Race Equality Policy
Model Policy Framework for Schools

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Director of Education and Children’s Services

Revised April 2010
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Race Equality Policy

School: St Aidan’s Church in Wales VA School

Staff Responsible: Mrs S James

This policy was adopted by the Governing Body on: 9th October 2012

Review Date: October 2013

Review Date: September 2015
This policy outlines the commitment made by St Aidan’s School and its governing body and the actions it plans to take to make the promotion of racial equality integral to the way in which the school works with its pupils, staff and parents.

1 School context

St Aidan’s School is one of four Voluntary Aided Church of Wales primary schools in the St David’s Diocese and is situated in the village of Wiston, 9 miles NE of Haverfordwest, Pembrokeshire. The catchment area is socially diverse and covers a mix of social housing, farms and owner occupier detached housing. The majority of pupils come from families which are relatively prosperous, a quarter economically disadvantaged and a quarter neither prosperous nor economically disadvantaged. The school currently has a free school meal entitlement of 9.4% but it is believed that there are a greater number of pupils who come from economically disadvantaged homes than this would suggest. The ethnic composition of teachers is 0% and pupils are 4.35%.

2 Aims and values

This Race Equality policy is an integral part of the school’s core values and ethos as a caring, inclusive school.

**School Mission Statement**

To provide a pleasant, secure and enjoyable environment for the children based on a Christian foundation encouraging each child’s development as an individual and as a member of society.

Our agreed motto is ‘Believe and Achieve’.

The Governors and staff at St Aidan’s Church in Wales VA School are committed to this mission statement and motto, which applies to all at the school; pupils and staff.

Christian Values and ‘Believe and Achieve’ are both at the heart of all that happens at the school, and is irrespective of social background, gender, disability, ethnicity or faith.

Everyone at the school is to be included in order that everyone may achieve.

We would like all pupils and staff to learn together and together to support one another’s learning so that everyone will be equipped to be effective learners, able to contribute to the communities in which they live.

St Aidan’s aims to tackle racial discrimination, promote race equality and promote good race relations between people of different ethnic groups across all areas of school activity including:

- Progress, attainment, and assessment
- Behaviour, discipline and exclusions
- Pupil’s personal development and pastoral care
Teaching and learning
Admissions and attendance
Curriculum
Staff recruitment and professional development
Partnerships with governing bodies, parents and communities

These aims are designed to ensure that the school meets the needs of all, taking account of ethnicity, culture and language and also gender, religion, sexual orientation, age, ability, disability and social circumstances. The school aims to meet the needs of pupils to ensure inclusion for all and that pupils are prepared for full participation in a multi-ethnic society.

3 Management and Governance

3.1 The school is committed to:
St Aidan’s School is committed to making the promotion of racial equality integral to the way in which the school works with its pupils and parents.

In particular the school and its governing body aim to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good race relations between people of different racial groups.
- Encouraging, supporting and enabling all pupils and staff to reach their full potential
- Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackle racial discrimination
- Respecting and valuing differences between people
- Preparing pupils for life in a diverse society
- Ensuring that an inclusive ethos is established and maintained
- Opposing all forms of racism, racial prejudice and racial harassment
- Ensuring that the policy is followed

The Head Teacher has responsibility for the day-to-day implementation of the policy.

The monitoring and assessment of progress towards school’s specific duties will be carried out as part of the existing development planning progress.

Information regarding race equality policy and the action that the school intends to take will be readily available to parents, pupils and staff.

3.2 The responsibility for the race equality policy sits with:

a. Governing body
   - Ensuring that the school complies with Race Relations legislation and guidance
- Ensuring that the policy and its related procedures and strategies are implemented
- Ensuring that the results of monitoring of the policy are published annually

b. Headteacher
- Implementing the policy and its related procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- Taking appropriate action in any cases of racial discrimination

c. All staff
- Dealing with racist incidents, and knowing how to identify and challenge racial bias and stereotyping
- Promoting racial equality and good race relations and not discriminating on racial grounds
- Keeping up to date with race relations legislation by attending training and information opportunities

d. People with specific responsibilities
- Having a member of staff, or school governor responsible for co-ordinating racial equality work and for dealing with reported incidents of racism or racial harassment

e. Visitors and contractors
- Being aware of, and complying with, the school’s race equality policy

4  **Assessment and monitoring**

The school has specific duties to assess and monitor the impact of its policies on pupils, parents and staff from different racial groups.

