

St. John's Cathedral Catholic Primary School

Race Equality Policy

1. CONTEXT

St. John's Cathedral Catholic Primary School is situated in Landport, in the heart of Portsmouth. At present a small number of the pupil population are from ethnic minority groups although this figure appears to be increasing annually. One member of staff is from a minority group. There are few racially motivated incidents in school reported to staff; those that are, are dealt with and recorded.

2. AIMS AND VALUES

"Schools have a special function to fulfil. Not only should a church school set out to teach the young the skills necessary to communicate and create community, but it should also help them to come to realise that God is the ultimate reality and the source of all human community"

Cardinal Basil Hume 24th September 1991

Our school Mission Statement is as follows

At St. John's Cathedral Catholic Primary School our mission is to educate the whole child through the Gospel values of Christ.

AIMS

In order to carry out our Mission, we believe that we should aim to:

- Provide a happy secure caring and stimulating learning environment within a welcoming Christian Community.
- Create a Catholic community, encouraging an understanding of our faith through teaching and active prayer in the home, school and parish.
- Encourage the highest standards of academic excellence and behaviour.
- Encourage children to take responsibility for themselves and become independent learners.
- Educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives.
- Provide a firm and consistent framework of discipline and encourage children to take responsibility for themselves.
- Actively involve parents in the education of the children.
- Encourage an awareness of and a respect for other faiths.
- Provide effective liaison with the local secondary school and ensure continuity of the children's education.
- Encourage children to do their personal best, enjoy their school experiences and build upon their successes.

At St. John's Cathedral Catholic Primary School we aim to tackle racial discrimination and actively promote race equality and good race relations in all areas of school life.

To achieve this aim we:

- assess and monitor pupil progress and attainment, tracking individual and ethnic groups where applicable and taking appropriate action;
- deal with all behaviour and discipline issues with regard to the individual;
- monitor each pupil's personal development and provide support where necessary;

- take regard of cultural differences in ways of teaching and learning, providing full access to the curriculum;
- follow the Governors' admissions policy, which is fair and equitable in its treatment of all ethnic groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the governing body;
- promote a partnership with all parents, providing translators and interpreters when necessary.

3 LEADERSHIP, MANAGEMENT AND GOVERNANCE

St. John's Cathedral Catholic Primary School is committed to:

- being proactive in promoting racial equality, harmonious race relations and tackling racial discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential;
- working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination ensuring that our Racial Equality policy is followed.

RESPONSIBILITIES

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with the latest Race Relations legislation;
- ensure that the school's policy and its procedures and strategies are carried out;
- scrutinise the recording and reporting procedures at least annually;
- be involved in dealing with serious breaches of the policy.

The Headteacher

It is the headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff are aware of their responsibilities and are given appropriate training and support, take appropriate action in any cases of racial discrimination;
- deal with reported incidents of racism or racial harassment in line with LEA guidance; this includes reporting racist incidents on the Racist Incident Monitoring Form (RIMF);
- ensure that visitors and contractors are aware of, and comply with the school's policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- deal with racist incidents according to our policy;
- identify and challenge racial bias and stereotyping within the curriculum and in the school's culture;
- promote racial equality and good race relations and not discriminate on racial grounds;
- promote an inclusive curriculum which reflects the multi-ethnic nature of society;
- keep up to date with race relations' legislation by attending relevant training and accessing information from appropriate agencies.

Breaches of the Policy

Involving pupils

The incident will be discussed with the pupil(s) involved and the appropriate action taken (See the LEA guidance "Dealing with Racist Incidents at School").

Involving staff

The incident will be discussed with the head teacher and the member of staff will be reminded of the policy and how it should be implemented.

Involving other people, including parents

The incident will be discussed with the headteacher in a meeting and the

person concerned will be made aware of the breach of policy and reminded about its implementation. If this is not possible a letter will be sent from the headteacher to the person involved regarding the incident.

In the case of serious breaches then the incident will be reported to the Governing Body and the LEA. If necessary, the police will be informed too.

4. POLICY PLANNING AND REVIEW

Policy planning and development

- i. In the planning and development stage of curriculum policy-making, learning co-ordinators will assess the possible impact on racial equality.
- ii. The impact of the policy on race relations will be evaluated with staff through discussion of the data collected.
- iii. Race equality targets in terms of pupil attainment will be incorporated where appropriate into the annual School Development Plan.

Ethnic Monitoring

- i. Each pupil's progress is monitored.
- ii. The data thus collected is used to inform further school planning and decision-making.

Reviewing and assessing policies

- i. The effectiveness and impact of measures to eliminate racial discrimination, promote racial equality and good race relations are evaluated in the regular reviewing of policies.
- ii. The effectiveness and impact of measures to eliminate racial discrimination, promote racial equality and good race relations are considered when carrying out school self-review and evaluation and the outcome is used to inform decision-making.

Making the results of monitoring and assessments available.

- i. The results of the monitoring will be sent to the LEA on the appropriate forms within the time schedule agreed.

- i. The governors will receive a confidential report on the school's results either at a group meeting or a closed full meeting in order to protect the identity of individual pupils as far as possible.

5. IMPLEMENTATION OF THE POLICY

The policy will be implemented by all members of the school. It will permeate through all other policies.

All staff and Governors will have a copy of the policy. Additional copies of the policy will be available for parents, other stakeholders on request and published on the school's website. If translated copies of the policy are needed, the school will make the appropriate arrangements with EMAS. The policy will be monitored by the head teacher and will be reviewed annually by the Governing Body at either a Curriculum group meeting or full Governing Body meeting.

6. TRAINING AND DEVELOPMENT

Appropriate training will be made available to Governors and to staff as part of their continuing professional development.

The training may be courses for individuals, groups or for the whole staff/whole governing body.

Reviewed September 2007