



## **St Gregory's Catholic Primary School** **Race Equality Policy**

### **Our Mission Statement**

**“At the heart of our community, our mission is to treat others the way that we would like to be treated, to provide a caring and stimulating environment whilst promoting enthusiasm for life-long learning where all individuals feel respected, challenged and inspired to achieve their full potential.**

**A school of the future, growing and working together in God's family and realising the champion within.”**

### **This policy outlines our commitment to:**

- Promoting race equality
- Promoting good race relations
- Challenging racial discrimination.

### **School Context**

St.Gregory's school is set in a predominantly white, middle class area in Bollington town. The specific challenges to the school and the community in relation to racial equality are, therefore, particularly important. The school has therefore very few children identified as belonging to an ethnic minority group. For that reason it is important that the school works to promote race equality and understanding so that our children have an understanding outside their immediate locality and experience.

Parents are very involved in the school and there is an active parent teacher association.

### **Values framework**

“We will provide every opportunity to enhance the development of a sense of belonging to the family of God where each person is valued for who they are and treated with love, dignity and respect” Mission Statement.

We therefore recognise that racial equality opportunities are important within the life of the school. We intend to develop each child's potential to the full and therefore will not limit expectations of the capability of pupils on the grounds of gender, ethnic group or social class

**Our Race Equality Policy must be viewed alongside the Equal Opportunities Policy of which it is part.**

- The school strives to ensure that the culture and ethos of the school is one in which, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.
- We will promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- We encourage, support and enable all pupils and staff to reach their full potential.
- We tackle racism and discrimination, and promote racial equality and good race relations,
- We work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice
- We will work to ensure that all staff, pupils and parents adhere to the policy.
- We have adopted the County Council's Statement of Purpose, Values and Principles.

**We also act to ensure that each and every member of the school community**

- Experiences equality of opportunity
- Feels a full and respected member of the school community
- Has high expectations of themselves, their fellow students, staff, and others with regard to fair treatment
- Develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today
- Develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

### **Educational Aims**

As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:

- understand and celebrate diversity
- learn about racial equality in a variety of curriculum areas
- develop an understanding of global citizenship

- develop relationships with children from other countries and communities
- understand the power of language particularly relating to the verbal abuse of someone because of their race and/or ethnicity
- develop an understanding of their rights, the rights of others, and their responsibilities to each other
- develop an understanding and appreciation of religious beliefs and cultures
- recognise and challenge racist attitudes and behaviour
- develop emotionally and intellectually

We acknowledge that the development of understanding regarding racial and ethnic diversity is progressive and we will work with governors, staff, parents and the LEA in order to develop our understanding and ability to work with children particularly in relation to racist incidents.

The personal and educational progress of children will be monitored in order to ensure that children's development is not hindered by the school's policy and practice in relation to racial equality.

In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour.

As a school community we will not tolerate racial harassment of any kind.

## **Responsibilities**

### **Governing Body**

- ensuring that the school complies with Race Relations legislation, including the general and specific duties
- ensuring that the policy and its related procedures and strategies are implemented

### **Headteacher**

- along with the governing body, ensuring that the policy and its related procedures and strategies are implemented
- ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- taking appropriate action in any cases of racial discrimination

### **People with specific responsibilities**

- the teacher governor is responsible for co-ordinating race equality work
- the teacher governor is responsible for dealing with reported incidents of racism or racial harassment and will report to the appropriate persons.

### **All staff**

- dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- promoting racial equality and good race relations and not discriminating on racial grounds
- keeping up to date with race relations legislation by attending training and information events organised by the school, LEA or other agency

### **Teaching staff**

- ensuring that pupils from all racial groups have full access to the curriculum
- promoting racial equality and diversity through teaching and through relations with pupils, staff, parents and the wider community

### **Visitors and contractors**

- being aware of, and complying with the school's race equality policy

## **Breaches of the policy**

We will consider every breach of the policy in the light of the particular circumstances, and if pupils were involved taking into account their age and the nature of the breach. We will call on support from the LEA, Cheshire, Halton and Warrington Race Equality Council (CHAWREC), the Police or other agencies as appropriate.