Policy planning and development
- Building race equality impact questions into policy development and planning processes (see appendix 1)
- Incorporating race equality targets into relevant strategic plans
- Assessing the impact of the policy through consultation, evaluation and auditing tools, e.g. Learning for All, to identify race equality targets and action

Ethnic Monitoring
- Using monitoring data to monitor the attainment and progress of pupils by racial group, and to set targets
- Ensuring that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision making
- Consider monitoring strategies such as satisfaction surveys, one-to one interviews, class and school council discussions

Reviewing and assessing policies
• Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
• Building racial equality questions into school self-review and evaluation frameworks
• Using the results of reviews and assessments to inform all planning and decision-making

Making available the results of monitoring and assessments
• Saying what methods you will use to make available the results of impact assessments and monitoring
• Showing how information will be made available to different members of the school community
• Ensuring that information can’t be used to identify individuals

5 Breaches of the policy

Breaches of this policy will be dealt with in the same ways as breaches of other school policies are dealt with.

6 Implementing the policy

The policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. It will be reviewed as and when necessary.

The member of staff responsible will evaluate the effectiveness of the policy.

The policy will be promoted and made available on the website.
APPENDIX 1

Embedding race equality into other policies

Attainment, progress and assessment
- How does the school ensure that it has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards?
- How does the school recognise and value all forms of achievement?
- Are pupil attainment and progress data monitored by racial group and evaluated to identify trends and patterns of underachievement?
- What action is taken to remove disparities between pupils from different racial groups?

Behaviour, discipline and exclusions
- How does the school ensure that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all racial groups?
- Do all staff operate consistent systems of rewards and sanctions?
- How are exclusions monitored to establish patterns and trends?
- Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all racial groups?

Admissions and attendance
Own admission authority schools (VA Schools):
- Are the admissions policy and criteria equally open to pupils from particular racial groups?
- How is the admissions process monitored to ensure that it is administered consistently and fairly to pupils from all racial groups?

All schools:
- How does the school monitor pupil attendance by racial group?

Curriculum
- How is the curriculum planned to incorporate the principles of racial equality and to promote positive attitudes towards diversity?
- How are pupils given the opportunity to explore concepts and issues relating to identity, racial equality and racism?
- How does the school monitor and evaluate its effectiveness in providing an appropriate curriculum for pupils from all racial groups?
Curriculum cont.
- How does the school ensure that diversity involves a personal encounter with other cultures?
- How do extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture?

Personal development and pastoral care
- How does the school ensure that pastoral support take account of religious and ethnic differences, and the experiences and needs of particular groups of pupils such as Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?
- How are all pupils encouraged to consider the full range of career and post-16 options?
- Are work experience opportunities monitored by racial group to ensure that there is no stereotyping in placements?
- What support is given to victims of racism and racial harassment, using the support of external agencies where appropriate?

Teaching and learning
- How do staff create an environment where all pupils can contribute fully and feel valued?
- How does teaching take account of pupils’ cultural backgrounds, linguistic needs and different learning styles?
- How are different cultural traditions valued in their own terms and made meaningful to pupils? Are pupils helped to make connections with their own lives?
- How do teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge racial discrimination?

Partnerships with parents and communities
- What action is taken to encourage the involvement and participation of all parents in the school?
- How does the school ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
- How does the school ensure that premises and facilities fully accessible to, and used by groups from all local ethnic minority communities?

