



Racial Equality Policy

Date adopted: 17th November 2016

Headteacher Signature.



Chair of Governors Signature:



To be reviewed: in accordance with BCBC guidance

PROMOTING RACIAL EQUALITY POLICY

Introduction

All maintained schools in Wales have a legal duty to promote race equality as set out in the Equality Act 2010. Our 2000 pupils are mainly from a white, British background but we do have about 50 pupils from ethnic and cultural minorities - about 2.5% of the school population. It is vital that each of these pupils feels fully included in all aspects of school life, and that all of them, their faiths, cultures and languages are valued equally by the school.

The community which the school serves is not particularly diverse, but even in the Bridgend area there have been racist incidents. In any case many of our former pupils will in due course move to areas where they will come into contact with people of diverse origins.

The media is full of issues such as the Stephen Lawrence case, refugees and asylum seekers, racial conflict in Britain and abroad, and the growing popularity of extreme political groups. It is essential that we produce individuals with informed, well balanced opinions, and who can reject stereotypes and racist propaganda.

The Act requires schools to:

- promote equality of opportunity;
- promote good relations between persons of different racial groups; and
- eliminate unlawful racial discrimination.

Definition of racist incident

The Report published following the Inquiry into the murder of Stephen Lawrence, defined that a racist incident should be:

"any incident which is perceived to be racist by the victim or any other person".

Racist incidents can involve any of the following:

- Verbal abuse and threats – name-calling is the most common expression of racism.
- Racist graffiti.
- Provocative behaviour, (eg racist badges).
- Cyber bullying through mobile phones and **social networking sites**.
- Racist comments in the course of discussions in the classroom;
- Ridicule of cultural or religious differences: food, dress, language, etc.
- Racist jokes, insults and comments.
- Physical assault against a person or group because of colour, ethnicity, nationality or religion.
- Incitement of others to behave in a racist way.
- Refusal to co-operate/work with other pupil/pupils because of their race, colour, ethnicity, nationality or religion.
- Bringing racist material to school.

NB this is not an exhaustive list and new types of incidents regularly emerge. Appendix 2 at the end of tghsi policy is more exhaustive.

Failure to deal with what can be minor incidents could be seen as condoning racism and may well lead to more serious incidents in the future. Although racist bullying and name calling are similar to other kinds of bullying and need to be dealt with in the same way, it is also important to recognise there are substantial differences.

The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, but as the representative of a family, community or group. The law recognises the seriousness of racism by requiring that the courts should impose higher sentences when an offence is aggravated by racist (or religious) hostility.

The Policy

A Admissions and attendance

Admissions

The admissions and transfer criteria for all schools in the BCBC are fair and equal for all, and so are not to the disadvantage of any racial or ethnic groups: nevertheless, admissions and transfer criteria will be assessed for any potential disadvantage to pupils from particular racial and 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

We expect good attendance of all pupils - staff, pupils, parents and the Education Welfare Service work together to ensure that high levels of attendance are maintained. Our Heads of Year monitor attendance by ethnic group and will take action to reduce any identified differences between groups of pupils. Staff who follow up absence are aware of and sensitive to relevant cultural and religious issues. These include religious observance and attendance at places of worship. We recognise pupils' and staff members' right to take time off for legitimate religious observance.

B Attainment, progress and assessment

Attainment and progress

Our aim is to ensure that all pupils achieve to the highest standards. We monitor individual pupils' attainment and progress for signs of underachievement and we will use ethnic monitoring to identify any differences between the performances of ethnic groups. Any disparities will be addressed through planned and targeted support.

Assessment

We take care to ensure that all pupils are appropriately supported in assessment. The needs of individual pupils will be identified by the Leadership Team and the Special Needs Department. Ethnic minority pupils, and those for whom English is an additional language, as well as Traveller, refugee and asylum seeker children will not be 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 these groups. All pupils with special educational needs receive appropriate support.

