

St. Mary's Catholic Primary School

Race Equality Policy

Loved and inspired by Mary...We shine and learn as a family of God.

This policy applies to all governors, staff, pupils, parents and visitors to the school, including all contractors.

What kind of school are we?

St. Mary's Primary School is a small rural primary school which draws pupils from a variety of areas in and around Preston. Ours is a caring school and our main aim is to provide a secure and happy environment. All children are given full opportunity to develop the abilities they possess and prepare them for living in a diverse society.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that:

Any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in “inequality by default”. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Aims of the race equality policy

Our race equality policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy will be an integral part of our school life.

Leadership, Management and Governance

The Governing Body is committed to promoting equality of opportunity, good race relations and eliminating unlawful racial discrimination. The governors expect all staff, pupils and parents to support us in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are assessed for their impact on pupils attitudes to race equality and cultural diversity. The governors will develop their knowledge and understanding of race equality.

It will be the responsibility of the headteacher to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The headteacher will ensure that appropriate action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The headteacher is the member of the senior management team with designated responsibility for race equality. Responsibilities will include the monitoring and reporting of racist incidents to the governing body and the LEA.

The governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom.

Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all pupils to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

How the school will fulfil its commitment to race equality Ethos valuing diversity and by actively promoting good inter-personal and community relationships promoting an atmosphere of mutual respect and trust among all members of the school community ensuring that all staff, pupils and parents are treated with respect and dignity **Racism/racial harassment**

dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LEA. Please refer to the 'Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools'

Curriculum/teaching and learning

By ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity

Access to the curriculum for all pupils to meet their individual needs

Teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes

Creating learning environments where all pupils can contribute fully and feel valued

Resources in all areas of the curriculum promote an understanding of racial and cultural diversity

Achievement/attainment/assessment/progress

Having procedures to monitor attainment and achievement by racial group in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all pupils but will be mindful of confidentiality of individuals

Attendance

Monitoring pupil attendance by racial group and by using the data to develop strategies to address poor attendance. Confidentiality of individuals will be maintained

Behaviour/discipline/exclusion

Monitoring pupil behaviour and exclusions by racial group and by using the data to ensure that procedures are applied fairly and equitably to all pupils, whilst maintaining confidentiality

Staff recruitment and career development

By following LEA guidelines, monitoring and evaluating employment practices and by reporting to the LEA to allow it to fulfil its specific duty under the Act.

Community/parental consultation

Working in partnership with parents and the community to develop positive attitudes to racial diversity and developing links with other schools

Membership of the governing body

Striving to ensure that membership of the governing body reflects the community it serves and the wider community

Professional development of all staff

Ensuring professional development and training for all staff. This will be monitored by racial group and reported, as appropriate

Implementation

The school's development/improvement planning process will be the main vehicle for implementing the policy. The process for implementation is as follows:

Disseminating this policy

Producing and disseminating an action plan

1. Resources
2. Curriculum planning
3. Training
4. Links
5. Dealing with racial incidents

Building race equality impact questions into all policy and planning processes

Developing a training strategy for all staff and governors

The school will monitor the implementation of the policy and evaluate its impact on pupils, parents and staff by:

Collecting and analysing data and other information

Checking progress against the action plan

Consulting with parents and the school community

Reporting regularly to the timetable identified in the action plan

The school will publish annually the results of the monitoring and evaluation it has undertaken. Data will not be published which in any way makes it possible for an individual to be identified.

Policy Date: September 24

Review Date: September 25