Racism, racial harassment and school ethos
- How does the school publicly promote good personal and community relations and discrimination?
- Incidents of racism and racial harassment are recorded on an individual basis, investigated by the school and monitored by Pembrokeshire County Council Education Services and the corporate Equal Opportunities working group.
- What training is available for staff to ensure that they can deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
• How does the school ensure that pupils, parents and staff are aware of the procedures for dealing with racism and racial harassment?
• How does the school work with the LA and other partners to tackle racism and racial harassment within the school and the local area?

Staff recruitment and professional development

Schools that have their own recruitment procedure
♦ How are posts, including those for non-teaching staff, advertised? Are all posts open to the widest pool of applicants?
♦ How does the school ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?
♦ How does the school ensure that racial equality good practice exists throughout the selection and recruitment process?
♦ How are applications for employment, training and promotion, along with details of staff in post, monitored by racial group?

All schools
♦ Pembrokeshire County Council uses the Western Telegraph to signpost to teaching appointments in the County Council’s website. Schools, however, may advertise in other publications if they wish. Non teaching posts are advertised in local papers.
♦ Governors and staff are trained on the legal requirements, including race equality, of appointment of staff by Pembrokeshire County Council’s personnel services.
♦ Schools can ensure that racial equality good practice exists throughout the selection and recruitment process by promoting their race equality policy and ensuring relevant staff and governors attend training sessions.
♦ At present the LA monitors the number of applicants and staff in post through the recruitment procedure and the completion of the ‘Equal Opportunities Monitoring Form’.
## APPENDIX 2 - RACE EQUALITY GOOD PRACTICE GUIDE

### 1. POLICY, LEADERSHIP AND MANAGEMENT

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<thead>
<tr>
<th>ACTION</th>
<th>What documentary evidence demonstrates this response? Possible sources include:</th>
<th>Location of Evidence</th>
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</table>
| 1.1. The school has a written racial equality policy (either a separate policy or a distinct section within a broader equal opportunities policy) | - An up to date Racial Equality Policy or Equal Opportunities Policy  
- Recruitment and selection policy  
- Minutes of governor and senior management meetings  
- School Development Plan/Action Plans including specific racial equality targets  
- Reports of consultations with parents, pupils, local communities (which show inputs from all ethnic groups)                                                                                       | Office Website                |
| 1.2. Racial equality is included as an explicit aim in all of the school's policies | - Racial Equality/Equal Opportunities policies  
- Other school policies  
- Service contracts including specific references to racial equality  
- Minutes of governor/management/departmental and planning meetings detailing proposed action and dates                                                                                       | Policies                     |
| 1.3. The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents | - Racial Harassment/Anti-Harassment/Behaviour/Racial Equality policies  
- Complaints Procedures dealing with racial harassment and racist incidents  
- Induction/training/information materials for staff, pupils, parents and governors covering the policy and procedure for dealing with incidents                                                                 |                               |
| 1.4. The policies have been endorsed and adopted by the school's governing body and implemented by the school's management team | - Minutes of management, governor and departmental meetings (minuting endorsement of the policies)  
- Action Plans including racial equality targets  
- Budgets showing resource allocation  
- Strategy/evaluation/progress reports documenting the implementation of specific race targets                                                                 |                               |
| 1.5. A racial equality action plan, which is linked to the school       | - School Development Plan and other action plans showing specific racial equality targets and time-scales                                                                                                                                       |                               |
| development plan, sets clear targets for addressing race issues | ☑️ Strategy and progress reports covering specific race issues
Minutes from management/governor/department/review meetings endorsing action/targets |  |
1. **POLICY, LEADERSHIP AND MANAGEMENT (Continued)**

