

## Section 2: Meeting the duties of the Race Relations Amendment Act

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This section will help schools meet the specific duties of the Act. It contains:

- information on LEA documents, initiatives and support available
- a framework for preparing a policy statement and a model policy statement – *Making Equality a Reality*
- guidance on producing an action plan
- questions for assessing the impact of policies on different racial and cultural groups
- information on ethnic monitoring
- guidelines for monitoring the impact of policies on different racial and cultural groups
- publishing the results of your monitoring

## What are we doing in Cambridgeshire? LEA documents, initiatives and support

### Policy and Guidance for Schools

- [\\*Equally Safe Booklet: Guidance on Reporting and Recording Racist Incidents](#)
- [\\*Model Policy for schools on Reporting and Recording Racist Incidents](#)
- [Ramadan and Eid: Guidance for Schools](#)
- [Additional support for refugee and asylum seeking pupils](#)
- [Race Action Plan](#)
- [Guidelines for the allocation of emergency hours funding for pupils with English as an Additional Language](#)
- [Traveller Inclusion](#)
- [Guidance for schools admitting pupils who are new to English](#)
- [\\*Making Equality a Reality](#)
- [Travellers Education](#)
- [Traveller Education - Criteria for allocation of resources to schools](#)
- [Information for Schools with EMAG Funding](#)

All the above documents are available on the CREDS website and the School's portal, documents marked with an asterisk are also included in this pack.

### Curriculum Development

- **Valuing Cultural Diversity** is a joint CREDS/CAS publication which contains principles and examples of good practice in all curriculum areas from Foundation Stage to Key Stage 4. It is available from The Cambridgeshire Advisory Service (see Section 6 contacts)
- **Literacy for All Project** is a collaborative project which started in September 2000 and so far has involved over 20 primary schools in Cambridgeshire. It is a joint initiative between the Cambridgeshire Literacy Team and CREDS. The aims of the project are:
  - To develop good inclusive practice in schools working with Black, Bilingual and Traveller children, so that the literacy hour is accessible and relevant to them.
  - To use the literacy hour to develop *all* children's appreciation of cultural diversity.
  - To raise attainment in literacy.

Mainstream teachers work collaboratively with CREDS colleagues to plan, deliver and write up a series of weekly (for KS1) or two-weekly (KS2) units of work which meet the aims outlined above and which fit in with the timetable of the Literacy Strategy. Colleagues are invited to attend half-termly meetings where they can share developments in

their work and exchange ideas and materials. Contact Karen Smith from the Literacy Team for more details - see Section 6.

- **Curriculum audit for cultural diversity and inclusive teaching** – see Section 3
- **Personal Development Project & Primary PSHE Framework**– the Units of Work in these PSHE Service projects include opportunities for young people to identify similarities and differences; to develop positive attitudes to difference; to develop critical thinking skills; identify bias and stereotyping; to differentiate fact from opinion; to see different perspectives and points of view; to develop a sense of personal and collective identity and to develop strategies to question and challenge prejudice and discrimination including racism, sexism, homophobia or any other negative behaviour towards, or with reference to, a particularly vulnerable group. See Section 5 for an outline of sample units of work.
- **Cambridgeshire Traveller writing** (published by the Team for Traveller Education): "A Moving Way of Life" - a collection of poems by Kathleen Cunningham and "My Gran" - Lena Parker's story of her grandmother.
- **Conference Days** – CREDS and PSHE staff have experience in training for school staff and supporting them to deliver conference days on issues such as anti-racism, refugees, cultural diversity. We can also supply outside contacts such as poets, musicians and drama groups who have previously worked successfully in Cambridgeshire schools.

#### **Involving parents/carers and developing community links**

Initiatives which promote race equality through engaging minority ethnic families in their children's education and widening the whole school community include:

- **Paper Flowers**– a member of staff from the Team for Traveller Education worked with a group of adult Travellers to prepare a presentation for children in school on how to make traditional paper flowers. This included the production of an explanatory brochure. The presentation was offered to all primary schools in Cambridgeshire and has been extremely popular, particularly as part of Arts Week.
- Literacy in school
- Lifelong Learning for minority ethnic and Traveller adults
- Parental projects e.g. parenting skills
- Parental contributions to education in-service training
- Ormiston Traveller Initiative
- Black Women's Support Group and African Caribbean supplementary school
- Oxmoor Link Project
- Cambridge Refugee Support Group
- Cambridge City Council Black & Minority Ethnic Communities' consultation

Contact CREDS for details or any of the above.

### **Monitoring progress in race equality**

- **LEA monitoring form for schools receiving EMAG & Traveller Team support** – see Section 3 ‘Monitoring and Evaluation’.
- **Race Equality Award for schools** – this joint initiative between CREDS and Peterborough Race Equality Council started in 2003, when schools were invited to bid for the award by completing a form and submitting any other relevant evidence. There were 12 successful schools in 2003, one secondary, 9 primaries and two infants. They were awarded persona dolls or Badger Book Boxes containing a selection of KS1, KS2 or secondary texts designed to challenge racism. See Section 3 for further information, including the main criteria for selection and the bidding form.
- **Community Education** – training for staff includes equality and diversity issues and an audit form for tutors to examine their own practice is included in Section 3.

### **Young People’s Projects**

- **Study Support Club**

This project has been running since 1999, providing opportunities for young people from minority ethnic groups across the county to take part in organised learning activities outside normal school hours. The aims of the centres are:

- to support the education of children for whom English is an additional language and of those minority groups who are achieving below the level of their peers, or who are at risk of such inequality of achievement.
- to improve young people's motivation, building their self-esteem and helping them to become more effective learners
- to raise achievement.

