

St. Mary's College

Racial Equality Policy

Approved by the Personnel Committee April 2010

Prepared February 2010
Approved April 2010
Next Review Date April 2012

Racial Equality Policy

The Mission of St. Mary's College

“Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as yourself” (Mk 12:30-31)

St. Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church. Each person in our community is specially valued and has an important part to play in making sure that we live out our mission.

General Statement

As a community, the school is committed to the common good, which is achieved through the fostering of a co-operative and caring ethos, both within St Mary's College, its parishes, its families and the wider community. Such an approach is based on the Christian principle of personal dignity and work where each person's rights and responsibilities are recognised and respected, and their individual talents nurtured.

Purpose

In response to the Race Relations Amendments Act and in line with our Mission Statement, Equal Opportunity Policy and our Christian Tradition of belief in the equality of all human persons, the school re-asserts its commitment to racial equality and to challenging racial discrimination and racial harassment.

St Mary's College believes that the education of all pupils is held to be intrinsically of equal value and so it is the responsibility of the school to provide equal opportunities and the proper resources for delivering the curriculum to which all children are entitled. It should carry with it high expectations by staff of all pupils so that each child can reach his or her full potential across the whole range of the personal, social and academic endeavours.

The school is committed to:

- Challenge racism and celebrate diversity
- Ensure race equality is also addressed across all areas of the curriculum
- Utilise adequately the experiences and expertise of all pupils, governors, parents, staff and members of the local community.
- Monitor school exclusion to ensure that there are no disparities in rates of exclusion across various racial groups.
- Enhance parental involvement across racial groups
- Recruit governors who reflect the school population and ensure retention rates for black and ethnic minority governors match the retention rates for the governing body as a whole.
- Deal with racial incidents firmly and sensitively.

Leadership, Management and Governance

The school governing body will:-

- Agree a race equality policy and ensure the school fulfils its obligation under the Race Relations Act 1976 (as amended 2000).
- Ensure that the Headteacher provides a report on the implementation and impact of the policy and related procedures to the governing body or to a governors committee on at least an annual basis
- Ensure that race equality issues are considered whenever schools policies are reviewed
- Ensure that the school sets challenging race equality targets e.g. to raise the attainment of specific underachieving ethnic groups, which are incorporated into the School Development Plan as appropriate.
- Ensure that all personnel policies and procedures provide equal opportunities for people from all racial groups'.

Headteacher and Leadership Group

The Headteacher and Senior Management Team will:

- Ensure that all staff are kept up-to-date with legislative requirements, and staff are aware of their responsibilities under the policy. Also, ensure all staff are given appropriate training and support to fulfil their responsibilities, which may be organised/provided by the school/LEA.
- Take appropriate actions against pupils and staff who racially discriminate, including disciplinary action.
- Identify a named member of staff responsible for equality of opportunities including race equality.
- Ensure that all staff are aware of procedures for reporting and recording of incidents of racism and racial discrimination, and are aware how to identify and challenge racial bias and stereotyping.
- Ensure that pupils from all racial backgrounds are included in all activities and have full access to the curriculum.
- Ensure that the governing body receives regular reports on progress on implementation of the race equality policy and related procedures, both governors and LEA are kept informed of all racist incidents'.

All staff will:

- Be aware of the school procedures for dealing with racist incidents
- Know how to challenge racial bias and stereotyping
- Be required to keep themselves up-to-date with Race Relations Legislation
- Be required to attend the appropriate training and information events on race equality organised by the school of LEA

All teaching staff:

- Will be responsible for ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum.
- Will be responsible for promoting race equality and diversity through teaching and through relations with pupils, colleagues, parents and the wider community'.

The Curriculum

Cultural diversity and racial equality will be promoted through:

- Workshops and liturgical celebrations rooted in our tradition as a universal, cross-cultural church.
- A programme of Religious Education (History/PSCHE) which explicitly addresses issues of: racial prejudice, discrimination and religious pluralism. The R.E. programme will celebrate and provide opportunities to learn from the culture and heritage of non-catholic students.
- A Sports College curriculum, which includes initiatives, which aim to unite and promote a multi-cultural and international dimension.
- An International Week, which supports and celebrates a variety of cultural traditions and aims to create an understanding of and interest in our different cultures and societies. It should also help to correct any myths, stereotypes, half truths or misconceptions;
- Systems, which monitor the effective delivery of the curriculum to all students, taking care to choose appropriate delivery and assessment procedures.
- Departments providing and/or supporting opportunities for students to unite and share experiences, celebrate diversity and develop a multicultural understanding.

