



St Mary's Catholic School is committed to equality of opportunity for all students. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We consistently develop a culture of inclusion and diversity in which everyone is able to participate fully in school life and achieve their full potential.

This policy is in line with St Mary's Equality and Diversity Policy.

Community Cohesion

The school is aware of its duty to comply with the equality and diversity legislation and to promote community cohesion under the Education and Inspection Act 2006. Its combined equality scheme includes this race equality policy, the equality and diversity policy and also embraces fully the 'Every Child Matters' agenda.

The school recognises and welcomes its duties under the Race Relations (Amendment Act) 2000 and the Equality Act 2010.

It has a general duty to:

- promote racial equality
- promote good race relations
- eliminate unlawful racial discrimination

It has a specific duty to:

- prepare and maintain a Race Equality Policy

In fulfilling our duties we are guided by core values and principles as expressed in the school's aims.

Aims

The school demonstrates its commitment to race equality by:

- making the school a place where everyone, irrespective of their race, colour, religion, ethnic heritage feels welcomed and valued;
- ensuring that all students and staff are encouraged and given opportunities to achieve their potential;
- ensuring that an inclusive ethos is established and maintained;
- acknowledging the existence of racism and implementing measures to prevent it.

To enable the school to recognise and address racism it has adopted three definitions of racism from the Macpherson Report 1999 (The Inquiry into the Murder of Stephen Lawrence) whose findings have been accepted by the Government:

- **Racism:** 'Racism in general terms consists of conduct or work or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form'.
- **Institutional Racism:** 'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.
- **Unwitting Racism:** 'Unwitting racism can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from unfamiliarity with the behaviour of cultural traditions of people or families from minority communities'.

Identifying racist incidents

Racist incidents can be recognised in a number of different forms and degrees of seriousness, both blatant and hidden. Some incidents may be unintentional, stemming from a lack of awareness. However, if unchecked, these are still

damaging for both victim and perpetrator. It is usually accepted that racism is whatever the victim perceives racism to be (anything from jokes, name-calling and ostracism to extortion and physical assault).

Forms of abuse include:

- discriminatory practices or procedures – exclusion from activities, discrimination
- Unfair treatment on the grounds of race, for example in admission procedures;
- the attitude – which perpetuates negative images and undervalues ethnic and cultural diversity. People often accept that a situation is right, natural or unchangeable. For example, failure to pronounce a child's name correctly or not challenging stereotypes reinforces negative messages;
- verbal abuse – name calling, labelling, stereotyping, racist jokes, ridicule, derogatory racist comments, insults, threats;
- non-verbal abuse – defacement or damage of property, racist graffiti, wearing racist badges/insignia, use of racist propaganda, refusal to cooperate with others on the grounds of race, attempts to influence others, incitement to racial hatred;
- physical harassment and violence – racist gestures, signs or behaviours, jostling, harassment, intimidation, assault.

General procedures

Our aims, values and the principles described above underpin and are embedded within all policies and practices:

Leadership and Management

- the governing body and Senior Leadership Team will establish an ethos which reflects the school's commitment to equality for all members of the school community;
- the governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented;
- the Headteacher will ensure that the content of this policy is known to all staff and governors and also, as appropriate, to all students and parents;
- the Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination;
- all staff are expected to deal with racist incidents as they occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support students in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work;
- breaches of this policy will be dealt with in ways determined by the Headteacher and governing body and in ways consistent with those employed for breaches of other school policies.

Staffing: Recruitment and Professional Development

- staff are recruited under procedures which are fair, equal and consistent with LA guidelines.
- staff members support their practice in relation to this policy through the mentoring and appraisal policies.

Curriculum Content and Provision

- The curriculum, which includes Citizenship and Personal, Social and Health Education (PSHE) enables teachers to address religious, cultural, gender, linguistic and disability issues alongside their core teaching;
- The content of the curriculum reflects and values diversity. It encourages students to explore bias and challenge prejudice and stereotyping;
- Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning

- Teachers ensure that the classroom is an inclusive environment in which students feel that they and their contributions are valued;
- Student allocation to teaching groups is based on prior attainment and is kept under continual review through assessment procedures;
- The school has appropriate support for students learning English as an additional language (EAL);

- subject areas especially RE, History, Geography and English, emphasise the diverse nature of society, the school and the world to underline the aims of equality and cohesion and tackle issues and incidents of racism;
- All students in years 7 to 13 study 'Equality and Diversity' module as part of the Personal Development Programme.

