

Bishop Vaughan Catholic School

Equal Opportunities Policy

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Bishop Vaughan's policy is informed by the school's Catholic ethos. The policy also follows the principles of the LA policy. The LA policy "English as an Additional Language" is included, as is "Valuing Diversity".

Equality of Race and Opportunity at Bishop Vaughan Catholic School

General Statement of Policy

The Governors of Bishop Vaughan are aware that as long ago as 1979 the Bishops Conference of England and Wales said:

'Through a long and constant process Britain has become irreversibly a multi-racial, multi-cultural society.'

Governors note that this is true within our own Diocese of Menevia. For many years groups from all parts of Europe and the nations of the world have come to settle in Swansea and its environs, bringing with them all that is most precious, their families, their customs and their way of life. Within the Church this diversity is not a basis for division. The underlying and overriding principle of our faith is Jesus Christ binds us together in love, understanding and mutual enrichment.

'You are, all of you, sons of God through faith in Christ Jesus. All baptised in Christ, you have all clothed yourself in Christ and there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus.'

(Galatians 3: 26-29)

The Gospel itself leaves us in no doubt that our belief in its values should place us in the forefront of the movement for racial justice and harmony.

Governors and all who work at Bishop Vaughan are aware of the need to review continuously, policy and practice in the matter of equality of race and opportunity. Otherwise, it is all too easy to fall into a type of 'racism by default': the unspoken assumption is made that all pupils in the school share the same background and cultures. When this assumption permeates the curriculum and organisation of the school, alienation and disaffection readily set in among pupils of minority ethnic groups.

Governors and staff understand the definition of institutional racism as: -

'The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtless and racist stereotyping, which disadvantages minority ethnic people.'

And will be alert so as to ensure this does not occur.

The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group will not be tolerated. The school adopts the definition of a racist incident as being '*any incident which is perceived to be racist by the victim or any other person.*'

Aims

At Bishop Vaughan we aim to tackle racial discrimination and actively promote race equality and good race relations in all areas of school life.

To achieve this aim we:

- assess and monitor pupil progress and attainment, tracking individual and ethnic groups where applicable and taking appropriate action;
- deal with all behaviour and discipline issues with regard to the individual;
- monitor each pupil's personal development and provide support where necessary;
- take regard of cultural differences in ways of teaching and learning, providing full access to the curriculum;
- our admissions criteria will not detrimentally affect any racial or ethnic group;
- monitor attendance and take appropriate action where necessary; we will recognise pupils' right to take time off for religious observance;
- have equal opportunities in staff recruitment and professional development and membership of the governing body;
- promote a partnership with all parents, providing translators and interpreters when necessary.

LEADERSHIP, MANAGEMENT AND GOVERNANCE

Bishop Vaughan School is committed to:

- being proactive in promoting racial equality, harmonious race relations and tackling racial discrimination;
- encouraging, supporting and enabling all pupils and staff to reach their potential;
- working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination ensuring that our Equal Opportunities policy is followed.

RESPONSIBILITIES

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with the latest Race Relations legislation;
- ensure that the school's policy and its procedures and strategies are carried out;
- scrutinise the recording and reporting procedures at least annually;
- be involved in dealing with serious breaches of the policy.

The named governor for race equality issues is Mrs H Hansen

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff are aware of their responsibilities and are given appropriate training and support, take appropriate action in any cases of racial discrimination;
- deal with reported incidents of racism or racial harassment in line with LA guidance; this includes reporting racist incidents on the Racist Incident Monitoring Form;
- ensure that visitors and contractors are aware of, and comply with the school's policy;
- report progress to governors annually.
- In discharging their responsibilities, the Headteacher is assisted by the Senior Leadership Team.

The named person for racial incidents is Mr C Walker, Assistant Headteacher, and Mrs K Jones, Business Manager (in respect of contractors).

Director of Learning Theology

The Director of Learning Theology will ensure that RE lessons and the Programme of Study fulfil the requirements of the Curriculum Directory of the Catholic Bishops of England and Wales. In so doing, this will ensure that there is a fidelity to the Catholic Tradition which recognises, values and respects truth and goodwill in other Faiths.

The Director of Learning Theology is Mrs H Hansen.

Head of Ethical Citizenship

The Head of Ethical Citizenship will ensure that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and value which promote understanding of diversity and equality and which challenge racism.

The Head of ethical Citizenship is Miss Fran Mainwaring

All Staff

It is the responsibility of all staff to:

- deal with racist incidents according to our policy. This means assessing severity and context, taking opportunity to explain to pupils the wrongfulness and what it feels like to be the victim of such an incident, implementing the good conduct code, seeking senior management help as necessary and ensuring the incident is reported.
- identify and challenge racial bias and stereotyping within the curriculum and in the school's culture;
- promote racial equality and good race relations and not discriminate on racial grounds;
- promote an inclusive curriculum which reflects the multi-ethnic nature of society;
- keep up to date with race relations' legislation by attending relevant training and accessing information from appropriate agencies.

