

**Oxfordshire County Council
Education Department**



**Race Equality
Statement**



**Guidance for
whole school policy and practice**



Foreword

I am pleased to introduce this guidance which has been developed to assist schools to fulfil their duties under the Race Relations (Amendment) Act 2000. It has been devised by a working group of Headteachers, Governors and LEA staff and intends to offer practical suggestions and help for schools to write and implement statements of their policies for promoting racial equality.

In Oxfordshire LEA we have a long tradition of promoting racial harmony and equality of opportunity, and of combating racial discrimination. There is a great deal of good practice in our schools which we aim to build upon and disseminate. We welcome the Race Relations (Amendment) Act 2000 as an opportunity to strengthen our practice in this area, and to play our part in delivering the County Council's Race Equality Scheme.

Roy Smith
Acting Chief Education Officer

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RACE EQUALITY STATEMENT

GUIDANCE FOR WHOLE SCHOOL POLICY AND PRACTICE

To be used in conjunction with 'Learning for All' (L.f.A) and C.R.E. Statutory Code of Practice on the Duty to Promote Race Equality

Why is this necessary?

Section 71 (1) of the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000 places a general duty on most public authorities to promote race equality. Schools have a duty to:

1. Eliminate racial discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups

The Stephen Lawrence enquiry concluded that we could not assume that our public organisations are racially fair at all times. It was this enquiry and its findings that led to the Race Relations (Amendment) Act 2000.

Schools need to ensure that prejudice, discrimination and misunderstandings, however unintentional, are always challenged, and they now have a duty to prepare and maintain a written Race Equality Policy. The purpose of this is to assess and monitor the impact of policies on pupils, parents and staff from different racial groups and to publish the results or provide such data for LEA publication.

How does this affect Oxfordshire?

Many of our schools in Oxfordshire are not representative of a visible ethnically diverse population, but that does not mean 'there are no racial equality issues' to address. The new legislation aims to reinforce the need for action, not only to track attainment and other outcomes from a racial equality perspective but also to fulfil our responsibility to extend the experience and understanding of cultural diversity for all our pupils and students. It also supports Oxfordshire's vision that a socially inclusive education is an entitlement for all.

Voluntary Aided Schools should follow their Diocesan Guidance for drawing up their policies but they may wish to use this outline as a basic checklist.

What are the benefits of getting this policy ‘right’?

Outcomes

- ◆ No discernible difference in provision, support and attainment along ethnic group lines.
- ◆ Universal and equitable access to the taught and implicit curriculum.
- ◆ Each member of the whole school community is able to recognise and achieve her, or his, full potential for academic attainment and personal development.
- ◆ A perceived and reported sense of equality and justice experienced in all curricular, pastoral and administrative procedures.
- ◆ A positive and inclusive atmosphere where there is a shared commitment to respect, diversity, challenge racism and promote good relations.
- ◆ Pupils and students are prepared for their role as citizens in an ethnically diverse society.
- ◆ Staffing and promotion patterns are free from discriminatory elements.
- ◆ Skills and experience from different perspectives are shared within the school population and wider community.
- ◆ Being prepared for scrutiny and evaluation (Ofsted, SDP, MQR).
- ◆ Raising achievement across the county.
- ◆ The duty to Promote Race Equality is part of inclusive practice (L.f.A. p. 83).

What needs to be done?

Audit

(As part of whole school approach to INCLUSION)

Examine, review and agree amendments to existing policies and practices to ensure they all embrace and reflect issues of race equality:

- ◆ School Aims
- ◆ Positive Behaviour Policy (Anti Bullying, Sanctions and Rewards)
- ◆ Equal Opportunities (Admissions, Complaints Procedure and Breaches of Policy, Inclusion, Racial Harassment, Recruitment, Professional Development)
- ◆ SEN Policy
- ◆ PHSE Policy
- ◆ Citizenship
- ◆ Assessment Policy (Attainment, Progress, Assessment and Marking)
- ◆ Curriculum Policy (Teaching and Learning, Monitoring and Assessment)
- ◆ Health and Safety (Uniform, Dress Codes to ensure they all embrace and reflect issues of race equality)

Celebrate

Celebrate the extent to which school's development planning is realising a strong vision of promoting equality of opportunity, understanding and acceptance e.g. EAL provision, effective RE, PHSE, Citizenship, targeting underachievement, inclusion, special well researched and authenticated ethnic diversity events.

Develop

Research and evaluate the impact of equality promoting activities.

