

Bishop Challoner Catholic College



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Staff Owner	D Hearnden
Government/DfE Requirement	Statutory

Equality Information

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

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.

POLICY, LEADERSHIP AND MANAGEMENT

The Principal and the Governing Body are responsible for ensuring that they 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 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/guardians, 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.

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 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;
- actively tackling racial discrimination and promoting racial equality 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 of 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.