Pupils for whom English is an additional language will receive support from a specialist teacher on a regular basis. Advice will be sought from EAL teachers on addressing the continuing linguistic needs of these children so that they can reach their full potential. In 2008 the school decided to appoint a full time EAL support assistant.

Teachers will be made aware of the guidance issued by the Bridgend LEA towards the end of 2000 in its booklet "*Raising standards of Attainment for pupils for whom English is an Additional Language*".

C Racism and racial harassment

We are opposed to all forms of racial prejudice, harassment and discrimination. Racist language, "jokes" and behaviour are not tolerated and will be challenged. Incidents of a racist nature will be dealt with firmly and consistently and any allegations of racial harassment or provocation will be fully investigated. All incidents are dealt with in accordance with the school's bullying policy i.e.

- all incidents are dealt with promptly, firmly and consistently in accordance with the school's disciplinary procedures. Copies of incidents are sent to the

Deputy Head R C Hopkins, who after logging, in turns forwards to BCBC Children's Services as per their policy.

- ❑ all incidents are investigated thoroughly, and are recorded (and reported to the LEA as appropriate)
- ❑ alleged perpetrators, victims and witnesses will be counselled
- ❑ parents of pupils involved in reported incidents are informed
- ❑ teachers and non-teaching staff are given appropriate training to deal effectively with such incidents

Incidents involving staff as alleged perpetrators are dealt with in accordance with the school's Discipline or Grievance Procedures. We recognise that providing quality training for staff is the key to achieving a consistent and effective approach to dealing with these matters.

D The School Ethos

Celebrating and catering for diversity

We take every care to ensure that the specific cultural and religious needs of all groups are addressed in school by celebrating diversity. Advice will be sought if necessary on catering for the legitimate dietary requirements of different ethnic and religious groups. The school uniform will be modified for individuals with legitimate cultural or religious needs. 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 we endeavour to 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 multiethnic society.

E Behaviour, discipline and exclusions

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 when dealing with incidents.

Exclusion

Permanent and fixed-term exclusions will be monitored by ethnic group to identify patterns or trends between groups. Any disparities identified will be addressed by targeted action.

School Council

Pupils will be consulted on the effectiveness of our policies via the school council representatives.

F	Personal development and pastoral care
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Pastoral support

Progress Leaders/Heads of Year will play an important part in ensuring the fair treatment of pupils of ethnic minority origin. 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 will be taught ways of responding appropriately to racist incidents.

Support for EAL and Traveller pupils.

We provide appropriate support for pupils for whom English is an additional language, and for Traveller pupils, and we recognise the value of their home languages.

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 monitored by the Careers service and are required to provide evidence of their commitment to equality and to challenging racism. Support will be offered to any pupil who experiences racism or racial harassment whilst on work experience and action will be taken to ensure that it does not recur. Work experience opportunities are monitored by ethnic group.

G	Teaching and learning
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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, stereotyping and propaganda.

H 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 will 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 will 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, and Travellers. Resources and displays are regularly reviewed and upgraded and we will use a variety of resources to challenge stereotypes and racism across the curriculum.

Involvement of people from diverse backgrounds

If possible we will seek to use role models and presenters from a range of different racial, ethnic and faith groups to share a range of skills and experiences.

I Staff recruitment and professional development

Recruitment and promotion

All governors and staff involved in recruitment and selection will ensure equality and avoid racial discrimination in the recruitment and selection process. All teaching and non-teaching posts are formally advertised. Applications and details of staff in post are monitored by ethnicity.

People from all sections of the school community are encouraged to stand for election to the governing body. Any identified imbalances following elections can be redressed through co-option.

Professional development

All staff are encouraged to develop and achieve their full potential. Initial and ongoing training of all staff and governors will address issues of race equality, cultural diversity and the needs of pupils for whom English is an additional language.

J Partnerships with parents, carers and communities

Parents, carers and the wider community

We will endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds from the wider community, to develop positive attitudes to cultural diversity and to challenge racism.

