

# All Saints Catholic Primary School



<b>Date:</b>	October 2023
<b>Headteacher</b>	Mr. J Price
<b>Approved by:</b>	All Saints Catholic Primary School Governing Body
<b>Review date:</b>	November 2024

## EQUALITY POLICY October 2023

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## **Introduction**

### **i. General Statement of Policy**

All Saints Catholic Primary school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The school recognises that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society.

### **ii. Responsibilities**

#### **Governing body**

- The Governing Body is responsible for ensuring that the school complies with Race Relations legislation, including the general and specific duties in the amended 2010 Act.
- With assistance from the headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy.
- The Governing Body includes Race Equality issues as a regular item on the agenda of Governing Body meetings through the HT report and has a named governor for Equalities, who is Mrs. Martyna Clegg.

#### **Headteacher**

- The headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to the Equality policy.
- The headteacher ensures that staff receives training and are informed of the implications of the policy, including the relevant legislation.

It is recognised that **all staff** have a responsibility to promote harmony within the school but to ensure appropriate focus and a strategic approach 'named persons' will be identified.

#### **Named person for Racist Incidents**

- The named person/s for Racist Incidents is (Mr. J Price-Headteacher)

- The named person ensures that all reported racist incidents are recorded in a register, and that Racist Incident Report forms are completed and sent on to the LA.

#### **Named person for Equalities**

- The named person for Equalities or Equal Opportunities is (Mr. J Price -Headteacher). The named person for Equalities ensures that the school regularly reviews and evaluates all policies and practices in relation to Equality, leading to the setting of targets which address aspects of inequality or disadvantage in all of the school's activities.

#### **Religious Education (RE) Co-ordinator**

- The RE Co-ordinator is Debbie Storey  
The RE Co-ordinator ensures that religious education within the school is in line with Archdiocesan guidance. That RE is taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant way.

#### **Health and Wellbeing Lead Co-ordinator**

- Health and Wellbeing Lead is Fran Basini
- The Health and Wellbeing Co-ordinator ensures that race and cultural diversity issues are addressed in the implementation of the PSE/RE Policies throughout the school. The intention is to develop attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism. The pupil profile supports this. (This is also supported by the four purposes especially the Ethically informed citizens).

#### **Teaching Staff**

- All teaching staff are responsible for keeping up-to-date with legislation dealing with Race Relations and Equality matters.
- They know how to deal with racist incidents in the classroom, how to promote diversity, and how to identify and challenge bias and stereotyping.
- In their teaching, they encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum.
- Teaching staff never discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

#### **Non-teaching staff (including all administrative staff, lunchtime supervisors, catering workers and caretakers)**

- All non-teaching staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

#### **All employees**

- All those working in All Saints Primary School have a responsibility to read, understand and comply with this policy.

**Visitors and contractors working on site**

- Every effort will be made to ensure that all visitors or contractors working on site are made aware of the school's stance on race equality and incidents of racial harassment.

**iii. Consultation**

- This policy was developed in consultation with the following:
  - Staff
  - Pupils
  - Parents
  - Governors
  - Parish
  - Archdiocese
  - Community Groups/Representatives
  - South East Wales Race Equality Council (SEWREC)

**iv. Communication**

- The full policy is:
  - Given to all staff
  - Made available to all non-LA contractors or service providers, who are made aware of their need to comply with the policy and are asked for their own
  - brought to the attention of parents together with the school's work on and is available on request for parents, visitors and members of the wider community
- The Equal Opportunities policy is:
  - available on request for parents, visitors and members of the wider community and is placed on the school's website

Signed: Mr. J Price  
Headteacher

## **EQUAL OPPORTUNITIES RACE EQUALITY POLICY**

At All saint's Primary School we believe that :-

**Every member of a school or college community "possesses a basic dignity that comes from God "and is therefore worthy of respect.**

We believe that each person possesses a basic dignity, which comes from God; not from any human quality or accomplishment; not from race or gender or age or economic status. The test, therefore, of every institution or policy is whether it enhances or threatens human dignity and indeed human life itself. Policies, which treat people only as economic units, or policies which reduce people to a passive state of dependency on welfare, do not do justice to the dignity of the human person.

"The Common Good"  
Bishop's Conference

### **Whole school ethos**

In our school community there are a range of ethnic and religious backgrounds including :-

1. Welsh, British, Ukrainian, Indian, Phillipine, Chinese, Polish, Mixed Race families
2. Christians, Muslim and Sikh.
3. A number of languages are used in our local school / community. All of these people, their faiths cultures and languages are valued and studied by the school

### **Celebrating and Catering for Diversity**

The school appreciates that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.

Children are prepared for life in a multi-ethnic society. They are helped towards an awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion, and culture; including such aspects as music, food, literature and customs. We take every care to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.

### **Preparation for life in a multiethnic society**

Education is primarily about "human flourishing". It is concerned with the development of the whole person. It is essential that children learn basic skills in school. This is not primarily because employers require them but rather because they are crucial to the development of the individual made in God's image. Impoverished language skills means a limited ability to communicate with others, to build effective relationships, to reason, to express joy suffering concern and love. Literacy and Numeracy contribute substantially to a person's growing

independence, freedom and maturity. The development of skills and even the acquisition of knowledge are a means to an end. For a Christian, the aim of education is, literally to draw out of young people their God-given potential, to enable them to fulfill their unique role in creation with the human community. Childhood and adolescence are the stages in life in their own right, with their own special vocation and education, which enables children and young people of all abilities and backgrounds to live these stages to the full.