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| 1.6. Steps are taken to ensure that everyone associated with the school is kept informed about the school’s racial equality and racial harassment policies and procedures and abides by them | ☐ Minutes of staff/departmental meetings covering the racial equality and racial harassment policies  
☐ Training and induction materials for staff and governors which explain the policies and procedures  
☐ Information for parents/pupils/staff/governors/contractors which explain the policies and procedures  
☐ Lesson plans which refer to the policies and procedures  
☐ Posters/publicity materials/tapes for parents providing details of the policies and procedures | |
| 1.7. Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated | ☐ Reports reviewing the racial equality policy and procedures and evaluating their effectiveness  
☐ Minutes of management/governor/departmental meetings which detail review and evaluation of the policies and procedures  
☐ Reports of consultations with pupils, parents, staff, local communities which look at the policies and procedures  
☐ Ethnic data relating to aims and objectives outlined in the policies  
☐ Racial equality targets in specific school action plans | |
| 1.8. Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community | ☐ Reports including inputs from pupils/parents/staff/users of school premises from all ethnic groups and action resulting from these inputs  
☐ Minutes of management/governor/departmental meetings which detail how the views of different sections of the school community influence amendments to the policies and procedures  
☐ Specific racial equality targets in school action plans covering consultations or use of consultation feedback | |
## 2. CURRICULUM, TEACHING AND ASSESSMENT

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<th>ACTION</th>
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| 2.1. Curriculum planning takes account of the ethnicity, background and language needs of all pupils | - Programmes of work for all age groups and in all subject areas  
- Documentation showing the active use of ethnic data relating to pupil performance in curriculum planning and target setting  
- Documentation showing the active use of information relating to pupils language skills in curriculum planning and target setting | |
| 2.2. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups | - Ethnic data on pupil achievement and progress (including tracking individual pupils)  
- Ethnic data on the allocation of pupils to groups/sets(streams)  
- Ethnic data on the disapplication of pupils by subject area  
- Reports analysing pupil attainment and progress, and the allocation to groups/sets(streams) by ethnic group  
- Minutes of curriculum planning or review meetings showing active consideration of the needs of pupils from different ethnic groups  
- Action plans showing racial equality targets relating to ethnic minority pupils and the curriculum | |
| 2.3. The criteria used for allocating pupils to optional subjects are fair and equitable to pupils from all ethnic groups | - Criteria for allocating pupils to optional subjects  
- Ethnic data on the allocation of pupils to optional subjects and reports evaluating this data  
- Records of complaints from pupils or parents regarding allocation to subjects  
- Reports and evaluations of complaints including details of ethnic group  
- Action plans with racial equality targets which address any inequalities that | |
<p>| Are identified |  |</p>
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| 2.4. Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified | - Ethnic data relating to the assessment of pupils  
- Internal/external reports evaluating assessment instruments  
- Reports and minutes of review/departmental/subject meetings which examine and, if needed, address cultural bias in assessment  
- Action plans showing racial equality targets to address any cultural bias identified in the assessment process |                     |
| 2.5. The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups | - Ethnic data on the allocation of pupils to bands, streams, sets, class and teaching groups  
- Reports and evaluations of the criteria used for selecting pupils to particular subjects/groups/sets/streams  
- Information given to parents and pupils on the selection of pupils to subject areas  
- Minutes of subject/departmental/team meetings which examine the allocation to teaching groups by ethnicity  
- Action plans showing racial equality targets which address any inequalities in the allocation to teaching groups |                     |
| 2.6. Assessment outcomes are used to identify the specific needs of ethnic minority pupils Inform policies, planning and the allocation of resources | - Ethnic data on pupil performance, test and examination results  
- Minutes/reports of management/governor/planning/resources/curriculum meetings showing active use of assessment data in decision making  
- Records of resource allocations showing that account has been taken of assessment outcomes and the specific needs of ethnic minority groups  
- Action plans showing racial equality targets relating to ethnic minority pupils and resource allocation and performance |                     |
### 2. CURRICULUM, TEACHING AND ASSESSMENT (Continued)

