



## **Equality and Anti-Discrimination Policy**

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legislation changes)**

**Signed: \_\_\_\_\_ Chairperson  
schools governing body, on behalf of the governing body**

**Date: \_\_\_\_\_**

**Signed: \_\_\_\_\_ Headteacher**

**Distribution: Staff, governors, pupils, parents/carers and  
visitors to the school**

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## **Introduction**

Ysgol Ty Coch Special School is a Rights Respecting School committed to challenging all forms of discrimination, promoting equality of opportunity, fostering harmonious relationships and the safeguarding of all pupils.

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history. This policy relates to Articles 14, 29 and 30 of the UNCRC.

**Article 14:** Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

**Article 29:** Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

**Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

The Local Authority's (LA) advice and the Welsh Governments (WG) guidelines on Multiculturalism are reflected in this policy.

The school is mindful of its responsibilities under the Race Relations (Amendment) Act 2000 and the Equality Act 2010. In compliance with this legislation, the school is committed to:

- promoting equality of opportunity
- promoting good relations between members of different racial, cultural and religious groups and communities
- eliminating unlawful discrimination

## **Guiding Principles**

In fulfilling the legal duties outlined above the school is guided by three essential principles. Namely that:

- every pupil should have opportunities to achieve the highest possible standards, and the best possible skills and knowledge for the next stages of their life and education

- every pupil should be helped to develop a sense of gender, personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities
- every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an inter-dependent world

### **Commitment**

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. A positive learning and teaching environment is provided for the school community as a whole by:

- treating all those in the school community; pupils, staff, governors, parents, carers and the wider 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, gender equality and celebrates diversity
- understanding and challenging 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 and diversity issues openly, positively, effectively and promptly always logging and recording issues and sanctioning pupils according to the school behaviour policy
- identifying and removing practices, procedures and customs which discriminate
- monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do
- valuing the achievements and progress of all pupils
- being open and fully accountable about our policy, its implementation and its effects

### **School Policies and Procedures**

We will ensure that the principles outlined above will apply to all school policies, including those that are concerned with:

- pupils' progress, attainment and assessment
- pupils' behaviour, discipline and exclusion
- pupils' personal development and pastoral care
- the content of the curriculum
- attendance
- teaching and learning
- staff recruitment and professional development
- staff management and well-being
- partnerships with parents and communities

The values of the school are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting both physical and mental wellbeing amongst our pupils. We have developed this policy to provide a clear framework for how we will achieve our school's aims. Among other things, the school aims to:

· Nurture talent, and provide opportunity for all across the Areas of Learning and through extra curricula activities

· Enable pupils to develop the social and emotional skills needed to believe in themselves, show consideration for others and value diversity.

This policy underpins the furtherance of these aims.

1. We do not discriminate against pupils on the grounds of their gender, disability, race, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity. These can be called the Protected Characteristics, in line with requirements in the Equality Act 2010 and covers both direct and indirect discrimination.
2. We promote the principles of fairness and justice for all through the education that we provide in our school.
3. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
4. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
5. We challenge stereotyping and prejudice whenever it occurs.
6. We celebrate the cultural diversity of our community and foster good relationships between people of different groups.

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

We will not discriminate against a pupil, or prospective pupil, because of their:

· Sex

· Race

· Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health

· Religion or belief

· Sexual orientation

· Gender reassignment.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics listed above.

## **Harassment**

The school will not tolerate any form of harassment, either directly or indirectly, against any pupil/group of pupils, member of staff or any other person within the school. Should such an incident occur steps will be taken to challenge and deal effectively with the situation in line with relevant legislation/agreed policy.

Incidents of harassment, involving pupils or staff, may occur at any time during the school day, anywhere within or outside school premises or on the way to/from school.

Everyone in the school needs to understand what constitutes harassment and what they should do if they encounter it, on a personal level, or if they witness someone else being subjected to it.