Parents and carers will be informed of specific racist incidents. Parents and carers of pupils from ethnic groups are welcome to participate in the life of the school. Where possible, and on request, information for parents can be produced in other languages.

School premises

School premises are available for use by any ethnic and racial groups in the locality on the same terms as other groups in the community.

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 will be incorporated into all contracts with service providers such as catering, cleaning and building maintenance: the LEA will be our partner in this.

Procedures

1 Responsibilities

Governing Body

With assistance from the Headteacher, the governing body is responsible for ensuring that the school fulfils its legal responsibilities arising from the Race Relations Amendment Act 2002, and will maintain an overview of implementation of the Race Equality Policy. There will be a governor with particular responsibility for the Policy. Currently this is **Mrs Linda Lewis**, (Chairman).

Headteacher

The Headteacher, **Mr D Jenkins**, 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.

Members of the Leadership Team

The two Deputy Headteachers will have special responsibility for the policy. These are **Mrs Alison Grabham** (for Lower School) and **Mr Robert Hopkins** (Upper School). Staff and pupils are made aware of who the responsible people are. The deputy heads ensure that all reported racist incidents are recorded in a register, and that Racist Incident Report forms are completed and sent on to the LEA. They will ensure that the school regularly reviews and evaluates all policies and practices in relation to race equality, and sets targets which address aspects of inequality or disadvantage in all of the school's activities. New racist log forms were issued by BCBC in March 2012 and should now be completed as and when incidents occur.

The Head of Special Needs

The Head of Learning Support is **Mrs Natalie Williams (Ward)** and she will identify and provide for the special requirements of pupils from an ethnic minority background, and especially those who have English as an additional language.

The PSE coordinator

The PSE Co-ordinator, **Steven Vicker**, will ensure that race and cultural diversity issues are addressed in the PSE course throughout the school, developing attitudes

and values, which promote understanding of diversity and equality which encourage positive, healthy relationships, and which challenge racism.

The Work Experience Coordinator

The Work Experience Coordinator, **Mrs Alyson Casling** will ensure that 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 will be required to provide evidence of their commitment to equality and to challenging racism. Support will be offered to any pupil who experiences racism or racial harassment whilst on work experience and action will be taken to ensure that it does not recur. Work experience opportunities will be monitored by ethnic group.

The Head of Religious Education

The Head of RE, **Mrs Lowri Florence**, will ensure 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 faith groups are not perpetuated but examined in an objective, relevant way.

Alternative education

The school will identify pupils at risk of disaffection with or disconnection from school. The Behaviour Support Manager, working with Heads of Year will establish appropriate support programmes for such pupils from minority groups.

Progress Leaders/Heads of Year

The six Heads of Year will keep a record of pupils of ethnic minorities in their year group, monitor their pastoral care and assist in monitoring their academic achievement. Appropriate punishment will be given to anyone who is involved in a racist incident. Parents/ carers should always be informed and a copy of the new BCBC log proforma completed and sent to RCH

Subject Leaders/Heads of Faculties and Departments

These curriculum leaders will ensure that opportunities for the discussion of race issues are identified and addressed in a way that conforms to the policy. Some subjects (e.g. Sociology, English, History, Geography, Music, Art, Drama) will present many such potential opportunities – others fewer

All teaching and non-teaching staff

All school staff have a responsibility to be familiar with, and to comply with this policy. They should not discriminate in any way on racial grounds, nor should they use racist language or "jokes". They should not allow personal feelings, prejudices or assumptions about ethnic groups to influence their attitude towards anyone.

Teaching staff and classroom-based assistants must ensure that all pupils have the opportunity to have full access to the curriculum and that any pupil of a minority group is included fairly in all activities.

Through their teaching and relations with pupils, parents, staff and the wider community, staff must promote race equality and understanding of diversity. They should challenge bias and stereotyping. Staff must know how to deal with racist incidents, and to whom to report the details.

Visitors and contractors working on site

Visitors will be 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.

2 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.

