

Saint Gregory's, Bath



Saint GREGORY'S
Bath

Race Equality Policy

In Christ we flourish

June 2015

1. Background

Saint Gregory's Bath welcomes its duties under the Race Relations (Amendment) Act 2000 and Equalities Act 2010 and will ensure that, as with other aspects of diversity, race equality for staff, students and parents / carers is embedded in the school ethos, policies, practices, procedures and their outcomes.

The Race Relations (Amendment) Act 2000 and Equalities Act 2010 gives schools a statutory general duty to promote race equality. The aim of the duty is to:

- eliminate unlawful racial discrimination;
- promote equal opportunities; and
- promote good relations between people of different racial groups.

The Act also gives schools specific duties, to help them to meet the general duty. School governing bodies therefore have a duty to:

- prepare and maintain a written statement of the school's race equality policy
- assess the impact of its policies on students, staff and parents / carers of different ethnic groups. In particular whether policies have or could have an adverse impact on the attainment levels of pupils from different ethnic groups.
- monitor the impact of policies on students, parents/carers and staff from different ethnic groups, in particular the impact of policies on student attainment levels.
- publish annually the results of the ethnic monitoring

Saint Gregory's, Bath is a smaller than average 11-18 mixed comprehensive school on the outskirts of the city of Bath. The school has a strong commitment to the performing arts and science. The school serves the Catholic community from a large catchment area of around 200 square miles. Approximately 65% of students are baptised Catholics. The proportion of students having special educational needs is below average. The majority of students are white British, however an increasingly significant number of students are from minority ethnic groups. As data from OFSTED shows when we look at the ethnic mix of schools, Catholic schools tend to be far more mixed than local authority schools. The school has good links with its partner primary schools as well as links with St Mark's School, with the Primary Partner Schools through the South Clifton Catholic Federation as well as with BET from September 2015. The school has also established good working partnerships with local community groups which effectively help to progress its work in relation to racial equality and diversity.

We believe that every child is made in the image of God and should be valued as a unique and gifted creation with a divine origin and an eternal destiny. As a Catholic school, our aim is to promote the dignity and well-being of every child and ensure that they flourish in the course of their journey with us in a safe, happy and enriching environment. We aim to provide our students with the personalized 'deep learning' which will help them to gain the skills, knowledge, and understanding of self, others and the world which they will need for a fulfilled and happy adult life. Above all, our aim

is to instill in our children Christian values and a love of God and his Son Jesus Christ so that they will become principled citizens and witnesses to the Gospel, who will contribute to the common good of society.

2. Aims and values

We believe every school has a key role to play in eradicating racism, promoting racial equality and valuing religious and cultural diversity. The school is therefore committed to:

- actively tackling racial discrimination, and promoting equal opportunities and
- good race relations
- encouraging, supporting, and helping all students and staff to reach their potential
- preparing all students to be full citizens in Britain's multi ethnic society
- encouraging all students to develop a confident personal and cultural identity that is open to change and receptive and respectful towards other identities
- working with parents/carers, and with the wider community, to tackle racial discrimination, and to follow and promote good race equality practice
- making sure the race equality policy and its procedures are followed
- preparing students for living in a global society

The key aims of our race equality policy are to i) eliminate unlawful racial discrimination ii) promote equality of opportunity and iii) promote good relations between individuals from different ethnic groups. These aims apply to all areas of school life. These include:

- student progress, attainment, and assessment
- behaviour, discipline, and exclusion
- student's personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents and guardians, and communities

3. Leadership and management

Responsibilities

The Governing Body is responsible for:

- ensuring the school complies with its legal duties under the Race Relations (Amendment) Act 2000 and Equalities Act 2010
- making sure the race equality policy and its procedures are implemented and followed

The Head Teacher is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, students, and their parents / carers know about it
- making sure the race equality policy and its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of racial harassment and racial discrimination

All Staff are responsible for:

- knowing and following the race equality policy and its procedures
- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations, and avoiding discrimination
- against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on discrimination, and taking up training and learning opportunities

The Heads of Year / Heads of Faculties are responsible for:

- Tracking and monitoring students through the school's progress report system. This is undertaken four times a year to ensure students from ethnic minority groups are not under achieving.

The Associate Leader is responsible overall for:

- promoting or coordinating work on race equality
- dealing with reports of racist incidents
- overseeing the analysis of progress reports with reference to students from ethnic minority groups which is undertaken three times a year.

The Director of Finance, Mrs K Howard, is responsible for:

- making sure visitors and contractors know and follow the school's Race Equality policy.

4. Assessment and Monitoring

The school has specific legal duties to assess and monitor the effects of all its policies on students, parents/carers and staff from different ethnic groups.

The school considers the following areas and their related policies as relevant to race equality and will include them in the assessment and monitoring process:

- student progress, attainment, and assessment
- behaviour, discipline, and exclusion
- student's personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents and carers, and communities

Planning and Developing Policy

- The school will build questions on the implications for race equality into the processes for developing and planning policy.
- The school will build race equality targets within its equality objectives.

