Race Equality Policy

St Bernard's High School

Approved by: Full Governing Body	**Date:** September 2026
Last reviewed on: September 2026	
Next review due by: September 2029	

MISSION STATEMENT

St Bernard's is a school community, which aims to live by Jesus' commandment, "Love one another as I have loved you."

We are a Catholic learning community committed to the ongoing development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy.

We work with parents, parishes, local communities and industry to prepare our students for the opportunities of adulthood.

The aims of our Mission Statement should permeate all aspects of our school life. The spiritual, moral, cultural, social and intellectual development of our students is the responsibility of all members of staff and is powerfully influenced by the ethos of the school.

We are committed to providing a learning environment, which encourages all students to maximise their potential, including students who display some form of giftedness.

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EQUAL OPPORTUNITIES POLICY STATEMENT

As a community of students, staff, parents and governors our mission is to:-

1. Show that we are part of a Catholic Christian community and that our starting point is guided by Christian principles of tolerance and understanding.

2. Acknowledge in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

3. Recognise the uniqueness, the gifts and the needs of all members of the school community so that they feel affirmed and encouraged to continue learning and find fulfilment.

4. Ensure that all members of the school community respect the gender, ethnic group, religion and culture of each individual.

5. Ensure that students have the opportunity to consider the causes of inequality and prejudice on the basis of stereotyping by race, gender, disability, age, religion and culture and are better equipped to recognise and deal with the issues.

6. Offer all students, at all levels of ability, a challenging curriculum which promotes the development of the whole person and enables each to fulfill their potential and to gain a sense of achievement.

7. Ensure that the teaching methods, grouping and assessment arrangements and extra-curricular activities encourage the fullest participation and achievement of all students.

8. Encourage the development and maintenance of a positive self image in all members of our community.

This policy should be reflected in all aspects of the life of the School.

AIMS

Our aim is to eliminate unlawful discrimination and to promote equal opportunities and good race relations in all areas of school life.

The school aims to improve the educational experience for all children, in particular those belonging to minority ethnic groups.

Understanding the fundamental concept of race equality is a crucial part of educating children to live in a modern and multi-faith, multi-ethnic society. St. Bernard's seeks to achieve this in the following areas:-

- The implementation of the school's Mission Statement
- The roles and responsibilities of staff and governors
- The curriculum
- Student achievement
- The school environment
- The regular monitoring of the effectiveness of the policy

ROLES AND RESPONSIBILITIES

The **Governing Body** is responsible for ensuring that the school complies all relevant legislations, so as to meet its general duties to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of all racial groups

The **Head Teacher** has overall responsibility to the governors for ensuring the promotion of the Racial Equality policy within the School.

The **Senior Leadership Team** is responsible for ensuring that all staff carry out the school's Race Equality Policy.

The **Subject Leaders** ensure that their departmental schemes of work do not contradict the policy and for ensuring that they are properly delivered by members of staff in their department.

The **Heads of Year and tutor teams** endeavour to promote racial equality and harmony through PSHE / and tutor time.

Racial equality and education against racism is the responsibility of every member of the **school staff** and is promoted through the following areas of activity:-

1) Development Plans

The promotion of racial equality will be included within . Whole school and cross-curricular initiatives, this willprovide the opportunity to develop awareness amongst students of the cultural diversity of our world.

2) The Curriculum

St. Bernard's endeavours to provide the opportunity for every student to:

- Participate in a curriculum that takes full account of the richness and variety of the world's racial and ethnic groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty
- Recognise and challenge racism, racial discrimination and stereotyping
- Develop Britain's multi-ethnic society as global citizens in an increasingly interdependent world

The curriculum can be seen as having two strands, namely the development of intercultural awareness and education against racism.

3) Departmental Schemes of Work

St. Bernard's seeks to ensure that the schemes of work for each department are sympathetic to the aspects mentioned under 2) above. Each scheme of work, where appropriate, should reflect how the department contributes to the development of intercultural awareness and provides for education against racism. Schemes of work should use the framework of the National Curriculum to identify opportunities for the development of appropriate knowledge and understanding, skills and attitudes.

4) Displays

St Bernard's ensures that displays and images reflect the:

- cultural diversity of contemporary British society
- ethnic diversity within the school
- ethnic diversity within the local, European and global community

5) Assessment and Monitoring of Students' Progress and Needs

The language and learning needs of each student are assessed when they enter the school. This is carried out by:

- Reviewing the Primary school report
- Considering the KS2 SATs results
- Appropriate testing
- Conducting individual interviews, where appropriate with EAL Co-ordinator / Head of Inclusion/SENCo

6) The Monitoring of Student Achievement

Progress data and public exam results are monitored and analysed by ethnicity and information collected about students' performance and progress. This is used to examine patterns and trends and to inform future planning. Individual students and groups who are not achieving to their potential are noted, with a view to raising the achievement level of the student or group until it is commensurate with the measured potential and with that the rest of St. Bernard's.