3 Reviewing and evaluating school policies

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

- ❑ 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. Issues arising are used to inform planning and decision-making and addressed through action plans or targets in the School Development Plan.

Ethnic monitoring data

This will be used to identify patterns and trends, and these will inform planning and decision-making with an emphasis on pupil attainment. The following may be monitored as a way of assessing the effectiveness of the policy

- ❑ pupil attainment (formal test and exam results) and other indicators of progress

- ❑ admissions and transfers
- ❑ attendance
- ❑ exclusions, other sanctions, and rewards (e.g. merits)
- ❑ bullying and racist incidents
- ❑ staff recruitment and promotion

In this area the school will work within the guidelines issued by the Welsh Assembly Government.

Publishing results of monitoring and evaluations

Any ethnic monitoring data required will be made available to the LEA as required. Relevant information from audits and monitoring is communicated to staff 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.

4 Communicating and promoting the policy

The Race Equality policy will be

- ❑ Published on G drive
- ❑ Brought to the attention of contractors and service providers, who will be made aware of their need to comply with the policy
- ❑ Brought to the attention of parents via the school website with paper copies available on request for parents, visitors and members of the wider community

5 Implementing the policy

Dealing with racist incidents

1. Dealing with allegations

When dealing with a racist incident, staff should:

- listen attentively,
- remain calm and reassuring,
- accept the victim's language and terminology,
- remember that to report an incident may need considerable courage,
- acknowledge the feelings of the victim/s,
- confirm that they were right to make the disclosure,
- reinforce the school's position on racism and its rules;
- offer immediate support by reassuring the victim that the matter will be treated seriously and that a full investigation will take place,
- ascertain whether or not the incident is part of a pattern – ask if the person has been the victim of racism on previous occasions,
- indicate that the information needs to be shared with others in the school in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should nevertheless be recorded.

The Investigation is to be undertaken by the designated teacher who will:

- listen to all parties;
- address underlying issues, e.g. an incident may not be racial in origin. It might be a dispute in which racist abuse has been used, in which case the original issue should also be addressed;
- make sure race issues are covered. Do not just treat incidents as a case of simple bullying;
- if it is not judged to be a racist incident this would need to be explained to the parties involved.

2. Further response

- Inform key members of staff.
- Follow through with both victim(s) and perpetrator(s).
- Address the perpetrator's racist behaviour.
- Reinforce the school's position on racism and its rules.
- If both parties agree it may be useful to them together and give them a chance to resolve the matter.
- Contact parents/carers of both victims and the perpetrators.

3. Monitoring, recording and reporting incidents

It is important that all schools record and monitor all racist incidents for the following reasons:

- to measure the effectiveness of measures taken by schools in responding to racist incidents;
- to obtain a full picture of the frequency, trends and nature of racist incidents and to gather intelligence to inform preventative measures;
- to target resources to combat racism;
- to identify repeat victims or perpetrators of racial harassment;
- to provide schools and the Local Authority with a statistical base for analysis of racist incidents and inform future action planning with schools.

4. Recording racist incidents

Schools should record ALL incidents using the Racist Incident Log (See Appendix A). The log should normally be completed by the designated teacher Mr RC Hopkins. A copy of the log should be forwarded to:

Learner Support Services
BCBC
Bridgend
CF31 4AR

Racist Incident Log

Please complete and return to: **Learner Support Services, Sunnyside, Bridgend, CF31 4AR.**

School name			
School term and academic year		Date of incident	

Type of incident:				
Verbal abuse/name calling/threats/insults/jokes		Written derogatory comments, texts or e-mail		Racist comments in the course of discussion
Refusal to co-operate with others because of religion, ethnicity or language		Incitement of others to behave in a racist manner		Physical assault
Use of weapon		Abuse of personal property		Racist graffiti
Display/distribute offensive material/insignia		Attempts to recruit others to racist organisations		Other (please specify)

