



# PONTARDDULAIS COMPREHENSIVE SCHOOL YSGOL GYFUN PONTARDDULAIS



## Race/Minority Ethnic Equality Policy Polisi Cydraddoldeb, Hil ac Ethnig

Mr. G. Rees  
Headteacher

Mrs. S. Bradshaw  
Chair of Governors

Review: 2021  
Next Review: 2025

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# PONTARDDULAIS COMPREHENSIVE SCHOOL

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### INTRODUCTION

#### 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, which is racist or potentially damaging to any ethnic or racial group, will not be tolerated. 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. All employees have a responsibility to read, understand and comply with this policy.

#### Responsibilities

##### **1. 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.
- With assistance from the Headteacher, 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 Race Equalities, who is L. Reid.

##### **2. Headteacher**

- The Headteacher 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 Headteacher will ensure that staff receive training and are informed of the implications of the policy, including the relevant legislation.



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### 3. **Named person for Racist Incidents**

- The named person for Racist Incidents is Miss Rachel Thomas, Assistant Headteacher.
- The named person will ensure that all reported racist incidents are recorded in a register, and that the Authority's Racist Incident Report form is completed and forwarded to the LEA.

### 4. **The Affective Area Co-ordinator and Progress Managers**

- The Progress Managers will ensure that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

### 5. **Head of Religious Studies**

- The Head of Department will ensure that all faiths are 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 manner.

### 6. **Teaching Staff**

- Teaching staff are responsible for keeping themselves up-to-date with Race Relations legislation and Equality matters.
- Teaching staff will know how to deal with racist incidents in the classroom, how to promote diversity and how to identify and challenge bias and stereotyping.
- Teaching staff will encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have equal access to the curriculum.
- Teaching staff will not discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.



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### **7. Support Staff (including all administrative staff, cleaning, catering staff and site officers)**

- Support staff will ensure that they do not discriminate when 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.

### **8. Visitors and contractors working on site**

- All visitors or contractors working on site will be made aware of the school's policy on race equality and incidents of racial harassment.

### **Communication**

The policy is:

- Published on the school website
- Available on request for parents, visitors and members of the wider community.
- Every effort will be made to provide translation of the policy on request.





### IMPLEMENTATION OF THE POLICY

#### 1. Whole school ethos

##### Celebrating and promoting diversity

We will ensure that the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for different religious groups and allowing pupils to observe various religious commemorations and festivals.

##### Preparation for life in a multi-ethnic society

We will encourage all pupils to understand, respect and value peoples, cultures, languages and faiths with which they are unfamiliar in order to prepare them for life in a multi-ethnic society.

##### Ethnic make-up of the school

The school will collect appropriate data to inform its understanding of the range of ethnic, linguistic and religious background of pupils so as to assist in the implementation of this policy.

#### 2. Pupil attainment, personal development and assessment

##### Attainment and progress

Our aim is to ensure that all pupils achieve to their full potential. We will monitor individual pupil's progress to identify underachievement and monitor the progress of groups of pupils to identify any differences between the performance of minority ethnic groups. These will be addressed through planned and targeted support, in the same way as with all pupils in the school, but drawing on the support of specialist workers where necessary.

##### Pastoral support

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



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### Support for pupils learning English as an Additional Language

To the best of our ability, we will provide appropriate support for pupils for whom English is an additional language and encourage pupils to use and develop their home languages, where possible. Specialist support will be accessed.

### Careers and work experience

We will encourage all pupils to consider the full range of work experience and post-school options in order to ensure that there is no stereotyping of ethnic groups.

### Assessment

We will 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. The support of specialist workers will be critical to this intervention.

### Special Educational Needs

We will ensure that accurate assessments of special educational needs will be made for minority ethnic pupils, those for whom English is an additional language and for refugee and asylum seeker children as appropriate. The support of EMAU will be critical to this intervention.

### Equal Opportunities Policy

We will ensure that the school's Equal Opportunities Policy will be employed to support our endeavours to ensure equality of opportunity for all members of the school community.

## **3. Curriculum, teaching and resources**

### Teaching and Learning

We will take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We will encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching will challenge racial prejudice and stereotypes, and foster pupils' critical awareness of bias, inequality and injustice.



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### Promoting cultural diversity through the curriculum

We will promote and celebrate cultural diversity in the curriculum through teaching positive, culturally diverse content, and by fostering respect for people of different racial, ethnic and religious groups.

### Curriculum access

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately. It is important to recognise that stage of English does not equate to cognitive ability.

### Resources

Our resources and displays will portray positive images of a range of peoples and cultures and will use a variety of resources to challenge stereotypes and racism across the curriculum.

### Involvement of people of diverse backgrounds

Every effort will be made to invite visitors from a range of different racial, ethnic, linguistic and faith groups into school to share a wide range of skills and experiences.

## **4. Admissions and Attendance**

### Admissions

Our admission criteria and procedures will be fair and equal for all and will not detrimentally affect any racial or ethnic group.

### Attendance

We expect good attendance of all pupils and we monitor attendance by ethnic groups. We will recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work. Pupils will be marked on the register according to the current directive on attendance coding from the Welsh Government.



### 5. Behaviour, Discipline and Exclusion

#### Racism, discrimination and harassment

We are opposed to all forms of racial prejudice and discrimination. Racist language or behaviour will not be tolerated. All incidents will be dealt with in accordance with the school's relevant policies and LEA guidelines on Racial Harassment. In addition, pupils who have experienced racial harassment will be offered specialist support from EYST and pupils who have used prejudicial language or behaviour will receive tutorials from EYST. (eyst.org.uk.)

#### Behaviour and discipline

We expect high standards of behaviour of all pupils. All pupils will be treated fairly and without discrimination when being disciplined. Incidents of a racist nature will be dealt with firmly and consistently and all allegations of racial harassment or provocation will be fully investigated, recorded and reported to the Local Authority (LA).

