



Racial Equality Policy

Vision, Values and Ethos

St Mary & St Thomas Aquinas Catholic Primary School is committed to the principles of inclusion. We have a caring, supportive ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment where each pupil can develop to the maximum of his/ her potential and feel valued as an individual who can contribute to the life of our school and society in general.

Rationale

This policy provides a whole school approach to addressing issues of racial equality and reinforces the commitment in our School to racial equality.

The ethos of the school values, recognises and celebrates diversity both within the school community and the wider world. St. Mary & St Thomas Aquinas Primary School has high expectations of all pupils and fosters a sense of belonging in the children and their families.



Aim

The aim of this policy is to promote race equality and good race relations across all areas of school activity whilst tackling racial discrimination. At St. Mary & St Thomas we strive to create a secure environment that gives the pupils self-confidence, makes them responsible for themselves and towards others and to value every pupil's worth.

This is achieved through:

1. Admissions
2. Curriculum
3. Teaching and learning
4. Monitoring progress, attainment and assessment
5. Pupils' personal development and pastoral care
6. Management of behaviour
7. Partnerships with parents and communities
8. Staff recruitment and continuing professional development
9. Reporting and recording racism.

Admissions

Difference and diversity of cultures and backgrounds are welcomed. The headteacher and governors follow the school admissions policy which adheres to the Local Education Authority and Diocesan guidelines, ensuring that the admissions process is fair and equitable to pupils from all ethnic groups. The school admissions records show the pupils' ethnicity and religious backgrounds.

Pupils who attend our School are given permission to be absent from school for religious reasons.

Curriculum

Every pupil is ensured equal access to a broad and balanced curriculum. Cultural diversity is celebrated across the whole school curriculum and the curriculum promotes an understanding of the world that is not Euro centric. The curriculum followed recognises and values the multiracial, multilingual and multi-faith nature of society and is sensitive to the cultural norms of pupils, for example, when dealing with issues such as sex education or diet. Racism and discrimination is challenged throughout the curriculum.

In all areas of the curriculum, the resources used are inclusive, including those which meet the specific needs of pupils from differing ethnicity, linguistic or religious backgrounds or resources can be made available from the local community and EMTAS service.

Teaching and Learning



Teaching methods and styles used by class teachers encourage positive attitudes to ethnicity, cultural diversity and racial equality and they also take into account the specific needs of pupils from different ethnic groups.

Pupils and staff treat one another with respect, all pupils' opinions and views are valued.

Children are encouraged to discuss and share all aspects of their school and home life and their experiences of growing up in our society.

The displays in and around the school reflect the intake of pupils and value their work.

Displays of work extend to links made with the local community and the wider world, reflecting different cultural values and norms.

Signs and notices are in a range of languages.

Monitoring progress, attainment and assessment

In St. Mary & St Thomas Aquinas School there are high expectations of all pupils and pupils are supported to reach their full potential. The progress of all pupils is tracked throughout the school using a pupil achievement tracker and data from SATs, Termly Assessments, reading age tests, EAL levels, baseline assessments, IEP targets and termly personal targets. The assessment co-ordinator and teaching staff analyse and monitor trends in the data to identify under achieving children and identify and select appropriate actions to support and enhance the education of these children.

The headteacher and subject co-ordinators observe and monitor the quality of teaching and learning within school including whether it meets the needs of minority ethnic pupils.

Pupils' personal development and pastoral care

We are a caring community, based on fair understanding, compassionate relationships and respect for others. All staff are committed to providing a secure and happy environment for all pupils. Children are encouraged to access information sources which enables them to independently explore their own and other cultures and backgrounds. The school provides pupils with necessary skills, understanding and knowledge to recognise and challenge bias, injustice and discrimination, including racism.

The diversities of language, faith and culture are celebrated in assemblies, in class and during World Faith Week.

The school has a School Council, which contains representatives of all year groups, from Year 2 upwards. Issues, including racism, are raised and discussed within class and in School Council meetings with the headteacher when appropriate.

All pupils have equal access to extra-curricular activities.

Management of Behaviour

Every person is equally important and no-one has the right to harass, insult or cause offence to anyone else. Behaviour within school is managed following the behaviour policy, school procedures for disciplining all pupils is applied equally and fairly. The staff have effective interpersonal skills for dealing with and managing conflict and buddying schemes are



integral to school life. The school seeks active parental involvement in managing the behaviour of pupils and behaviour targets are set with the involvement of pupils and parents where appropriate.

Throughout the school, the house points system and merit awards are used to positively reinforce good behaviour.

Partnerships with parents and the wider community

Parents from all ethnic groups are actively involved in their children's learning and development. Parents' evenings, annual reports, termly target sheets, IEPs, appointments with class teachers and the headteacher appointments and meetings with support staff including EMTAS, (when appropriate), improve parents' understanding of their child's learning and developmental needs, and encourage them to support their child's learning. To celebrate the diversity in our community, the school invites speakers and parents to talk to the children about their religion, customs and beliefs both in assemblies and within the classroom.

Staff recruitment and continuing professional development

Recruitment and selection procedures are consistent with the Code of Practice in Employment [Commission for Racial Equality] and LEA guidelines. The leadership team ensures that interview procedures enable equal treatment and eliminate discrimination. The school promotes continuing professional development of all staff and takes steps to identify, support and provide opportunities for this to take place as required. Records are kept of professional development courses attended and feedback and discussion of arising issues take place involving all of the staff during weekly staff meetings.

Reporting and recording racism

All members of the school community are encouraged to report racist incidents no matter how minor they may appear to be. All racist incidents are investigated thoroughly by staff and the headteacher and are recorded and reported as set out in the LA guidelines.

Sensitive support is provided to victims of racism, discrimination and harassment.

The behaviour policy includes sanctions for perpetrators of racial incidents, with a maximum sanction of exclusion. Discussion and support is provided to perpetrators to enable them to develop positive attitudes towards race equality. Parents of both perpetrators and victims are kept fully informed and involved with sanctions and support given. Monitoring of the situation to check it has been fully resolved is overseen by the headteacher.

Promoting racial harmony and positive attitudes to racial diversity are priorities for the school, not least because we have a responsibility to prepare all our pupils for future lives in an increasingly diverse society.

