

CARDINAL NEWMAN CATHOLIC SCHOOL

EQUAL OPPORTUNITIES POLICY

Central to this Catholic Comprehensive school is a spiritual commitment to seek Christ in ourselves and all our neighbours. It is in this context and that of our Cardinal Newman Mission Statement based on the principles of Caritas and equal respect that our work, activities and approach are situated. It is recognised that this should be an ongoing/evolving/self evaluating process/policy.

1. General

1.1 The Governors of the School are firmly committed to the concept of equality of opportunity in relation to their employment practices and the provision of education. They oppose all forms of unlawful discrimination, and seek to provide a working and learning environment which is free from discrimination.

1.2 The Governors have a duty under the Education Act 1944 to secure, preserve and develop the character of the school as a Roman Catholic voluntary aided school and to conduct the school in accordance with the provisions of its Trust Deed. As part of this duty, preference in relation to recruitment and employment will be given to professionally competent Roman Catholic teachers who are committed to the practice and teachings of that faith. Similarly, the Governors have formulated criteria for student admissions based largely on commitment to Christian beliefs.

2. Employment Policy

2.1 No job applicant or employee will receive less favourable treatment because of his or her race, colour, nationality (including citizenship), ethnic or national origins, gender, or marital status, nor be disadvantaged by any other conditions or requirements which cannot be shown to be justifiable.

2.2 It is the Governors intention to comply with any legislative requirements relating to the number of any disabled persons to be employed.

2.3 Taking into account Paragraph 1.2 above, the application of recruitment, training, redeployment/ transfer and promotion policies to all individuals will be on the basis of job requirements and the individual s ability and suitability for the post in question.

2.4 All persons responsible for, or involved in, the advertising of vacancies, the short-listing and interviewing of candidates, and the making of appointments will be made aware of and act in accordance with the employment policy set out above.

3. Guidance and Training

3.1 Governors and employees involved in interviewing and selection or in other aspects of the implementation of the Equal Opportunities Policy will be given guidance and training in relation to the law, school policy, their own personal liability under law and the nature of discrimination to ensure that procedures are carried out with full regard to the school s Equal Opportunities Policy.

3.2 Within the resources available, appropriate training will be provided to enable employees to perform their jobs effectively and to progress within the school.

4. Promulgation and Enforcement of the Policy.

4.1 This Policy Statement will be brought to the attention of all employees of the school.

4.2 The Governors will treat seriously any breaches of the Policy and all instances of actual, or alleged, inappropriate behaviour will be fully investigated and may be subject to the school's disciplinary procedures.

5. Monitoring and Review

Personnel and education policies and procedures will be monitored and will be kept under review by the Governors with a view to ensuring that they do not operate against equal opportunities.

6. Implementation

If any member of staff feels that discrimination has occurred he/she should contact the Head either informally in the first instance or in writing if it is more appropriate. The Head will keep a distinct line between informal and formal situations. If a formal complaint emerges, the Head will set up an Enquiry Panel which should include two members of the Equal Opportunities Working Panel.

Education Policy

In the provision of education at the school, individual ability will be fostered and developed so that each student can fulfil his or her full potential regardless of race or sex, ability, disability or social circumstances.

This means equality of opportunity and equal access to all areas of learning and school life. Staff are role models, and awareness of indicating equal worth is important in pursuing and promoting equal opportunities throughout the community.

Curriculum

The Curriculum should reflect and offer an awareness of issues surrounding ethnicity, gender, social circumstances, disability and religion.

Gender Issues

1. The schemes of work should have equal emphasis on the achievements of boys and girls.
2. They should challenge traditional attitudes towards gender. The curriculum should offer equal opportunity.
3. Access to all resources should be equal. Positive action should be taken where necessary.
4. A wide range of teaching strategies and assessments should be used to nurture and aid individual development.
5. Boys and girls should be positively encouraged in non-stereotypical choice of options.
6. Allocation to teaching sets should not be on the basis of gender. Where an imbalance occurs, strategies should be considered to compensate for any inequalities.