Breaches of the Policy

Involving Pupils

The incident will be discussed with pupil(s) and the appropriate action taken according to the school's code of conduct.

Involving staff and governors

The incident will be discussed with the Headteacher and the member of staff will be reminded of the policy and how it should be implemented.

Serious breaches will be dealt with in accordance with the school's grievance procedures and Local Authority racial harassment guidelines.

Involving other people, including parents

The incident will be discussed with the headteacher in a meeting and the person concerned will be made aware of the breach of policy and reminded about its implementation. If this is not possible a letter will be sent from the headteacher to the person involved regarding the incident.

In the case of serious breaches then the incident will be reported to the Governing Body and the LA. If necessary, the police will be informed too.

POLICY PLANNING AND REVIEW

Policy planning and development

- In the planning and development stage of curriculum policy-making, Directors of Learning will assess the possible impact on racial equality.
- The impact of the policy on race relations will be evaluated with staff through discussion of the data collected.

- Race equality targets in terms of pupil attainment will be incorporated into the School Development Plan.

Ethnic Monitoring

- Each pupil's progress is monitored. The resulting data is divided into ethnic groups, so that the attainment and progress of the groups can be monitored.
- The data thus collected is used to inform further school planning and decision-making.

Reviewing and assessing policies

- The effectiveness and impact of measures to eliminate racial discrimination, promote racial equality and good race relations are evaluated in the regular reviewing of policies.
- The effectiveness and impact of measures to eliminate racial discrimination, promote racial equality and good race relations are considered when carrying out school self-review and evaluation and the outcome is used to inform decision-making.

Making the results of monitoring and assessments available

- The results of the monitoring will be sent to the LA on the appropriate forms within the time schedule agreed.

IMPLEMENTATION OF THE POLICY

The policy will be implemented by all members of the school. It will permeate through all other policies.

All staff and Governors will have a copy of the policy. Additional copies of the policy will be available for parents, other stakeholders on request and published on the school's website. If translated copies of the policy are needed, the school will make the appropriate arrangements as far as possible.

As with all other policies operating within the school, this equal opportunities policy will be the subject of continuous review and evaluation. Comments and contributions from all interested parties will be welcome and will be considered if there is a perceived need to adapt this policy. This will take place as part of the policy review process.

TRAINING AND DEVELOPMENT

As far as possible training will be made available to Governors and to staff as part of their continuing professional development.

The training may be courses for individuals, groups or for the whole staff/whole governing body.

Copies of this policy are available on our website, in policy folders on the school network and can be made available on request.

Date: October 2015

Policy Review Date: June 2019

Policy Review Date: June 2021

Policy Review Date: June 2023

Next Review Date: June 2025



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

1 Introduction

- 1.1 This Policy is concerned with *bilingual learners (hereafter referred to as bilingual EAL learners) in Swansea schools who have a home language other than English or Welsh and who are in the process of learning to use English as an additional language for educational purposes.

2 Context

- 2.1 Bilingual EAL learners in Swansea come from a range of ethnic backgrounds. Most are clustered in several schools in and around the centre of Swansea, with increasing numbers of isolated learners in ever growing numbers of schools across the LEA.
- 2.2 Bilingual EAL learners in schools in Swansea come from a variety of language and literacy backgrounds. Some have arrived at school having had a certain amount of exposure to the English language and the local culture; others are newcomers to both. Some have developed literacy skills in their home language; others are pre-literate. Some have comparable schooling to their age equivalent peers; others may have experienced interrupted or no previous education.
- 2.3 The majority of bilingual EAL learners' families have settled permanently in Swansea. The remainder may stay in the country for a period of anywhere between 1 and 3 years.

3 Statement of Intent

- 3.1. The City and County of Swansea's English as an Additional Language Service helps schools carry out their responsibility to bilingual learners in their entitlement to equal access to the National Curriculum and in the achievement of their academic potential.

****Bilingual ... the term is currently used to refer to pupils who live in two languages, who have access to, or who need to use two or more languages at home and at school. It does not mean that they have fluency in both languages or that they are competent and literate in both languages (Cited in Hall, D 1995, - Assessing the Needs of Bilingual Pupils, London, Fulton).***

4 Statutory Framework

- 4.1 1994 Act.
- 4.2 1988 Education Reform Act.
- 4.3 1976 Race Relations Act.
 - 4.3.1. The 1976 Act does not explicitly recognise the unequal status of different ethnic groups in society. It does, however, make provision for positive action by which it is not unlawful to provide persons of a particular ethnic group with special access to facilities or services to meet welfare or any ancillary benefits provided they have a particular need which is met by such provisions.