- ◆ Devise an integrated and coherent plan for their development.
- ◆ Assess how your school can move forward in 'celebrated' areas, e.g. in-house research, questionnaire, anecdotal evidence.

Under the headings of the attached basic Action Plan, follow the guidance to inform your Race Equality Policy. An alternative approach may be to extend the school's Equal Opportunities Policy.

Learning for All (L.f.A)

Oxfordshire LEA has adopted Learning for All – CRE standards for Racial Equality in Schools. The framework attached matches headings in these standards. Using Learning for All will assist you in developing your policy. Page references are included for your use.

In addition you may find the following appendices useful:

Appendix 3

Ofsted guidance (p. 66)

Appendix 6

General statement on inclusion (p. 83)

Appendix 10

The Glossary (p. 99) contains useful definitions:

- Ethnicity
- Institutional racism
- Race etc

Please see Oxfordshire website on Race Relations Amendment Act
<http://education.oxfordshire.gov.uk/rra/index.cfm> for further help and guidance.

Learning for All can be accessed through the following link

http://education.oxfordshire.gov.uk/rra/life/learn4all/Learning_For_All_Intro.pdf

Example of a Race Equality Action Plan

Action Point	Success Criteria	Who leads	By when	Resources	Monitoring
Establish a working group (staff, parents, governors, pupils, students)	Group formed	Head/senior staff	ASAP. An agenda item for next governors meeting		Governing Body
Agree process and timescales	Clear process in place	Working group	First meeting of group	Time	GB
Audit existing policies & practice	Clear knowledge of existing work and identified gaps	Working group	Before Dec 2002	Time	HT
Adapt LEA framework policy to fit school circumstances or write your own policy	Policy exists and is owned and agreed	Working Group	By Spring Term 2003	Time	HT & GB
Consult and adapt the policy	All stakeholders aware of the policy and had opportunity to express a view	HT/senior staff/ GB	Spring Term 2003	Time	HT & GB
Identify specific school based issues arising from policy and include in development plan	Action Plan in place. Detailed school action plan should be developed to identify training and resource needs	Working Group	Summer Term 2003	Time	HT & GB
Identify and provide training needs of staff and governors	Staff and Governors access training. Cascade training and develop practice	HT & GB	Summer Term 2003	Time and training budget	HT & GB
Establish and maintain Evaluation cycle	Monitoring and Evaluation carried out and reported to GB. Impact of policy evaluated	HT & GB	Summer Term 2003	Time	HT & GB

RACE EQUALITY POLICY

..... SCHOOL

This policy outlines our commitment to:

- ◆ Promoting race equality
- ◆ Promoting good race relations
- ◆ Challenging racial discrimination

School Context

Briefly summarise and highlight the main issues for the school from a race equality perspective. Issues that may be relevant here include geographical location, the position of pupils and staff, racist incidents in the school and the local area, pupil mobility, and demographic trends of the area.

Examples of Statements

- ◆ School is located in an area of mixed housing in the market town. The town population is largely white British and there are very few representatives of other racial groups. We have children from Chinese and Indian ethnic groups, whose home languages are Cantonese and Bengali as part of our school community.
- ◆ There have been no reported racist incidents in the school, but this could be due to lack of awareness and monitoring. This policy is designed to address both. We know of no reported racial incidents in the town recently.
- ◆ We have Traveller children from time to time, although none has stayed in school for a whole term.
- ◆ There are no signs of our demographic make-up changing, although our school community is growing.
- ◆ Ethnic minority parents are very involved in the school and there is an active parent teacher association.

Policy, Leadership and Management

(L.f.A. p.19)

Values framework

Your race equality policy should build on the school's core values and ethos. Include a statement or set of statements covering your school's aims for promoting racial equality, promoting good race relations and challenging racial discrimination. You may wish to state that you have adopted relevant County Council and LEA policies (e.g.: Values, Curriculum Statement) which complement the School's Mission Statement.

Examples of Statements

- ◆ The school strives to build and maintain a culture and ethos in which everyone is equally valued and treated with respect. Diversity is promoted as a source of strength and a cause for celebration.
- ◆ We will promote these beliefs through the way our school is staffed, the lessons and subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.
- ◆ We encourage, support and enable all pupils and staff to reach their full potential.
- ◆ We tackle racism and discrimination, and promote racial equality and good race relations.
- ◆ We work in partnership with parents and the wider community to tackle racial discrimination and establish, promote and disseminate racial equality good practice.
- ◆ We ensure that all staff, pupils and parents adhere to the policy.