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| **2.7. Teaching methods and styles take account of the needs of pupils from different ethnic groups** | ☐ Ethnic data on pupil performance  
☐ Evidence of data on pupils’ language skills being actively used in all subject areas  
☐ Documentation showing contacts with language support, Traveller Support and other services in all subjects  
☐ Staff training programmes covering cultural awareness, learning styles, language support  
☐ Curriculum/subject/lesson planning reports showing that account is taken of the needs of pupils from different ethnic groups |
| **2.8. Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality** | ☐ Curriculum/subject/lesson plans which give details of how racial equality and cultural diversity will be promoted and racial discrimination challenged  
☐ Reports of classroom observation which look at inter-group relations and the effectiveness of particular strategies for encouraging co-operation, trust and mutual respect  
☐ Ethnic data on class groupings |
| **2.9. Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups** | ☐ Curriculum/subject/lesson plans  
☐ Minutes of curriculum/subject/departmental meetings showing account has been taken of pupils’ views  
☐ Reports of consultations with pupils showing how feedback will be used to inform curriculum planning  
☐ Data on the main languages spoken in the local community  
☐ Subject timetables for different age groups |
| **2.10. Racial equality and ethnic** | ☐ Curriculum/subject/lesson plans |
2. **CURRICULUM, TEACHING AND ASSESSMENT** (Continued)

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| 2.11. The school takes active steps to ensure that resources in all areas of the curriculum are inclusive | ☐ Resources and purchasing policies and procedures  
 ☐ Curriculum/subject/lesson plans  
 ☐ Racial Equality/Equal Opportunities Policies  
 ☐ Targets in school action plans which make specific reference to checking and using inclusive resources  
 ☐ Training programmes and guidance materials for staff which cover steps to ensuring that resources are inclusive | |
| 2.12. Resources that promote a greater understanding of cultural diversity, racial equality and the importance of challenging racism and racial discrimination are used in all areas of the curriculum | ☐ Displays, books, videos, resources, lesson materials  
 ☐ Subject/lesson plans which make specific references to promoting cultural and religious diversity and challenging racism and racial discrimination  
 ☐ Racial Equality/Equal Opportunities policies  
 ☐ Monitoring data relating to resources from the use of LA and other multicultural services  
 ☐ Reports and evaluations of school displays and the resources used by the school | |
| 2.13. Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary | ☐ Reports and evaluations of teaching resources used by the school  
 ☐ Monitoring data relating to the use materials and resources from the LA and Other multicultural services  
 ☐ Language/EAL/Racial Equality/Equal Opportunities policies  
 ☐ Curriculum/subject/lesson plans with details of the resources used  
 ☐ Distance learning resources for Traveller children and children on extended visits abroad | |
2.14. The school makes full use of the resources available within its local ethnic minority communities

- Curriculum/subject/lesson plans which make reference to the use of local ethnic minority communities as a resource
- Reports of consultations with pupils, parents and local communities and details of the impact that the feedback has had on the resources used by the school
- Skills audits of parents, pupils, local communities including ethnic minority communities
- Documentation seeking the input and assistance from parents, pupils, local communities

### 3. ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION

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| 3.1. Active steps are taken to ensure that the admissions process is fair and equitable to pupils from all ethnic groups | - Admissions policy and procedures  
- Ethnic data relating to school admissions  
- Reports and evaluations of the school admissions process  
- Specific targets in school action plans |                                                                   |
| 3.2. Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups | - Ethnic data covering admissions and the selection methods used  
- Records of selection interviews/tests  
- Training programmes and guidance materials for selectors  
- Evaluations and reports of admissions and selection training  
- Admissions/Racial Equality/Equal Opportunities policies  
- Specific targets in school action plans |                                                                   |
| 3.3. The school monitors pupil attendance by ethnic group and uses the data when developing strategies to address poor attendance | - Ethnic data covering attendance  
- Specific targets in school action plans  
- Reports and evaluations of strategies to improve attendance  
- Reports of consultations with parents, ethnic minority communities, the LA, and other organisations  
- Details of the resources available for/used by pupils on extended leave |                                                                   |
| 3.4. Provision is made for pupils | - Policies that address pupil and staff religious and cultural needs |                                                                   |
### 3. ADMISSION, ATTENDANCE, DISCIPLINE AND EXCLUSION (Continued)

