



St Patrick's Catholic College Policy for Race Equality

1. Legal duties

Our Race Equality policy will help our school to tackle racial discrimination to promote equality of opportunity and good race relations across all areas of school activity. To do this effectively, the policy needs to go beyond words and be put into action. The school is opposed to all forms of racism. The school welcomes its duties under the Race Relations (Amendment) Act 2000.

We are committed to:

- Promoting equality of opportunity;
- Promoting good relations between members of different racial groups
- Eliminating unlawful discrimination.

2. School Context

The school is a Catholic school and has 564 pupils on role comprising of a majority of white British and also has 2 Indian, 4 Asian, 3 Black African, 1 Chinese, 4 Mixed & 1 other Ethnic. This data was collated in October 2009.

3. Aims and Values

Our race equality policy builds on the school's core values and ethos.

Every child should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.

Every child should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.

Every child should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

4. The Full Range of School Policies and Practice

We endeavour to ensure that the aims and values listed above apply to the full range of our policies and practices, including those that are concerned with:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions

- Personal development and pastoral care
- Teaching and learning
- Admissions and attendance
- The content of the curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

5. Responsibilities

Leadership, Management and Governance

Our school is committed to:

- Being proactive and promoting racial equality and good race relations and tackling racial discrimination.
- Encouraging, supporting and enabling all children and staff to reach their full potential.
- Working in partnership with parents and the wider community to establish promote and disseminate racial equality good practice and tackle racial discrimination.
- Ensuring that the policy is followed.

The Governing Body will:

- Ensure that the school complies with race relations legislation
- Ensure that the policy and its related procedures and strategies are implemented

The Headteacher will:

- Implement the policy
- Ensure that all staff are aware of their responsibilities and are given appropriate training
- Take appropriate action in any cases of racial discrimination

Our Staff will:

- Deal with racist incidents, knowing how to identify and challenge racial bias and stereotyping
- Promote racial equality
- Keep up to date with race relations' legislation by attending training and information opportunities.

People with specific responsibilities

- We will have a member of staff responsible for co-ordinating racial equality work, including dealing with reported incidents of racism or racial harassment.
- We will also have a named governor for racial equality.

Visitors and contractors

Will be made aware of and asked to comply with the school's Race Equality Policy.

6. Information and Resources

We will ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all children and parents.

All staff and governors have access to a selection of resources, which discuss and explain concepts of race equality in appropriate detail.

7. Action Plan

An annual action plan will be drawn up for the implementation of this policy, and for monitoring its impact. This will be linked to the School Improvement Plan.

8. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

9. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. We will follow the policy and guidelines for schools relating to "Dealing with Racist Incidents" as issued by Stockton on Tees LA (October 2001)

10. Policy planning and review

Our school has specific duties to assess and monitor the impact of policies on children, parents and staff from different racial groups. The policy sets out how we will do this. Relevant areas include:

Planning and Development:

- Building race equality impact questions into policy development and planning processes.
- Incorporating race equality targets into relevant strategic plans.
- Assessing the impact of this policy through consultation, evaluation and audit to identify race equality targets and action.

Reviewing and Assessing Policies:

- Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
- Building racial equality questions into school self-evaluation.
- Using the results of reviews and assessments to inform all planning and decision making.

Ethnic Monitoring:

- Using data to monitor the attainment and progress of children by racial group and to set challenging and realistic targets.
- Ensuring that data collected by racial group is used to inform planning and decision making.

Making available the results of monitoring and assessments:

- Saying what methods will be used to make available the results of impact assessments and monitoring.
- Showing how information will be made available to different members of the school community.
- Ensuring that information cannot be used to identify individuals.

Approved by Governors: May 2011

Review: May 2014

Some notes for further reference:

School Improvement Plan

Ensure that there are references to race equality and cultural diversity issues in the school improvement plan.

Professional development and in-service training

Ensure that there are references to race equality and cultural diversity issues in the school's programmes and plans for induction and staff training both teaching staff and support staff, and also for the governing body.

Consider the methods and content of staff training on race equality and cultural diversity issues, and how such training is appropriately evaluated.

Statement about the school's composition and context

Draw up a statement about the composition of the school by ethnicity, home language and religion, and about the nature of the neighbourhood(s) which the school serves.

Refer to the climate of opinion in the school and in the neighbourhood on issues relating to race equality and cultural diversity, and to the school's priorities over the next 12 months.

Auditing and Review

Assess the impact of current policies through consultation, evaluation and auditing tools, for example the Commission for Racial Equality's Learning for All. (there are also valuable auditing materials in Equality Assurance in Schools by the Runnymede Trust, Toolkit for Tackling Racism in Schools by Stella Dadzie, and Inclusive Schools Inclusive Society by Robin Richardson and Angela Wood. All these are published by Trentham Books.

Ensure that the results of auditing are reported to the governing body and made available, as appropriate, to other interested parties.

Monitoring of results

Use data on attainment, broken down by both ethnicity and gender, to review the school's progress over time and in comparison with other schools, and to identify areas for improvement and development.

Fulfil the duties that schools have to take reasonable steps to make available annually the results of assessments and monitoring.

Review of other policies

Review in turn, and as appropriate improve, all areas of school life, using questions such as the following:

Attainment, progress and assessment

How do we ensure that we have and communicate high expectations of all pupils?

How do we recognise and value a wide range of achievement?

Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?

What action have we taken and are we taking to reduce and remove disparities between pupils from different communities and backgrounds?

Curriculum content

In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?

In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism?

In which areas of the curriculum are pupils challenged to consider issues of prejudice and racism and bias and negative stereotypes of all kinds?

In which areas of the curriculum do pupils study global issues and the interdependence of the modern world?

How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils all backgrounds and communities?

How do we ensure that learning about cultural diversity includes personal encounter with other cultures?

How do extra-curricular activities and events cater for the interests and capabilities of all pupils, and take account of parental concerns related to religion and culture?

Personal development and pastoral care

How do we ensure that pastoral support takes account of religious and cultural concerns and the experiences and needs of particular groups of pupils, for example Gypsy/Roma Travellers of Irish heritage, refugees and asylum seekers?

How are all pupils encouraged to consider a wide range of career and post – 16 options?

Are work-experience opportunities monitored by ethnicity to ensure that there is no stereotyping in placements?

How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood?

Teaching and learning

How do we create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued?

How does teaching take account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles?

How are different cultural and religious traditions valued in their own terms and made meaningful to pupils?

How are all pupils helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities?

Are all staff assisted to support pupils in their class/es, for whom English is an additional language?

Partnerships with parents and communities

What action do we take to encourage the involvement and participation of all parents in the school?

How do we ensure that information and material for parents is accessible in user friendly language, and in languages and formats other than English as appropriate?

How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Racism, racial harassment and school ethos

How do we publicly promote good personal and community relations?

Are our procedures satisfactory for recording, investigating and reporting incidents of racism and for supporting victims and dealing with perpetrators?

What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying?

How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?

How do we work with the local authority and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

Staff recruitment and professional development

How are posts, including those for administrative and support staff, advertised? Are all posts open to the widest possible pool of applicants?

How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?

How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?

Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion?

Behaviour, discipline and exclusions

How do we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds?

Do all staff operate consistent systems of rewards and sanctions?

How are exclusions of all kinds monitored to establish patterns and trends?

Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all backgrounds?

Admissions and attendance

Are the admissions policy and criteria equally open to pupils from all communities?

How is the admissions process monitored to ensure that it is administered consistently and fairly to pupils from all backgrounds and communities?

Do we monitor pupil attendance by ethnicity and community background?