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Equality Information and Race Equality Policy

EQUALITY INFORMATION AND RACE EQUALITY POLICY

INTRODUCTION

This policy has been written to meet the school's statutory duty under the Race relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination promote equality of opportunity
- promote good relations between people of different racial groups

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

SCHOOL CONTEXT

BCCC is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We strongly believe that the Equality Act provides a framework to support our commitment to valuing diversity, tracking discrimination, promoting equality and fostering good relationships between people in our school. We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behavior, Equal Opportunities and Special Educational Needs.

RATIONALE:

BCCC aims to:

- present people of both sexes and from differing cultural, social and ethnic groups as individuals whose existence as humans we cherish and respect
- encourage students having some physical or mental difficulty to fulfil their potential by taking advantage of the full range of teaching and learning resources and to foster an atmosphere of positive discrimination towards those that are disadvantaged
- encourage all students to fulfil their potential
- encourage students to see diversity in our community and society as positive
- eradicate stereotyping, which leads to an inhibition of individual student abilities, preferences and aspirations
- acknowledge the effect external influences have on the development of equal opportunities in the School and to ensure that the policy is not undermined by these influences
 - promote the involvement of parents, Governors, students, teachers, other non-teaching colleagues and the whole school community in supporting and developing the equalities programme.

POLICY, LEADERSHIP AND MANAGEMENT

The Principal and the Governing Body are responsible for ensuring that the policy is communicated, implemented and monitored.

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

All staff are responsible for dealing with racist incidents and promoting an anti-racist establishment and being able to recognize and tackle racial bias and stereotyping.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Development Plan. Funding for professional development is identified within the School Budget. Members of the Governing Body will also identify their own training needs in relation to racial equality.

The school will follow the LA Guidelines in dealing with incidents of racial harassment.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of cooperation in a lesson, due to ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the Principal or Vice Principal and inform him/her of the action taken;
- inform the Head of Year of both the victim and the aggressor, then record what happened using the school's behavior log system;
- Inform both sets of parents/carers, if appropriate.

CURRICULUM, TEACHING AND ASSESSMENT

The diversity of our society is addressed through our schemes of work that reflect the National Curriculum programme of study. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society; use materials that reflect a range of cultural backgrounds, without stereotyping; promote attitudes and value that will challenge racist behavior;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;
- make best use of all available resources to support the learning of all groups of pupils;

- focus on student grouping in the classroom making sure it is planned and varied ;
- challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities;
- incorporate resources and displays that reflect the experience and background of students, promote diversity and challenge stereotypes in all curriculum areas;
- require that all resources are reviewed regularly to ensure they reflect the inclusive ethos of the School;
- Map how all subjects encourage equality and diversity in their planning;
- support and value students who are bilingual, or for whom English is not their first language;
- use differentiated activities reflecting student abilities;
- focus on SMSC and fundamental British Values and our key Character Faithful Virtues.

ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSIONS

The school is committed to ensuring that all processes are fairly applied.

If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

PUPILS' PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS

Attainment is monitored across all subject areas for individual pupils.

Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff from within the school and from outside agencies. Support is allocated and monitored by the SENCO in consultation with subject teachers.

Achievement of all students is celebrated in a number of ways.

Extracurricular activities are open to all students who self-select by aptitude, ability and personal preference.

ATTITUDES AND ENVIRONMENT

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations and anti-racism across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- preparing our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students;
- teaching about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE, RE and across the curriculum including our tutor time programme; and within our extra curricular and personal development programme, such as Culture Day.
- using materials and resources that reflect the diversity of the school, the local community and British society;
- promoting a whole school ethos and values that challenge prejudice language, attitudes and behaviour, especially through the promotion of our Character Faithful Virtues;
- actively tackling racial discrimination and promoting racial equality and an anti-racist

establishment through our School Prospectus, newsletters to parents and displays of work; making clear to our pupils what constitutes aggressive and racist behavior; identifying clear procedures for dealing quickly with incidents of racist behavior; making pupils and staff confident to challenge aggressive and racist behavior.

PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

We have a rolling programme policy review. When policies are reviewed, governors will ensure that due regard is given to the promotion of racial equality within each policy.

All parents have the opportunity to discuss the progress of their children at parent/teacher consultation evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

STAFFING – RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no ethnic bias. Professional development opportunities are offered to all staff.

The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

MONITORING AND EVALUATION

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Governing Body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

This policy has been written in conjunction with the following documents-

Halo Code

Equality and Human Rights Commission

Public Sector Equality Duty under the Equality Act of 2010

Human Rights Act 1988

DfE Diversity Strategy 2018 -2025

DfE The Equality Act of 2010 and Schools

School Uniform Guidance 2023

APPENDIX A
SCHOOL LEVEL DATA

Year Group 7		
	Pupils in group	Percentage of year group
Arab	1	0.48
Asian - British	10	4.78
Asian and Black	1	0.48
Asian and any other ethnic group	1	0.48
Black - British	16	7.66
Black - Congolese	1	0.48
Black - Ghanaian	1	0.48
Black - Nigerian	5	2.39
Black Caribbean	1	0.48
Black European	1	0.48
Black and any other ethnic group	3	1.44
Filipino	2	0.96
Hong Kong Chinese	1	0.48
Indian	6	2.87
Iranian	2	0.96
Italian	2	0.96
Korean	1	0.48
Mirpuri Pakistani	3	1.44
Other Black African	6	2.87
Other Pakistani	5	2.39
Other White British	7	3.35
Other mixed background	7	3.35
Portuguese	1	0.48
White + any other Asian Backgrnd	4	1.91
White - English	88	42.11
White - Irish	5	2.39
White Eastern European	4	1.91
White European	3	1.44
White Other	2	0.96
White and Black African	3	1.44
White and Black Caribbean	14	6.70
White and Indian	1	0.48
White and Pakistani	3	1.44
White and any other ethnic group	1	0.48
Education, Health and Care Plan	2	0.96
Monitoring	4	1.91
No Special Educational Need	179	85.65
SEN Support	26	12.44
No SEN Status	1	0.48

Year Group 8		
	Pupils in group	Percentage of year group
Arab	1	0.50
Arab Other	1	0.50
Bangladeshi	3	1.49
Black - Congolese	5	2.49
Black - Nigerian	4	1.99
Black Caribbean	3	1.49
Black European	3	1.49
Black and any other ethnic group	3	1.49
Bosnian-Herzegovinian	1	0.50
Filipino	2	1.00
Hong Kong Chinese	1	0.50
Indian	5	2.49
Iranian	1	0.50
Iraqi	1	0.50
Kashmiri Pakistani	4	1.99
Mirpuri Pakistani	1	0.50
Other Black	2	1.00
Other Black African	13	6.47
Other Pakistani	9	4.48
Other White British	1	0.50
Other ethnic group	1	0.50
Other mixed background	4	1.99
Refused	2	1.00
Sri Lankan Sinhalese	1	0.50
Vietnamese	1	0.50
White - English	94	46.77
White - Irish	7	3.48
White Eastern European	5	2.49
White European	3	1.49
White Other	2	1.00
White and Black African	4	1.99
White and Black Caribbean	15	7.46
White and Indian	1	0.50
White and any other ethnic group	2	1.00
Education, Health and Care Plan	2	1.00
Monitoring	1	0.50
No Special Educational Need	46	22.89
SEN Support	38	18.91
No SEN Status	119	59.20