- ◆ We act to ensure that each and every member of the school community:
 - Has high expectations of themselves, their fellow students, staff and others with regard to fair treatment.
 - develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today.
 - develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes.

Responsibilities

(L.f.A. p.21 – 22)

This section should include recommendations for Leadership, Management and Governance, the responsibilities of the Governing Body, the Headteacher, staff with specific responsibilities, all staff, teaching staff, visitors and contractors e.g.

The governing body is responsible:	The governing body will:
<ul style="list-style-type: none"> ▪ For ensuring that the school fulfils its legal responsibilities including those arising from the Race Relations Amendment Act and that the school complies with Race Relations legislation, including the general and specific duties arising from the Race Relations (Amendment) Act 2000. ▪ With the assistance of the headteacher, for ensuring that the policy and its related procedures and strategies are implemented. 	<ul style="list-style-type: none"> ▪ Maintain an overview of implementation of the race equality policy and racial equality will be a regular agenda item at governor meetings. ▪ In partnership with school management, will be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination. ▪ In collaboration with school managers, will encourage, support and enable all pupils and staff to reach their full potential. ▪ With the Headteacher ensure that ethnic data is collected on pupils and employees.

<p>The Headteacher is responsible:</p>	<p>The Headteacher will:</p>
<ul style="list-style-type: none"> ▪ With the governing body, for ensuring that the policy and its related procedures and strategies are implemented. ▪ For ensuring that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support to enable them to fulfil their responsibilities. ▪ For taking disciplinary action against staff or pupils who racially discriminate. 	<ul style="list-style-type: none"> ▪ Co-ordinate racial equality work. ▪ Deal with reported incidents of racism and racial harassment. ▪ Ensure compliance with the Race Equality Policy and Equal Opportunities Policy. ▪ Ensure there is a clear agreed understanding of definitions and terms of reference with regard to racism and racist behaviour. These will be made explicit to the whole school community – staff, pupils, parents
<p>Teaching staff are responsible for:</p>	<p>All staff are aware of:</p>
<ul style="list-style-type: none"> ▪ Ensuring that pupils from all racial groups are included in all activities and have full access to the curriculum. ▪ Promoting racial equality and diversity through teaching and the relationships they develop with pupils, staff, parents and the wider community. ▪ Curriculum design which actively seeks opportunities in the planning and delivery of the curriculum for pupils to address issues of race, power and prejudice. 	<ul style="list-style-type: none"> ▪ How to deal with racist incidents, and how to identify and challenge racial bias and stereotyping. ▪ Their duty to promote race equality, promote good race relations and challenge discrimination. ▪ The need to keep themselves up to date with race relations legislation. ▪ The need to acknowledge and confront their own biases and potential for prejudice and assumption.

Curriculum, Teaching and Assessment

(L.f.A. p.25 – 30)

Educational Aims

This section should include practical strategies to achieve the aims of the policy and will be an integral part of the teaching and learning policy.

Examples of statements

- ◆ As part of its work to promote racial equality, the school aims to ensure that within its educational provision children are offered opportunities to:
 - Understand and celebrate diversity.
 - Learn about racial equality in a variety of curriculum areas.
 - Develop an understanding of global citizenship.
 - Develop relationships with children from other countries and communities.
 - Consider and understand the power of language through whole school critical language awareness programmes.
 - Through citizenship programmes, develop an understanding of their rights, the rights of others, and their responsibilities to each other.
 - Develop an understanding and appreciation of religious beliefs and cultures.
 - Recognise and challenge racist attitudes and behaviour.
 - Develop emotionally and intellectually.

- ◆ We acknowledge that the development of understanding regarding racial and ethnic diversity is progressive and we will work with governors, staff, parents and the LEA in order to develop our understanding and ability to work with children, particularly in relation to racist incidents.

- ◆ The personal and educational progress of children will be monitored in order to ensure that children's development is not hindered by the school's policy and practice in relation to racial equality.

- ◆ In the interests of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour. As a school community we will not tolerate racial harassment of any kind.

The Curriculum

This section will provide detailed information on Curriculum.