Assessment, Students' Achievement and Progress

- The progress of each student is considered against their previous achievements. This is monitored termly through the school's 3 Achievement points;
- The school ensures that assessment methods are valid and free from gender, cultural and social bias;
- The monitoring and analysis of students' performance by prior attainment, gender, ethnicity and background enables the identification of individuals and groups of students where there is a pattern of underachievement. The school ensures that appropriate action is taken to address this;
- Self-assessment provides all students with opportunities to take responsibility for their own learning through regular reflection, feedback on progress and increased awareness of what they must do to improve;
- Staff have high expectations of all students and continually challenge them to extend their learning and achieve higher standards. The school values and recognises all forms of achievement.

Personal Development and Pastoral Care

- Pastoral support has the well-being of each child at its heart and takes full account of religious and ethnic differences;
- Staff use techniques such as 'circle time' to address issues such as racial stereotyping and to promote racial and gender equality in all aspects of school life;
- School assemblies and Personal Development Programme lessons are used to offer appropriate methods of communicating positive attitudes;
- engagement with parents, the wider community and with other schools.

Information for teachers/staff

- Teachers need to have information about and understanding of their students' backgrounds – this is provided on admission forms and through discussions with the parents and students;
- Teachers should know the significant strengths and perspectives of the families of the children they teach e.g. information about the language used at home and a student's expertise in the language, including literacy skills;
- Equal expectations should be made of all students, for example in contributing to discussions and questions;
- INSET sessions and curriculum/staff meetings will continue to address and discuss understanding of racism and how it affects students in the school – this to apply to all staff, not just teachers;
- No selection of groups should be affected by conscious or unconscious stereotyping discriminating against students in terms of their cultural or linguistic background;
- School books and library books have been screened for their appropriateness to today's diverse society.

Admissions and Attendance

- The admissions process is applied fairly and consistently to students from all ethnic groups.
- Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc, is included on all admissions forms.
- Provision is made for staff and students to take leave of absence for the purpose of religious observance.
- Provision is made for changes to the school day (e.g. lunchtimes) for religious observance.

Partnership with Parents and the Community

- All parents are encouraged to participate in the life of the school and to maintain an open dialogue on all matters relating to their children.
- Parents are invited to a Parents' Evening each year and receive an annual written report about their child. They are also invited to more informal events including Musical evenings, drama productions etc.
- The Headteacher frequently invites parents to ring or visit the school if they have any queries or concerns. These visits are made as welcoming and as informal as possible.
- Regular homework is a part of the home/school partnership. EAL support may include extra homework and support where appropriate.

- The school’s premises and facilities are equally available and accessible for use by all groups within the community.

Procedures for dealing with racist incidents

The aim is to increase confidence and ensure a consistent approach when dealing with racist incidents involving any member of the school, to support the victim fully and ensure the perpetrator understands why their behaviour is unacceptable. As a school we will then take necessary steps to prevent reoccurrence.

The school has a recording system to maintain details of the offence itself, the person(s) concerned, action taken and sanctions imposed. Any serious incidents of a racial nature will be reported to the police. The school views every incident as a serious matter. In the case of a serious incident the perpetrator may need to be excluded from school.

- Any racist incident in the presence of or brought to the attention of staff shall be recorded on the pastoral log for racial incidents as well as being reported to the Headteacher.
- The Headteacher or his representative will investigate the incident by talking with those involved i.e. the victim, any witnesses, the perpetrator. Their accounts will be recorded.
- The victim should have an appropriate person to comfort them in the first instance. Upon clarification of the incident the Headteacher will explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour. There may well be some follow up talking with the class(es) about what took place and the responsibilities of everyone to ensure no future harassment.
- Children who have endured harassment such as bullying or racism should know that they can talk to any teacher or member of the support staff in the school.
- The perpetrator will have it carefully explained to them the wrong done. This might require some discussion with their peer group or class to discuss the hurt that was affected by the perpetrator’s action and how the school can be ensured it does not reoccur.
- The perpetrator will face appropriate sanctions. This may include loss of social time, detentions and in the most serious cases fixed-term or even permanent exclusion.
- Should offences involve the same students on more than one occasion then parents will be informed and asked to attend a formal meeting with the Headteacher and other relevant parties.
- Governors will be regularly updated with regards to any racist incidents. Governors will monitor this area.

This policy needs to be seen in the context of the school. The school is seeking to attend to any racism that occurs and it is essential that all incidents are treated seriously and are recorded in order to provide an accurate picture of the scale and nature of the problem.

Responsibilities

- The governing body and Headteacher are responsible for making sure the school complies with the equality legislation.
- The governing body and Headteacher are responsible for making sure the continued equality policies and procedures are followed.
- The Headteacher is responsible for local recording and reporting of racist incidents.
- The school has a policy for dealing with complaints (see complaints policy) including those of racial harassment.

Policy review date	By whom	Approved (insert date)
September 2023	Local Governing Committee	8 th September 2023