Resources should:

- Reflect the fact that we are a multicultural society containing many ethnic groups;
- Present positive images of people from ethnic minority groups and avoid racial stereotyping;
- Present a balanced world perspective and an unbiased view of social and economic relations in the world;
- Avoid tokenism in either style or content.
- Be regularly reviewed and updated.

Managing Racist incidents

Definition

Any intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another or any incitement to commit such an act in a manner that:

- ***Is perceived to be racist by the victim or any other person***
- Interferes with the peace and comfort of the person;
- Interferes with the quality of life of the person.

Categories of racist behaviour

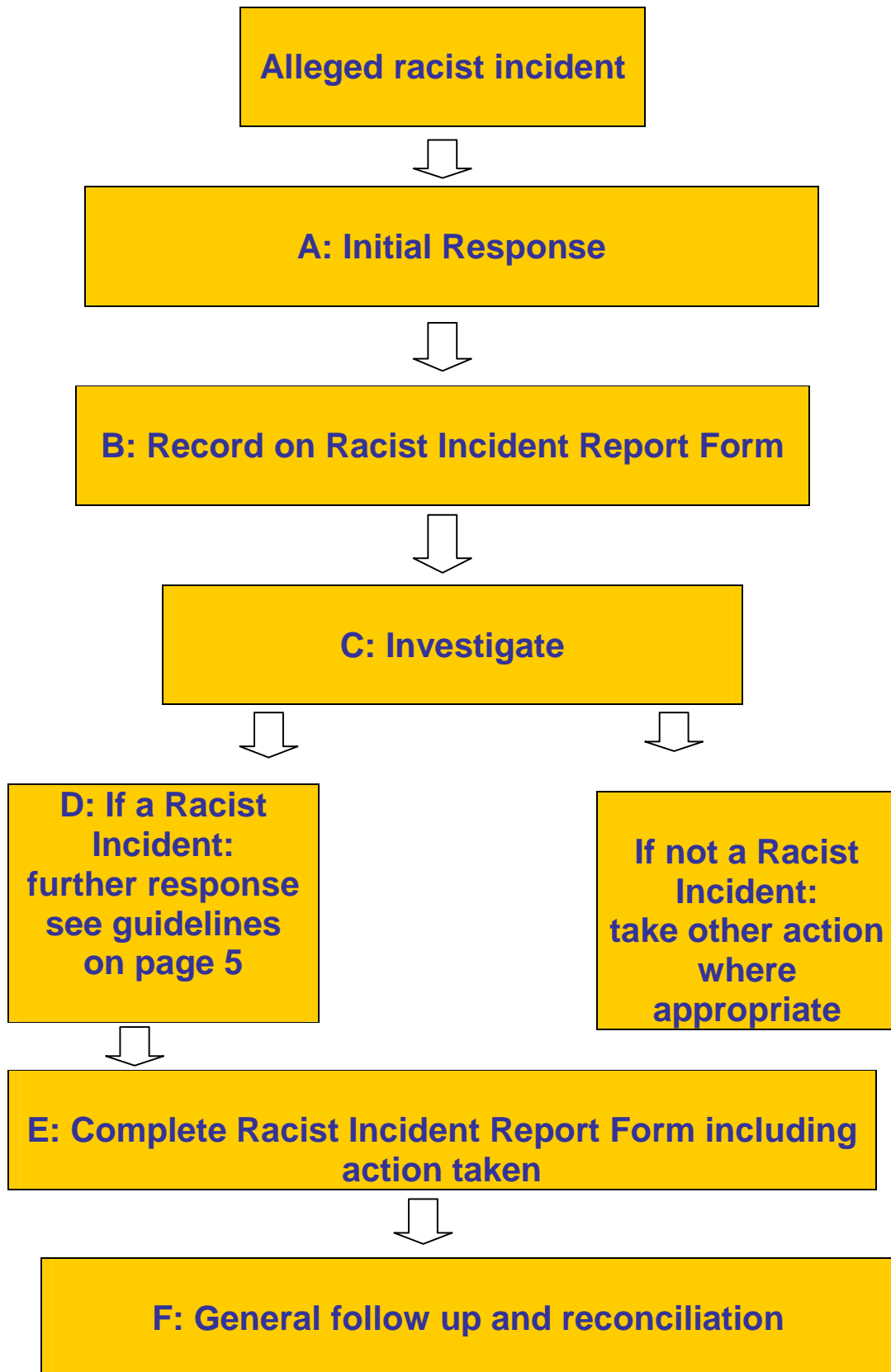
- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Provocative behaviour, e.g. racist badges or insignia
- Bringing racist materials such as leaflets into school
- Verbal abuse and threats including name-calling, insults and racist jokes
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridiculing of an individual or group for cultural differences
- Refusal to co-operate with others because of their ethnic origins

Procedures / Referral

No member of staff should ignore any form of racist behaviour anywhere in the school. It should be explained why this behaviour is unacceptable.