Examples of statements

- ◆ Schemes of work identify good role models, achievements and interests and issues relevant to the ethnic minorities represented in the school. This is monitored through departmental scrutiny and liaison with senior management.
- ◆ EMAG staff provide advice and support on catering for Language needs of students, and strategies for raising attainment.
- ◆ ASET staff provide advice and support on the needs of Travellers.
- ◆ Information about ethnic monitoring and other languages spoken is made available to staff to inform planning and departmental discussion. Attainment, progress, group composition, optional subjects and disapplication are monitored in relation to ethnic group and language needs. This helps identify and address trends through rigorous evaluation of data, work sampling and other curriculum outcomes.
- ◆ Teaching methods and styles take account of the needs of students from different ethnic groups and use their potential for contributions to promote and extend inter and intra group understanding.
- ◆ Teaching materials, resources and displays reflect cultural diversity.
- ◆ Our partnership with parents draws on their expertise and enriches the curriculum.

Attainment, Progress and Assessment

This section should reflect the school's processes of assessment and its expectations of pupils and how these are supported.

Examples of statements

The school:

- ◆ Has high expectations of all its pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- ◆ Ensures that pupil attainment and progress will be monitored by ethnicity and gender and evaluated to identify trends and patterns of achievement and underachievement.
- ◆ Takes action to remove any disparities in performance between different groups of pupils.
- ◆ Recognises and values all forms of achievement.
- ◆ Monitors assessments to ensure that they are, as far as possible, free of cultural or linguistic bias.
- ◆ Employs a comprehensive range of strategies for assessment that reflects the true attainment and ability of all pupils.
- ◆ Ensures that all pupils are appropriately supported in assessments. Particular attention is paid to identifying and meeting any support needs for groups who have different experiences (e.g. Travellers, refugees and asylum seekers, pupils for whom English is an additional language).

Admissions, Attendance, Behaviour, Discipline and Exclusions

(L.f.A. p.31 – 34)

Admissions and Attendance

You should include a statement which sets out the school's commitment to ensuring admissions and transfer criteria and interviews are fair and equal for all and do not detrimentally affect any religious, racial or ethnic groups.

Information about all pupils' ethnicity, home language and religion is collected through admission forms and entered on the school database. Admissions are monitored by ethnicity to ensure that the procedure is administered fairly to all pupils.

Examples of Statements

- ◆ This complements the Oxfordshire LEA Admissions Policy.
- ◆ Our Admissions policy and criteria do not disadvantage pupils from particular religious or racial groups and action will be taken to remove any inequalities which are identified.
- ◆ Comprehensive information about the pupil's ethnicity, first language and religion is included in all admission forms.
- ◆ The admissions process will be monitored by ethnicity to ensure that it is administered consistently and fairly to all pupils.
- ◆ Confidentiality will be respected in accordance with provisions made in the Data Protection Act.

Attendance

- ◆ We expect good attendance of all pupils and work together with staff, pupils, parents and the Education Social work Service to ensure that high levels of attendance are maintained.
- ◆ We monitor attendance by ethnic group and take action to reduce any identified differences between groups of pupils (e.g. by following up absences, telephone calls, home visits involving the Education Social Work Service and EMAG staff).
- ◆ Staff who follow up absence are aware of and sensitive to relevant community cultural and religious issues.
- ◆ We recognise staff and pupils' rights to take time off for religious observance.
- ◆ We make provision for pupils on extended leave to cover missed work.
- ◆ Parents/carers are aware of their responsibilities in relation to pupil attendance and absence.

Behaviour, Discipline and Exclusion

You should include a statement about how the schools procedures for managing behaviour are fair and applied equitably to all pupils. Your race equality policy should build on the school's positive behaviour policy. Include in your statement your school's strategies and procedures for:

- **Identifying and adapting good practice that is aimed at reducing any differences in rates of exclusion between different ethnic groups.**
- **Ethnic monitoring the rates of exclusion.**
- **Ensuring that the exclusion process is seen to be consistent across all groups.**
- **Strategies to reintegrate long-term truants and excluded pupils.**
- **Addressing the needs of pupils from all ethnic groups.**

Examples of statements

The school:

- ◆ Has procedures in place to allow the criteria used in connection with exclusions to be clearly understood by everyone involved. Consistency is demonstrated and seen to be applied in all cases.
- ◆ Will analyse data in relation to exclusion rates by ethnic group.
- ◆ Will consider each individual situation of exclusion in order to design an appropriate reintegration programme for the pupil concerned, taking into account his, or her, personal experiences, cultural values and educational needs. This will be carried out in consultation with parents and other outside agencies where necessary.