CREDS, in partnership with schools, Community Education, Voluntary groups and parents established 7 study support centres across the county at: **Chesterton Community College, King’s Hedges Primary school, The Netherhall School, Romsey Mill and Parkside Community College in Cambridge, St Ivo School’s Resource Centre in St Ives and Huntingdon Youth Centre in Huntingdon.** Each centre has been meeting once a week for 2 hours session between 4-6pm. Both primary and secondary aged pupils attend some of the centres together. During term time qualified teachers and other support staff help children with their school work in all curriculum areas, in areas of interests e.g. computer art and design, learning community languages and accessing information through the internet. Out of term time there have been opportunities for young people to take part in extra curricular activities, e.g. educational visits to places of interest, interactive games, etc. Each year more than 200 children have attended these centres. At the beginning of 2003, the responsibility for running all but one of the centres was taken over by respective schools.

- ***E2B – celebrating linguistic and cultural diversity***  
The East of England contains a wide variety of people whose origins can be traced to most parts of the globe. Some come here to study or work. Others were born here after parents or grandparents from other countries made England their home. In many families, English is not the only language which is used, and there are many children who are bi-lingual or for whom English is not the first language they learned. The main aim of this project is to document both the written and spoken forms of the different languages existing within the region and to use broadband technology to present them so that learners can access and use relevant elements independently or as part of their taught curriculum. For further details, contact Mahbubur Rahman, CREDS (see Section 6).
- ***Gypsy Crew***  
This group of young Travellers and non-Travellers meet regularly as a Youth Club. They have been involved in singing and dancing with tutors providing training and instruction and have also taken part in and helped to organize various trips and activities.
- ***Rose's Angels*** - a singing and dancing group based in the Fenland area comprised of Traveller and non-Travellers. They have performed at various conferences and other events.
- ***The Romany Media Project*** -  
This took place over 2 days in November 2002 in collaboration with Cambridge Arts Picture House as part of The Edge Festival. It involved a group of Young Travellers and one non-Traveller who were given training in filming and directing a short video in which they also starred! The film was shown at the Cambridge Arts Picture House in July 2003.

#### **Professional Development & training – see Section 5.**

- Central training
- In-house staff training
- Cluster groups
- Pupil participation
- Governor training
- Initial teacher training, NQT & graduate teacher training

#### **Corporate level initiatives –**

<http://camweb/elh/info%5Fres/equality/index.cfm>

- Race Equality Scheme
- ELH Equality Action Plan
- Individual Service Plans
- 10 key questions
- Heads of Service training
- Director's meetings

# **MAKING EQUALITY A REALITY**

*Promoting inclusion and managing for diversity*

## **A POLICY FRAMEWORK FOR CAMBRIDGESHIRE SCHOOLS**

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# MAKING EQUALITY A REALITY

## *Promoting inclusion and managing for diversity*

### A POLICY FRAMEWORK FOR CAMBRIDGESHIRE SCHOOLS

## 1 Guidance Note

### 1.1. Introduction

Policies are the written commitment we give to making a reality of our aspirations and a way in which we hold ourselves accountable for what we say we will do.

This document provides guidance for schools on producing a policy, or series of policies, for promoting equality through:

- removing disparities
- fair treatment
- equality of access
- appreciation of difference and diversity
- promotion of the principles of inclusion
- elimination of discrimination
- differentiation

It covers race/ethnicity, disability and gender and relates to legislative requirements. **Schools should note that they may either have single or separate policies as long as they meet the statutory requirements.**

Inclusive principles should be part of all equality policies, in line with recent government and Cambridgeshire guidance, and should be a driving force in all other school policies.

### 1.2. Legislative Background

This Cambridgeshire guidance has been produced in the light of current national guidance and legislation.

**Legislation** includes:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 and the subsequent Code of Practice for Schools (2002)
- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Curriculum 2000 which incorporates a statement on *Inclusion: providing effective learning opportunities for all children.*

**Guidance** includes:

- Codes of Practice from Equality Commissions - Commission for Racial Equality, Disability Rights Commission, Equal Opportunities Commission
- SEN Code of Practice.
- Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002
- Evaluating Educational Inclusion – Ofsted 2000
- Index for Inclusion CSIE 2000
- Inclusive Schooling DfEE 2001
- CRE Standards: Learning for All 2000
- Removing the Barriers DfEE 2001
- Statement of Inclusive Principles and the Audit Proforma for Inclusive Schooling March 2002.
- Equally Safe: CCC Reporting and Recording Racist Incidents 2001

All these documents draw on a firm commitment to the rights of the child in education and the responsibilities of educators to ensure that diversity, in all its forms, is embraced in a positive manner. In so doing, we ensure effective access to high quality learning environments for all children and young people.

The new Ofsted framework, which will be implemented in September 2003, places emphasis on the evaluation of educational and social inclusion in schools, including race equality. Schools will find this guidance useful in preparing for an inspection.

### **1.3. Race Equality & the Race Relations Amendment Act 2000**

The Act places a **general duty** on schools to:

- promote equality of opportunity
- promote good race relations
- eliminate unlawful racial discrimination

To help schools meet the general duty, they also have a number of **specific duties** which include:

- preparing a written race equality policy and keeping it up to date
- assessing the impact of its policies, including the race equality policy, on pupils, staff and parents of different racial groups, particularly the impact on pupils' attainment levels
- monitoring the impact of policies on pupils, staff and parents and on pupils' attainment levels

**Schools may have a separate race equality policy or it may be part of a general equality policy, as long as the race equality sections are clearly**

**identifiable.** Schools wanting a stand-alone policy or wanting more guidance may use the Commission for Racial Equality's (CRE) framework for preparing a policy. This is available on the CRE website at [www.cre.gov.uk](http://www.cre.gov.uk) and as an appendix in its *Guide for Schools on the Code of Practice on the Duty to Promote Race Equality*.