7. Inappropriate materials can undermine the implementation of equal opportunities. Posters and other visual aids should be checked for this. If material is biased, it can and should be turned to positive use by class discussion. If staff can identify appropriate materials, please recommend purchase to your department.

Race Equality Policy

School Context

In line with the overall Equal Opportunities Policy the School community is committed to respecting people from all different racial groups. As a Christian community any form of prejudice or discrimination, including racial discrimination, fundamentally contradicts Christ's law of love (caritas) (*The Church & Racism 1989*)

As St. Paul stated to the early church encountering its own race equality problems; "In Christ there is no difference between Jews and Gentiles, between slaves and freemen, between men and women." (Galatians 3v24). The Roman Catholic Church also states that "the roots of racism, discrimination and intolerance are found in prejudice and ignorance, which are first of all the fruits of sin, but also of faulty and inadequate education". The school community contains a variety of different ethnic groups, the largest ethnic minority group being Sudanese consisting of about 10% of the whole school community. This cultural, religious and linguistic diversity of students which exists at Cardinal Newman should be promoted positively. Recognising racial and ethnic diversity within our own community prepares our students for life and work by enabling them to recognise and overcome discrimination and prejudice.

Aims of the Policy

As stated above the aims of this policy are ultimately ethical and theological protecting the dignity of all human beings. The school also embraces its statutory duties under the Race Relations (Amendment) Act 2000 and so, we are committed to:-

- Promoting equality of opportunity;
- Promoting good relations between members of different racial, cultural and religious groups and communities;
- Eliminating unlawful discrimination.

Leadership, Management and Governance

The policy acknowledges the responsibility of governors, head teacher, staff, students and parents to:

- actively tackle racial discrimination and to promote equal opportunities and good race relations;
- encourage all members of the community to reach their potential;
- enable all members of the community to develop a confident sense of personal and cultural identity that is open and receptive towards others;
- work together to tackle racial discrimination and promote good practice;
- ensure that the Equal Opportunities and Race Equality Policy is followed;

The governing body is responsible for ensuring that the school complies with the Race Relations Act and meets all its duties and for making sure that the Race Equality Policy is followed.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support. The Headteacher is also responsible for taking appropriate action in any case of unlawful discrimination.

The Head teacher and the Governors are responsible for making the policy available to all members of the community and for reviewing the policy on an annual basis.

All staff employed by the school are responsible for: -

- dealing with racist incidents and being able to tackle racial bias and stereotyping
- promoting race equality and good relations and avoiding any form of discrimination on the basis of race, colour, ethnic or national origin.
- keeping up to date with the law on race relations, and taking up training and learning opportunities.

In addition, staff may have responsibility for addressing race equality issues through areas of the curriculum such as RE., PSHE and /or Citizenship, or as tutors.

Managers, including subject and pastoral leaders, are responsible for putting the policy and its strategies and procedures into practice. This includes making sure that all staff know their responsibilities, and receive support and training in carrying these out.

From Policy to Practice

We ensure that the principles listed above apply to the full range of our School policies and practices, including the following:

Admissions and Attendance

a) As a Voluntary Aided school, admissions criteria are based solely on Catholic/Christian denominational affiliation (See Admissions Criteria). Ethnicity is absent from the application process.

b) Attendance rates are monitored generally by ethnic group. This information is used to identify any disparity between ethnic groups which are then investigated. Action to address any disparities is undertaken in partnership with parents, ethnic minority community representatives and the LEA.

Student Progress, Attainment and Assessment

a) The collection and analysis of performance data for different ethnic groups takes place at departmental and whole school level on a regular basis. This includes use of:

- PANDA information
- PICSE information
- SAT s data

- National Curriculum/GCSE and A Level data

- In-school „Common Task data.

b) Any issue arising is addressed in whole school and/or departmental development plans and through appropriate INSET. Any disparities between ethnic groups uncovered through monitoring are examined for linguistic and cultural bias. Ethnic data on assessment are then used to set priorities and allocate resources.