Staff are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs in line with pupils' individual circumstances. Staff witnessing any incidents of harassment of any type will address the matter in the first instance. If it is then felt that a suitable outcome cannot be achieved, the matter must be referred in line with agreed procedures as detailed in Appendix 1 of this policy. This policy will be referred to in addressing any such incidents.

Ultimately, all incidents are reported to the Headteacher who has a duty to inform the governing body and the Local Authority of the incidents on a termly basis.

## **Definition of Harassment**

### **General**

Harassment on the grounds of race, gender, disability or other factors such as socio-economic status, can take many forms including; name-calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

## **Racial**

Racial harassment is defined as being an act: which may be verbal or physical, which includes attacks on the person as well as property, suffered by individuals or groups because of their colour, race, nationality, ethnic or religious origin, where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

A racist incident is defined in the Stephen Lawrence Inquiry (Macpherson Report) as being:

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

## **Institutional Racism**

Institutional Racism was defined, in the Stephen Lawrence Inquiry (Macpherson Report) as being:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people”.

## **Forms of Harassment**

Including the following:

- physical assault – including jostling, physical intimidation, punching/kicking and other physical contact which may include the use of a weapon
- verbal abuse – including insults, the use of derogatory names, racist or sexist comments, statements or jokes; ridiculing a person on their personal preferences relating to items such as sexual orientation, food, music and clothing
- provocative behaviour – including: inciting others to behave in a threatening, racist or sexist way; abuse of personal property, vicious threatening behaviour, promoting racist propaganda; bringing into school racist, sexist or discriminatory literature/materials; creating racist or sexist graffiti or wearing a racist insignia

- incitement of others to behave in a racist, sexist or discriminatory way, including attempting to recruit others to become involved with discriminatory organisations or groups
- alienation – refusal to co-operate or work with any pupil or member of staff, including the refusal to: sit next to, talk to, work with or help others
- objections raised by a third party relating to a child working/playing alongside another pupil/member of staff
- making racial, sexist or discriminatory comments or gestures in the course of a discussion

These are examples and this is not an exhaustive list.

The above listed actions may occur between:

- pupil to pupil
- pupil to school staff
- pupil to parent/other (e.g. governor, member of the local community, contracted personnel)
- staff member to pupil
- staff member to parent
- staff member to staff member
- parent to parent
- parent to staff member/pupil

### **Recognition/Counter - Action**

It is recognised that racial and other forms of harassment exist in our society. Children who are subjected to harassment lose self-confidence and self-esteem. Incidents in schools, or other educational settings, causes damage to the emotional, social and intellectual development of pupils and this may impact adversely on their attainment and their levels of attendance at school.

### **Monitoring of the Impact of Ethnicity, Gender and Disability on Pupils' Progress and Attainment**

#### **Pupils' achievements and progress (see Appendix 2)**

- Each pupil's attainment and progress in individual subjects is monitored by ethnicity, gender and disability.



- The school has strategies in place 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 child; and of current concerns regarding the underachievement of certain groups.
- The school values the achievements and progress of all pupils regardless of ethnicity, gender or disability.
- 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, faith, gender and disability needs)**

- The school promotes an inclusive curriculum which reflects the diverse nature of our society.
- All discrimination is challenged in all areas of the curriculum.
- Curriculum planning takes a positive account of the diverse needs of all pupils.
- Curriculum 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 are allocated to teaching groups and optional subjects on a fair and equitable basis.
- Assessment outcomes are used to identify the specific needs of each pupil, to inform policies, to plan and allocate resources.
- 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.
- Resources available to meet the specific needs of pupils including dual language resources which are used appropriately.
- The school actively encourages and responds to partnership with supplementary schools wherever possible to raise attainment and to encourage community knowledge and understanding.

### **Promoting inclusion**

**We will promote inclusion and equality at our school through:**

· **Ensuring that pupils are called by their preferred names, taking into account the correct spelling, structure and pronunciation.**

· **Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.**

· Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.

· Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum.

· Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.

· Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.

