

## ***Race Equality Statement of Values for a Catholic School or College***

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

- **The uniqueness of the individual**  
We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.
- **The search for excellence**  
We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.
- **The education of the whole person**  
We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life of working with others in communities which may be diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.
- **The education of all**  
We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who socially, academically, physically or emotionally disadvantaged.
- **Moral principles**  
Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we will strive to ensure that;

- Any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- Children who admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

**Schools Race Equality Policy for  
St. Francis of Assisi Catholic Technology College  
July 2004**

**The School Context**

St. Francis of Assisi Technology College is situated in Aldridge in the borough of Walsall. Our catchment spans one of the largest geographical areas in the Archdiocese of Birmingham. Our pupils come from parishes as far apart as north Birmingham and Tamworth and Lichfield. Our school population is predominately white British with only x% belonging to ethnic minorities. Languages spoken other than English are..... While our pupils come from a large cross border catchment area, the sense of community within our school is very strong. This is a key feature of our Catholic ethos. We believe we are all created equal. Each individual is made in the image of God and must be treated with respect and dignity. We celebrate the uniqueness of the individual and, as far as a faith community, work for the common good.

The following information may usefully be included:

- Geographical location
- Ethnic make up of the school (pupils and teachers) community, LEA
- Languages spoken in the school, community, LEA
- Race relations in the local community and beyond – any racially motivated incidents
- Social class, unemployment, Free School meals etc.

**General aims of the School**

This policy exists within our principles as a Catholic school which aims to provide a good quality education for all pupils, whatever their age, gender, ethnicity, attainment and background. Our aim is to encourage, support and enable pupils and staff to reach their potential. In particular we aim to ensure that all our pupils get a fair deal at school in terms of the opportunities to learn, being treated with respect, given full access to all aspects of the curriculum and their achievements.

This race equality policy enables our school to meet our statutory obligations under the Race Relations Amendment Act 2000. Through this policy the school is working in line with the Commission for Racial Equality Standards 'learning for All' (2000) and working towards meeting the recommendations of The Stephen Lawrence Inquiry (2000).

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

**At St. Francis of Assisi 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.**

This school 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:

- Treating all those within the whole school community (e.g. pupils, 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.

- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement on all that we do.

## **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 equality and raising the achievement of minority ethnic pupils is the responsibility of the whole school staff, including support staff.

An introduction to this race equality policy and action plan will be included in the induction arrangements for all new staff to the school for September Inset Day. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

### **Governors**

The governing body of the school has agreed this policy and will assess and monitor the impact by reviewing the action plan annually. The Governing Body will receive progress reports from the head teacher and other school staff on a termly basis, as part of the head teacher's report to Governors.

One member of the Governing Body will have responsibility for monitoring this policy, acting as designated governor for race equality.

### **Head Teacher**

The Head Teacher will demonstrate through their personal leadership the importance of this policy. She/he will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The head Teachers will assess and monitor the impact of this policy through developing an action plan.

Outcomes will be reviewed in relation to the plan, and reported to the Governing Body on a termly basis as part of the head Teacher's role.

Where additional funding is available for raising the achievement of minority ethnic pupils, the Head Teacher will ensure that the additional resources are used appropriately and targeted on the basis of identified needs for this purpose.

### **Race Equality Co-ordinator – (Senior Member of Staff Mr A.Cox Assistant Head Teacher)**

The race equality co-ordinator will be a teacher in the school who is involved in action planning, policy development and monitoring and evaluation. The role will also include keeping up-to-date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

### **Subject Co-ordinator/Leader**

Other subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is being promoted.

## **Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. 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.

## **Pupils**

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and report incidents of a racial 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.

## **IMPLEMENTING THIS RACE EQUALITY POLICY**

This race equality is linked to our action plan for promoting race equality and raising the achievement of minority ethnic pupils. It also links to other action plans the school is obliged to produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in xxx and then on.