Behaviour Discipline and Exclusions

a) The school has a general policy of encouraging attendance and avoiding exclusion. The school operates an Inclusion Unit and encourages good practices such as mentoring with students who are at risk of exclusion.

b) The use of rewards and sanctions is monitored by ethnic group by Year Heads and SLT.

c) Parents of students displaying difficult or disruptive behaviour are always involved at an early stage in the disciplinary process. Translation and interpreting services are used, where needed, to communicate with and to involve parents of a child who is being disciplined.

d) The school is aware of cultural differences in expressing emotions, and procedures for dealing with disruptive behaviour taking account of those differences.

e) The procedures for excluding a student are publicly available and staff involved in managing exclusions adhere to these procedures. Exclusions are monitored by ethnic group by SLT.

Student Personal Development and Pastoral Care

a) Every student is offered tutorial support and advice. Individual support and guidance takes account of personal and cultural needs specific to particular ethnic groups. Where possible, ethnic minority students have access to advisors or counsellors who can provide sensitive and appropriate support in dealing with experiences of racial prejudice and discrimination.

b) As well as the analysis of quantitative assessment data, the periodic collection and analysis of qualitative data from specific students groups via small group interviews also takes place. A member of SLT meets annually with ethnic minority students to determine their opinions on factors contributing to effective learning, pastoral care and positive race relationships within the school.

Curriculum, Teaching and Learning

a) The allocation of classroom resources ensures that students from all ethnic groups have equal access to the curriculum.

Departmental schemes of work include opportunities for students to study their subject in the context of our multi-cultural society. The schemes of work reflect the Christian ethos of the school and is founded on the Christian principle of inclusivity in Christ.

a) The language and learning needs of ethnic minority students are acknowledged in all subject areas, particularly where English is an additional language.

b) The periodic collection and analysis of qualitative data from specific student groups takes place, e.g. a survey of ethnic minority students to determine their opinions on factors contributing to effective learning.

c) Prejudice, bias and discrimination are challenged across the curriculum. The curriculum encourages and equips all students to identify, challenge and deal with racism, prejudice and stereotyping, particularly through RE., PSHE and Citizenship and through Assemblies and Form time.

Partnerships with Parents and Communities

a) All parents are informed regularly of their child's progress. Where needed, the school makes use of interpreting and translation services.

b) The school meets regularly and formally with the Sudanese community, our largest ethnic minority group. Also, the weekly Newman News is translated into Arabic.

c) The school seeks to work closely with local ethnic minority community organisations.

Staff Recruitment and Professional Development

a) Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment. (See the Staff Recruitment and Selection Policy)

b) The school monitors the employment and professional development of all staff. The school is aware of national, regional and local employment trends for ethnic minority teaching and non-teaching staff and uses this information to evaluate the staff profile.

Dealing with Racial Harassment

Cardinal Newman Catholic School does not accept racist attitudes or behaviour directed at students, visitors or staff. Such behaviour is not only unlawful, it attacks the basis of Christian community.

'A racist incident is any incident which is perceived to be racist by the victim or any other person. It may be perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion.'

Macpherson Report 1999 (following Stephen Lawrence Inquiry)

Students

Staff responses to racial harassment are:

1. Deal with the incident (intervene, explain appropriateness of behaviour, etc.)
2. Report the incident and action taken to the relevant Head(s) of Year.
3. Head(s) of Year take any appropriate further action and contact the offender's parents/guardian in writing.
4. A copy of the letter will go to the Deputy Heads Secretary's Office where a school (internal) racial harassment form will be completed and logged on file.

5. If the Head of Year or member of SLT judges the incident to be of a particularly serious nature then an (external) Racist Incident Report Form should be completed, with the victims/witnesses permission.

This form should be posted to the Racial Harassment Caseworker for Brighton and Hove.

Both the internal school incident form and the external Racist Incident Form are kept centrally in the Deputy Head Teachers Secretary s office. [See Appendix]

We do not equate racial harassment with bullying; however, the staged approach of sanctions with advice or counselling is appropriate in supporting the complainant and the offender. The first step of “no blame” would not usually be direct enough in dealing with racial harassment. Conflict resolution supports the re-education of perpetrators more fully.