The model policy attached in Section 3 will help schools meet the requirements of the Race Relations Amendment Act. However, it is vital for the policy's effectiveness that schools produce a document which is relevant to their context and which complements and reflects their own school improvement plan and other strategic plans.

Guidance on assessing and monitoring the impact of policies is covered in sections 1.5 & 1.6.

#### **1.4. Disability Discrimination Legislation**

The Special Educational Needs and Disability Act (SENDA) 2001 amends the Disability Discrimination Act (DDA) 1995.

The two key duties involved in ensuring that schools do not discriminate against disabled pupils are:

- not to treat disabled pupils less favourably; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage. This is known as the reasonable adjustments duty.

Combined with the SEN framework and the new planning duties for schools and LEAs, this legislation aims to improve educational choice and opportunity for disabled children and children with special educational needs and their parents.

From September 2002 it will be unlawful for bodies responsible for the provision of school education to discriminate against disabled pupils and prospective pupils in the provision of educational and associated services to schools, and in admissions and exclusions. In maintained schools the governing body is ultimately responsible for the duty not to discriminate.

The school will also need to *take reasonable steps to find out whether prospective or existing pupils have a disability. This will include (i) creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability (ii) asking parents when they visit the school during the admissions process about the existence of a disability (iii) providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip) (iv) monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies*

The duty to take reasonable steps refers primarily to the policies, procedures and practices of the school. In considering what reasonable steps the school might take, it can take account of:

- the need to maintain academic and other standards
- the financial resources available
- the practicality of taking particular steps
- the health and safety of the disabled pupil or others in the school
- the interests of other pupils who may be admitted to the school, including issues of disruption.

There is only one justification for failing to take reasonable steps. It must be a reason which is material to the circumstances of the case and be substantial. Further explanation of what a disability is and examples of how to avoid discrimination is provided in the enclosed extracts from the DDA (Part 4) Code of Practice for Schools (2002). See Chapters 4-7. However, it is important to a proper understanding of the school's duties that the Code of Practice is read as a whole.

The disability duties in Part 4 of the DDA, which covers the education provided by schools, are designed to dovetail with existing duties under the SEN framework. A comprehensive overview of who is covered, who is responsible and what activities are covered, is to be found on the Disability Rights Commission website at [www.drc-gb.org](http://www.drc-gb.org)

## **1.5. Assessing the impact of policies**

When reviewing school policies on, for example, curriculum, assessment, special needs, behaviour and discipline, partnership with parents/carers and the community, it would be useful to cross-reference with the LEA's inclusion documents, Codes of Practice and statements in the Commission for Racial Equality (CRE)'s race equality standards, *Learning for All*. This latter document provides schools with a set of criteria which can be used as part of schools' self-review processes to assess how effectively they are addressing race equality issues and promoting diversity. The standards are also a useful tool for action planning.

To assess the impact of policies on the school community as a whole, schools will need to know the pattern of special needs in its population, the distribution and description of disability, and the ethnic background of all its pupils and staff. Schools should gather information on the effects of its policies on different groups and use this to assess whether the school's policies are affecting some groups differently. If this is happening, a school should consider how they could address these differences and should use the information to inform their planning.

The Governing Body should receive regular reports from the Headteacher and governor responsible for equality to enable them to fulfil their strategic planning and monitoring role.

## **1.6. Monitoring the impact of policies**

The Race Relations Amendment Act requires schools to monitoring the impact of their race equality policy on pupils' attainment. **To do this, schools need to collect and analyse information about pupils' performance and progress by ethnic groups, and use it to analyse trends.**

Schools should also monitor other areas of school life that affect pupil attainment, such as:

- exclusion
- racism, racial harassment and bullying
- curriculum differentiation, teaching and learning
- rewards and sanctions
- pastoral care
- parental and community involvement
- admissions and attendance

Monitoring data will help a school to highlight any differences between groups of pupils, explore explanations for these and take action to address any inequalities. Useful monitoring strategies may include satisfaction surveys, one-to-one interviews and class and school council discussions.

Actions should be reflected in relevant strategic plans.

While the specific duties of the Race Relations Amendment Act outline the need to monitor by racial group, it is also important to be aware of the cultural background of the school population, including religion, as this is an important factor in the identity of many pupils, parents and staff and therefore should be acknowledged. Schools are well used to recording and monitoring the progress of individuals by gender and by special educational need. Schools should also monitor the progress of pupils with disabilities.