Location of incident:				
Classroom		Other area in school (e.g. corridor, dining room, staff room) please specify		Outside the school but not in school time
Playground		Outside the school but in school time		Other (please specify)

Description of incident:

Details of support for victim:

Actions Taken:				
Verbal reprimand		Internal referral		Support plan/programme
Break or lunch detention		Formal school detention		Fixed period exclusion
Letter home		Meeting with parents		Permanent exclusion
Phone call home		Removal from lesson/internal exclusion		Other (please specify)

Perpetrators:					
Name(s)	Person Type (Pupil/Parent/Staff/Governor/Visitor)	Age	Gender	Ethnic group code*	Repeat Y/N

Victims:					
Name(s)	Person Type (Pupil/Parent/Staff/Governor/Visitor)	Age	Gender	Ethnic group code*	Repeat Y/N

Witnesses:			
Person Type (Pupil/Parent/Staff/Governor/Visitor)	Age	Gender	Ethnic group code*

External support:	
Do you require any external support?	Yes/No
If yes, which external support do you require?	
Contact details for external support (N.B. This person must have been notified)	

Other information:	
Incident dealt with by:	
Position in school:	
Any other comments:	

Signature :	Date:

* To comply with the Data Protection Act, please check your school's MIS records for a pupil or staff's ethnicity, otherwise please ask the person(s) who is involved their ethnicity.

Targets

Targets for any action required that is linked to this policy will be included in the School's Development Plan.

Evaluations

Evaluations of these targets will be carried out annually by the Headship Team and other nominated staff. The effectiveness of the policy in meeting the general requirements of the Race Relations Amendment Act will be evaluated.

Review

This Race Equality Policy will be reviewed annually and will undergo a major review every four years.

Training and development

To facilitate implementation of the race Equality Policy and to raise awareness of the implications of the Race Relations Amendment Act, relevant training will be identified, and in due course given to staff and governors.

Action Plan for the implementation of the Race Equality Policy

The Leadership Team will examine the policy, suggesting ways of implementing it, and encouraging and auditing ways in which cultural and racial diversity can be celebrated. They will ensure that issues will be brought to the attention of the Senior Staff Committee. If necessary they will set up a working party to look into specific aspects of the policy. The Governors Curriculum Committee will receive regular reports and monitor progress.

The school will

- ❑ Promote the policy to all pupils, staff, parents and others connected with the school
- ❑ Provide training for all staff and governors on areas related to the policy and its implementation
- ❑ Review and revise other school policies in the light of the Race Equality Policy. Use cross-referencing to ensure clear links between the Race Equality Policy and other policies, in particular the policies on Equal Opportunities and Inclusion.
- ❑ Monitor the implementation of the policy and its related strategies and targets
- ❑ Regularly review and evaluate the impact of the Race Equality Policy, by auditing current procedures and practices in tackling racial discrimination and promoting equality of opportunity and good race relations. Ensure that pupils, staff and parents are actively involved in the assessment process.
- ❑ Use the assessment findings to expand, revise and update the Race Equality Policy and to establish or revise race equality priorities and targets in appropriate strategic plans.
- ❑ Provide regular reports to governors, staff, pupils, parents and other interested groups on the school's progress in tackling racial discrimination and promoting racial equality and good race relations, including implementation of the Race

Equality Policy and the results of race equality impact assessments and monitoring.

Appendix 1 LEA guidance on English as an Additional Language

This document is available from the Headteacher and the Head of Special Needs. It was published in the year 2000. It covers the following areas.