## **Pupil attainment, personal development and assessment**

### **Attainment and progress**

Our aim is to ensure that all pupils achieve to their full potential. We monitor individual pupils' progress for signs of underachievement, and we use ethnic monitoring to identify here any relevant differences between the performances of ethnic groups. These are addressed through planned and targeted support. Where required advice will be sought from LA Advisers.

### **Pastoral support**

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

### **Support for EAL pupils**

We will provide appropriate support for pupils for whom English is an additional language, in consultation with LA Advisers, and encourage them to use and develop their home languages, where possible.

### **Assessment**

We take care to ensure that minority ethnic pupils, those for whom English is an additional language and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required advice will be sought from Blaenau-Gwent LA Advisers.

### **Additional Learning Needs**

We make sure that accurate assessments of additional learning needs are made for minority ethnic pupils, those for whom English is an additional language, and for refugee and asylum seeker children. All pupils with additional learning needs receive appropriate support.

## **Curriculum, teaching and resources**

### **Promoting cultural diversity through the curriculum**

We promote cultural diversity in the curriculum through teaching positive, culturally diverse content, reviewing documentation to ensure appropriate content and by fostering respect for people of different racial and ethnic groups.

### **Curriculum access**



We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full and active part in our multiethnic society.

Through a variety of learning experiences the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Work to develop this cross-curricular dimension may be included in both class and whole school based topics or themes. For example a topic such as, 'food' or 'light' may focus on various aspects of one (or more) of a community's culture and life. Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A topic in geography will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

We make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

### **Teaching and learning**

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching challenges racial prejudice and stereotypes, and we foster pupils' critical awareness of bias, inequality and justice.

### **Involvement of people from diverse backgrounds**

Through the partnership that exists between home, parish, school and the wider community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

### **Resources**

Teachers are encouraged to consider the information they place before the children. Our resources and displays portray positive images of a range of peoples and cultures. They are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Where possible, such resources should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted. They are reviewed and upgraded to ensure all individual needs are met.

## **Admissions and attendance**

### **Admissions**

The governing body, as the admissions authority for the school, will review its admissions policy annually. Whilst its first priority is to ensure that sufficient places are available to meet the demands of baptised Catholics, it will also remain actively aware of local circumstances and the reality of our multi-faith, multi-ethnic society. Where possible, the school will welcome young people from other traditions without lessening the school's particular character and nature.

### **Attendance**

We expect good attendance of all pupils and we monitor attendance by ethnic group.

## **Behaviour, discipline and exclusion**

### **Racism, discrimination and harassment**

We are opposed to all forms of racial prejudice and discrimination, and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt with in accordance with the school's own policy and LA guidelines on Racial Harmony.

### **Behaviour and discipline**

We expect high standards of behaviour of all pupils. All pupils are treated fairly and without discrimination when being disciplined for disruptive behaviour. Incidents of a racist nature are dealt with firmly and consistently and all allegations of racial harassment or provocation are fully investigated.

### **Exclusion**

We also take proactive steps to prevent and monitor exclusion of all pupils.

## **Partnership with parents and the community**

### **Partnership with parents and the community**

As and when necessary we endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups are encouraged to participate in the life of the school. Where necessary, translation and interpretation are used to communicate and consult with parents who are not proficient in English.

### **School premises**

School premises are available for use by all groups in the locality.

### **Contractors and service providers**

We expect all contractors and visitors to the school to maintain conduct, which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance. Where non-LA approved contractors are used we will ensure the necessary checks are made.

## **Staff recruitment and professional development**

Governors will take every opportunity to recruit staff from as wide a range of ethnic backgrounds as is possible within the context of a Catholic Voluntary Aided (VA) school.

As employers, governors will ensure that no job applicant or employee will receive less favorable treatment than another on the grounds of race, faith or ethnic background.

There will be cases where it is important to appoint Catholics to certain positions. However, when making appointments, governors will seek to avoid the application of requirements or conditions, unless these are clearly justifiable in terms of the job to be done.

When advertising and short-listing for teaching or non-teaching staff, governors will ensure that ethnic minorities will have a reasonable opportunity to know of vacancies and will also ensure that those responsible will be clearly informed of the criteria for selection and of the need to apply these criteria consistently to all candidates.

In terms of professional development of all staff, governors will ensure that appropriate training is provided in order that individual skills and expertise can be developed to the full.

## **Planning and policy review**

### **Planning and target setting**

We use policy evaluations to identify specific targets for action on issues of race equality.

### **Ethnic monitoring**

Where appropriate we use ethnic monitoring data on achievement in curriculum planning and in setting targets for teaching. Ethnic monitoring data on admissions, attendance and exclusions are also considered in long-term planning.

### **Evaluating, monitoring and reviewing policies**

The impact of all school policies on minority ethnic pupils, staff, governors and parents is assessed to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils. The impact of the Equality policy on all pupils, staff, governors and parents is monitored for its effectiveness, on an annual basis, and evaluations take account of the views of pupils, staff, parents, parish and members of the local community including any minority ethnic groups. All policy reviews consider the implications of race equality.

## **Advice and support**

### **Archdiocese, LA Advisers and Other Agencies**

The school will seek advice and support from the Archdiocese, LA advisers and other agencies where necessary to ensure that Policies are designed to meet the needs of the school, that race equality targets are appropriate and that all staff receive training, advice and support.

Mr. J Price  
Headteacher  
October 2022