



Race Equality Policy June 2019

St Martin de Porres Primary School values each member of each school community as an individual created in the image of God. It is therefore committed to the implementation of a policy to achieve equality of opportunity for all staff, students and visitors, and to meeting the requirements of the Equality Act 2010. Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances.

The purpose of the legislation is to bring together existing equalities legislation. These are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (now called protected characteristics).

Race

The term race includes colour, ethnic origin, nationality, national origin and citizenship as well as race.

The Race Equality Duty.

What is it? The Race Relations (Amendment) Act 2000 (which includes the Race Equality Duty) amended the Race Relations Act 1976. It came into effect from April 2001

Who is covered? Learners, parents/carers, prospective learners and parents/carers, staff, job applicants, governors and others using school facilities

General duties:

- Tackle racial discrimination
- Promote equality of opportunity
- Promote good relations between persons of different racial groups

Specific duties:

- From May 2002 publish a Race Equality Policy which includes an implementation strategy or action plan (effectively a Race Equality Scheme), monitor it annually and review it every three years
- Involve appropriate and diverse stakeholders in developing the policy
- Monitoring the impact of the school's policies on learners' performance and progress
- Provide ethnic monitoring data on their staff in regular returns to the Local Authority

Reporting racist incidents in schools:

Schools are required to have in place a procedure for dealing with and reporting racist incidents, which includes providing an annual summary of racist incidents to Luton Local Authority.

1. AIMS AND VALUES

- a.** We are aware of the attainment of all our children and will ensure that the progress made by minority groups is monitored and promoted in line with the majority of pupils.
- b.** We are committed to providing a curriculum that enhances the education of all children, regardless of their gender, race, class or religion.
- c.** Our Promoting Good Behaviour and Discipline policy clearly states our belief in the dignity of all children in our care and our wish to support their personal development and pastoral care, regardless of their gender, race or religion.
- d.** As reflected in our Mission Statement, we believe that every person is a unique individual and we are committed to treating all with respect and equality of esteem.
- e.** We celebrate the fact that the community, of which our school plays an integral part, has a rich diversity of age, gender, ability, culture and religion. We are therefore committed to ensuring that all are given every opportunity to develop their talents to the full.
- f.** We are determined to prepare the children of our school for a life of working with others in a community which is richly diverse socially, culturally and religiously. We hope to achieve this by offering them the experience of life in a community founded on Gospel values and working together in harmony.
- g.** We are concerned with the education of the whole person and wish children to recognise and understand their own ethnic identity and cultural heritage, as well as that of others.
- h.** As a Catholic community we have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.
- i.** Our belief in the Gospel message commits us to preparing our children to be witnesses to the cause of social and racial justice and harmony.

Consequently, we will strive to ensure that:

- any person employed by the Governors of the school, whether as a member of staff or as a volunteer, is made fully aware of our values and is required to support them;
- children and their families who are admitted to the school are made fully aware of our values and should undertake to support them;
- all of our policies and practices are reviewed regularly to ensure 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;

- all of our policies and practices take into account that some minority groups have suffered disadvantage due to ignorance and prejudice and that we will actively take steps to make sure our practices do not allow this to take place within our community.

2. EQUAL OPPORTUNITIES STATEMENTS OF PRINCIPLE

- a. Discrimination on the basis of colour, culture, age, class, origin, gender, religion and ability is unacceptable in our school.
- b. Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals
- c. Objectives for our school, will be to educate, develop and prepare our children, whatever their gender, culture, colour, origin, religion or ability, for life.
- d. We promote the principles of fairness and justice for all through the education that we provide in our school.
- e. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

3. RACE EQUALITY STATEMENTS OF PRINCIPLE

- a. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.
- b. We show respect for all groups, irrespective of racial or ethnic origin.
- c. We endeavour to make the school a welcoming place for all groups represented in the community
- d. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- e. We strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

4. HOW THE SCHOOL WILL DEAL WITH INCIDENTS OF RACISM

- a. It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment, which includes racist name calling, racist caricature based on prejudice, the stirring of racial hatred or the drawing or writing of racist materials.
- b. Children are encouraged to be aware of what racism means at various points during our PSHE and RE programmes and are encouraged to report incidents where there is the

suspicion of racism.

- c. Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:
 - The class teacher, a member of the Senior Leadership Team or Head Teacher will deal with the matter.
 - If the incident happens at lunchtime the midday supervisors will respond to the matter and the children involved will be referred to their class teacher, a member of the Senior Leadership Team or Head Teacher.
 - The incident will be recorded in the Incident File by a member of the Senior Leadership Team or Head Teacher.
 - All persons concerned with the incident will be interviewed.
 - No excuse will be accepted for a racist action whatever the provocation.
 - If the case is found proven against a child, the child will be warned as to future conduct, will be dealt with in an appropriate manner in keeping with our Promoting Good Behaviour and Discipline Policy and Mission Statement. The incident will be logged.
- d. If a child's name is recorded in the Incident File then both the child and his/her parents will be informed.
- e. A further incident will result in parents being invited into school to discuss future action to prevent repetition.