The Head Teacher will produce the action plan. The race equality action plan will identify key objectives, links to other plans, actions, responsibility, resources, timescales, success indicators and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development/Improvement Plan. The Governors will monitor this action plan.

## **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.

Procedures for dealing with racial harassment by pupils are as follows:

- All incidents must be reported to Form Tutors, Heads of Year and leadership Group and recorded via our referral system.
- The pupil(s) concerned is reprimanded and counselled as to why racism is morally wrong and contrary to our Catholic ethos.
- The pupil(s) must make reparation with those they have abused.
- Parents must be informed of the incident.
- A one day fixed term exclusion is imposed.
- Any further incident by the same pupil(s) will lead to further sanctions, including longer fixed term exclusions. Any form of misconduct could ultimately lead to permanent exclusion. (see Behaviour Policy).

Procedures for dealing with racial harassment by staff are contained in the Disciplinary procedures for Catholic schools published by the DSC. (Copy in staffroom).

## **Pupil's achievement and progress**

- Pupil's 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, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding underachievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys in particular.
- The school values the achievements and progress of pupils from all ethnic groups.
- All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

## **Curriculum, teaching and learning (including language and cultural needs)**

Curriculum planning takes account of our commitment to race equality. The criteria used for allocating pupils to teaching groups or optional subjects are fair and equitable for pupils from all ethnic groups. Our aim is to ensure that, in time, assessment methods are free from any unfair bias.

We use assessment outcomes to identify the specific needs of any pupils who may be underachieving. Our aim is to make sure that teaching methods and styles are varied to take account of different needs of individuals or groups of pupils.

Wherever possible we aim to celebrate cultural and racial diversity through the curriculum. Our aim is not only to encourage all pupils to oppose racial discrimination but also to make sure that they have the skills to challenge such racism as and when it occurs.

## **Pupils Admissions, Attendance, behaviour, Discipline and Exclusion**

We take steps to ensure that the admissions process is fair and equitable to pupils from all ethnic groups.

The school monitors pupil attendance by ethnic group and uses data to develop strategies to address poor attendance. Wherever appropriate, we accommodate pupils' need to take time off for religious festivals.

We aim to identify and adopt good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups. Our procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils irrespective of ethnicity. All our processes for excluding a pupil are free from racial discrimination and our strategies to reintegrate excluded pupils accommodate the needs of pupils from all ethnic groups.

## **Pupils' Personal Development, Attainment and Progress**

The school monitors, by ethnicity, pupils' attainment and progress across the school and in individual subjects.

Wherever there are unjustified disparities in the attainment and progress of particular ethnic groups. We develop strategies to take remedial action.

We take all opportunities to celebrate the achievement of all our pupils.

All pupils have equal access to curriculum enrichment activities and programmes. Individualised support is provided wherever necessary.

As far as possible staff challenge stereotyping and promote racial equality in Post 16 education, employment and training choices. Pupils are encouraged to make non-traditional choices.

We take steps to ensure that there is no racial discrimination for pupils on work experience or in any aspect of the curriculum which involves outside bodies.

### **Admissions and transfer procedures**

*There are separate arrangements in place for Catholic Schools as agreed with the DSC and EW.*

### **Staff recruitment and career development**

Recruitment and selection procedures are consistent with the race relations' legislation and operate within the framework provided by the LEA and the DSC.

Steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

### **Parents, governors and community partnership**

- Parents are welcome and respected in school.
- People from minority ethnic communities are encouraged to become school governors.
- Governors will be encouraged to play an active role in the life of the school in order to fulfil 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 life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school aims to have active links with minority ethnic community groups.
- The encourages community groups to use its facilities for after school activities and for holiday schemes.

### **MONITORING THE RACE EQUALITY ACTION PLAN**

We aim to regularly evaluate the policy and review it as necessary in order to take account of current issues. The task will be undertaken by the Spiritual and pastoral Governors Committee.