



CHALLENGING RACISM AND PROMOTING CULTURAL DIVERSITY POLICY

Mission Statement

Holy Name is a Catholic community working in partnership with parents/carers to nurture and educate the whole person, in the way of Christ, enabling all to know their worth and reach their potential.

Introduction

The term 'race' has only one valid meaning and that is where it is used to describe humanity as a whole. There is only one 'race' – the human race.

Policy Statement

Liverpool's population is unique in terms of the rich social and cultural heritage of its citizens and visitors. Liverpool has one of the oldest Black communities in Europe and one of the largest in Britain. More recently the City has welcomed parents and children who have sought refugee and asylum status. The experiences and expectations of the whole community and school population are important and must be treated as such and reflected in the ethos of our school. Liverpool is also a dynamic City where life and culture is enriched and enhanced by people from all parts of the globe including a large community of students from Britain and overseas.

Target Groups

- Children and Adults from Black and Other Minority Groups
- Children and Adults from Travelling Families
- Children and Adults from Asylum/Refugee families
- Children and Adults for whom English is an Additional Language

Aims

Holy Name Catholic Primary School aims to ensure that all pupils and adults, of every racial, cultural or religious heritage or background, are allowed to achieve personally, emotionally, socially and academically. Every pupil and adult should be given the opportunity of realising their true potential, unaffected by racism; they should feel valued and respected within an ethos that supports and encourages individual and community development.

RACE RELATIONS (AMENDMENT) ACT 2003

Section 7 of the Race Relations Act, 1976, as amended, places a general duty on Holy Name School to promote race equality and to make this central to all areas of work including policy making, service delivery, regulation and enforcement and employment practice. Therefore, at Holy Name we aim to:

- Eliminate unlawful racial discrimination



- Promote equality of opportunity
- Promote good relations between people of different racial groups.

Each adult employed at Holy Name has a responsibility to accept her/his personal involvement in the practical application of this policy, but particular responsibility falls upon senior managers and the Head Teacher.

Recording & Monitoring of Racist Incidents

Definition of a Racist Incident - The Stephen Lawrence Report defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'. This means that if anyone reports an incident as racist, it should be recorded as such.

The investigation may reveal that a particular incident may have been wrongly perceived as being racist; the point being that no actual racist incident should be dismissed or ignored at the outset without investigation.

Within the school/establishment context examples of racist incidents might be:

- racist name-calling, insults, punching, kicking, jostling
- racist graffiti (inside & outside of the school)
- reports of racist behaviour from outside school

Holy Name School will record all racist incidents on the preformed provided by the LEA and parents and governors will be informed of such incidents and the action taken to deal with them.

Equal Opportunities in Recruitment and Selection

Equal opportunities in recruitment and selection of staff is essential. Holy Name School aims to work towards a staff that reflects the wider community and to ensure that discrimination is eradicated from the selection process. Advertising will appear in all types of press in order to attract the widest audience. The school uses the CES Teachers' Application forms which include only essential information.

The Role of Subject Co-ordinator

When carrying out lesson observations, subject co-ordinators need to consider equality issues and should note:

- seating arrangements
- appropriateness of resources and materials
- accessibility
- differentiation
- language and body language



- levels of support for individual pupils or groups of children
- curriculum delivery

Any equal opportunities issues which arise out of the observed lesson should be discussed with the staff involved.

Monitoring and Evaluating Pupil Attainment and Progress

At Holy Name, pupils' progress is monitored by different groups in order for the school to compare progress and note issues which may need attention i.e. a particular group may need additional support in order to raise standards. Regular and effective assessment of pupils with special needs takes place and curriculum planning reflects the outcomes from these assessments. Test and examination results are monitored by gender, language, fsm, SEN etc.

The ethos of the school should be positive enough to allow children to develop respect and understanding about these sorts of strategic decisions that affect both themselves and their peers.

Style of teaching & delivery: Therefore, teachers need to ensure that they adapt to meet the needs of individual pupils. It is important that teachers are aware of the needs of pupils who have English as an additional language: how they are being supported and how they are accessing the mainstream curriculum.

Staff need to be aware of the needs of pupils with visual and hearing impairment, or any other disability – the physical position in a classroom can make a critical difference to such pupils. There should be no gender bias in respect of seating arrangements.

Wherever possible, Holy Name School will attempt to admit all pupils who make a valid application for a place. Where it is decided that an individual's needs cannot be met, then the school will attempt to consider future applications and whether or not 'barriers' can be lifted in any way. Attendance, exclusions and discipline matters are carefully monitored and reviewed in line with the Equal Opportunities Policy.

Curriculum, Content, Planning and Organisation

At Holy Name, we take into account each and every pupil when planning the curriculum. Individual pupil needs require careful consideration and teachers need to ensure that:

- the classroom is organised so that children with hearing loss or impaired vision gain maximum advantage from their position in the classroom
- teaching resources are appropriate for the age and interest level of the pupils
- resources reflect today's diverse society
- pupils with a physical disability have equal access to learning resources
- no pupils are left out of the lesson due to their specific needs e.g. because they don't speak English fluently



- support staff are used appropriately
- curricula materials are reviewed regularly in order to ensure that they reflect the nature of a diverse society
- race and cultural diversity curriculum development is viewed as a mainstream activity
- teaching about racism and prejudice involves exposing the historical roots of racism and imparting an understanding of how people have striven for scarce resources and the cost of these resources in terms of human life, suffering and exploitation
- the curriculum positively acknowledges the history of struggle of Black and other minority group people against their oppression, e.g. the struggle against slavery and colonialism
- the curriculum provides opportunities for pupils to be able to recognise and develop skills that detect stereotyping, bias and scapegoating
- the curriculum provides a global view for analysis of local and national events
- the curriculum challenges racist, sexist, homophobic, disablist attitudes and behaviour that can perpetuate discrimination and inequality
- the curriculum encourages a critical approach to this subject matter
- the curriculum develops pupils critical thinking skills
- the curriculum recognises and draws upon the experience, knowledge, religious beliefs and customs in addition to the language skills of pupils
- the curriculum recognises and acknowledges the contribution made by Black and other minority groups, women and disabled people in the fields of literature, academia, theatre, economics, mathematics, music, religion, culture, art, technology, science and political development of the UK and the world (as age appropriate)

Non Discriminatory Images, Poster and Resources

As with language images, posters, books, artefacts, displays, presentations, activities and other resources can confirm and reinforce prejudiced attitudes and assumptions. Alternatively, they may actively confront and begin to challenge all forms of inequality. Materials should be used as an educative and empowering force.

Monitoring and review

This policy will be reviewed, revised and adopted by the Governing Body on an annual basis. This policy will be reviewed again in January 2023.