



**CWMBRAN
HIGH SCHOOL**

Equal Opportunities & Race Equality Policy

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Approved by Governing Body:

Full Governing Body: 21/3/2016



Equal Opportunities & Race Equality Policy

INTRODUCTION

Equality is a core cultural value and is central to the wider issues of social inclusion. It is an element of many curriculum areas, such as humanities and citizenship, and it is a key consideration in employment policy and practice.

This policy is statutory and schools are bound to comply with associated legislation. This includes:

- The Sex Discrimination Act 1975, which made it illegal to discriminate against a person on the grounds of his or her sex.
- The Race Relations Act 1976, which made it illegal to discriminate against a person on grounds of colour, race, nationality or ethnic or national origins in employment, education, housing and the provision of goods, facilities or services.. The amended Race Relation Act 2000 gave public authorities a new statutory duty to promote race equality.
- The Disability Discrimination At 1995, under which disabled people have the right not to be discriminated against in employment or in access to goods and services. A person has a disability if he or she has a physical or mental impairment which has substantial long-term adverse affects on his her ability to carry out normal day-to-day activities.
- The Special Educational Needs and Disability Act 2001. This strengthened the rights of children with educational special needs to a place in mainstream schools. The school chosen by parents must be named in the statement of special educational needs unless it is unsuitable to the child's age, ability or SEN, or the placement would be incompatible with the efficient education of other pupils in the school, or with the efficient use of resources.
- The Human Rights Act 1998. This contains a clear statement of everyone's rights under the European Convention on Human Rights. For schools it affects admissions, discipline, special educational needs, recruitment of staff and staff disciplinary procedures.

In essence, a school must not discriminate against pupils applying for admission, existing pupils, people applying for jobs or members of staff on the basis of sex, race, colour, nationality, or ethnic or national origins.

There is evidence that pupils from certain groups are excluded more frequently than their peers. For example according to government guidance, the permanent exclusion rate for pupils with a statement of special educational needs is significantly higher than for pupils without a statement. In any school there may be issues of rural, urban or social deprivation which need to be addressed, as well as sex, race, colour, nationality, ethnic or national origins.

Key Points

Status – Statutory

Purpose

The purpose of the policy is to ensure that the schools' ethos, policies and practices respect and protect the rights of all individuals and to promote positive action to ensure that all pupils and staff are enabled to make the most of their abilities and qualities.

Cwmbran High School is committed to promoting understanding of the principles and practices of equality. We aim to equip students with an awareness of our diverse society and to appreciate the value of diversity.

Every member of the school is regarded as of equal worth and importance, irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

Every aspect of the school's work has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

Relationship to other policies

Equality of opportunity is relevant to most, if not all, of the school's policies. The statutory Race Equality Policy is particularly relevant and is an appendix to this policy.

Roles and responsibilities of the Headteacher, other staff and governors

The Headteacher and Governors need to ensure that legislation is complied with. This policy will require our school to do the following:

- Set targets to challenge all children to achieve their potential
- Deploy resources effectively and efficiently to ensure that all children receive appropriate support
- Minimise the effect on pupils' learning of social and economic deprivation
- Celebrate racial and cultural diversity
- Plan the curriculum and its delivery to take into account the age, ability, gender, ethnicity, background and SEN of all pupils
- Prevent discrimination on the basis of gender or ethnicity
- Provide information in home languages to inform parents and carers of issues affecting their children's education
- Prevent racial or sexual harassment or bullying
- Ensure an inclusive approach to children with disabilities
- Ensure that staff understand what constitutes direct and indirect discrimination
- Ensure that official guidance such as from the LA on employment issues, including staff disciplinary and dismissal procedures, is followed.

The Governing Body is required to publish in their annual report to parents, information on the following arrangements for disabled pupils:

- Arrangements at the school for the admission of pupils with disabilities
- The steps to prevent those pupils being treated less favourably than other pupils
- The facilities to assist access to the school by pupils with disabilities

Arrangements for monitoring and evaluation

The Headteacher should report to the governing body, at least annually, on any breaches of the policy, and subsequent action taken. The governing body should analyse and evaluate data on pupil achievement, attendance and exclusions to satisfy itself that all children are achieving to their potential. It should also monitor information on staff appointments and complaints.

Race Equality

INTRODUCTION

The Race Relations Act 2000 gave public authorities a statutory duty to promote race equality. Its aim is to make the promotion of race equality central to the work of public authorities, by encouraging a proactive rather than reactive approach. There are three elements to be addressed – eliminating unlawful discrimination, promoting equal opportunities, and promoting good race relations. Failure could result in a compliance notice from the Commission for Racial Equality, followed, as a last resort, by court action.

