



Bryn Awel Primary School

Equal Opportunities and Race Relations Policy

March 2022



Article 1: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, gender or religion, if you speak another language, have a disability, or are rich or poor

Article 7: You have the right to have a name and a nationality.

Article 8: You have the right to an identity

Article 14: You have the right to think what you like and be whatever religion you want to be, with your parents' guidance.

Article 23: If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.



Race Equality Statement

At Bryn Awel Primary School we are committed to race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We, at Bryn Awel, recognise that Wales and the U.K. have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are prepared to live in such a diverse society.

Equal Opportunities Policy

1 Introduction

Respect is the first word in our mission statement. We respect all individuals and are opposed to any form of discrimination. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy accords with legislation:

- Race Relations (Amendment) Act (2000);
- Disability Discrimination (Amendment) Act (2002);
- Sex Discrimination Act (1975).
- Our policy has been updated as a result of the Equality Act 2010. A Strategic Equality Plan has been developed and is being implemented.

2 Aims and objectives

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender,

sexual preference or background. We are aware of the protected characteristics and work to ensure that we do not discriminate.

We promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.

We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.

We challenge personal prejudice and stereotypical views whenever they occur.

We value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3 Racial equality

In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see policies for Racial Equality and for Behaviour).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures

through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the RE topics children learn the importance of religious festivals.

4 Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

5 Gender equality

As gender is a protected characteristic we ensure equality. This is evident in numerous ways e.g. all extracurricular activities being open to children regardless of gender and the challenging of male/female stereotypes within the curriculum.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance.

We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

6 The role of governors

In this policy statement the governing body has set out its commitment to equal opportunities, and it will continue to do all it can to ensure that

all members of the school community are treated both fairly and equally.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this we monitor:

- admissions;
- attainment;
- exclusions;
- parents' questionnaires.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The governing body will, in its annual report, make reference to arrangements for disabled pupils.

The governors welcome all applications to join the school, whatever background or disability a child may have.

The governing body ensures that no child is discriminated against whilst in our school on account of their gender, religion or ethnicity. All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

7 The role of the Head Teacher

It is the Head Teacher's role to implement the school's policy on equal opportunities, and he is supported by the governing body in so doing.

It is the Head Teacher's role to make sure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

The Head Teacher ensures that all appointments panels give due regard to this policy, so that no one is discriminated against.

The Head Teacher promotes the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

The Head Teacher promotes respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is reflected in the first school rule.

The Head Teacher views all incidents of unfair treatment, and any racist incidents, with due concern.

8 The role of the class teacher

Class teachers recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups.

We seek to implement this policy when designing our curriculum, both in our choice of topics to study, and in how we approach sensitive issues e.g. history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We draw them to the attention of the Head Teacher who ensures that they are recorded appropriately.

9 Monitoring and review

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- require the Head Teacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents, staff or pupils regarding equal opportunity;
- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.

RACE EQUALITY POLICY

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Introduction

i. General Statement of Policy

The school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The school recognises that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society.