# MAKING EQUALITY A REALITY

## *Promoting inclusion and managing for diversity*

### **2 A framework for developing policy**

A school may wish to follow these steps when formulating or reviewing their policy:

#### **2.1 Preparing a policy**

- Identify a member of staff who will lead the development of this policy, its implementation and monitoring. Managing Equality as a whole school issue is a complex development task which requires senior management support.
- Convene a working group to support this whole school development. Ideally this should include representation from all staff, a governor, parent and community representatives. It is important to consider how pupils might be involved in the process.
- Audit current school procedures and practices to ensure equality of opportunity and access to school provision and the promotion of good race relations between different racial groups. Inclusion and equality, including race equality, should be underpinning principles of any school self-review process. Where inequalities are identified, these should be addressed through school development planning.
- Identify any other policies which might be incorporated into a single equality and diversity policy, e.g. inclusion policy, multicultural policy, anti-racist policy.
- Identify monitoring and evaluation processes and decide the review cycle for this policy.
- Draft the policy and consult with the whole school community, including staff, pupils, parents, governors and community members. Ensure policy development is ongoing, involving discussion and revision where necessary and taking account of new legislation.
- When the policy is finally agreed and approved by the Governing Body, ensure that it is promoted. Use appropriate methods to disseminate it to all sections of the school community.
- **If the school has a single policy covering all areas of equality, check that it fulfils the legal requirements of the separate strands.**

## **2.2 Implementing the policy**

- Produce an action plan, as part of the school improvement plan or, if it is a separate plan, make sure it is cross-referenced with other strategic school plans.
- As part of the action plan, consider professional development implications for staff and governors arising from the policy. Ensure that all staff and governors receive appropriate training and support.
- Inclusion and equality, including race equality, should be key features of all school policies. Other policies may need to be reviewed in the light of this policy. Use cross-referencing to ensure clear links between this policy and other policies.
- Identify the mechanisms that will be used to monitor the policy and provide regular reports to the school's senior management team and governors.

## **2.3 Reviewing and assessing the impact of the policy**

- Monitor the effect of the policy on all groups within the school community.
- Review and evaluate the policy for its effectiveness in eliminating discrimination, promoting disabled access, equality and good relations between different racial groups.
- Ensure that any pattern of inequality found is used to inform planning and decision-making. Use the assessment findings to make changes that are needed to the policy and its targets.
- Decide what information will be shared, how and with whom about the review and evaluation of the policy.

# MAKING EQUALITY A REALITY

## *Promoting inclusion and managing for diversity*

### 3. A model policy for Cambridgeshire schools

#### What do we include in the policy?

The italicised texts in boxes are suggested points for schools to develop. The standard text may be used as model statements within the policy.

#### What sort of school are we?

*An introductory paragraph which outlines the school's context and its main features in terms of equality, inclusion and diversity. This might include:*

- *geographical location & catchment area*
- *numbers*
- *ethnic composition of pupils and staff*
- *religious and linguistic diversity of pupils*
- *Travellers, refugees and asylum seekers*
- *gender balance*
- *disability issues*
- *socio-economic backgrounds of pupils*
- *attainment levels of different groups of pupils*
- *pupil mobility*

#### Statement of values and aims of the policy

Inclusion at (*name of school*) is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists. This is a whole-school policy - equality applies to all members of the school community, pupils, staff, governors, parents and community members.

It is based on the following core values as expressed in this school's aims/mission statement.

In this section we would encourage schools to refer to their school's mission statement or aims to ensure that these are reflected in the school's Equality Policy. These should be included here. The following text may then be used:

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- promote equality of opportunity and access
- promote racial equality and good race relations
- oppose all forms of prejudice and discrimination
- ensure pupils with a disability have access to the school buildings and to the curriculum

This policy is supported by an action plan or is reflected in the school improvement plan that outlines specific tasks which the school will undertake in order to achieve the aims set out in this policy document.

### **Leadership and Management**

The governing body and school management aim to create a clear ethos which:

- reflects our commitment to equality for all members of the school community
- promotes positive approaches to valuing and respecting diversity.

The reviewing and drafting of all policies includes current local and national guidance on equality and inclusion and all staff contribute to the development and review of policy documents. Governors are involved and take steps to encourage the contributions of parents and pupils.

We will monitor teaching and curriculum developments to ensure high expectations of all pupils and appropriate breadth of content in relation to the school and the wider community.

Additional grants and resources (such as those provided for minority ethnic and Traveller pupils, Schools Access Initiative, etc.) are appropriately targeted and monitored.

The policy and action plan will be available for staff, governors, pupils, parents and the school community.

### **Responsibilities**

All who work in the school have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 and the Disability Discrimination Act
- making sure this policy and its procedures are followed

The headteacher is responsible for:

- making sure the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary
- making sure all staff know their responsibilities and receive training and support in carrying these out
- taking appropriate action in cases of harassment and discrimination

All our staff are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle bias and stereotyping
- Promoting equality and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender or disability
- Keeping up to date with the law on discrimination and taking training and learning opportunities

Visitors and contractors are responsible for:

- Knowing and following our equality policy

Responsibility for overseeing equality practices in the school lies with a named member of staff and governor. Responsibilities include:

- Coordinating work on equality issues
- Dealing with reports of harassment

## **Promoting equality and managing for diversity**

*The following statements in Sections A – K cover a wide range of activities and relationships that go to making up the ‘ethos’ of an inclusive, anti-discriminatory school community.*

*Including them in a policy requires the school to ask itself, “What is the evidence that makes this statement true?”*

***Schools may feel that the details included in the following sections would be best included in the relevant policies rather than in their Equality Policy***

### **a) Staffing - employment and training**

The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties and Cambridgeshire County Council guidelines.

We will take steps to encourage people from under represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored.

Equality and diversity issues are reflected in our school’s employment practices

Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever observe it.

We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.

Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this policy.

Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.

### **b) Curriculum**

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls
- pupils learning English as an additional language
- pupils from minority ethnic groups
- pupils who are gifted and talented
- pupils with special educational needs
- pupils with a disability
- pupils who are in public care
- pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

### **c) Teaching and Learning**

All staff ensure the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include pupils who may otherwise be marginalized.

