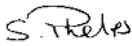




Race Equality Policy

Initiated by: SMT
Approved by: Governors/SMT
Date Approved: 4th February 2025
Operational Date: 4th February 2025
Date of Review: Spring 2028
Distribution: SMT/TLR's/All relevant staff

Signed:  Chair of Governors

Signed:  Head teacher

Please note - where this document states the term "parent" it refers to any such person(s) or body that has legal responsibility.

Equality Act inclusions in red

RACE EQUALITY POLICY

1. Rationale

At Ysgol Hen Felin we are committed to tackling racial discrimination, promoting equality of opportunity, good race relations and safeguard all our pupils.

2. Introduction

In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, ALN & Disability Policy, Equal Opportunities Policy and Discipline and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

3. Commitment

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive learning and teaching environment for the school community as a whole. We do this by:

- ❖ Treating all those in the school community (e.g. pupils, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential
- ❖ Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- ❖ Encouraging everyone in the school community to have a positive self-image and high self-esteem so that they develop their full potential.
- ❖ Having high expectations of all the school community and helping one another fulfil their aspirations.
- ❖ Facing equality issues openly, positively, effectively and promptly always logging and recording issues and sanctioning pupils according to the school discipline and behaviour policy.
- ❖ Identifying and removing practices, procedures and customs which discriminate on racial grounds.
- ❖ Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do.
- ❖ Valuing the achievements and progress of pupils from all ethnic groups.
- ❖ Being open and fully accountable about our policy, its implementation and its effects.

RACE EQUALITY GUIDELINES

Roles and Responsibilities

Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school. These guidelines outline the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

Governors

The governing body review the policy on an annual basis and monitor the impact of the policy. The Governing body will communicate the progress of its review to the staff and to parent representatives.

Head teacher

The Head teacher demonstrates through personal leadership the importance of this policy. He ensures that all staff are aware of it and understand their roles and responsibilities. The Head teacher is responsible to ensure the procedures of race equality are followed and reported to the Governors, LA and Parents. **This reporting is recorded and/or minuted and forms part of the evidence base for the effective implementation of the Equality Act 2010.**

Pupils

Pupils will contribute to the development of the race equality policy and be made aware how it applies to them. They will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult.

Parents

Parents are involved in the formation of the policy through representatives on the sub-committee evaluating the policy and its impact. In addition, parents have the opportunity to comment and contribute to the review process.

4. Monitoring the race equality plan objectives

Our school monitors the impact of this policy on pupils from different ethnic groups; we monitor the impact of our policies on the attainment levels of all our pupils. We collect information about pupils' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends.

Monitoring information helps us to:

- ❖ Ask why these differences exist and test the explanations given
- ❖ Highlight any differences between pupils from different groups
- ❖ Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups
- ❖ Act to make improvements, report statistics to governors and identify trends.

5. Assessing the impact of the policy

We assess the effectiveness of our policy on pupils from different ethnic groups through existing arrangements for developing and reviewing other school policies.

6. Complaints Procedure

If any governor, member of staff, pupil or parent feels this policy is not being fully implemented, then they should raise the matter with the Head teacher who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used. All complaints will be recorded and copied to the Council for information.

7 Declaration of responsibility

RACE EQUALITY & ETHNIC MINORITY OBJECTIVES

AREA	AIM	ACTION	WHOWHEN	REVIEW
Pupil's attainment and progress	Each pupil's attainment and progress in individual core subjects is monitored by ethnicity.	Use assessment data and analyse value added progress made by pupils from ethnic minority groups	SLT Governors	Termly
Effective Communication	Steps are taken to ensure that everyone associated with the school is kept informed about the racial equality policy and racial harassment policies and procedures and abides by them	Inform via staff meetings of Teachers and Non-Teaching Staff of the policy and its practical implications	SLT	Fortnightly ELT meetings Weekly SLT meetings
Consistency across the school	The race equality policy is reflected in the ethos of the school and is explicit in all the school's policies.	When reviewing policies at sub-committee level include the racial criteria that need to be addressed	SMT Governors	Policies committee held termly
Pro-active Attitude to implementation	Staff challenge racism and stereotyping; they promote racial equality in education,	Use Humanities and/or Health and Well-being lessons to challenge racial stereotypes	SMT ELT	Termly Planning

Enhanced Curriculum	<p>The school takes active steps to ensure that resource allocation is used to promote a curriculum and learning experience, which is relevant and appropriate to all pupils. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.</p>	<p>Purchase specific resources to enhance the Humanities and/or Health and Well-being curriculum in respect to promoting a greater understanding of cultural diversity and challenges racism and racial discrimination</p>	<p>SMT AoLE Team</p>	<p>Termly</p>
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Useful Examples of Action Plan Objectives for future consideration:

The ethos of the school

- ❖ The race equality policy is reflected in the ethos of the school and is explicit in all the school's policies.
- ❖ The school has a separate policy for dealing with racial harassment (Discipline & Complaints) which clearly sets out the procedures for handling and reporting complaints and incidents.
- ❖ Steps are taken to ensure that everyone associated with the school is kept informed about the racial equality policy and racial harassment policies and procedures and abides by them.
- ❖ Policies and procedures are regularly reviewed and their effectiveness evaluated, considering the views of all sections of the school community.
- ❖ There is appropriate inclusion of all ethnic groups within all relevant communication and promotion initiatives.

Pupils' achievements and progress

- ❖ Each pupil's attainment and progress in individual subjects is monitored by ethnicity and by gender and disability.
- ❖ The school has strategies for tackling differences in the attainment and progress of particular groups.
- ❖ Targets are set for individual pupils by ethnicity so teachers are aware of the ethnic background of each pupil and are aware of current concerns regarding the underachievement of certain groups.
- ❖ The school values the achievements and progress of pupils from all ethnic groups.
- ❖ All pupils have equal access to extracurricular activities. These also aim to respond to the social and developmental aspirations of the pupils, parents and the community.
- ❖ The school aims to positively respond to every pupil's support and guidance need.
- ❖ Staff challenge racism and stereotyping; they promote racial equality in education,
- ❖ Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

Curriculum, teaching and learning (including language, cultural and faith needs)

- ❖ The school promotes an inclusive curriculum which reflects the multi-ethnic and multi faith nature of the district and our society.
- ❖ Racial equality and ethnic diversity are promoted and racism and racial discrimination challenged in all areas of the curriculum.
- ❖ Curriculum planning takes a positive account of the ethnicity, religious background and language needs of all pupils.
- ❖ Subject Co-ordinators provide guidance and examples of good practice for colleagues.
- ❖ The school monitors and evaluates how appropriate the curriculum is for all pupils and makes changes where necessary.
- ❖ Pupils from all ethnic minority groups are allocated to teaching groups and optional subjects on a fair and equitable basis.
- ❖ Assessment outcomes are used to identify the specific needs of minority ethnic pupils, to inform policies, to plan and allocate resources.
- ❖ Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality. The school takes active steps to ensure that resource allocation is used to promote a curriculum and learning experience which is relevant and appropriate to all pupils. It promotes a greater understanding of cultural diversity and challenges racism and racial discrimination in all areas of the curriculum.
- ❖ Resources available to meet the specific needs of pupils from minority ethnic groups including dual language resources are used appropriately.
- ❖ The school makes full use of resources available within local minority ethnic communities. It shares its own resources with the local community wherever appropriate.
- ❖ The school actively encourages and responds to partnership with supplementary schools wherever possible to raise attainment and to encourage community knowledge and understanding.

Guidelines on working with pupils who have English as an additional language (EAL)

- ❖ The school recognises and values bilingualism
- ❖ The language and learning needs of bilingual pupils are clearly identified and appropriate teaching and support are provided.
- ❖ The school reflects and develops pupils' cultural and faith backgrounds. This is shown through the development of resources, displays and facilities throughout the schools.
- ❖ The school will seek to provide community language and dual language texts, both fiction and non-fiction, in order to promote pupils' and communities access in literacy in their first language.
- ❖ The school draws on the skills of parents and local communities to produce and develop language resources.
- ❖ Where appropriate, the school will seek to provide high quality interpretation and translation of key documents and activities.

Pupil behaviour, discipline and exclusion

- ❖ The school's pupil behaviour and disciplinary procedures are appropriate and fair and are applied equally to all pupils. Monitoring by ethnicity is undertaken and procedures modified where necessary.
- ❖ The school identifies and adopts good practices to reduce exclusions and to reduce any differences in rates of exclusion between different ethnic groups.
- ❖ The process of excluding a pupil is clear to all and fair and equitable to all pupils.
- ❖ Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Racism and racial harassment

- ❖ There is a clear policy and established procedure for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- ❖ The school monitors racist incidents and reports the details regularly to the LA.

Admissions and transfer procedures

- ❖ The school monitors pupil attendance by ethnic group and uses the information to develop strategies to address poor attendance.
- ❖ Provision is made for pupils to take time off for religious observance and other authorised leave of absence in line with agreed procedures.