

**St Mary's & St Peter's Catholic Primary School**

# **Race Equality**

**Adopted: March 16**

**Review Date: March 18**

# St Mary's & St Peter's Catholic Primary School

***"I have come so that they may have life, and have it to the full"***

(John 10.10)

As members of this Christian community we are carriers of the vision;

-that we live together in peace and charity and in that spirit serve others

-that we be people of prayer so that we may live justly, love tenderly and walk humbly with our God.

In St. Mary's and St. Peter's Catholic Primary School it is our mission to provide a Christ centred worshipping community where uniqueness and difference is embraced and celebrated. Each person, especially the most vulnerable, is nurtured to achieve their full potential and human wholeness enabling them to make a valuable contribution to society as a child of God.

## ***In God we love, laugh and learn***

### **1. Rationale**

At St Mary's & St Peter's Catholic Primary School we are committed to tackling racial discrimination, promoting equality of opportunity, good race relations and safeguard all our pupils. Our Catholic ethos encourages everyone to find and use the gifts that God has given us, treating everyone with equal respect, whatever their faith, origin or ability.

### **2. Introduction**

In April 2011, the Equality Act 2010 came into force. This Act ensures discriminations (direct and indirect), harassment and victimisation are challenged to ensure equality. This policy, along with the Anti-bullying Policy, SEN & Disability Policy, Equal Opportunities Policy and Discipline and Behaviour Policy, is written and reviewed in light of this Act to ensure the school is fulfilling its statutory duty.

### **3. Commitment**

Our school actively promotes race equality; opposes racism in all its forms and fosters positive attitudes. Through this, we provide a positive learning and teaching environment for the school community as a whole. We do this by:

- ❖ Treating all those in the school community (e.g. pupils, staff, governors, parents and the community) as individuals who are respected and valued for their abilities, beliefs, experiences, aspirations and potential.
- ❖ Achieving a culture where every child matters and plays a positive and active part within the community.
- ❖ Creating a school ethos which promotes and reflects racial equality develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- ❖ Encouraging everyone in the school community to have a positive self-image and high self-esteem so that they develop their full potential.
- ❖ Having high expectations of all the school community and helping one another fulfil their aspirations.
- ❖ Facing equality issues openly, positively, effectively and promptly always logging and recording issues and sanctioning pupils according to the school discipline and behaviour policy.
- ❖ Monitoring, evaluating and reviewing outcomes to secure continuous improvements in all that we do.
- ❖ Valuing the achievements and progress of pupils from all ethnic groups.

- ❖ Being open and fully accountable about our policy, its implementation and its effects.

## **RACE EQUALITY GUIDELINES**

### **Roles and Responsibilities**

Promoting race equality and raising the achievement of all pupils is the responsibility of the whole school. These guidelines outline the roles and responsibilities of everyone involved and connected with the school so that everyone knows what is expected of them.

### **Governors**

The governing body review the policy on an annual basis and monitor the impact of the policy. The Governing body will communicate the progress of its review to the staff and to parent representatives.

### **Head teacher**

The Head teacher demonstrates through personal leadership the importance of this policy. She ensures that all staff are aware of it and understand their roles and responsibilities. The Head teacher is responsible to ensure the procedures of race equality are followed and reported to the Governors, LA and Parents, as appropriate. This reporting is recorded and/or minuted and forms part of the evidence base for the effective implementation of the Equality Act 2010.

### **Pupils**

Pupils will be encouraged to treat each other with respect and to report incidents of a racial nature to an adult who will record it on CPOMS

### **Parents**

Like the pupils, parents will be encouraged to treat each other with respect and instil this virtue onto their children

### **4. Monitoring the race equality plan**

Our school monitors the impact of this policy on pupils from different ethnic groups; we monitor the impact of our policies on the attainment levels of all our pupils. We collect information about pupils' performance and progress, including by ethnic groups. We will analyse it and use it to examine trends.

Monitoring information helps us to:

- ❖ Highlight any differences between pupils from different groups
- ❖ Decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different ethnic groups
- ❖ Take action to make improvements, report statistics to governors and identify trends.

### **5. Assessing the impact of the policy**

We assess the effectiveness of our policy on pupils from different ethnic groups through existing arrangements for developing and reviewing other school policies.

## **6. Complaints Procedure**

If any governor, member of staff, pupil or parent feels this policy is not being fully implemented, then they should raise the matter with the head teacher who will take appropriate action. This may include an investigation and a report on the issue. If there is a formal complaint then the school's normal complaint procedure will be used. All complaints will be recorded and copied to the Council for information.

## **7 Declaration of responsibility**

The Policy will be reviewed every two years by the school governors.