Assessing and Reviewing School Policies

- The school will monitor, assess, and review all policies and strategies that are relevant to race equality, to see how effective they are in tackling unlawful racial discrimination, and promoting equal opportunities and good race relations.
- The results of all policy reviews and assessments will be used to inform planning and decision-making.
- The school will assess the effects of its policies in consultation with all members of the school community.
- The school will review the race equality policy against any assessments, and make any changes that are needed to the policy, and to any related plans or targets.

Ethnic Monitoring

The school will collect ethnic data on the following areas:

- Admissions and Attendance
- Student progress and attainment
- Discipline and Exclusions
- Racist incidents
- Staff recruitment

The school will analyse the collected data to highlight any inequalities or issues

The school will investigate the underlying causes of any inequalities or issues identified and seek to take the appropriate action to remove any unfairness or disadvantage

The school will use ethnic monitoring data to inform planning, target setting and decision making

The school will use the following methods for the purpose of ethnic monitoring:

- collection of statistical data
- questionnaires
- case studies
- consultations

The Data Manager will be responsible for the collection of data; monitoring of data will be carried out by Heads of Year, Heads of Faculty and the Director of Studies.

Publishing the Results of Monitoring

The school will discuss the results of its ethnic monitoring with the Parents' Forum and the Black Families Education Support Group and any other appropriate agencies, such as Kickstart, as advised.

The school will summarise the data collected and highlight any key trends and issues.

The school will outline any action planned based on the results of the monitoring.

The school will take the appropriate steps to ensure that all information published cannot be used to identify individuals.

5. Implementing the Policy

This policy is reviewed annually by Governors and its effective implementation monitored by Governors.

The school will publish and promote the policy to the whole school community.

The school recognizes that training is essential for the effective implementation of this policy. Staff and governors will undertake race equality training where necessary to ensure they understand and are able to meet their roles and responsibilities in relation to this policy.

A copy of the policy will be made available on request by writing to the school office, or can be downloaded from the school website. Prospective parents can request a copy.

6. Impacts of policy

The school has a proactive approach to combatting racism through PSHE, assemblies and Enrichment Week which all provide opportunities to celebrate cultural diversity. Saint Gregory's is committed to frequent reporting on the impact of this policy through termly Head's Reports to governors.

7. Breaches of the policy

Any member of the school who is found to be in breach of this Policy will be considered for disciplinary sanctions as follows:

For a student: a phone call or meeting with parents/carers and suitable sanctions implemented as outlined in the school's Behaviour Policy.

For a member of staff: the school's disciplinary procedure will be followed

For the Headteacher: the school's disciplinary procedure will be followed

For Governors: the recommended procedure will be followed

All staff, students, and governors will have the right to appeal.

8. Links to other policies

This policy links to:

- Behaviour for Excellence policy
- Equal Opportunities policy
- Exam Policy
- Performance Management policy
- Teaching and Learning policy

APPENDIX 1

Building Race Equality Into Other Policies

1. Curriculum, Teaching and Assessment

Saint Gregory's, Bath is committed to delivering a global, anti-racist curriculum across all subjects which challenges damaging stereotypes and racism and proactively celebrates cultural diversity.

This will include:

- curriculum content which provides a global perspective.
- displays and signs around the school which celebrate diversity.
- EAL teaching to overcome barriers of learning.
- use of positive role models from the community in the classroom, special talks, assemblies.

2. Admission, Attendance, Discipline and Exclusions

Saint Gregory's, Bath will monitor the above to ensure that all processes are fairly applied to all ethnic groups:

- recording admissions, attendance and exclusions by ethnicity
- ensuring equality of treatment in relation to admission, attendance, discipline and exclusion
- ensuring that the school's behaviour policy is applied equally to all students
- ensure that all staff operate a consistent system of rewards and punishments
- ensure that external agencies are engaged to help meet the needs of traveling children.

3. Students – Personal Development, Attainment and Progress

- students' GCSE results and progress reports will be analysed by ethnic category in order to inform future planning.
- any underachievement by students will receive targeted action to improve attainment.
- the school will celebrate the students' personal development in class, in assemblies as well as displays around the school.
- the school will provide career guidance which challenges racial stereotypes and will ensure that work placements are free from racial harassment.

4. Staffing – Recruitment Training and Professional Development

The school will:

- ethnically monitor the recruitment process for all vacancies to ensure that there is no ethnic bias

- ensure that the Race Equality Policy is considered during the induction programme for new staff
- the **school** is committed to advertising widely, both locally and nationally, to attract the best possible applicants, and to develop a diverse workforce on the basis of merit
- as an Investor in People, the **school** is committed to offering professional development opportunities to all staff, teaching and support.
- all staff are encouraged to consider and seek promotion.

5. Attitudes and Environment

The **school** will build an inclusive ethos by:

- opposing all forms of racism, harassment, prejudice and discrimination through providing a safe learning environment
- training governors and staff about race equality and anti-racism so that they know how to meet their statutory obligations under the Race Relations Amendment Act
- demonstrating through displays, assemblies, the pastoral and academic curriculum, and the school newsletter that the school values diversity.