

**St Peter's Catholic College
of Maths & Computing**

Race Equality Policy

September 2009

**Ratified by Governors:
Next Review:**

**6th May 2010
May 2013**

Race Equality Policy

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act (2000).

This policy sets out our commitment to tackling racial discrimination and promoting equality of opportunity and good race relations, and explains what this means for the whole school community.

At St Peter's Catholic College we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of racial abuse
- Treating all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences
- Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the Council in reducing the number of racially motivated incidents.

Roles and responsibilities

This race equality policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting race equality and raising the achievement of minority ethnic students is the responsibility of the whole school staff, including support staff.

Governors

The Governing Body of the school has agreed this policy and will:

- Assess and monitor the impact of this policy
- Receive progress reports from the head teacher and other school staff.

Headteacher

The Headteacher will demonstrate through their personal leadership the importance of this policy. They will: -

- Ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy
- Ensure that, where additional funding is available for raising the achievement of minority ethnic students, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.
- Return statistical information to the relevant council officer.

Heads of Department

HOD's will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

Administrative, Ancillary, Supervisory and Support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

Students

Students will treat each other with respect and report incidents of a racist nature to an adult.

Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint then the school's complaints procedure will be used.

Key Areas in Promoting Race Equality

The Ethos of the School

- This race equality policy reflects the ethos of the school and is explicit in all the school's policies.
- The school has an additional policy for dealing with harassment which clearly sets out the procedures for handling and reporting complaints and incidents.

- Steps are taken to ensure that everyone associated with the school is kept informed about this racial equality policy and harassment policies and procedures, and abides by them.
- The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all ethnic groups should be included in all marketing strategies.

Students' Achievements and Progress

- Students' attainment and progress in individual subjects is monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling differences in the attainment and progress of particular ethnic groups.
- When setting targets for individual students, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and Traveller Students.
- The school values the achievements and progress of students from all ethnic groups. All students have equal access to extra-curricular activities.
- Every student is offered the support and guidance they need.
- Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice.

Curriculum, Teaching and Learning (including language and cultural needs)

- This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.
- Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all students.
- Subject leaders and departmental heads provide guidance for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all ethnic groups.
- Assessment outcomes are used to: identify the specific needs of minority ethnic students, inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of students from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.

- Resources available to meet the specific needs of students from minority ethnic groups, including dual language resources, are used appropriately.
- The school makes full use of the resources available within its local minority ethnic communities.

Guidelines for Working with Students who have English as an Additional Language

- The school recognises and values multi-lingualism.
- The language and learning needs of multi-lingual students are clearly identified and appropriate support identified and used.

Student Behaviour, Discipline and Exclusion

- The school's procedures for managing, rewarding and disciplining students are fair and applied equally to all students, irrespective of ethnicity.
- The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups
- The process of excluding a student is fair and equitable to all students.
- Strategies to reintegrate long-term truants and excluded students address the needs of students from all ethnic groups.

Racism and Racial Harassment

- There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.
- The monitoring system used by the school enables the school to report the relevant details to the governing body and to Redcar and Cleveland each term.

Admissions and Transfer Procedures

- Redcar and Cleveland Borough Council will take active steps to ensure that the admission process is fair and equitable to students from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to students from all ethnic groups.
- The school monitors student attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for students to take time off for religious observance, leave of absence and authorised absence.

Staff Recruitment and Career Development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other equality legislation.
- Everyone involved in recruitment and selection adheres to this Code.
- Steps are taken to encourage people from under represented minority ethnic groups to apply for positions at all levels in the school.

- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- Individual staff effectiveness in dealing with race equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Parents, Governors and Community Partnership

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors are encouraged to play an active role in the life of the school in order to fulfill their monitoring duties.
- The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors
- All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve minority ethnic parents in the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school encourages community groups to use its facilities for after school activities and for holiday schemes.

Monitoring

- To monitor our students' attainment, we collect information about student performance and progress, analyse it and use it to examine trends. To help interpret this information, we also monitor areas such as: -
 - exclusion;
 - racism, racial harassment and bullying;
 - curriculum, teaching and learning (including language and cultural needs);
 - punishment and reward;
 - membership of the governing body;
 - parental involvement;
 - working with the community; and
 - support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality aims.

We, as a school, will consider the views and needs of parents, staff and students from different racial groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with students, parents and staff from different racial groups and involve them in planning and decision-making.

Web Links:

www.standards.dfes.gov.uk/ethnicminorities/

www.qca.org.uk

www.cre.gov.uk

www.safethechildren.org.uk

www.salusburyworld.org.uk

www.cafod.org.uk