5. METHODS OF PROMOTING RACE EQUALITY

- a. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.
- b. The PSHE programme contains strong elements that promote respect for all individuals for 'their worth not the colour of their skin' (Martin Luther King).
- c. Our 'Come and See' Religious Education programme promotes recognition of and respect for all cultures and their beliefs. Twice a year, one week is designated as a time to focus on other faiths.
- d. Admissions policy - the school follows the SACAT Policy, which does not permit gender, race, colour or disability to be used as a criteria for admission. Race Equality is promoted through the ethnic monitoring information gained from the admissions form
- e. Registration - Children's names should be accurately recorded and correctly pronounced. Children should be encouraged to accept and respect names from other cultures.
- f. When selecting classroom materials teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist (or sexist) in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- g. Providing a wide variety of multi-cultural experiences for the children during their time at the school including visits, visitors to school, performances and establishing links to

other schools. We also use artefacts for study of other faiths.

6. THE ROLE OF GOVERNORS - RACE EQUALITY

The governing body has set out its commitment to promoting race equality and equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. They have agreed to:

- a. use the advice in the Commission for Racial Equality's guidance 'Learning for All' as a basis for future development planning.
- b. ensure that the school has a written policy and an action plan on race equality.
- c. ensure that the school continues to assess the impact of its policies on ethnic minority policies, staff and parents.
- d. seek to ensure that no one is discriminated against on the grounds of race when applying for jobs at our school. However, as a VA school we reserve the right to give preference to a Catholic candidate and to specify Catholicity when advertising senior posts, including Head Teacher and RE Co-ordinator.
- e. encourage applications for jobs from members of all groups.
- f. receive an annual report on the number of racist incidents from Autumn 2019.
- g. The Governing Body strongly supports applications from minority groups to become part of the Governing Body.

7. THE ROLE OF GOVERNORS - EQUAL OPPORTUNITIES

The governing body seeks to ensure that all people are regarded equally when applying for jobs at the school.

The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls.

8. THE ROLE OF THE HEAD TEACHER

- a. To implement the school's equal opportunities, race equality and anti-racist policies and to ensure that governors, staff, pupils and their parents and guardians know about it.
- b. To ensure that all staff are aware of the school policy on equal opportunities and race equality and that teachers apply these guidelines fairly in all situations. Provide training and support when necessary.

- c. To ensure that all appointments panels give due regard to these policies, so that no-one is discriminated against when it comes to employment or training opportunities.
- d. To promote the principle of race equality and equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- e. To treat all incidents of unfair treatment and any racist incidents with due seriousness and take appropriate action.

9. THE ROLE OF THE CLASS TEACHER

- a. The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- b. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. To promote race equality, teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- c. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.
- d. All our teachers challenge any incidents of prejudice or racism. See section 4c.
- e. We celebrate the cultural diversity of our community, planning multicultural activities as part of our RE at various points during the year.

10. THE ROLE OF ALL STAFF

All staff are responsible for:

- a. dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- b. promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reason of race, colour, nationality or ethnic or national origins;
- c. keeping up to date with the law on discrimination, and taking up learning and training opportunities.

Supply and occasional staff are provided with a copy of this policy and will be expected to adhere to it, particularly in relation to sections 9 and 10.

11. MONITORING AND REVIEW

It is the responsibility of our governing body to monitor the effectiveness of this Race Equality and Equal Opportunities policy. The governing body does this by:

- a. monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school;
- b. monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against; (see section 6d)
- c. requiring the Head Teacher to report to governors on an annual basis on the effectiveness of this policy;
- d. taking into serious consideration any complaints regarding race equality, equal opportunity issues from parents, staff or pupils;
- e. monitoring the school behaviour and exclusions policy, so those pupils from minority groups are not unfairly treated.

12. VISITORS AND CONTRACTORS

Visitors and contractors will be made aware of and be expected to follow our equal opportunities and race equality policy.

13. ACTION PLAN

The Race Equality Policy is linked to the following points of action. This plan undergoes annual review:

Main points of action:

- a. The Head Teacher will include information about any racist incidents and any related discipline matters through the Head Teacher's report to governors.
- b. The governors will continue to monitor the school's results, including the performance of all groups.
- c. The Head Teacher and staff will continue to stress to the children of St Martin's the importance of treating all people equally and fairly through personal example, collective worship, RE and PSHE.