We take account of pupil's experiences and starting points and are responsive to pupils' different learning styles. All pupils are regularly consulted about their learning.

Pupil grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups will be kept under continual review and analysed by ethnicity, gender and background.

Our teaching styles include collaborative learning. All pupils will be encouraged to question, discuss and collaborate in problem solving tasks. Pupils will be encouraged to be a resource for their peers.

Staff encourage pupils to become independent and assist them in taking responsibility for the management of their own learning and behaviour.

Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

Resource and displays in our school reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes. They are reviewed regularly to

ensure that they reflect the inclusive ethos of the school, e.g. the inclusion of images relating to minority ethnic, Gypsy and Traveller children; displays to be positioned at eye level, etc.

#### **d) Assessment, Pupil Achievement and Progress**

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenge them to reach higher standards.

The school recognises and values all forms of achievement. We will monitor pupil performance and staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

We will analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.

This school believes that self-assessment is a teaching-learning strategy, and we will provide all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Pupils are consulted on issues relating to life at school, for example their progress, appropriate to their developmental level.

#### **e) School Ethos**

This school opposes all forms of racism, prejudice and discrimination.

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school.

All staff are expected to foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups and range of abilities.

Clear procedures are in place so that all forms of bullying and harassment, including racism, harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with relevant Cambridgeshire LEA policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies.

All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters

We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all pupils.

## **f) Behaviour, Discipline and Exclusion**

This school expects high standards of behaviour from all pupils, appropriate for their developmental level.

There are strategies to reintegrate long-term non-attenders and excluded pupils which address the needs of all pupils.

We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and discipline

It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour.

We monitor exclusions by gender, ethnicity, special educational need and background is also considered. Action is taken in order to address any disparities between different groups of pupils.

This school will take all reasonable steps to prevent the exclusion of a pupil for a reason related to any disability they may have.

Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable.

Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages. And large print

## **g) Personal Development and Pastoral Care**

Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers' children

The school provides appropriate support for pupils learning English as an additional language and pupils are encouraged to use their home and community languages to enhance their learning

We expect work experience providers to demonstrate their commitment to equality, including race equality.

Victims of harassment and bullying, are given appropriate support using external agencies where appropriate. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

## **h) Admissions**

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.

This school will not discriminate against a disabled pupil in the arrangements it makes for determining admission.

We will admit pupils with already identified special educational needs. Pupils with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the pupil's inclusion would be incompatible with the efficient education of other children.

Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms OR gathered at admissions interview.

## **i) Attendance**

Families are aware of their rights and responsibilities in relation to pupil attendance and absence is always followed up in a way that takes account of cultural issues or matters relating to a child's disability.

We make provision for leave of absence for religious observance, for staff as well as pupils.

We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.

We expect full-time attendance of Traveller and Gypsy pupils.

## **j) Partnership with Parents and the Community**

We monitor parental involvement and have strategies to raise participation of under represented groups of parents and sections of the community

***Information and meetings for parents are made accessible for all***

Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.

Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.

This school encourages participation of under represented groups in areas of employment . e.g: through work experience placements

Informal events are designed to include the whole community and at times may target minority or marginalised groups.

This school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.

The school's premises and facilities are equally available and accessible for use by all groups within the community.

## **k) Linguistic Diversity**

*Your statement on language will depend on the linguistic profile of your school. For example, if your school is multi-lingual, you might want a statement such as:*

We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the multilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Pupils who speak languages other than English are encouraged to use them in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

*A school where there is one other dominant language may use the heading 'Linguistic diversity and bilingualism' and state:*

We welcome bilingualism in our school and build upon this by celebrating the diversity of languages in British society. We look for opportunities to use languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

Resources and displays reflect the bilingual nature of our community.

We recognise the positive role the home language has to play in the development of English language learning and in pupils' cognitive development. Bilingual pupils are

encouraged to use their home language in school, and wherever possible, we offer bilingual support for pupils who are in the earlier stages of learning English.

A school with few or no bilingual pupils may use the heading 'linguistic diversity' and state:

We recognise and celebrate the linguistic diversity in British society. We look for opportunities to enrich the curricular experience of all our pupils by:

- highlighting how English has borrowed from other languages
- raising awareness of the similarities and differences between English and other languages
- reflecting the multilingual nature of wider society in our resources and displays

### **Breaches of the policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

### **Monitoring and Review**

This policy is supported by an action plan which is reviewed regularly. It is linked with the school improvement plan and includes targets for promoting inclusion and equality in the school.

This policy will be regularly monitored and reviewed by staff and governors to ensure that it does not disadvantage particular sections of the community.

Our member of staff responsible for equality will evaluate the effectiveness of the policy (**indicate timescale**)

The Headteacher will provide monitoring reports for review by the Governing Body. These will include: school population, key initiatives, progress against targets and future plans.

## **4. The school's commitment to race equality**

*This section is designed to enable schools to meet the specific duties of the RRAA. For this section schools would need to refer to previous sections covering the description of the school (section 1) and its overall aims which reflect the school's commitment to race equality (section 2)*

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000 we will:

- *ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable*
- *respect and value differences between people*
- *prepare pupils for life in a diverse society*
- *make the school a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued*
- *promote good relations between different racial and cultural groups within the school and within the wider community*
- *ensure that an inclusive ethos is established and maintained*
- *acknowledge the existence of racism and taking steps to prevent it*
- *oppose all forms of racism, racial prejudice and racial harassment*
- *be proactive in tackling and eliminating unlawful discrimination*

### **Meeting the specific duties**

*The specific duties for schools include assessing and monitoring the effects of your policies (including your race equality policy) on pupils parents/carers and staff from different racial groups and publishing the results of the monitoring annually. The CRE guidance recommends that in your race equality policy you briefly set out how you will achieve this. For example:*

We will consider the implications for race equality and cultural diversity in planning and developing new policies. Each policy will include an explicit statement on race equality.