#### Exclusion

We will always take proactive steps to prevent exclusion and exclusions are monitored by ethnic groups.

### 6. Partnership with parents and the community

#### Partnership with parents and the wider community

We will draw upon the expertise, skills and knowledge of people from a range of racial, ethnic, linguistic and faith backgrounds to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups will be encouraged to participate in the life of the school. Where necessary, translation and interpretation services will be accessed.

### 7. Staff recruitment and professional development

#### Recruitment and promotion

We will ensure that no discrimination takes place on racial grounds in recruitment and promotion.





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### Professional development

We will ensure that all staff and governors receive initial and ongoing training in order to understand and address issues of race equality.

### Discrimination and harassment

Incidents of racial discrimination or harassment involving staff will be dealt with in accordance with the LA's/school's discipline and grievance procedures and racial harassment guidelines.

### Breaches of policy

Any breaches of this policy by members of staff or governors will be dealt with in accordance with the LA's/school's discipline and grievance procedures

## **8. Planning and policy review**

### Planning and target setting

We will use policy evaluations, and the commission for Racial Equality's "Learning for all—standards for Racial Equality on Schools" as an audit mechanism to identify specific targets for action on issues of race equality.

### Ethnic monitoring

We will monitor the achievement of groups of pupils in curriculum planning and in setting targets for teaching. Monitoring data on admissions, attendance and exclusions will be in place. Data will be reviewed to ensure that where relative achievement between minority ethnic groups differs, that school procedures are put in place to monitor and address this.

### Evaluating, monitoring and reviewing policies

The impact of all school policies on ethnic minority pupils, staff, governors and parents will be assessed to ensure that 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 will be monitored for its effectiveness, on an annual basis, and evaluations will take account of the views of pupils, staff, parents and members of the local community including any ethnic minority groups. All other policy reviews will consider the implications of race equality



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Ref No   
(For County Hall office use only)

CITY AND COUNTY OF SWANSEA  
DINAS A SIR ABERTAWE

## RECORDING OF RACIST INCIDENT



*This form should be completed to record any alleged racist incident.*

♦ ***A racist incident is any incident which is perceived to be racist by the victim or any other person***  
(McPherson Report)

Name of school \_\_\_\_\_

### 1 Initial report of incident within the school

Reported by: Pupil ☐ 1.01 Teacher ☐ 1.02 Other staff member ☐ 1.03  
Parent ☐ 1.04 Other ☐ 1.05 (please tick one box)  
Name \_\_\_\_\_ Form \_\_\_\_\_  
Address (if not a regular member of the school community) \_\_\_\_\_  
Postcode \_\_\_\_\_ Tel No \_\_\_\_\_

### 2 Record of incident

Time \_\_\_\_\_ Date \_\_\_\_\_  
Place \_\_\_\_\_



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### 3 Nature of incident

(tick as many boxes as appropriate)

Racial abuse (verbal)

3.01

☐

Racial attack (physical)

3.02

☐

Racial abuse (written)

3.03

☐

Attack on personal property

3.04

☐

Racial graffiti

3.05

☐

Threats of violence

3.06

☐

Other (please specify) \_\_\_\_\_

### 4 Details of incident

Tick if victim has been involved in any previous racist incidents

4.01

☐

4.01.1 [R\_\_]

Tick if perpetrator has been involved in any previous racist incidents

4.02

☐

4.02.1 [R\_\_]

Please give details of the incident below:-



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**5 Name(s) of witness(es), if any, and addresses (if not members of school community)**

## 6 Reporting of incident

Has the incident been reported to any of the following? *(please tick)*

Headteacher / SMT 6.01 ☐ Police 6.02 ☐ Racial Equality Council 6.03 ☐  
Social Services Dept 6.04 ☐ Parent/Guardian 6.05 ☐ Governing Body  
6.06 ☐

Other *(please specify)* \_\_\_\_\_





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### 7 Internal action taken/required

- |   |                               |                                  |  |
|---|-------------------------------|----------------------------------|--|
| <b>Permanent exclusion</b>  | 7.01 <input type="checkbox"/> | <b>Fixed term exclusion</b>      | 7.02 <input type="checkbox"/> 7.02.1 [ |
| <b>days]</b>  |                               |                                  |  |
| <b>Detention</b>  | 7.03 <input type="checkbox"/> | <b>Senior staff detention</b>    | 7.04 <input type="checkbox"/>          |
| <b>Counselling (victim)</b>   | 7.05 <input type="checkbox"/> | <b>Counselling (perpetrator)</b> | 7.06 <input type="checkbox"/>          |
| <b>Spoken to parents</b>  | 7.07 <input type="checkbox"/> | <b>Written to parents</b>        | 7.08 <input type="checkbox"/>          |
| <b>Meeting with parents</b>   | 7.09 <input type="checkbox"/> | <b>Spoke to witness</b>          | 7.10 <input type="checkbox"/>          |
| <b>Instruction / advice / warning given to other pupils</b> 7.11 <input type="checkbox"/> |                               |                                  |  |

Details of action taken internally with respect to this incident, if not covered above:-



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## ***8 Member of staff recording incident***

Name

Job title

Department \_\_\_\_\_

Signed

***Please attach any additional information to this form***

## ***Statement***

### **Outline of purpose of the form and why the information is being collected**

This information is being collected to monitor complaints of racially motivated incidents. We need to do this in order to respond appropriately to such incidents and also to improve the quality of education provided to all pupils in Swansea schools.

It may be helpful to know that most organisations experience an increase in reported incidents when monitoring is introduced. This is evidence that monitoring policies are working effectively rather than evidence of any shortcomings.



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