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| 3.5. The school identifies and adopts good practice strategies to reduce any differences in rates of exclusions between ethnic groups | □ Ethnic data on exclusion rates  
□ Specific targets in school action plans  
□ Reports and evaluations of strategies/initiatives within and outside the school  
□ Behaviour/Exclusions/Reintegration policies  
□ Reports, publicity, evaluations of events with the LA/other schools | |

| ACTION | | |
|--------| | |
| 3.6. The school’s procedures for disciplining pupils and managing behaviour are fair and applied equally to pupils irrespective of ethnicity | □ Behaviour/Discipline/Equal Opportunities/Racial Equality policies  
□ Ethnic data relating to behaviour and discipline and reports and evaluations of any differences identified  
□ Documentation relating to the use of rewards and sanctions for individual pupils  
□ Records of contact with parents and parental involvement, including details of any interpreting or translation needs  
□ Staff training programmes and materials covering pupil behaviour and the school’s discipline and behaviour policies and procedures | |

| ACTION | | |
|--------| | |
| 3.7. The process of excluding a pupil is fair and equitable to pupils from all ethnic groups | □ Exclusion policy and procedures  
□ Ethnic data on exclusions  
□ Reports and evaluations of the exclusions process, and the level of exclusion, including an evaluation of trends  
□ Specific targets in school action plans, including the School Development | |
### 3.8. Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups

- Documentation relating to reintegration packages
- Reports and evaluations of reintegration packages and strategies, including the use of projects that target specific groups
- Minutes of discussions and meetings with external agencies involved in the reintegration process

### 4. PUPILS – ATTAINMENT AND PROGRESS

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<th>ACTION</th>
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| 4.1. Pupils’ attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability) | □ Ethnic data on monitoring pupil attainment and progress and tracking individual pupils  
□ Monitoring data on gender, language and disability which incorporates ethnicity  
□ Data comparing the performance of the school with similar schools  
□ Minutes and reports from planning, resource committee, management and governor meetings showing that data on the attainment and progress of pupils has influenced the planning and decision making process  
□ Reports of pupil consultations which show how feedback has resulted in action which targets ethnic minority pupils | |
| 4.2. The school develops strategies for tackling unjustified absences | □ Specific targets in school action plans covering strategies for improving the attainment of ethnic minority pupils | |
| **disparities in the attainment and progress of particular ethnic groups** | ☐ Documentation of partnership work with outside agencies on raising pupil achievement
☐ Policies and procedures for supporting and providing guidance to pupils
☐ Reports and evaluations of strategies which aim to raise the attainment of ethnic minority pupils
☐ Information for parents and reports of parents’ meetings/information sessions
☐ Data on parents’ language needs and the use of translation and interpreting services |
| **4.3. The school values the achievements and progress of pupils from all ethnic groups** | ☐ Pupil Progress Reports/analysis of Pupil Progress Reports
☐ Analysis of pupil displays by ethnicity
☐ Reports/information materials publicising pupil achievements |
| **4.4. All pupils have equal access to extra-curricular activities** | ☐ Curriculum and extra-curricular plans and strategy reports
☐ Minutes of management/governor/resources meetings which make reference to equal access and extra-curricular provision
☐ Racial Equality/Equal Opportunities Policies
☐ Ethnic data and evaluations relating to the participation in extra-curricular activities |

**4. PUPILS – ATTAINMENT AND PROGRESS (Continued)**

| **ACTION** | **What documentary evidence demonstrates this response?**
**Possible sources include:** | **Location of Evidence** |
| --- | --- | --- |
| 4.5. Every pupil is offered the support and guidance they need | ☐ Pupil support and guidance policies
☐ Training programmes and guidance materials for those involved in providing guidance and support to pupils
☐ Information (written, verbal (e.g. by tape)) given to parents
☐ Reports of consultations with parents which show how the feedback has influenced the support and guidance given to pupils
☐ Ethnic data relating to pupil support and guidance and parental involvement
☐ Evaluations of strategies for supporting and guiding pupils and involving |
### 4.6. Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice

- Careers Education and Guidance/Equal Opportunities/Racial Equality policies
- Careers education lesson plans
- Minutes of curriculum planning meetings which make specific reference to guidance and careers education and challenging racism and promoting racial equality
- Ethnic data and evaluation reports on people used as role models/in talks on careers
- Ethnic data on pupil on work experience placements, career choice destinations, and evaluation reports based on this data