1. The LEA perspective
2. Advice and guidance available from the LEA
3. Funding arrangements
4. The EAL pupil
5. Cultural differences
6. Learning about EAL pupils
7. How to help EAL pupils
8. A whole school approach
9. The school policy
10. Policy content
11. The school curriculum

Section 7 is the most useful to the classroom teacher since it provides strategies which can be used in the classroom. Some of those which can be used in the secondary school classroom include

- ❑ Be consistent when using phrases e.g. 'shut the door' or 'close the door'
- ❑ Try to involve the pupil in all activities so that the pupils with communicate with English speakers
- ❑ Let the pupil listen to tapes or videos individually or with a group.
- ❑ Try to use real objects to provide concrete, tactile and visual experiences.
- ❑ Let the pupil use the computer. Games give excellent language opportunities.
- ❑ Encourage the pupil to expand on simple utterances. Allow extra thinking time.
- ❑ Let the pupil repeat words and phrases such as number, colours, prepositions.
- ❑ Allow the pupil time to adjust to hearing the new language.
- ❑ Label everyday items in the classroom.
- ❑ Place the pupil with an able group so that he/she can learn by good example.
- ❑ Allow time for relaxation because the pupil will be concentrating harder.
- ❑ In a large class ensure that the pupil can see and hear clearly.
- ❑ Provide positive multi-cultural materials.
- ❑ Use exercises such as sequencing pictures, labelling, matching words to pictures.
- ❑ Allow pupil to participate with other beginners in Welsh and MFL lessons
- ❑ Provide group activities including problem solving, surveys, investigations.
- ❑ Play games which involve turn taking
- ❑ Use visual aids
- ❑ If needed use translated instruction on tape

Appendix 2 Responding to incidents of harassment of ethnic minorities

The following are examples of discriminatory behaviour or practices. It is important that we respond in a way that is consistent with the ethos of the school. It is also

important to recognise that an understanding of the cause, the reason or motive for race-related actions will have a major bearing on how that action is dealt with. The following general procedures may be followed.

Type of harassment	Suggested actions
Physical assault	<ul style="list-style-type: none"> <input type="checkbox"/> Report to the appropriate deputy head <input type="checkbox"/> Record in the log book <input type="checkbox"/> Report to the parents / guardians and to the Governors <input type="checkbox"/> Take action to prevent recurrence e.g. via curriculum, assemblies etc <input type="checkbox"/> Exclude offender if appropriate <input type="checkbox"/> Counsel offender
Name calling, insults and racist jokes	<ul style="list-style-type: none"> <input type="checkbox"/> Do not ignore any examples of this <input type="checkbox"/> Explain to the offender that such abuse is unacceptable <input type="checkbox"/> Refer persistent offenders to a deputy head <input type="checkbox"/> Record in the log book
Racist graffiti	<ul style="list-style-type: none"> <input type="checkbox"/> Report any example to a deputy head <input type="checkbox"/> Deputy head will arrange immediate removal <input type="checkbox"/> Staff should check regularly to discourage reappearance
Wearing racist badges or insignia	<ul style="list-style-type: none"> <input type="checkbox"/> The wearing of racist badges etc is not permitted <input type="checkbox"/> Confiscate offending badges etc <input type="checkbox"/> Report offenders to a deputy head <input type="checkbox"/> Record in log book
Racist materials such as leaflets	<ul style="list-style-type: none"> <input type="checkbox"/> Confiscate all forms of racist literature and materials <input type="checkbox"/> Report to deputy head <input type="checkbox"/> Contact parents / guardians of the offender <input type="checkbox"/> Deputy head will check to see if police involvement is appropriate
Comments in the course of a discussion in a lesson	<ul style="list-style-type: none"> <input type="checkbox"/> Challenge any racist statements <input type="checkbox"/> Refer persistent offenders to deputy head <input type="checkbox"/> Contact parents / guardians if appropriate

Attempts to recruit to organisations and groups	<ul style="list-style-type: none"> <input type="checkbox"/> Report immediately to deputy head <input type="checkbox"/> Interview recruiter with witness <input type="checkbox"/> Record in log book <input type="checkbox"/> Contact parents / guardians
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The POLICY

1 Introduction

- 1.1 The school is committed to promoting equality of opportunity and good race relations for the benefit of everyone. The governing body and staff recognise their responsibilities in preparing young people for life in a culturally diverse society. They also recognise the opportunity to demonstrate that commitment both as a community resources provider and as a local employer.
- 1.2 The school has a responsibility as a public body to maintain and implement policies designed to promote racial equality.

