

St. Gregory's Catholic Primary School



Racial Equality Policy

Date of Governor Approval:

Signed:

**Mrs A Middleton Hill
Chair of Governors**

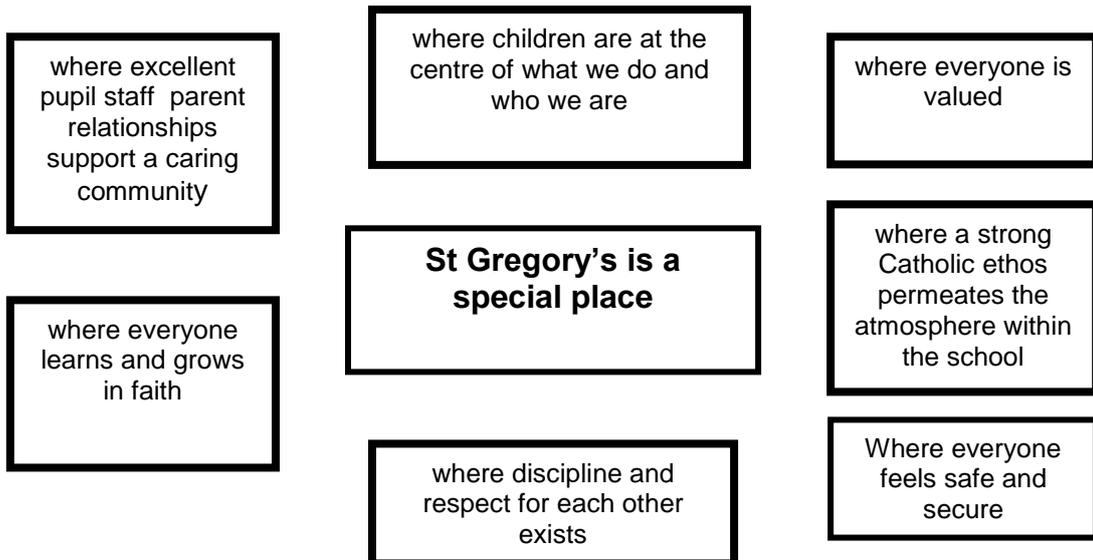
Date of Review of Policy

Racial Equality Policy

In accordance with our Mission statement, at St. Gregory's we strive to secure a shared vision for all associated with our school community. Fundamentally, we aspire to maintain a safe, happy and caring environment where *'excellent relationships between pupils, staff parents/ carers, support a caring community.'*

MISSION STATEMENT

St Gregory's Catholic School is a special place where the needs and talents of every individual are developed to their full potential within a dedicated and committed community of faith



1.1 Our school's mission statement talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. Pupils will be provided with the opportunity to experience, understand and celebrate diversity.

1.2 This policy reflects the school's general and specific duties as detailed in:

- Race Relations (Amendment) Act (2000);
- *Code of Practice on the Duty to Promote Race Equality* (2001), issued by the Commission for Racial Equality (CRE);
- *Preparing a Race Equality Policy for Schools* CRE (2002).

The following publications were helpful:

- CRE's handbook *Learning for All: Standards for Racial Equality in Schools* (2000);
- *The Macpherson Report* (1999) on the Stephen Lawrence inquiry.

At all times we uphold the intent and outcomes of Every Child Matters

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

2 Aims

2.1 In our school we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

2.2 We are required to:

- prepare a written policy on racial equality;
- monitor and assess the impact of all our policies, including this one, on pupils, staff and parents of different racial groups, paying particular attention to the impact of these policies on pupils' attainment levels.

3 Principles

3.1 These three principles underpin all our procedures and practice:

- Every pupil should have the opportunity to achieve the highest possible standards.
- Every pupil should develop a sense of personal and cultural identity, with a confidence and openness to change that allows them to be receptive and respectful with regard to other people's identities.
- Every pupil should develop the knowledge, understanding and skills they need in order to participate not only in Britain's multi-ethnic society but also in the wider context of an interdependent world.

4 Responsibilities

4.1 In our school we all take responsibility for promoting race equality, but the following have specific responsibilities:

4.2 The governing body will seek to ensure that the school complies with race relations legislation, and that this policy and its procedures are implemented. A specific governor will be appointed to lead in this respect.

4.3 The headteacher too, along with the governing body, will see that the policy and its procedures are implemented, that staff are aware of their responsibilities, that staff receive appropriate training and support in putting the policy into

practice, and that disciplinary action is taken against staff or pupils who discriminate racially.

- 4.4 All staff will deal with racist incidents in accordance with school procedures, and will know how to challenge racial bias and stereotyping. They will not discriminate on racial grounds.
- 4.5 Teaching staff will offer full curriculum access to pupils from all racial groups, and will promote diversity and racial equality.
- 4.6 Visitors and contractors will comply with the school's race equality policy.

5 Tackling racial harassment

- 5.1 The definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.' It can be seen in processes, attitudes and behaviour that amount to discrimination, through unwitting prejudice, ignorance, or thoughtless and racist stereotyping, all of which disadvantage minority groups.
- 5.2 A racist incident is 'any incident which is perceived to be racist by the victim or any other person'. Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to personal property, or lack of cooperation in a lesson, on account of another pupil's ethnicity.
- 5.3 Minority ethnic groups include Gypsy travellers, refugees, asylum-seekers and, in certain contexts, white Europeans.
- 5.4 All racist incidents are investigated by the headteacher. Incidents of racism are recorded on the racial incident form (see appendix 1) and the headteacher reports to the governing body and the LEA on the number of incidents, the prevailing trends, and how the issues have been dealt with on a termly basis.
- 5.5 All pupils, parents and staff are made aware of our procedures for dealing with racist incidents, and all staff are trained to deal firmly, consistently and effectively with racist incidents.
- 5.6 Victims of racism and racial harassment will be supported by the school and, where appropriate, we will seek the support of external agencies.