Ethnic background data is kept up to date and is used to monitor pupils' attainment and progress and to set targets.

Ethnic data is used to monitor all areas of school life, for example the take up of extra curricular activities, exclusions, rewards and sanctions. Any pattern of inequality we find is used to inform future planning so that we can eliminate any racial discrimination.

We monitor the effects of our policies on parents/carers from different racial groups through various methods of consultation.

We monitor staff applications for posts, retention, professional development and promotion.

Within our regular review cycle, we assess, monitor and evaluate policies and strategies that are relevant to race equality, to see how effective they are in eliminating discrimination, promoting equality and good relations between different racial and cultural groups.

Ethnic monitoring of pupil attainment, racist incidents, exclusions and other areas of school life identified in the School Improvement Plan will be shared with parents/carers, governors and staff on a regular basis. However, we will ensure that no published information will identify individuals.

## **5. Disability, accessibility and inclusion**

*This section is based on the draft Disability Code of Practice for Schools issued on behalf of the government by the Disability Rights Commission. All schools will be expected to have in place an Accessibility Plan from April 2003.*

### **Aim of the School's Policy and Accessibility Plan**

The aim of our school is to ensure wherever possible that disabled people should have the same opportunities as non-disabled people in their access to education and prevent any form of unlawful discrimination on the grounds of disability.

### **Meeting Statutory Duties**

The governing body will take appropriate measures to ensure it meets its statutory duties:

- not to treat disabled pupils and potential pupils less favourably than other non disabled pupils
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

These measures are detailed in this policy and the school's Accessibility Plan.

### **Staff Training**

The governing body will take steps to ensure that employees and those working with the school's authority:

- support the governing body in meeting its duties
- do not act in such a way that renders the governing body liable to a claim of discrimination

The governing body will therefore ensure that all staff and those working with the authority of the school are aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools. It will ensure that senior management of the school have a more detailed understanding of the requirements of the Disability Discrimination Act and the Disability Code of Practice for Schools.

### ***Less Favourable Treatment and Reasonable Adjustments***

*There will be occasions where the treatment of disabled children is different from non-disabled students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the less favourable treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The school will also demonstrate that it has taken all reasonable steps to avoid the disabled pupil being placed at a significant disadvantage.*

*Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:*

- *the need to maintain academic, musical, sporting and other standards*
- *the financial resources available*
- *the cost of taking a particular step*
- *the extent it is practicable to take a particular step*
- *health and safety requirements*
- *the interest of other pupils*

*The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.*

### **Meeting the School's Anticipatory Duties**

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- ensuring providers of facilities for school trips and extra curricular activities can accommodate disabled pupils before making bookings in advance;
- reviewing staffing arrangements to ensure the school is in a position to administer medication if required
- ensuring there are special arrangements in place for disabled pupils who are taking examinations
- ensuring our policies and procedures for bullying cover issues of disability
- working closely with parents and disabled pupils to identify potential barriers to participation and devise reasonable adjustments to overcome them :ensure that staff are trained and briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include (i) creating an ethos and culture which is opening and welcoming so that parents and pupils feel comfortable about sharing information about the disability (ii) asking parents when they

visit the school during the admissions process about the existence of a disability (iii) providing continuing opportunities to share information (e.g. when seeking permission to go on a school trip) (iv) monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies

### **Accessibility and inclusion**

*Suggested general statement to be included in the policy and annual report to parents with some bullet points that school may want to consider:*

The success of our school will ultimately be judged by the extent to which it serves our community, and people with special educational needs and/or disabilities are an integral part of our community. We have produced an accessibility plan which shows how we propose to make our school buildings as accessible as possible, how we intend to improve access to a full, broad and balanced curriculum, and how we plan to make information normally provided by the school in writing, available to disabled pupils. The plan is attached to this report (*also included in the school report to parents*).

Our school believes that improving access to education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We will improve the accessibility of the physical environment within the resources available.
- Our school accessibility plan includes a training programme for staff on further differentiating the curriculum and disability awareness.
- All curriculum policies include a statement on inclusive practices that incorporate the 'Principles on Inclusion' in Curriculum 2000.
- Schemes of work, medium and short term planning include references to EO, SEN, EAL, and travellers (as appropriate).
- We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; travellers; Looked After pupils; EAL; chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice (2001) and its Toolkit; the needs of EAL pupils; the needs of minority ethnic pupils, including Travellers
- We have a policy/procedure for involving all parents/carers in their children's learning and monitoring this involvement and the outcomes.
- We have a policy/procedure for involving all pupils in their children's learning and monitoring this involvement and the outcomes
- Educational inclusion is an integral part of the school development programme, continuous professional development and (at least annual) governors meetings.