- All incidents of racist behaviour by anyone in the school should be recorded via the relevant referral system, see flow diagram on page 6.
- All racist literature should be confiscated along with insignia and badges and all graffiti removed.
- Persistent offenders should be referred to the appropriate Head of Year. The expectation is that sanctions will be applied and reconciliation will follow. See guidelines on page 7.

This flow diagram provides an overview of the action to be taken when a racist incident occurs.



Dealing with Racist Incidents

All racist incidents should be recorded on the Racist Incident Recording Sheet Incidents should also be reported to the class teacher/tutor, as well as the SLG Named Co-ordinator. It is the duty of all school staff to challenge these types of behaviour in and around the school and deal with them in line with the school's anti-racist and behaviour policies:

SLG Named Co-ordinator= AOG

Physical assault	<ul style="list-style-type: none"> • Report to the class teacher/tutor/senior staff [and to the HT/LEA/police if serious]. • Full report to the SLG Named Co-ordinator. • Full information to both sets of parents/carers/police. • Take necessary action to prevent recurrence – stress gravity of the offence in accordance with the school's anti-racist and behaviour policies. • Could result in exclusion.
Threatening behaviour, e.g. gestures, jostling, damage to personal property Verbal abuse (direct) e.g. derogatory name-calling, insults and racist jokes Verbal abuse (indirect) e.g. ridiculing someone because of their cultural differences e.g. food, music, dress	<ul style="list-style-type: none"> • All incidents that come to light require a response and must be dealt with effectively. • Explain to the perpetrator/s why such behaviour is wrong and the consequences. • Persistent offenders must be referred to the Named Co-ordinator and Headteacher and regularly monitored. • Parents/carers should be informed. • Could result in an exclusion.
Racist graffiti	<ul style="list-style-type: none"> • All racist graffiti should be reported to the SMT /Named Co-ordinator and removed immediately. • Regular checks should be made and steps taken to discourage reappearance of graffiti. • Could result in an exclusion.
Wearing racist badges or insignia (or similar provocative behaviour)	<ul style="list-style-type: none"> • None will be permitted. • Offenders should be referred to the class teacher/ member of SLG Named Co-ordinator. • Parents/carers should be informed. • Could result in an exclusion.
Incitement of others to behave in a racist way, e.g. bringing racist materials, leaflets, magazines into school.	<ul style="list-style-type: none"> • Racist literature will be confiscated. • Pupils/students to be referred to a member of SLG Named Co-ordinator. • Parents/carers should be informed. • Could result in an exclusion.
Racist comments in the course of discussions in lessons/out of lessons.	<ul style="list-style-type: none"> • Racist statements must not be allowed to go unchallenged. • Persistent offenders to be referred to the SLG Named Co-ordinator. • Parents/carers should be informed. • Could result in an exclusion.
Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> • Report immediately to Named Co-ordinator Headteacher/LA and police. • Recruiter should be interviewed. • Parents/carers should be informed. • Could result in an exclusion.
Refusal to co-operate with other people because of: their colour, ethnicity, language, accent, dialect or religion.	<ul style="list-style-type: none"> • Explain that pupils/students should work collaboratively. Everyone has the right to be included in all school activities and feel safe and secure. • Review and monitor the situation. • Persistent offenders should be referred to the SLG Named Co-ordinator. • Parents/carers should be informed. • Could result in an exclusion.
Reconciliation- in accordance with the school's ethos, reconciliation should be supported and should form the final phase [where appropriate] to the above. Additional support and counseling may be necessary for both the victim and the perpetrator.	

Monitoring:

The school will monitor attainment, curriculum, provision, progress, attendance and disciplinary problems by ethnic groups and pupil language needs at Governor and Senior Leadership Group levels.

Review

Last Approved By Governors February 2008

Reviewed February 2010.

Governor Approval April 2010

Next Review February 2012