### 4.7. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment

- Ethnic data on pupil participation in work experience and the allocation of placements
- Evaluations of work experience placements including specific references to race issues
- Careers Education Guidance policy and procedures
- Specific targets in school action plans which address racial equality and work experience
- Employer information giving details of the equal opportunities and racial equality policies
- Curriculum/subject/lesson plans

### 5. SCHOOL VALUES, ATTITUDES AND ENVIRONMENT

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<th>ACTION</th>
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| 5.1. A 'whole school' approach is used to promote racial equality and eliminate racial discrimination | - Racial Equality/Equal Opportunities/Racial Harassment policies/other policies covering the religious and cultural needs of pupils
  - School prospectus and publicity materials
  - Reports and minutes from management and governor meetings which refer to promoting racial equality and challenging racial discrimination
  - Staff induction and training programmes, development meetings and |
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<tbody>
<tr>
<td>5.2. Diversity is recognised as having a positive role to play within the school</td>
<td>- Curriculum/subject/lesson plans</td>
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<td></td>
<td>- Racial Equality/Equal Opportunities/Curriculum and other policies covering diversity and religion</td>
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<td>- Reports and evaluations of the school’s curriculum and display materials, resources and premises</td>
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<td>- Documentation relating to policy development and resource allocation</td>
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<td>- Minutes of resource allocation/departmental/management/governor meetings</td>
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<td>5.3. The school recognises the importance of language to a person's sense of identity and belonging</td>
<td>- Language Policy/Racial Equality/Equal Opportunities policies</td>
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<td>- Curriculum/subject/lesson plans</td>
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<td>- Funding bids for language support (e.g. EMAG)</td>
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<td>- Data and reports relating to pupil achievement and progress and language</td>
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<td></td>
<td>- Assessment and monitoring procedures for testing proficiency in English</td>
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<td>- Pupil records and reports detailing languages spoken by pupils</td>
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<tr>
<td>5.4. Clear procedures are in place to ensure that racist incidents, racial discrimination</td>
<td>- Racial Harassment/Behaviour policies and procedures for reporting and dealing with incidents</td>
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<tr>
<td></td>
<td>- Curriculum/subject/lesson plans</td>
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and racial harassment are dealt with promptly, firmly and consistently

| Information materials for staff, pupils, governors, parents, visitors on the policy and procedures for dealing with incidents |
| Records of racism and racial harassment incidents including reports of investigations and outcomes |
| Specific targets in school action plans |
| Reports to governors, parents, pupils and the LA on incidents and how they have been addressed |
| Reports and evaluations of strategies to challenge and prevent racism and racial harassment |
| Minutes of governor and management meetings |

5.5. Immediate action is taken to remove racist graffiti from all school property

| Procedures for reporting and removing racist graffiti |
| Racial Harassment/Behaviour/Racial Equality/ Equal Opportunities policies and procedures |
| Information on the procedures for removing racial graffiti in Service Contracts |
| Discipline procedures for pupils, staff and governors |
| Information materials for staff, pupils, parents and visitors outlining the policy and procedures for reporting and dealing with racist graffiti |
| Records of reported incidents including details of dates and action taken |

5.6. All staff are trained to deal effectively with incidents of racism, racial harassment, prejudice and stereotyping

| Racial Harassment/Behaviour/Racial Equality Policies and Procedures |
| Staff induction and training data, programmes and evaluations |
| Individual staff development programmes and appraisals (detailing training needs and training undertaken) |
| Training and guidance materials given to contractors |
| Reports and minutes of staff/curriculum/subject meetings which highlight and share examples of good practice |
| Records and reports of reported incidents |
### 5. SCHOOL VALUES, ATTITUDES AND ENVIRONMENT (Continued)