- We deploy resources to pupils with SEN in line with the expectations of the SEN Code of Practice 2001
- We have included (by April 2003) in our Accessibility Plan how we intend to make information normally provided in writing to pupils, available to disabled pupils

***Member of staff responsible for equality and race equality:***

\_\_\_\_\_

***Date of policy:*** \_\_\_\_\_

**Date adopted by Governing Body:**

Date of review of policy: \_\_\_\_\_

## **Producing an action plan**

- When you produce an action plan, make it part of the school improvement plan or, if it is a separate plan, make sure it is cross-referenced with other strategic school plans.
- As part of the action plan, consider professional development implications for staff and governors arising from the policy. Ensure that all staff and governors receive appropriate training and support (suggested activities are included in Section 5)
- Race equality, should be a key feature of all school policies. Other policies may need to be reviewed in the light of this policy. Use cross-referencing to ensure clear links between the race equality policy and other policies.
- Identify the mechanisms that will be used to monitor the policy and provide regular reports to senior management and governors.

### **Suggested contents for an action plan**

You should identify between 3 and 5 target actions for the year. This may be done by the school's race equality working party. You might want to ask for contributions from pupils (via school council, if you have one), parents/carers, staff and/or governors. It is also useful to have to hand the school improvement plan and any other relevant action plan (for example, the Ethnic Minority Achievement Grant Plan, if you have this source of funding in your school).

Ideally, targets should focus on more than one area of school life, for example:

- Staff training on dealing with racist incidents
- Audit of a curriculum area or key stage for opportunities to promote cultural diversity and race equality
- A plan for disseminating policy and procedures to parents/carers
- Development of resources to support pupils who have recently arrived in the UK with English as an additional language (EAL)
- Governor training on their responsibilities under the Race relations (Amendment) Act

## **Assessing the impact of your policies**

One of the specific duties is to assess the impact your policies (including your race equality policy) have on pupils, staff, and parents/carers from different racial groups. In particular you should assess whether your policies have, or may have, an adverse impact on the attainment of pupils from different racial groups. Here, monitoring of 'racial groups' should be using the DfES categories, as outlined in the section on ethnic monitoring.

Schools are not expected to assess all the relevant policies at once, but should draw up a timetable for assessing them, which fits in with your regular review cycle.

To assess the impact of your policies you should collect information on the needs, entitlements and outcomes of pupils, staff and parents/guardians from different racial groups.

If you find differences which are having an adverse effect on any one or more particular group and are forming a pattern, in order to meet the Act's general duty you should look into the processes which have led to this pattern of inequality. You then need to consider how to remove any barriers and revise the relevant policy.

The CRE's Code of Practice lists 10 questions you can use to assess the impact of your policies. These questions are reproduced below.

In making your assessment, and to answer the 10 questions, or similar, it is important you include the views and needs of pupils, staff and parents/carers who are affected by the policy. This will involve communicating with different groups in different ways and explaining clearly what you are trying to achieve. For example, you might be reviewing your homework policy.

At a staff meeting staff could consider whether any individuals or groups are showing a pattern which indicates they are being adversely affected by the procedures which are laid down in the policy. Staff might use the 10 questions for discussion, with a focus on homework.

To get pupils' views you might issue a class or group questionnaire, ask school council to discuss the matter, discuss homework on a one-to-one basis with your pupils or do all three of these things.

Parents'/carers' opinions could be canvassed via the school website, as a parental questionnaire or survey, via a drop-in session organised with parent governors, as part of the regular cycle of parents' consultation meetings with teachers, by letter, with translation if necessary, through home visits or telephone calls.

Feedback on the methods you use to reach various groups should inform your future consultations.

## **10 questions to assess the impact of your policies**

1. Is the school making sure that its policies, for example on exclusion, bullying, the curriculum, parental involvement, community involvement, and race equality, are not having an adverse impact on pupils, staff or parents from some racial groups?
2. How does the school help all staff to develop and reach their full potential?
3. How does the school encourage all parents to take part fully in the life of the school?
4. Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
5. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
6. Does each relevant policy include aims to deal with differences (or possible differences) in pupils' attainments between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
7. What is the school doing to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
8. What is the school doing to:
  - a. prepare pupils for living in a multi-ethnic society;
  - b. promote race equality and harmony in the school, and in the local community; and
  - c. prevent and deal with racism
9. Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. What changes does the school need to make to relevant policies, policy aims, and any related targets and strategies?

## Ethnic monitoring

### What is ethnic monitoring?

Ethnic monitoring is the process of collecting, recording and analysing data about people's ethnic backgrounds. The information gathered is analysed to see whether ethnicity is a factor in pupils' academic performance and what patterns emerge. It is similar to monitoring by gender where statistics are broken down to see whether differences emerge for boys and girls. (DfES, 2002)

Monitoring should inform policy, planning and practice. It involves finding out how the school can improve. (CRE, 2001)

### Why should we collect data by ethnicity?

Because there is a statutory requirement to record and report this information.

- In order to comply with the Code of Practice, schools will need to show that you are undertaking ethnic monitoring.
- The DfES now requires all schools to collect and record data on the ethnic background of every pupil as part of the core data set for the Pupil Level Annual Schools Census (PLASC) and statutory Common Transfer Form.
- The DfES has adopted the 2001 Census ethnic background categories, with the addition of specific categories for Irish Travellers and Roma Gypsies.
- From January 2003 PLASC, schools MUST use these new ethnic categories. Records based on the old classifications will not be accepted by the PLASC software.
- The benefits of having new ethnic background categories as part of the standardised core data set linked to PLASC include:
  - better information at school, local and national level on the attainment of pupils from different ethnic backgrounds. The information will help schools to identify barriers to achievement and to establish strategies to raise standards.
  - more effective allocation and targeting of funding.
  - in the long term, burdens on schools will be reduced as the information should be passed on when pupils transfer schools.