5 Underlying Principles

- 5.1 All bilingual EAL learners are entitled to the full range of pre-school and statutory educational services
- 5.2 All bilingual EAL learners are entitled to equal opportunities of educational success.
- 5.3 Bilingualism / multilingualism is an achievement which is educationally enriching.
- 5.4 Having a home language other than English or Welsh is not a learning difficulty. Special Educational Needs and the needs of bilingual EAL learners are not identical neither are they mutually exclusive.

6 LEA Objectives

- 6.1. The City and County of Swansea's EAL Service aims to achieve the following objectives:-
 - 6.1.1. To ensure that all bilingual EAL learners participate in and gain access to mainstream and National Curriculum provision.
 - 6.1.2. To support bilingual EAL learners in their acquisition of English language skills across the curriculum.
 - 6.1.3. To ensure that bilingual EAL learners attain National Curriculum levels appropriate to their intellectual ability.
 - 6.1.4. To assess and monitor progress in the acquisition of English as an additional language for all bilingual EAL learners at both primary and secondary levels.

- 6.1.5. To promote partnership teaching and other appropriate methods of supporting bilingual EAL learners.
- 6.1.6. To provide training for subject/class teachers in strategies that will address the needs of bilingual EAL learners.
- 6.1.7. To support bilingual EAL learners through the home language(s) and offer interpreting/translating services to schools and parents of bilingual EAL learners.
- 6.1.8. To develop resources, including home language materials, that will enhance the linguistic skills and conceptual understanding of bilingual EAL learners.
- 6.1.9. To develop home/school/community links.

7 Governors' Responsibilities

- 7.1 Governors have an obligation to take positive action to 'provide persons of a particular ethnic group with special access to facilities or services to meet the particular needs of that group'. (1976 Race Relations Act).
- 7.2 Governors have a responsibility to meet the requirements of the 1944, 1981 and 1988 Education Acts. (See Statutory Framework Section 4).

8 Headteacher's Responsibilities

- 8.1 Headteachers of each school should ensure that the needs of bilingual EAL learners are identified and provided for.
- 8.2 Headteachers of each school should refer pupils deemed to be in need of support to the English as an Additional Language Service via the Service's Referral Form (EAL 1).
- 8.3 Headteachers of each school should ensure that bilingual EAL learners are integrated into mainstream education.

9 Assessment

- 9.1 It should be recognised that bilingual EAL learners can make rapid progress in acquiring English but also to be fully competent in the use of academic language for learning can take up to 10 years (**see Collier '97**). The level of competency (particularly of literacy) in the home language(s) directly affects the time taken to acquire English as an additional language.

- 9.2 Careful assessment should be undertaken by EAL support staff to ensure that the learning needs of all bilingual EAL learners are met.
- 9.3. Assessment is carried out according to the five Stages (A - E) defined by the EAL Service to classify pupils according to competence in English. These identify need and contribute to defining the level of support provided for pupils.
- 9.4. Assessment in home language will be carried out by a Bilingual Support Worker, where deemed appropriate.
- 9.5. Other assessment should comply with procedures used for all other pupils in the school concerned, e.g. SATs.
- 9.6. Care should be taken to ensure that assessment is not culturally biased against pupils from particular ethnic groups or influenced by unconscious assumptions about relative abilities and characteristics of different ethnic groups.
- 9.7. Care should be taken when assessing bilingual EAL learners who might also have Special Educational Needs (SEN). The numbers of these pupils should be in the same proportion as found in the monolingual population.

10 Curriculum Planning

- 10.1 All pupils have curriculum learning needs, bilingual EAL learners also have language learning needs.
- 10.2 Language is best learned in a meaningful context - the mainstream classroom.
- 10.3 Bilingual EAL learners should be encouraged to use their home language in the learning environment.
- 10.4 The richness of linguistic diversity should be celebrated through the curriculum.
- 10.5 Knowledge and understanding of other cultures can be enhanced for indigenous pupils by drawing on the experiences of bilingual EAL learners and integrating it into the curriculum.

11 Teaching Process

- 11.1 Specialist EAL teachers support bilingual EAL learners in their learning of English across the curriculum in partnership with subject /class teachers.
- 11.2 The partnership model adopted by the EAL Service is well researched, highly commended and complies with the 1976 Race Relations Act.
- 11.3 Whenever appropriate/possible support is provided through a pupil's home language by bilingual support workers.

11.4 In addition to the support provided by the EAL Service every subject/class teacher has responsibility for the language development of bilingual EAL .

12 Conclusion

12.1 The best progress in language learning is made when subject/class teachers, EAL support teachers and bilingual support workers work closely together and with the co-operation of the pupils themselves and their parents.

12.2 It is evident that the progress of bilingual EAL learners is significantly influenced by school and community ethos and by teacher attitude and expectation. It is therefore important that schools value and celebrate cultural and linguistic diversity.