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</table>
| 5.7. A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment | □ Racial Harassment/Racial Equality policies and procedures  
□ Minutes of management/governor meetings including details of who is responsible for co-ordinating support  
□ Training programmes and data for all staff and for those staff who provide specific support  
□ Records of incidents and the action taken  
□ Records of contact with and the involvement of parents and outside agencies  
□ Reports and evaluations of strategies to support victims  
□ Curriculum/subject/lesson plans |                      |
| 5.8. The school has clear procedures for dealing with those responsible for racist incidents | □ Racial Harassment/Behaviour policies and procedures giving details of how perpetrators will be dealt with  
□ Home School Agreement  
□ Records of incidents and the action taken  
□ Records of contact with parents and details of parental involvement  
□ Reports and evaluations of strategies and activities which target perpetrators of racist behaviour |                      |
| 5.9. Active links are established with external organisations dealing with incidents of racism and racial harassment | □ Records of contacts and involvement with multi-agency anti-harassment networks  
□ Minutes of multi-agency and anti-harassment network meetings showing the school’s active involvement in the networks  
□ Records showing the active involvement of external agencies in supporting the school to deal with incidents  
□ Reports to the LA and anti-harassment networks on incidents within the school and action taken  
□ Minutes/reports detailing how feedback from external agencies feeds into the review and evaluation of policies and procedure |                      |
## 6. PARENTS, GOVERNORS AND COMMUNITY PARTNERSHIP

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<th>ACTION</th>
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| 6.1. All parents are regularly informed of their child's progress | □ Ethnic data relating to formal contacts between the school and parents  
□ Information on the languages spoken by pupil's parents and the need for translation and interpreting services  
□ Progress reports, letters and other materials sent to parents including any translations  
□ Details of the Home School Agreement and the translation into different languages and formats  
□ Policies covering the school's contact with, and involvement of, parents  
□ Reports and evaluations of strategies for engaging with and involving parents | |
| 6.2. Proactive steps are taken to involve ethnic minority parents in the school | □ Ethnic data relating to contact with parents, consultations with parents, role models used  
□ Reports and evaluations of strategies and methods for involving and engaging parents within the school  
□ Reports and other documented feedback from consultations with parents  
□ Documentation showing parents being encouraged to act as role models and mentors  
□ Progress reports and information for parents, including translations and use of other formats | |
| 6.3. People from ethnic minority communities are encouraged to become school governors | □ Publicity and promotional materials for recruiting governors in local community languages  
□ Details of the locations and methods used to distribute publicity and promotional materials  
□ Records of communications with local community groups regarding the recruitment of school governors  
□ Reports and evaluations of consultations with and strategies for involving | |
local ethnic minority community groups

- Ethnic data on governor applications, appointments and retention rates and reports evaluating this data

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promotional materials
- Records of communications with local community groups regarding the recruitment of school governors
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| 6.4. The school ensures that governor support is appropriate for all ethnic groups | - Details of training programmes for governors including ethnic data on attendance  
- Ethnic data on nomination for, and attendance at training  
- Reports of discussions with governors and local communities regarding governor/potential governor training and support needs  
- Minutes of governor meetings which include details of training and support needs  
- Details of support networks and materials publicising these to governors | |
| 6.5 The school has active links with ethnic minority community groups | - Reports and minutes of partnership meetings that show active partnership between the school and group(s)  
- Records and information about local religious, language, supplementary schools  
- Ethnic data and other information relating to mentors/role models'/experts' and their involvement in the school  
- Reports of consultations with local ethnic minority community organisations which show the active use of the feedback gathered  
- Community profile reports giving details of the local ethnic minority communities and languages spoken | |
| 6.6 The school encourages community groups to use its facilities for after-school activities and for holiday schemes | ☐ Policy and procedures covering use of school premises  
☐ Records of activities and schemes (including ethnic data on providers and users)  
☐ Contracts/agreements between school and group  
☐ Written agreements to follow and support the school’s Racial Equality and Racial Harassment Policies  
☐ Group’s Equal Opportunities and Racial Equality policies  
☐ Details of the aims and objectives of the activity or scheme and details of those being targeted |