Attitudes and Environment

(L.f.A. p.39 – 44)

Ethos

You should include a statement to explain how the school promotes racial equality, eliminates discrimination and promotes good race relations through its ethos.

Examples of statements

- ◆ A 'whole school' approach is used to promote racial equality and eliminate racial discrimination.
- ◆ Diversity is recognised as having a positive role to play within the school.

The school:

- ◆ Recognises the importance of religion, ethnic origin and home language to a person's sense of identity and belonging.
- ◆ Publicly values and supports diversity through a range of activities including the PSHE and Citizenship Curriculum, assemblies and performances.
- ◆ Caters for the dietary and dress requirements of different religious groups and enables pupils to observe festivals and events relating to their faith.
- ◆ Actively promotes good personal and community relations by fostering a positive atmosphere of mutual respect and trust among pupils from all racial groups.
- ◆ Promotes racial equality through its pastoral system in the following ways:

List:

Combating Racism, Racial Discrimination, Racial Harassment

You should include a statement which sets out the school's commitment to be proactive in tackling racial discrimination, and to promoting race equality and good race relations across all areas of school activity. This statement is important because it links your policy to other areas of school activity. As part of the process of maintaining your policy, you should use this statement to build appropriate race equality statements into other school policies.

Examples of statements

The school:

- ◆ Opposes all forms of racism, racial prejudice, racial harassment and racial discrimination.
- ◆ Has procedures for dealing with, recording and reporting incidents of racial harassment and bullying which are consistent with LEA policies and guidance.
- ◆ Ensures that incidents of racial discrimination or racial harassment involving pupils will be dealt with promptly, firmly and consistently and in accordance with the school's disciplinary procedures for pupils and that action will be taken to support victims.
- ◆ Works with the LEA and other partners to tackle racism and racial harassment.
- ◆ Ensures that all staff will be given training and support to enable them to deal effectively with racist incidents, racial harassment and bullying.
- ◆ Takes immediate action to remove racist graffiti from all school property.
- ◆ Trains all staff to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- ◆ Has a sensitive and structured system of support available to victims of racism, racial discrimination, racist incidents and racial harassment.

- ◆ Has active links with external organisations dealing with racist incidents and racial harassment.
- ◆ Ensures that all pupils, staff and parents are made aware of the procedures for dealing with racism and racial harassment and that such behaviour is always unacceptable.
- ◆ Ensures that incidents of racial discrimination or racial harassment involving staff will be dealt with in accordance with the school's discipline and grievance procedures.
- ◆ Has adopted Oxfordshire LEA Guidance on Tackling Racial Harassment.
- ◆ Includes race equality statements in other school policies. These include:

List of policies:

- ◆ Strives to eliminate racial discrimination and promote racial equality and good race relations across the following areas of school activity:

List of activities:

Parents, Governors and Community

(L.f.A. p.45 – 48)

You should include details of how the school makes links with ethnic minority parents and communities and encourages them to participate in the life of the school, including through serving on the governing body.

Examples of statements:

Parents, carers and the wider community

- ◆ We endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism.
- ◆ All parents are regularly informed of their child's progress.
- ◆ Parents and carers are always informed of specific racist incidents.
- ◆ Parents and carers of all racial and ethnic groups are encouraged to participate in the life of the school and steps are taken to encourage greater involvement of under-represented groups.
- ◆ On request, information for parents is produced in user-friendly language and accessible formats. Where necessary, community language translation and interpretation are used to communicate and consult with parents and carers.

Governors

- ◆ The membership of our governing body is representative of the ethnic composition of the school's catchment area.
- ◆ People from ethnic minority communities are encouraged to become school governors.
- ◆ The school ensures that governors' support is appropriate for all ethnic groups.

Community Partnership

- ◆ The school has active links with ethnic minority groups.
- ◆ The school's premises and facilities are equally available for use by all ethnic groups.

School premises

- ◆ School premises are available for use by all ethnic and racial groups in the locality.

Contractors and service providers

- ◆ We expect all contractors and visitors to the school to maintain conduct which is consistent with this policy. Race equality standards are incorporated into all contracts with service providers such as catering, cleaning and building maintenance.

Staff Recruitment, Training and Professional Development

(L.f.A. p.49 – 54)

You should include in your statement details of how the school eliminates discrimination and promotes equality of opportunity in employment, and how staff are trained and developed.