In the case of racial harassment the victims/witnesses perception of the incident are crucial and so the victim/witness must always be believed. The various strategies for responding follow closely the school s behaviour policy on bullying. Depending on the severity of the incident, staff should respond at the appropriate level using sanctions and advice or counselling. In addition to this, however, a school racial harassment form should be completed. This enables the school to monitor the extent of racial harassment within the school. A member of SLT will review incidents each term. An analysis will be published annually and made available to SLT, the governing body and the LEA.

Communication with the SEAL staff through the racial harassment form enables the school to use their specialist expertise and knowledge of students involved. As members of the SEAL team are on the circulation list they are also able to monitor all incidents.

Staff

If a member of staff feels that they have been the victim of a racist incident, the same procedure should be followed. The member of staff should report the matter to their immediate line manager.

Religious Observance

We respect the religious belief and practice of all staff, students and parents and comply with all reasonable requests relating to religious observance and practice.

Breaches of the Policy

Breaches of this policy will be dealt with in the same way as breaches of any other any school policy as determined by the Headteacher and the governing body.

Monitoring and Evaluation

This policy will be monitored and reviewed on an annual basis to ensure the appropriateness and effectiveness of its provision. The Deputy Head responsible for the policy will report to the Head and the governors. This will include a review of each of the areas stated above and the annual figures of reported racist incidents in the school.

Strategies for Monitoring Boys and Girls Achievement

1. There should be the collection and analysis of performance data at departmental and whole school level.

This includes use of :-

PANDA information

PICSE information

National Curriculum/GCSE and A Level data

In-school 'Common Task' data

Any issues arising should be addressed in whole school and/or departmental development plans and through appropriate Inset sessions.

2. Specific groups of students should be targeted and monitored and mentors assigned to individuals or groups. The mentor role includes offering students guidance on target setting and action planning.
3. One SLT observation per term should take a gender issue as its specific focus e.g. looking at teacher response to boys' and girls' behaviour in class, and in multi-cultural education looking at classroom strategies which appear to be particularly effective with certain groups etc.
4. When monitoring 'good' and 'cause for concern' reports, SLT should identify and feedback to staff any gender, cultural and ethnic bias.
5. When monitoring 'good' and 'cause for concern' letters, Year Heads should identify and feedback to staff any gender and cultural bias. Truancy and exclusion rates should also be monitored for gender and cultural bias.

Racial Harassment

Cardinal Newman Catholic School does not accept racist attitudes or behaviour directed at students, visitors or staff. Staff responses to racial harassment are:

1. Deal with the incident (intervene, explain inappropriateness of behaviour etc.)
2. Complete a racial harassment form.

We do not equate racial harassment with bullying, however, the staged approach of sanctions with advice or counselling is appropriate in supporting the complainant and offender. The first step of 'no blame' would not usually be direct enough in dealing with racial harassment. Conflict resolution supports the re-education of perpetrators more fully. The various strategies for responding follow closely the school's behaviour policy on bullying. Depending on the severity of the incident, staff may respond at the appropriate level using sanctions and advice or counselling. Communication with SEAL staff through the racial harassment form enables the school to use their specialist expertise and knowledge of students involved.

To monitor the extent of racial harassment within the school, the incident forms are kept centrally in the Deputy Headteachers' Secretary's office and a member of SLT will review them termly. An analysis will be published annually. As members of the SEAL team are on the circulation list, they are also able to monitor all incidents.

Reference Material

- Learning for All: Standards for Racial Equality in Schools (Commission for Racial Equality)

- The General Duty to Promote Racial Equality: The Statutory Code of Practice and Non-Statutory guides for public authorities (Commission for Racial Equality)

- The Church and Racism – Towards a more Fraternal Society (Pontifical Council for Justice and Peace) 1989

1. Copies of the EOC and other publications and research into Equal Opportunities are in the Staff Library.

2. Departments have a copy of the East Sussex Report.

3. Race Relations Policy-The Governors policy is currently being constructed. In the meantime they have agreed to adopt the LEA Policy.