

Bishop Hedley RC High School  
Ysgol Uwchradd Gatholig Esgob Hedley

Equality Policy

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# EQUALITY POLICY 2013

(With emphasis in regard to Race Equality issues)

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## Introduction

### i. General Statement of Policy

The school is committed to working towards equality, promoting positive approaches to difference and fostering respect for people of all backgrounds. The school is opposed to all forms of prejudice and discrimination of any kind. 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. In addition to being anti-racist, the school wishes to reflect Gospel values and is committed to promoting Equality issues of all kinds including those related to disabilities.

### 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 2000 Act, and the Disability Discrimination Act 1995.
- With assistance from the Headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Equality policy.
- The Governing Body includes Equality issues as a regular item on the agenda of Governing Body meetings and has a named governor for Equalities, who is Mr M Fealey.

#### Headteacher

- The Headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Race 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 non-discriminatory harmony within the school and 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 M Gay
- 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 LEA.

### **Named person for Equalities**

- The named person for Equalities or Equal Opportunities is Miss E Evans.
- 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 Pauline O'Halloran  
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. Neither are stereotypical views on disabilities perpetuated.

### **Personal, Social Education (PSE) Co-ordinator**

- Subsumed into RE Programme.

### **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, ethnic or disabled groups to affect their treatment of particular pupils, parents or other staff.

### **All employees**

- All those working in Bishop Hedley Catholic High 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
  - Governors
  - Archdiocese

### **iv. Communication**

- The full policy is:
  - published in the staff handbook
  - available on request for parents / visitors and members of the wider community and will be translated if necessary.

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**Chair of Governors**

**Date: Autumn 2014**

**Next review due: Autumn 2016**

## **EQUAL OPPORTUNITIES DRAFT RACE EQUALITY POLICY**

At Bishop Hedley Catholic High 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

### **1. Whole school ethos**

In our school community of around 600 students there are a range of ethnic and religious backgrounds. [See Appendix 1]

The school is under the trusteeship of the Roman Catholic Archdiocese of Cardiff. The vast number of the school community consists of baptized Catholics with additionally members of other Christian faiths and a small number of other world faiths.

Much emphasis in our teaching is given to understanding the **tenets of the Catholic faith which is directly opposed to any form of prejudice.**

#### **Celebrating And Catering for Diversity**

##### **‘Learning For All’**

The school maintains 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. Should the need arise the school will ensure that all necessary customs / cultures will be represented and accommodated.

##### **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 fulfil 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.

## **2. 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 or disabled groups. These are addressed through planned and targeted support. Where required advice will be sought from LEA Advisers.

### **Pastoral support**

Our pastoral support takes account of religious and ethnic differences and the experiences of refugee and asylum seeker children, together with the needs of disabled children.

### **Support for EAL pupils**

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

### **Careers and work experience**

We encourage all pupils to consider the full range of work experience and post-school options to ensure there is no stereotyping of ethnic or racial groups.

### **Special Educational Needs**

We make sure that accurate assessments of special educational needs are made for all students.. All pupils with special educational needs receive appropriate support.



### **3. 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. Reasonable adjustments will be made in order to accommodate the need of disabled pupils.

#### **Teaching and learning**

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. No pupil will be less favourably treated because of race or disability. 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.

## **4. 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, and make reasonable adjustments to cater for pupils with disabilities.

### **Attendance**

We expect good attendance of all pupils which we monitor systematically.

## **5. Behaviour, discipline and exclusion**

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

We are opposed to all forms of prejudice and discrimination, and racist language or behaviour will not be tolerated and will be challenged. All incidents are dealt with seriously under the schools Disciplinary Policy.

### **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 minimise the exclusion of pupils.

## **6. 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.

### **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-LEA approved contractors are used we will ensure the necessary checks are made.

## **7. 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 favourable 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.

## **8. Planning and policy review**

### **Ethnic monitoring**

Where appropriate we use ethnic monitoring data on achievement in curriculum planning and in setting targets for teaching. Data on admissions, attendance and exclusions uses a number of factors including ethnic grouping.

### **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 equality.

## **9. Advice and support**

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

The school will seek advice and support from the Archdiocese, LEA 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.