2 Aims

- 2.1 The school aims to create and maintain an environment that will:
- promote equality of opportunity;
 - promote good relations between members of different racial, cultural and religious groups and communities; and
 - challenge racial discrimination with a view to eliminating unlawful discrimination
- 2.2 The aims of this policy are to:
- set out the school's ethos, vision and values;
 - emphasise the governors' commitment to equal opportunities;
 - provide information on the school's arrangements for the promotion of racial equality;
 - establish a timescale for the assessment of the impact of policies and procedures;
 - arrange that the results of consultation and impact assessment are reported to the governors;
 - ensure that staff, and where relevant parents, are involved in development of the policy.

3 The school ethos, vision and values

- 3.1 This school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of race. The school will ensure that no-one is treated less favourably in any procedures, practices or aspects of service delivery.
- 3.2 The school will not tolerate harassment of people based on their race.

3.3 This policy should be read alongside the school's other equal opportunity policies.

4 Commitment to equal opportunities

4.1 The commitment to racial equality must be evident in all areas of school life. However, that commitment is specifically made by the governing body in relation to:

- staff recruitment and professional development;
- staff opportunities and treatment at work; and
- resources and services for the community.

5 Commitment to staff equal opportunities

5.1 The governing body will ensure that the requirement to promote racial equality is clearly reflected in the school's policies and procedures for the management of staff and in the equal opportunity policies that affect the staff relationship with pupils and others.

5.2 Racial aspects will be considered when managing staff issues, and particularly when:

recruiting staff;
allocating teaching and learning responsibilities;
re-evaluating staff structures;
managing flexible working;
managing parental and carers' leave;
managing pregnancy and return from maternity leave;
sexual and sexist harassment;
applying grievance, capability and disciplinary procedures;
managing Equal Pay; and
managing work-based training opportunities.

5.3 Bullying and harassment of staff will be monitored and the information used to determine future policies.

6 Commitment to pupil equal opportunities

6.1 The school is guided by three essential principles:

- every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education;
- every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities; and
- every pupil should develop the knowledge, understanding and skills that they need in order to participate in our multi-ethnic society, and in the wider context of an inter-dependent world.

6.2 These principles will underpin the school's curriculum, and all subject areas must have regard to them when constructing programmes of study.

7 Dealing with racial incidents

7.1 The governing body expect all staff:

- to deal with any racist incidents that might occur;
- to know how to identify and challenge racial and cultural bias and stereotyping;
- to support pupils in their class for whom English is an additional language; and
- to incorporate principles of equality and diversity in all aspects of their work.
- To follow BCBC guidelines by reporting any incidents to respective pastoral staff

7.2 Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the school. The display of such materials is regarded as discriminatory behaviour.

7.3 All racial incidents must be reported, using the 'Racist Incident form', to the school's equal opportunities officer (EOO). Pastoral staff need to work with staff in completing the Racial incident form, which in turn should be sent to the deputy HT responsible (RC HOPKINS). He/she will then send a copy of the completed form to BCBC Pupil Services

7.4 Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and could lead to dismissal.

8 Promoting racial equality in the curriculum

8.1 In addition to eliminating discrimination on racial grounds the school will develop and maintain policies and procedures for ensuring that equal opportunities are promoted in the curriculum and in teaching methods.

8.2 All subject programmes of study will contain material and methods that:

- recognise that social and cultural factors will impact on how students view race, and this will affect how they engage with learning;
- encourage classroom and staffroom discussion of racial issues which reflect on racial stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole school population.

9 Eliminating harassment and bullying

The school's anti-bullying policy includes clear guidance on how discrimination, bullying, harassment of all children, young people and adults will be dealt with equally.

10. Responsibilities

10.1 Employer duties

The governing body as the employer will ensure that the requirement to promote racial equality is clearly reflected in the school's management of staff policies and procedures and in the equal opportunity policies that affect the pupils and others.