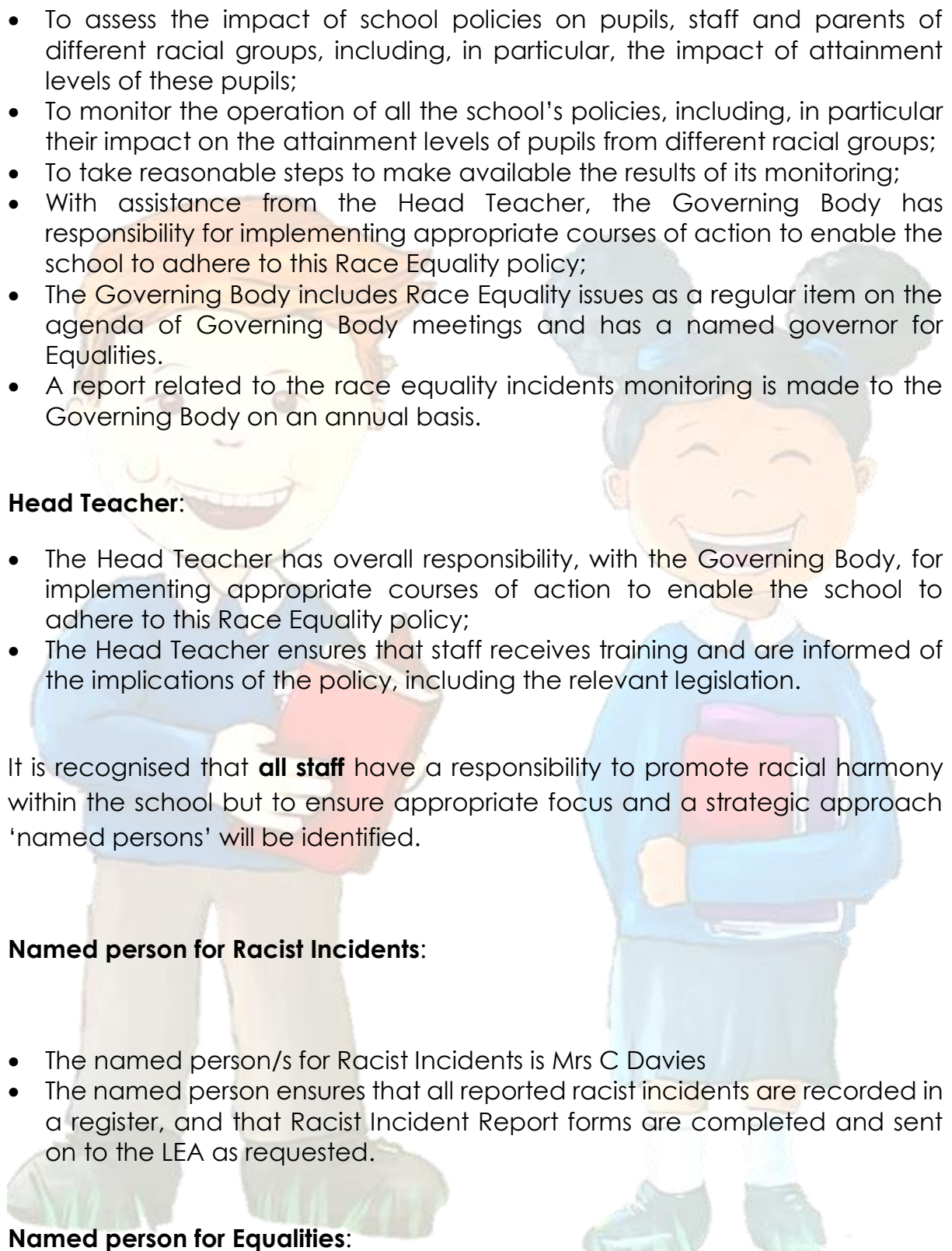
ii. Responsibilities

Governing body:

- The Governing Body is responsible for ensuring that the school complies with Race Relations legislation, including the general and specific duties in the amended 2000 Act. The Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 gives public authorities a statutory duty to promote race equality. The general duty says that the governing body must have 'due regard' to the need to:
- Eliminate unlawful racial discrimination;
- Promote equality of opportunity and good relations between people of different racial groups;

In addition the Act places specific duties on schools to help them meet the general duty. These specific duties are:

- To prepare a written statement of the school's policy for promoting race equality, and to act upon it;

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- To assess the impact of school policies on pupils, staff and parents of different racial groups, including, in particular, the impact of attainment levels of these pupils;
 - To monitor the operation of all the school's policies, including, in particular their impact on the attainment levels of pupils from different racial groups;
 - To take reasonable steps to make available the results of its monitoring;
 - With assistance from the Head Teacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy;
 - The Governing Body includes Race Equality issues as a regular item on the agenda of Governing Body meetings and has a named governor for Equalities.
 - A report related to the race equality incidents monitoring is made to the Governing Body on an annual basis.

Head Teacher:

- The Head Teacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy;
- The Head Teacher ensures that staff receives training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that **all staff** have a responsibility to promote racial harmony within the school but to ensure appropriate focus and a strategic approach 'named persons' will be identified.

Named person for Racist Incidents:

- The named person/s for Racist Incidents is Mrs C Davies
- 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 as requested.

Named person for Equalities:

- The named person for Equalities or Equal Opportunities is Mrs C Davies
- The named person for Equalities ensures that the school regularly reviews and evaluates all policies and practices in relation to Race Equality, leading to the setting of targets.

Religious Education (RE) Co-ordinator: (This comes under Humanities)

- The Humanities Lead is Miss R Parfitt. They ensure that religious education within the school is in line with LA guidance. That RE is taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

Health & Wellbeing Team:

- The Health & Wellbeing leader is Miss H Freeman.
- The Health & Wellbeing team ensures that race and cultural diversity issues are addressed in the implementation of the Health & Well-being Framework throughout the school. The intention is to develop attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

Teaching Staff:

- All teaching staff are responsible for keeping up-to-date with legislation dealing with Race Relations and Equality matters;
- They know how to deal with racist incidents in the classroom, how to promote diversity, and how to identify and challenge bias and stereotyping;
- In their teaching, they encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum;
- Teaching staff never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

Non-teaching staff (including all administrative staff, lunchtime supervisors, catering workers and caretakers):

- All non-teaching staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

All employees:

- All those working in Bryn Awel Primary School have a responsibility to read, understand and comply with this policy.

Visitors and contractors working on site:

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on race equality and incidents of racial harassment.

iii. Consultation

- This policy was developed in consultation with the following:
 - Staff
 - Governors
 - Valley Regional Equality Council (VALREC)
 - Gwent Educational Multi-ethnic Support Service (GEMS)

iv. Communication

- The full policy is:
 - Widely available within the school
 - given to all non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own
 - is available on request for parents, visitors and members of the wider community
- The school's Race Equality Statement is:
 - published in the school prospectus
 - displayed around the school premises
 - within each policy
 - available on request for parents, visitors and members of the wider community
 - sent to all job applicants
- The Race Equal policy will be translated on request.