7) Student Behaviour, Discipline and Exclusion

St. Bernard's tries to encourage in its students an approach to behaviour which is socially and morally responsible. It seeks to:

- Enable the students to gain the maximum benefit from their experience at school
- All students thrive in a supportive, highly cohesive learning community
- Demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.

St. Bernard's Code of Conduct sets out the expectations for students conduct. It endeavours to deal fairly with students who are in breach of the agreed standards and helps them to modify their behaviour appropriately. It sets out the situations in which students can be excluded from school.

St. Bernard's monitors exclusions and takes particular account of racial issues in respect of these.

8) Dealing with and Reporting Racial Incidents

The procedure for dealing with racial incidents is set out in the School's Behaviour Policy. St Bernard's reports to the Governing Body annually, on all incidents which are of a racial nature.

9) Responding to Racial Incidents

The following procedures take place in responding to a racist incident:

- Immediate action is taken to deal with the incident as appropriate
- The Head Teacher is notified
- The incident is recorded and parent/guardian notified as appropriate
- The incident is investigated and statements taken as appropriate
- Support is offered for the victim(s)
- The perpetrators are identified and dealt with appropriately
- Discussions take place with the perpetrators and support provided
- The police may be called if the incident is classified as a crime
- The local authority are contacted as appropriate

10) Staff and Governor Development and Support

St. Bernard's ensures that all staff and governors have access to professional development opportunities through attendance at INSET days and workshops with a specialist consultant in the area of raising the attainment of black and ethnic minority children.

11) Recruitment and Employment

St. Bernard's recognises the value of racial diversity among its staff and Governing Body and therefore ensures that the school recruitment procedure reflects these important imperatives, taking action therefore to:

- Seek staff and governors from appropriate backgrounds
- Ensure that the recruitment and selection process is free from any cultural bias
- Monitor by ethnicity, applications for employment, training and promotion

12) Monitoring the Impact of the Racial Equality Policy

As part of a regular review process, the impact of all St. Bernard's policies is monitored. In order to assess this policy, the following will be monitored in addition to student achievement and progress as outlined in section 6):

- The content of the curriculum
- Admission and induction procedures
- Attendance
- Exclusions
- Bullying
- Student participation in extra-curricular activities
- School events
- Visual portrayal of the ethnic diversity of the school population

13) Evaluation of the Racial Equality Policy

The policy is reviewed as required by the Race Relations (Amendment) Act 2000 and as part of the regular policy review process. The impact of this policy is evaluated by students, staff,

parents and governors. Through evaluation, answers are sought to the following questions at either departmental or whole-school level.

- What is St. Bernard's doing to prepare students for living in a multi-ethnic society?
- What is being done to promote race equality and harmonious relationships?
- What is being done to prevent or deal with racism?
- Are there differences in the attainment of student's of different ethnic groups? If so, why?
- What actions are necessary to address particular needs?
- Are clear targets set for underachieving groups in order to reduce attainment
- gaps?
- Is support appropriately targeted to raise achievement?
- Is there clear information on the cultural, linguistic and ethnic backgrounds of the St. Bernard's community?
- Are the views of parents/guardians taken into account in the evaluation process?

The information gleaned from the responses to the above questions will highlight further development that may be needed.

Appendix 1 - Ethnic Monitoring Statement

CODE OF PRACTICE FOR THE COLLECTION, STORAGE AND DISSEMINATION OF ETHNICALLY BASED INFORMATION

- Access within the school to ethnically based information on individual children will be strictly limited to those who need the information to make suitable provision for the children concerned.

- Apart from the DCFS and LA, for whom the data is collated, only Governors and the Senior Management Team will have access to aggregated statistics.

- The information will be stored on the SIMS Computer Systems.

- Ethnically based information will be obtained via a questionnaire completed on entry to the school. The information will then be entered onto the school's records by the designated administrative assistant only.

- The Head of Year may assist parents in completing questionnaires at welcome meetings.

- Parents are not obliged to provide the information on ethnic data which is being collected for positive educational purposes.

- The Governing Body will not disclose or transfer any information on the student's record concerning ethnic data other than to entitled persons i.e.

    - a parent of the student when the student is under the age of 16

    - both the parent and the student when the student is 16 or 17

    - the student only when aged 18 or over.

- Any ethnic data obtained and stored by the school will not be transferred to any other school.

- **Data Protection:** Under the Act all personal information held on computer is covered and can only be disclosed to authorised individuals or bodies. The student/parent has the right to see or check this information.

The school's policy is available to parents and others.

The school monitors the impact of its policies on students, parents and staff from different racial groups, and in particular on student attainment levels. The results of the monitoring are reported to the Curriculum/student committee.

RACE EQUALITY POLICY

This document takes into account the following documents:

The Race Relations Act 1976

The Race Relations (Amendment) Act 2000.

The Duty to Promote Race Equality: A Guide for Schools' by Commission for Racial Equality (CRE)

Learning for All: Standards for Racial Equality in Schools (2000) – CRE

RELATED POLICIES

- Child Protection and Safeguarding
- Teaching and Learning
- SEND (Special Educational Needs and Disabilities)
- Assessment, Recording and Reporting
- Behaviour