6 Attainment, progress and assessment

- 6.1 The school has equally high expectations of all pupils, and is dedicated to helping all pupils achieve the highest possible standards of achievement. Ethnic monitoring is essential to ensure that minority ethnic groups are not being disadvantaged. Evaluation of data may result in action planning.
- 6.2 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 monitor attainment and progress by ethnicity.

6.3 School performance information is evaluated in comparison with national data and LEA data, to identify any patterns of underachievement. The governing body receives regular updates on information concerning pupils' performance.

6.4 In addition to attainment and progress we also monitor the following records, checking them for signs of discrimination: attendance, admissions, exclusions, racist incidents, the SEN register, and applications of the behaviour policy.

7 Teaching and learning

7.1 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 society of diverse cultures;
- use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs;
- challenge racial discrimination and stereotyping, and teach pupils how to recognise bias;
- provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity;
- employ a range of styles, including collaborative learning, so that pupils can learn to value working together;
- provide educational visits and extra-curricular activities that reflect all groupings among our pupils;
- take account of the performance of all pupils when planning for future learning, and setting challenging targets.

8 Behaviour

8.1 The school makes sure that procedures for disciplining pupils and for managing behaviour are fair and just to pupils from all racial groups.

8.2 All staff operate the school's behaviour policy of rewards and sanctions consistently.

8.3 Staff are aware that cultural background can affect behaviour, and take this into account when dealing with unacceptable behaviour.

8.4 Exclusions and the use of rewards and sanctions are monitored by ethnicity, to identify any patterns.

9 Partnership

9.1 All parents are encouraged to take a full part in the life of the school. The school works with parents and the community to develop positive attitudes towards diversity and to address specific incidents.

9.2 We consult with staff, parents and pupils about their opinions on the impact of our policies. Parents receive an annual questionnaire about the school, and this now includes some questions about the success of our policies in promoting their involvement in their children's learning.

10 Staff recruitment and professional development

- 10.1** All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that the school promotes racial equality. Their training is linked to priorities within the school's strategic plan, and funding for this professional development is identified. Induction for new staff includes the area of racial equality, and members of the governing body have attended training with staff.
- 10.2** Governors and members of staff involved in the selection and appointment of other staff will ensure that the principles and practices of racial equality are adhered to. The school will supply the LEA with data relating to the racial groups of people appointed to employment in this school.

11 Monitoring and review

- 11.1** We have a rolling programme of policy review, and this policy will be reviewed every two years, or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice. Thus our governors seek to ensure that due regard is given to the promotion of racial equality within each policy.

Report of Racist Incident

This report will be held in confidence, but may need to be released in meeting legal requirements



School/Educational Setting Date and time of incident

Ethnicity			Personal Information		
White:	Victim	Perpetrator		Victim	Perpetrator
British	<input type="radio"/>	<input type="radio"/>	Pupil[s]	<input type="radio"/>	<input type="radio"/>
Irish	<input type="radio"/>	<input type="radio"/>	Outside person including parents	<input type="radio"/>	<input type="radio"/>
Traveller	<input type="radio"/>	<input type="radio"/>	Teaching staff	<input type="radio"/>	<input type="radio"/>
Gypsy	<input type="radio"/>	<input type="radio"/>	Support staff	<input type="radio"/>	<input type="radio"/>
Roma	<input type="radio"/>	<input type="radio"/>	Unknown/ Victimless incident	<input type="radio"/>	<input type="radio"/>
Any other	<input type="radio"/>	<input type="radio"/>	Gender	M/F	M/F
Black or Black British:			Age/year group		
Caribbean	<input type="radio"/>	<input type="radio"/>			
African	<input type="radio"/>	<input type="radio"/>			
Any other	<input type="radio"/>	<input type="radio"/>			
Asian or Asian British:					
Indian	<input type="radio"/>	<input type="radio"/>			
Pakistani	<input type="radio"/>	<input type="radio"/>			
Bangladeshi	<input type="radio"/>	<input type="radio"/>			
Chinese	<input type="radio"/>	<input type="radio"/>			
Any other	<input type="radio"/>	<input type="radio"/>			
Mixed/shared parentage:					
White & Black Caribbean	<input type="radio"/>	<input type="radio"/>			
White & Black African	<input type="radio"/>	<input type="radio"/>			
Other mixed background	<input type="radio"/>	<input type="radio"/>			
Any other ethnic group	<input type="radio"/>	<input type="radio"/>			
Not known	<input type="radio"/>	<input type="radio"/>			

Summary nature of incident:

Derogatory name calling, insults, racist jokes and language

Verbal abuse and threats

Ridicule of an individual for cultural or religious differences

Racist comments in the course of discussions in lessons or other activities, or on school premises

Refusal to co-operate with others on racial grounds

Physical assault

Racist graffiti

Bringing racist material into school or the educational setting

Provocative behaviour such as wearing racist badges

Recruiting other people [or attempting to recruit them] to racist organisations

Inciting others to behave in a racist way

Abusing computer systems by accessing and/or distributing racist material

Other

3 Please describe briefly the incident and actions taken

4

5

6

7 Reporting

Has this incident been reported to any other agencies? Yes/No Name of agencies
.....

If the victim is a child, have the parents/carers been informed? Yes/No

If the perpetrator is a child, have the parents/carers been informed? Yes/No

Name and designation of the person making this report:

..... Signed and dated
.....

Please return to Equalities Officer, Education HR, Education & Lifelong Learning Department, Civic Centre, Glebe Street, Stoke-on-Trent ST4 1HH. Please retain a copy for your records and use supplementary sheets as necessary.