## **The Management of Race Related Incidents on School Premises**

Health and safety of children and young people

The physical and mental well being of children and young people is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

## **Pastoral Care and support for pupils**

A volunteer member of staff will be responsible for the pastoral care and support of pupils who have experienced racial abuse and/or physical abuse and for the support and progress of the children involved.

## **The Process of Discipline**

The school will involve parents whenever written, verbal and/or physical racial abuse occurs. Each incident will be treated individually but with equity. Reference will be made to the County Council Guidance on Dealing with Racist Incidents.

## **Reporting Racist Incidents**

The school will put in place systems for recording racist incidents and will report annually to the LA using the standard reporting forms. In critical incidents, the LA's procedures for dealing with critical incidents will be followed.

### **Policy planning and review**

We will assess and monitor the impact of policies on pupils; staff and parents from different racial groups will be addressed through the school's planning and review processes.

We will:

- Build race equality impact assessment into all policy development and planning processes
- Consult and involve all groups of pupils, parents and others in development and planning processes
- Assess the impact of the policy through consultation, evaluations and auditing tools (e.g. *Learning for All*) to identify specific race equality targets and action
- Incorporate race equality targets into relevant strategic plans

### **Ethnic Monitoring**

Staff will use all available data, particularly data by ethnic category, to inform planning, decision making and high attainment for all.

We will:

- Use ethnic monitoring data to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils
- Ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making

### **Eliminating racial discrimination and promoting racial equality and good race relations across areas of school activity**

St. Gregory's School is committed to be proactive in tackling racial discrimination and promoting race equality and good race relations across all areas of school activity. As part of the process of maintaining our policy race equality is an integral part of the school's mission statement.

The school's missions statement leads and directs all other policies, we have therefore built race equality statements into other school policies. These include:

- Admissions and attendance

The Governing body is the admissions authority.

- Achievement, attainment, progress and assessment
- Racism, racial harassment and school ethos
- Behaviour, discipline and exclusions
- Pupil's personal development and pastoral care
- Teaching and learning
- Curriculum
- Staff recruitment and professional development
- Partnerships with parents and communities

### **Reviewing and evaluating policies**

We will:

- Regularly review, monitor and assess all policies and strategies for their effectiveness in (1) eliminating racial discrimination, (2) promoting racial equality, and (3) promoting good race relations.
- Build racial equality questions into school self-review and evaluation frameworks
- Use the results of reviews and assessments to inform all planning and decision making.

### **Publishing the results of monitoring and assessments**

- We will use all appropriate methods to publish the results of impact assessments and monitoring
- We will make information available as appropriate to different members of the school community
- We will ensure that information we publish cannot be used to identify individuals

### **Implementing the policy**

We will implement the policy through the Policy Committee of the Governing Body, the Senior Management Team, other staff teams and groups.

The same groups will be used to monitor the policy, and to review and evaluate its effectiveness. The policy will be reviewed annually in the first instance.

### **Training and development**

In order to support the implementation of the policy, we will:

- Develop a training strategy, which includes providing regular training and support for all staff and governors so that they understand how to implement the requirements of the Race Relations Amendment Act
- We will monitor and evaluate the effectiveness of the training and the training strategy

### **Communicating and promoting the policy.**

- We will use staff meetings and training sessions to communicate the policy to staff
- We will use assemblies, PSHE lessons. R.E. lessons and other means to communicate the policy to pupils
- We will make the policy available to all parents with a covering letter from the Chairman of Governors, and take every opportunity to brief parents on progress against the Action Plan
- We will consider the need for translating or communicating the policy in special formats (e.g. cassette, Braille) as appropriate.

### **Membership of the Governing Body**

We will encourage parents and others from the ethnic communities that make up the school community to become governors.

**Reviewed by: Pupil Welfare Committee    Date: AUTUMN 2022**