This policy should be reviewed regularly and at least every four years. In practice, evaluation will lead to review more regularly.

RACE EQUALITY POLICY

1. Whole School Ethos

In our school community there are a limited range of ethnic and religious backgrounds. It is therefore essential that we endeavour to prepare our pupils for life in Multicultural Britain. Children are encouraged to value all individuals and to celebrate differences.

Celebrating and Catering for Diversity

'Learning For All'

The school maintains the ideal of 'Learning for All', appreciating that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.

Children are prepared for life in a multi-ethnic society. They are helped towards an awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion, and culture; including such aspects as music, food, literature and customs. We take every care to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.

2. Pupil Attainment, Personal Development and Assessment

Attainment and Progress:

1. Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement and we use ethnic monitoring to identify here any relevant differences between the performances of ethnic groups. If issues emerged, they would be addressed through planned and targeted support. Where required, advice will be sought from LEA Advisers.

2. Pastoral Support:

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

Support For EAL Pupils:

We will provide appropriate support for pupils for whom English is an additional language, in consultation with LA Advisers, and encourage them to use and develop their home languages, where possible.

Assessment

We take care to ensure that minority ethnic pupils, those for whom English is an additional language and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required advice will be sought from LA Advisers.

Additional Learning 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, and for refugee and asylum seeker children. All pupils with Additional Learning Needs receive appropriate support.

3. Curriculum, Teaching and Resources

Promoting Cultural Diversity through The Curriculum

We promote cultural diversity in the curriculum through teaching positive, culturally diverse content, reviewing documentation to ensure appropriate content and by fostering respect for people of different racial and ethnic groups.

Curriculum Access

Through a variety of learning experiences the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Work to develop this cross-curricular dimension may be included in both class and whole school based topics or themes. For example a topic such as, 'food' or 'light' may focus on various aspects of one (or more) of a community's culture and life. Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A topic in humanities will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

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.

Teaching and Learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. 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 justice.

Involvement of People from Diverse Backgrounds

Through the partnership that exists between home, school and the wider community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

Resources:

Teachers are encouraged to consider the information they place before the children. Our resources and displays portray positive images of a range of peoples and cultures. They are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Where possible, such resources should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted. They are reviewed and upgraded to ensure all individual needs are met.

4. Admissions and Attendance

Admissions

Bryn Awel Primary School serves the needs of the local community. It welcomes all children from Bryn Awel regardless of racial or ethnic group.

Attendance

We expect good attendance of all pupils and we monitor attendance by ethnic group. We recognise children's rights to take time off for religious observance and make provision to help them cover work missed.

5. Behaviour, Discipline and Exclusion

Racism, Discrimination and Harassment

We are opposed to all forms of racial prejudice and discrimination, and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the school's and Local Authority Race Equality Policy

Behaviour and Discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

Exclusion

We also take proactive steps to prevent and monitor exclusion of all pupils.

Partnership with parents and the community

6. Partnership with Parents and the Community

As and when necessary 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 of all racial and ethnic groups are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents who are not proficient in English.

School Premises

School premises are available for use by all groups in the locality and wider area.

Contractors and Service Providers

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy.

7. Staff Recruitment and Professional Development

Governors will take every opportunity to recruit staff from as wide a range of ethnic backgrounds as is possible.

Governors will ensure that no job applicant or employee will receive less favourable treatment than another on the grounds of race, faith or ethnic background.

When advertising and short-listing for teaching or non-teaching staff, governors will ensure that ethnic minorities will have a reasonable opportunity to know of vacancies and will also ensure that those responsible will be clearly informed of the criteria for selection and of the need to apply these criteria consistently to all candidates.

In terms of professional development of all staff, governors will ensure that appropriate training is provided in order that individual skills and expertise can be developed to the full. Wherever possible external providers such as GEMS and VALREC will provide training and advice on issues of race, cultural diversity and the needs of children for whom English is an additional language, refugees

and asylum seekers. Arrangements can also be made with the Local Authority's Equalities Team for staff to attend CCBC equalities training courses.

Planning and Policy Review

Planning and Target Setting

We use policy evaluations, as an audit mechanism, to identify specific targets for action on issues of race equality. When these arise they are included in the School Development Plan and are reviewed annually.

Evaluating, Monitoring and Reviewing Policies

The impact of all school policies on minority ethnic children, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of ethnic minority children.

The impact of all school policies on minority ethnic pupils, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils. The impact of the Race Equality policy on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of pupils, staff, parents, parish and members of the local community including any minority ethnic groups. All policy reviews consider the implications of race equality.

Advice and Support

LA Advisers and Other Agencies

The school will seek advice and support from the LA advisers and other agencies where necessary to ensure that policies are designed to meet the needs of the school, that race equality targets are appropriate and that all staff receive training, advice and support.