Year Group 9		
	Pupils in group	Percentage of year group
Arab Other	1	0.49
Asian - British	1	0.49
Asian and Black	1	0.49
Asian and Chinese	1	0.49
Asian and any other ethnic group	2	0.98
Black - British	1	0.49
Black - Congolese	2	0.98
Black - Ghanaian	1	0.49
Black - Nigerian	4	1.95
Black Caribbean	10	4.88
Black European	2	0.98
Black and any other ethnic group	6	2.93
Filipino	4	1.95
Hong Kong Chinese	2	0.98
Indian	9	4.39
Iranian	1	0.49
Kashmiri Pakistani	1	0.49
Mirpuri Pakistani	4	1.95
Other Black	4	1.95
Other Black African	10	4.88
Other Pakistani	6	2.93
Other White British	1	0.49
Other ethnic group	1	0.49
Other mixed background	3	1.46
Sri Lankan Tamil	1	0.49
Turkish	1	0.49
White + any other Asian Backgrnd	5	2.44
White - English	80	39.02
White - Irish	12	5.85
White Eastern European	3	1.46
White European	3	1.46
White Other	4	1.95
White and Black African	2	0.98
White and Black Caribbean	16	7.80
White and Pakistani	2	0.98
White and any other ethnic group	3	1.46
Education, Health and Care Plan	2	0.98
No Special Educational Need	48	23.41
SEN Support	24	11.71
No SEN Status	136	66.34

Year Group 10		
	Pupils in group	Percentage of year group
Afghan	1	0.54
Arab Other	1	0.54
Black - Congolese	4	2.16
Black - Nigerian	4	2.16
Black Caribbean	4	2.16
Black and any other ethnic group	3	1.62
Bosnian-Herzegovinian	1	0.54
Filipino	2	1.08
Hong Kong Chinese	1	0.54
Indian	4	2.16
Italian	1	0.54
Kashmiri Pakistani	1	0.54
Mirpuri Pakistani	4	2.16
Other Asian	1	0.54
Other Black African	9	4.86
Other Pakistani	3	1.62
Other White British	2	1.08
Other ethnic group	1	0.54
Other mixed background	2	1.08
Portuguese	1	0.54
Refused	3	1.62
White + any other Asian Backgrnd	6	3.24
White - English	94	50.81
White - Irish	13	7.03
White - Irish Traveller	1	0.54
White - Welsh	1	0.54
White Eastern European	5	2.70
White European	2	1.08
White Other	3	1.62
White Western European	3	1.62
White and Black African	3	1.62
White and Black Caribbean	16	8.65
White and Indian	2	1.08
White and Pakistani	1	0.54
White and any other ethnic group	2	1.08
Education, Health and Care Plan	3	1.62
No Special Educational Need	36	19.46
SEN Support	28	15.14
No SEN Status	138	74.59

Year Group 11		
	Pupils in group	Percentage of year group
African Asian	1	0.50
Asian and Chinese	1	0.50
Black - Congolese	3	1.49
Black - Ghanaian	2	1.00
Black - Nigerian	4	1.99
Black Caribbean	7	3.48
Black European	2	1.00
Black and any other ethnic group	2	1.00
Chinese + any other ethnic group	1	0.50
Filipino	2	1.00
Greek Cypriot	1	0.50
Hong Kong Chinese	1	0.50
Indian	7	3.48
Information Not Yet Obtained	1	0.50
Latin/South/Central American	1	0.50
Mirpuri Pakistani	2	1.00
Other Black	1	0.50
Other Black African	13	6.47
Other Pakistani	2	1.00
Other White British	1	0.50
Other mixed background	5	2.49
Refused	2	1.00
White + any other Asian Backgrnd	1	0.50
White - English	92	45.77
White - Irish	7	3.48
White Eastern European	3	1.49
White Other	3	1.49
White Western European	2	1.00
White and Black African	2	1.00
White and Black Caribbean	12	5.97
White and Pakistani	4	1.99
White and any other ethnic group	1	0.50
No Special Educational Need	129	64.18
SEN Support	34	16.92
No SEN Status	26	12.94

Year	Males	Percentage	Females	Percentage	Total
7	120	57.42	89	42.58	209
8	112	55.72	89	44.28	201
9	120	58.54	85	41.46	205
10	108	53.73	93	46.27	201
11	92	49.73	93	50.27	185
Totals	552	55.14	449	44.86	1001

