



St Joseph's Catholic Primary School

Race Equality Policy

Agreed by the Governing Body on	Spring 2018
Review Date	Spring 2020
Review Schedule	Biannual
Person(s) Responsible	Inclusion Manager and Provisions & Achievement Committee

MISSION STATEMENT

We live, love and learn through Jesus.

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 and operation of this policy, on pupils, staff and parents of different racial groups, including 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, including pupil attainment.

SCHOOL CONTEXT

Our school values the individuality of all our children since we believe that they are all made in the image and likeness of God. As a Catholic school in the heart of London, we value our God given uniqueness, and the diversity of cultures and languages to which our children have access.

We equally value that which brings us together, our location in the heart of a 'world city', the English language through which we teach and learn, and most importantly, our faith which binds us together and reminds us of God's love for every human person regardless of race, colour or creed.

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 should be read in conjunction with other related school policies such as our Special Educational Needs and Inclusion Policies.

RESPONSIBILITIES, MONITORING AND EVALUATION

This policy has been agreed by teachers, support staff, children, parents and members of the governing body.

The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored.

All staff have a duty to report any racist incidents.

This policy will be reviewed annually in the light of any racist incidents and amended as appropriate.

RACIAL HARASSMENT

The school will follow the **Local Authority (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, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil.

Any incidents will be reported to the head teacher and/or deputy head teacher.

A written record must be kept and parents must be informed. All racist incidents will be reported to the governing body and the local authority by the head teacher.

CURRICULUM, TEACHING AND LEARNING AND ASSESSMENT

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 values that challenge racist behaviour;
- 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 target setting.

The **Ethnic Minority Achievement Consultants from the School Improvement Service** and the school's **Ethnic Minority Achievement Team (EMA team)** will support pupils from all ethnic minorities. This service will also be used to promote understanding of other cultures.

ADMISSION, ATTENDANCE AND EXCLUSIONS

The school is committed to ensuring that all processes and procedures are fairly applied in relation to admissions, attendance and exclusions.

We apply the school's admissions policy rigorously so that all groups are treated equally.

We, together with the **Educational Welfare Service (EWS)**, continually monitor attendance and punctuality and will pursue underperformance regardless of ethnicity.

All exclusions are reported to the LA and to the governors using the procedures set out by the LA.

PUPILS' PERSONAL DEVELOPMENT, ATTAINMENT AND PROGRESS

Pupils' attainment is rigorously monitored across the school.

Under-achievement is addressed through differentiated work, and where appropriate, with additional input by support staff from within the school and/or from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers. (See SEN Policy)

Achievement of **all** students is celebrated in a number of ways, including stickers, table points, team points, certificates, and celebration assemblies.

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 ethnic 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 will be 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 will enable us to identify any differences in pupil performance and to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

ATTITUDES AND ENVIRONMENT

In our school, we aim to 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 high expectations of pupils and their learning;
- removing or minimising 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 newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

We have a rolling programme of policy reviews. When policies are reviewed in future, governors will ensure that due regard is given to the promotion of racial equality within each policy where appropriate.

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns.

Parents are invited to help with school trips and their help is greatly valued. All parents are encouraged to join the PTA and to attend future EMA coffee mornings.

We will also celebrate the cultural diversity of our school through our forthcoming International evening.

STAFFING - RECRUITMENT, TRAINING AND PROFESSIONAL DEVELOPMENT

The school is required to supply the LA with employment data related to racial groups employed within the school.

The school is committed to attracting and developing a workforce on the basis of merit.

The recruitment process will be monitored to ensure that there is no ethnic bias.

Continuing Professional Development (CPD) 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.