10.2 The governing body will:

- ensure that account is taken of the equal opportunity principles and policies in the managing of staff and pupil issues;
- appoint an equal opportunities officer (EOO) who will have the promotion of racial equality as part of his/her job description;
- make and maintain equal opportunity policies;
- monitor the progress of its policies annually, and will review the policies at least every two years;
- receive reports from the head termly as part of the termly report;
- analyse and consider annually the progress made by the schools towards realising the objectives;
- appoint one governor to act as designated governor for equal opportunities, which will include responsibility for liaising with the EOO on the racial equality duty.

10.3 The head

The head will demonstrate through personal leadership the importance of this policy, and will:

- ensure that procedures are in place to implement the policy;
- ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy;
- monitor the work of the equal opportunities officer (EOO);
- assess the impact of this policy through developing an action plan;
- liaise with parents and relevant representatives of the community; and
- make a termly report on the working of the policy to the governors.

Where additional funding is available for raising the achievement of minority ethnic pupils, the head will ensure that the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.

10.4 The equal opportunities officer (EOO) Deputy HT (currently RC Hopkins)

The school will appoint a senior member of staff to be responsible for equal opportunities policies. This EOO will be responsible to the head for:

- the implementation of the policies;
- liaison with governors, staff, parents, and pupils over equal opportunity issues;
- liaison as appropriate to ensure that racial equality is promoted in the curriculum;
- keeping up-to-date with current thinking;
- collection of relevant information;
- attending appropriate courses and training sessions;

- training and support of staff;
- ensuring that any racial incidents are appropriately dealt with, and outcomes recorded;
- advising the head on the development of the policy;
- publicising the outcomes of the policy;

10.5 Subject Leaders/Heads of department

Heads of department/subject co-ordinators will be responsible for:

- making, reviewing and monitoring curriculum policies in their own subject areas to ensure that racial equality is being appropriately promoted in line with the school's policy;
- identifying training and support needs; and
- liaising with the EOO over equal opportunities issues.

10.6 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

10.7 Support staff

All support staff must familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

10.8 Pupils

Pupils will share in the development of the policy and be made aware of how it applies to them. They will learn to treat each other with respect and be prepared to report incidents of a racial nature to a member of staff, or other adult as appropriate.

10.9 Parents and members of the community

Parents and appropriate members of the community will be involved in the development and monitoring of the policy and any programmes generated by it under arrangements drawn up by the Head, and approved by the governing body.

The governing body and school EOO will be expected to liaise with parents and appropriate members of the community in the development of the policy, and actions to promote racial harmony.

11 Training and support

The school recognises its responsibility for providing training and support for the governors and staff (and any volunteers or staff not employed by the school).

12 Complaints procedure

Anyone in the school who feels that this policy is not being followed is entitled to raise the matter with the head.

Anyone outside the school who wishes to make a formal complaint must do so through the school's complaints procedure.

13 Equal opportunities

In implementing each specific policy the governors and staff will have regard to the other equal opportunity policies and legal requirements

13.1.1 Ethnic monitoring: Any appropriate EAL or ethnic data will be available to staff through the pupil tracking procedures on SIMS.

13.2 Ethnic data will be used in the monitoring of the following:

- a) attainment
- b) progress
- c) exclusions

This will apply to individuals, teaching groups, cohorts and the whole school.

14 Monitoring, evaluation and review

14.1 The head will report to the governing body on the working of the policy annually. The governing body will review the policy itself at least every three years and assess its implementation and effectiveness.

14.3 The policy will be promoted and implemented throughout the school and its community.

Signed		
Mr D Jenkins	Mrs L. Lewis	
Headteacher	Chair of Governors	June 2016

The original policy was written in May 2002 . Minor revisions and updates were made in October 2002, April 2003, September 2005, June 2008 and June 2011. This current policy was updated in the Summer of 2016 and presented to governors in November 2016