation exercise will take place.

## 3. Leadership, Management and Governance

### Commitment

The School's commitment to equality for all is reflected in our Equal Opportunities Policy and the School's Vision:

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where

cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

### **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.

### **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 will ensure 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 initiate disciplinary action against staff and will appropriately discipline pupils who have been found to racially discriminate.

### **People with Specific Responsibilities**

Individual members of staff have specific responsibilities to develop good practice in school.

The person with responsibility for dealing with reported incidents of racism and racial harassment is **Mr Karl Culverhouse (Assistant Headteacher)**. He ensures that all reported racist incidents are recorded in a register, and that Racist Incident Report forms are completed and sent on to the LA.

**The Equal Opportunities Co-ordinator is Mr Karl Culverhouse.** The Equal Opportunities Co-ordinator ensures that the school regularly reviews and evaluates all policies and practices in relation to Race Equality, leading to courses of action which address aspects of inequality or disadvantage in all of the school's activities.

**The PSE Co-ordinator is Ms M Oaten.** The PSE Co-ordinator 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 Co-ordinator is Mrs E Tiltman.** The RE Co-ordinator 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/carers, staff and the wider community, they promote race equality and understanding of diversity.

### **Visitors and Contractors Working on Site**

All contractors are asked to comply with both Health and Safety and Equal Opportunities policies as part of the tendering process.

### **Complaints Procedure and Breaches of Policy**

Complaints about those not complying with this policy should be addressed to the appropriate authority and any breaches of this policy by members of staff or governors are dealt with in accordance with the school's or LA's discipline and grievance procedures. Specific incidents of racial discrimination or harassment involving staff are also dealt with in accordance with the LA's or school's discipline and grievance procedures.

## **4. Policy Planning and Review**

### **Policy Planning**

The School's Self-Evaluation process is used to monitor Equal Opportunities and Inclusion issues.

### **Ethnic Monitoring**

Ethnic monitoring data will be used to assess pupil progress, attainment, attendance, exclusions, rewards and sanctions to identify disparities, and strategies will be put in place to inform planning and decision-making. Staff recruitment and membership of the Governing Body are also monitored by ethnicity.

## Reviewing and Evaluating Policies

All policies and strategies are regularly monitored, reviewed and evaluated for their effectiveness in eliminating racial discrimination, promoting racial equality, and promoting good race relations. Audits and questions on Race Equality are built into school self-review and evaluation frameworks. 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 [LA](#). Relevant information from audits and monitoring is communicated during appropriate meetings and is included in the school's Annual Report to governors and parents. To conform to the Data Protection Act steps are taken to ensure that published information cannot be used to identify individuals.

## 5. Implementing the Race Equality Policy

Race Equality Standards are embedded in the ethos of the school.

### Evaluations

Evaluations of these targets by senior management 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.

### Training and Development

Regular training on Race Equality issues is available through [LA](#) and school-based training sessions and all training is evaluated.

## Communicating and Promoting the Policy

The full Race Equality Policy is:

- ◆ Available on the school website
- ◆ 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/carers and is available on request for parents/carers, visitors and members of the wider community.

The Equal Opportunities Summary is:

- ◆ published in the school prospectus;
- ◆ available on request for visitors and members of the wider community

On request the Equal Opportunities Policy and the Race Equality Policy will be made available.

## 6. 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.

Our 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 and religion 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

We expect good attendance of all pupils and work together with staff, pupils, parents/carers and the Attendance and Wellbeing Service 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 Attendance and Wellbeing Service). Staff who follow up absence are aware of and sensitive to relevant cultural and religious issues.

We recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

## **(b) Attainment, Progress and Assessment**

### **Attainment and Progress**

Our aim is to ensure that all pupils achieve to their full potential. We value all 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. We make every effort to ensure that all pupils with special educational needs receive appropriate support.

## **(c) Racism, Racial Harassment and School Ethos**

### **Racism, Discrimination and Harassment**

The school is opposed to all forms of racial prejudice, harassment and discrimination. Racist language or behaviour will not be tolerated and will be challenged. In line with school policy:

- ◆ all incidents are dealt with promptly, firmly and consistently in accordance with the School's Behaviour Policy;
- ◆ all incidents are investigated thoroughly, are recorded on the School's computerised SIMS System and reported to the LA using the appropriate forms;
- ◆ victims and perpetrators will be counselled;
- ◆ parents of pupils involved in reported incidents are informed;
- ◆ all teachers and non-teaching staff are given appropriate training to deal effectively with racist incidents.

### **Celebrating and catering for diversity**

We take 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 multi-ethnic 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 Exclusions**

### **Behaviour and Discipline**

We expect high standards of behaviour from all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for disruptive behaviour. The school recognises that social and 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 and reported.

### **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 differences and the experiences of Traveller, refugee and asylum seeker children. Victims and perpetrators of racist incidents are always counselled and pupils are taught ways of responding appropriately to racist incidents.

### **Support for Traveller and EAL pupils**

We provide appropriate support for Traveller pupils and those for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

### **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, in co-operation with Careers Wales, 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 co-operation 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.

## **Assemblies**

The School conducts regular Assemblies on the theme of Race Equality and links are fostered with VALREC.

## **Resources**

Our resources and displays portray positive images of a range of peoples and cultures. Appropriate resources are purchased to meet the needs of individual pupils including those for whom English is an Additional Language, Travellers and refugee and asylum seeker children. 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. Applications and details of staff in post are monitored by ethnicity and this data is supplied to the [LA](#) on an annual basis.

People from all sections of the school community are encouraged to stand for election to the Governing Body and under-represented groups are considered for co-option.

### **Professional Development**

All staff are encouraged to develop and achieve their full potential. Initial and ongoing training of all Staff and Governors address issues of race equality, cultural diversity and the needs of pupils for whom English is an additional language, Travellers and refugee and asylum seeker children. Access to opportunities for professional development are monitored and evaluated by ethnicity.

## **(i) Partnerships with Parents, Carers and Communities**

### **Parents, Carers and the Wider Community**

We endeavour 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.

### **School Premises**

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

### **Contractors and Service Providers**

We expect 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.

## **7. Monitoring and Evaluation**

The School's Inclusion Committee will review the Race Equality Policy on an annual basis. Any changes and developments in race equality will be regularly communicated to governors, staff, students, parents/carer's and visitors.