· Communicating our policy to parents to gain their understanding, agreement and support for its provisions.

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

- The school recognises and values multi-lingualism
- The language and learning needs of multi-lingual pupils are clearly identified and appropriate teaching and support is provided.
- The school reflects on 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 behavior, discipline and exclusion**

- The school's pupil behaviour and disciplinary procedures are appropriate and fair and are applied equally to all pupils.
- The school identifies and adopts good practices to reduce exclusions
- The process of excluding a pupil is clear to all and fair and equitable to all pupils.
- There are strategies to reintegrate those who have had long term absences and pupils who have been excluded.

### **Pupil Attendance**

- 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.

### **Roles and Responsibilities**

Promoting equality and anti-discrimination values and raising the achievement of all pupils, is the responsibility of the whole school community.

### **Staff**

Every member of staff has a responsibility to:

- take all/any aspect of harassment seriously
- talk to pupils about all forms of harassment
- encourage pupils to tell an adult if they are being harassed
- establish a support network for pupils who experience harassment
- make lunch/break times safe by improving supervision/providing a good range of activities

### **Headteacher**

The Headteacher demonstrates through personal leadership the importance of this policy, ensuring that all staff are aware of and understand their roles and responsibilities in applying it.

The Headteacher has a legal duty to:

- take measures to prevent all forms of bullying among pupils
- implement the school's policies/procedures
- build into the school's curriculum measures for raising awareness of harassment and how to deal with incidents effectively
- review staff training to include cultural awareness and awareness of all forms of diversity
- provide regular updates on progress/outcomes of incidents to the school's governing body and parents/carers
- report all incidents of racial discrimination to the Local Authority
- report termly on any bullying incidents to the Local Authority

### **Pupils**

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

Assemblies and the Personal and Social Education aspects of the curriculum are used to reinforce the need for tolerance towards others regardless of their differences.

### **Parents/Carers**

Parents/carers are involved in the formation of the policy through representation on the governing body committee that is responsible for drafting/evaluating it. Parents/Carers also have the opportunity to comment and contribute to the review process. The policy is accessible to them via the school's website.

### **Governing Body**

The governing body will review the policy in line with legislative changes and, in doing so, ensure that:

- it is fit for purpose
- it complies with current legislation
- the impact of the policy is monitored
- the outcome of the review is reported to staff and parents

### **Procedure to be followed in addressing incidents of racial harassment**

At all stages of the procedure confidentiality must be ensured throughout. Information about an incident should only be given, in confidence, on a need to know basis.

All incidents must be acted on as follows:

- ensure that the target is taken away from the situation, is accompanied and made to feel safe/at ease
- remove the perpetrator in line with the Behaviour Policy
- inform a member of the Senior Management team.
- assess whether there is a need to invoke the child protection procedures.
- immediately/as soon as possible make a written record of what happened. Ask any staff/other adults who witnessed the incident to do the same. These reports should be signed and dated then placed in a sealed envelope in the safe.
- be mindful that parental permission is required prior to conducting a formal interview with a pupil
- if the incident involved two pupils, both sets of parents/carers must be informed of the facts

- the headteacher must complete a Racial Incident Report Form (RA1) and return it to the Local Authority
- depending on the nature of the incident, it may be dealt with in line with the schools Behaviour Policy. If this is not appropriate, advice will be sought from the Authority's Equality and Diversity Unit.
- appraise the Chairperson, and the governor with responsibility for racial equality, that an incident has occurred and of any action taken. Do not, at this point, give any details of the nature of the incident.
- parents/carers to be kept updated as the matter progresses
- support to be offered to both parties as appropriate
- procedures to be followed as appropriate

If the incident involves a member of staff the Headteacher must be informed immediately. Appropriate action will be taken in line with the Staff Disciplinary Policy or the Staff Grievance Policy.