Schools fall within the scope of the Act. Their specific duties are to:

- Prepare and publish a Race Equality Policy. This can be a clearly identifiable section within an Equal Opportunities Policy.
- Monitor and assess how their policies affect ethnic minority pupils, staff and parents, with the emphasis being firmly on the impact on the attainment levels of different ethnic groups.

Members of the governing body play a role in ensuring accountability to key stakeholders, which include the community in which the school is based. It is hence important to recruit governors who reflect the local community.

Status – Statutory

Purpose

This policy reflects our belief in a cultural diversity that embraces individuals and promotes community spirit. It is in keeping with our vision that, through our curriculum, we will prepare our pupils for participation in our multi-ethnic society. It furthers our aim to promote equality of opportunity and good race relations, and to eliminate any form of racial discrimination and prejudice.

The policy covers members of all ethnic and national groups who may be represented in our school community including travellers, asylum seekers and refugees.

Using a whole school approach, we will ensure that we do not inadvertently discriminate. We will achieve this by monitoring and reviewing our practice, planning opportunities within the curriculum for promoting racial equality, good race relations and dealing with racist incidents according to the guidance provided by the Local Authority, and in accordance with known best practice for supporting all children, parents, staff and visitors to the school.

Roles and responsibilities of the Headteacher, other staff and governors

The **Headteacher** will ensure that:

- The curriculum promotes positive attitudes to ethnic and cultural diversity, and challenges racism
- The school recognises the importance of language to a person's sense of identity and belonging

- Communication with parents recognises and responds to ethnic and cultural differences. This will entail using translation services when necessary
- Appropriate methods of communication are used to enable all staff. Pupils, parents and governors to understand their rights and responsibilities in relation to race equality
- All staff are informed of their responsibilities and receive appropriate training and support to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping
- Data is collected and analysed to identify issues and trends in the performance of ethnic groups
- The data, and the response to it (action plan, targets) is presented in appropriate formats to staff, governors, parents and LA
- All racist incidents are investigated and recorded for future monitoring and reporting
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racial incidents and racial harassment
- The school has clear procedures for dealing with perpetrators of racist incidents
- Immediate action is taken to remove racist graffiti from all school property
- Active links are established with external organisations dealing with racist incidents and racial harassment e.g. CPSO's

All **staff** are expected to:

- Actively and positively promote racial equality and good race relations
- Avoid any form of racial discrimination
- Follow the guidelines for dealing with perpetrators of racist incidents and secure appropriate support for the victims through the relevant Senior Leader
- Address racist incidents that are reported to them following agreed procedures stated in the school Behaviour and Anti-Bullying policies
- Ensure that they are well informed on race relations legislation

Parents will be consulted on the policy regularly and be kept informed through the school prospectus and newsletters.

Visitors and contractors will be made aware of the policy through relevant signs around the school and clauses in contracts.

The **Governing Body** will:

- Designate a Lead Governor for equality issues
- Use its power to co-opt governors to ensure its composition reflects the community it serves
- Encourage parents and staff from all ethnic groups when places for elected members become available
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken

We expect all members of the school community to be committed to this policy, and that visitors will comply with it. We accept responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action. This may include the following:

In the case of **pupils** breaching the policy:

- Staff dealing with the incident will complete an incident report form
- The incident will be logged in school
- Parents / Carers will be informed of the incident and ensuing action
- The perpetrator will be dealt with in accordance with the behaviour policy
- The consequences of any further breach of conduct will be clearly stated with the ultimate sanction of exclusion

In the case of **staff** breaching the policy, the relevant procedures outlined in the staff discipline and grievance policy will be instigated.

In the case of **parents, visitors or contractors** breaching the policy:

- They will be reminded of the school's commitment to race equality and asked to desist
- Further incidents may lead to individuals being requested to leave school premises

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Arrangements for monitoring and evaluation

The Governing Body will monitor the pattern and frequency of racist incidents and inform the LA of any such incidents. It will receive reports and data from the Headteacher and staff that enable evaluation on the relevance of provision for:

- Dealing with racist incidents – defines as “any incident which is perceived to be racist by the victim or any other person”. Serious breaches constitute criminal offences
- Behaviour, discipline and exclusion
- Curriculum content
- Teaching, learning
- Assessment of attainment and progress – including special educational needs
- Admissions and attendance
- Recruitment, promotion and professional development of staff
- Disciplinary and grievance procedures relating to staff
- Personal and social education and pastoral care
- Attitudes and personal development
- Ethos and environment
- Communications with parents, governors and the community
- Use of the school premises

The Governing Body will also receive reports on the progress of pupils by ethnic group where appropriate.