Because it is good practice. By recording and monitoring ethnic information, including, where appropriate, home language, it should be possible to identify:

- different patterns of attainment or behaviour by different groups
- comparative underachievement of pupils from particular ethnic groups
- comparatively high rates of exclusion of pupils from particular ethnic groups
- performance against targets and against performance in other schools

*"One of the clearest findings of this review is that if ethnic diversity is ignored, if differences in educational achievement and experience are not examined,*

*then considerable injustices will be sanctioned and enormous potential wasted"*

From: D. Gilborn & C. Gipps - Recent Research on the Achievement of Ethnic Minority Pupils, HMSO, 1996

*"Labelling people, and differentiating between them according to their racial ethnic origin, is already a fairly common practice in society and has developed irrespective of ethnic record keeping. Racial origin, like gender is a matter of fact. It is not, therefore, unlawful to label people. However, it is unlawful to treat people unfairly because of that label ..... Ethnic records should therefore be seen as an essential tool in achieving racial equality because, without them, it would be difficult to establish the nature or extent of inequality, the areas where action is most needed, and whether measures aimed at reducing inequality are succeeding."*

From: Commission for Racial Equality, "Why Keep Ethnic Records?" 1991

## **Ethnic background categories**

### **White**

- ◆ British
- ◆ Irish
- ◆ Traveller of Irish Heritage
- ◆ Gypsy/Roma
- ◆ Any other White background

### **Mixed**

- ◆ White and Black Caribbean
- ◆ White and Black African
- ◆ White and Asian
- ◆ Any other mixed background

### **Asian or Asian British**

- ◆ Indian
- ◆ Pakistani
- ◆ Bangladeshi
- ◆ Any other Asian background

### **Black or Black British**

- ◆ Caribbean
- ◆ African
- ◆ Any other Black background

### **Chinese**

### **Any other ethnic group**

*Note that some LEAs have added sub-categories to reflect local conditions, but these will map back to the groups shown here. This may affect records on pupils joining your school. The DfES recommend that authorities do not define categories with less than 100 pupils within the authority as a whole across all year groups. Because of this, Cambridgeshire has not added any sub-categories. Schools, however, may wish to keep more detailed records to feed into LEA or national categories. These might include pupils' first languages and religions.*

## **Collecting information**

Ethnic background is part of the information which is recorded for all pupils and not just for ethnic minority pupils. The new categories are sufficiently different to earlier groupings to make it necessary for schools to ask pupils and/or parents/carers for the information again. Following a 'one-off' exercise to collect and record the ethnicity of all current pupils during the summer term 2002, schools should check that all pupils entering after September 2002 have valid ethnic background information.

Key principles of collection are:

- that it should be made clear to parents/carers why the information is needed, who will have access to it and how it will be used
- that parents/carers and/or pupils should assign themselves to one of the categories in the list
- that schools must accept the responses provided
- that parents/carers and/or pupils have the right to refuse to provide the information
- that parents/carers and/or pupils have the right to see, check and amend the records kept
- that schools deciding to ascribe an ethnic group to all your pupils must consult with parents/carers (see DfES website)

Schools and support services should be aware that occasionally refugees or asylum seekers may find questions relating to their ethnicity intrusive and/or traumatic. In these situations, advice can be sought from CREDS.

Further information is available on the DfES website:

[www.standards.DfES.gov.uk/ethnicminorities](http://www.standards.DfES.gov.uk/ethnicminorities)

This includes:

- frequently asked questions, with answers
- model letters for parents/carers
- information leaflets for parents/carers
- a copy of the ethnic background monitoring form

Translations of the information for parents/carers should also be available on the website.

### **Using the data to monitor the impact of your policies**

Ethnic monitoring will help schools see what progress you are making towards meeting the aims identified in your race equality policy and towards meeting the specific duty to monitor the impact your policies on pupils, staff, and parents/carers from different racial groups. It will help to:

- highlight any differences between pupils from different racial groups
- ask why these differences exist and test the explanations given
- review how effective current targets and objectives are
- decide what further action will be necessary to meet particular needs and to improve the performance of pupils from different racial groups
- rethink and set targets in relevant strategic plans
- take action to make improvements

You will already be collecting data on pupil attainment and progress. This needs to be analysed by racial group, looking for any pattern of underachievement. To help you interpret the information, you should also monitor and analyse by ethnic group other areas of school life that affect pupils' progress, for example:

- admissions and attendance
- behaviour, discipline, rewards and exclusions
- curriculum, teaching and learning (including language and cultural needs)
- Racial harassment and bullying
- Partnership with Parents/carers and the community
- Pastoral care

Again, use a range of methods for gathering information, such as satisfaction surveys, group interviews or class discussions as well as 'hard data'.

When you monitor areas that might have an adverse impact on staff from different racial groups, you should include monitoring:

- applications for posts
- retention
- professional development
- promotion

For monitoring adverse impact on parents/carers from different racial groups, you should look at:

- attendance at meetings or other events for parents/carers
- membership of the governing body and parent-teacher association
- access to information and resources for parents/carers

## **Publishing the data**

The CRE's Code of Practice states that schools should 'take reasonable and practical steps' to publish monitoring results annually and that you should use publishing arrangements which are already in place. This information can take the form of summaries of results which highlight trends and key issues and outline future steps.

An example might be for a school's Annual Governors' Report to parents to include a summary of the number and nature of racist incidents recorded and reported in the school over the course of the year. It could also outline how this information has informed planning for the coming year. This will show the importance the governing body gives to providing a safe and harmonious environment for the school community.