### **Review**

When the incident has been dealt with/closed:

- Assess the impact of the incident at all levels
- Review the effectiveness of the procedures followed, including the way in which they were implemented
- Review the school's policy in light of the incident/outcome and revise as necessary

Officers of the Authority's Equality and Diversity Unit will provide advice/guidance at any stage of the process.

### **Monitoring the race equality plan objectives**

Staff monitor the impact of this policy on pupils from different ethnic groups in addition to the impact on the attainment levels of all pupils. Information on pupils' performance and progress is also gathered and analysed in order to examine trends.

Monitoring information helps 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
- take action to make improvements, report statistics to governors and identify trends

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data to monitor the progress of pupils with protected characteristics
- Regularly reviewing our equality policy to ensure it reflects current trends and issues

### **Complaints Procedure**

If anyone feels that this policy is not being fully implemented, in the first instance, 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 the outcome of this approach is felt to be unsatisfactory then the matter will be dealt with in line with the school's Complaints Policy.

### **Appendix 1**

#### **Responding to and reporting incidents**

**The procedure outlined below must be followed in dealing with any incidents of discrimination or harassment.**

**INCIDENT**  
-OBSERVED BY OR  
REPORTED TO A MEMBER  
OF STAFF



**INCIDENT REPORTED - MEMBER OF STAFF TO INVESTIGATE FURTHER (FOLLOWING AGREED PROCEDURES)**

RESPONSE TO TARGET AND FAMILY  
UPDATE TO SMT

**Appendix 2**

**RACIAL EQUALITY and ETHNIC MINORITY OBJECTIVES**

AREA	AIM	ACTION	WHO/WHEN	REVIEW
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<p><b>Pupil's attainment and progress</b></p>	<p>Each pupil's attainment and progress in individual core subjects is monitored by ethnicity</p> <p>Individual targets set</p> <p>Liaison with external English as an Additional Language (EAL) staff - where needed</p>	<p>Use assessment manager to access and analyse this data.</p> <p>Value added progress made by pupils from ethnic minority groups.</p>	<p>On going</p>	
<p><b>Effective Communication</b></p>	<p>Steps are taken to ensure that everyone associated with the school is kept informed about the racial equality policy, racial harassment policies and procedures and abides by them</p> <p>Communication with parents/carers is regarded as a priority- where needed an interpreter is employed</p>	<p>Inform all staff of the policy and its practical implications via staff meetings.</p> <p>Interpreter services are purchased to enable parents/carers and staff to communicate effectively, including during the Annual Review process</p>	<p>On going</p>	



<b>Consistency across the school</b>	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 Standards Committee level, include the racial criteria that need to be addressed	SMT, HT, Governors / Standards Committee  ongoing	
<b>Pro-active Attitude to implementation</b>	Staff challenge racism and stereotyping; they promote racial equality in education.	Use PSE/RE lessons to challenge racial stereotypes  Planned for in the curriculum and the Values assembly	SMT, Planning, Curriculum  ongoing	
<b>Enhanced Curriculum</b>	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.  All pupils have equal access to extracurricular activities.	Purchase specific resources to enhance the PSE/RE curriculum in respect to promoting a greater understanding of cultural diversity and challenges racism and racial discrimination  Equal access to after school clubs, projects and educational visits.	SMT	

<p><b>Ethnic Minority Pupil Inclusion</b></p>	<p>The school ensures that any pupils who are in an ethnic minority grouping and other minority racial groups of pupils are included and integrated successfully</p> <p>Consideration of the needs of pupils from different cultures regarding items such as attire and food requirements</p>	<p>Pupil discussions and questionnaires actioned and analyzed</p> <p>Smooth transition and integration of pupils</p> <p>Ensure that in daily sessions (including PE) pupils are comfortable with their attire and that it does not conflict with their culture.</p> <p>Dietary requirements to be met including the provision of halal or kosher meat.</p>	<p>SMT</p>	
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**Acronyms**

EAL – English as an Additional Language

HT – Headteacher

PE – Physical Education

PSE – Physical and Social Education

RE – Religious Education

SMT – Senior Management Team