Examples of statements

- ◆ All teaching and non-teaching staff are encouraged to develop and achieve their full potential.
- ◆ The school has procedures to ensure that applicants for jobs, promotion or professional development opportunities are not discriminated against on racial grounds.
- ◆ All those involved in recruitment and selection will be trained and aware of what they should do to avoid racial discrimination.
- ◆ Applications for posts will be monitored by ethnicity and that information will be supplied to the LEA on an annual basis.
- ◆ Professional development opportunities and promotions will be monitored by ethnicity and data supplied to the LEA on an annual basis.
- ◆ Everyone involved in recruitment and selection adheres to the school's equal opportunities recruitment and selection procedures.
- ◆ Steps are taken to encourage people from under-represented ethnic minority groups to apply for positions at all levels in the school.
- ◆ The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- ◆ The school monitors the employment and professional development of staff by ethnic group.
- ◆ Staff and governors participate in regular and systematic training programmes on racial equality issues.
- ◆ Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.

Staff effectiveness in dealing with racial equality issues is addressed through line management mechanisms.

- ◆ The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Implementation, Monitoring and Review

(L.f.A. p.76)

Ethnic Monitoring

This section should set out how staff will use all available data, particularly data by ethnic category, to inform planning, decision making and high attainment for all. It should also give details of the arrangements for the school to provide employment data for the LEA to allow LEA wide monitoring.

Examples of Statements

We will:

- ◆ Use ethnic monitoring data to monitor the attainment and progress of pupils, and to set targets for removing any identified disparities between different groups of pupils.
- ◆ Ensure that monitoring data by racial group, for example, on admissions, attainment, attendance, exclusions, sanctions and rewards will be used to inform planning and decision making.
- ◆ Monitor the ethnic backgrounds of all its staff and of all applicants for jobs, training and promotion.
- ◆ Provide the LEA with the employment data it requires for meeting LEA specific duties, to report by ethnic group:
 - staff receiving training
 - staff who benefit or suffer disadvantage from performance assessments
 - staff involved in grievances, disciplinary action and those who are dismissed.

Implementing the Race Equality Policy

In this section indicate how you intend to implement the policy, and use training and development opportunities to promote and gain commitment to the policy.

Examples of Statements

We will implement the policy through the Governing Body, the Senior Management Team, other staff teams and groups, and School Council meetings.

This will be achieved by:

- ◆ Developing the use of 'Learning for All - Standards for Racial Equality in Schools' as an audit tool and to identify racial equality targets.
- ◆ Through inclusion of a race equality perspective in the School Development Plan and other strategic plans.
- ◆ By ensuring that a concern for race equality underpins every aspect of school life.
- ◆ By providing appropriate training for staff and governors.
- ◆ By ensuring that the whole school community is aware of and understands the need to promote race equality, develop good race relations and challenge discrimination.

Reviewing and evaluating policies

In this section you need to make clear how this policy fits into your school's strategic development planning process; school improvement and self-evaluation work, whole school monitoring and other policies.

Examples of Statements

We will:

- ◆ Regularly review, monitor and assess all policies and strategies for their impact and effectiveness in (1) eliminating racial discrimination, (2) promoting racial equality, and (3) promoting good race relations.
- ◆ Build racial equality questions into school self-review and evaluation framework, and in preparation for LEA Monitoring Quality Reviews.
- ◆ Use the results of reviews and assessments to inform all planning and decision making.
- ◆ Monitor review and evaluate the effectiveness of the Race Relations Policy against identified success criteria in line with the routine processes of the school and the school policy review cycle.

Publishing the results of monitoring and assessments

This section should indicate how the results of any monitoring, audit and assessment will be made available.

Examples of statements

- ◆ We will use all appropriate methods to publish the results of impact assessments and monitoring.
- ◆ We will make information available as appropriate to different members of the school community.
- ◆ We will ensure that information we publish cannot be used to identify individuals.

Breaches of the policy

In this section indicate how you intend to deal with breaches.

Examples of Statements

- ◆ Breaches of the policy will be dealt with using the normal complaint procedures appropriate for the type of breach.
- ◆ For most types of breach of policy in the first instance the Headteacher will intervene to ensure compliance.
- ◆ The first approach would usually be to bring about resolution, reconciliation and address the issue concerned rather than further conflict.
- ◆ Staff breaches of policy will be dealt with by the normal school disciplinary procedures.
- ◆ The governors' disciplinary panel can hear breaches of policy regarding student pastoral care and discipline issues.
- ◆ If pupils were involved account will be taken of their age and the nature of the breach.
- ◆ We will call on support from the LEA.

Policy Formulation

Who was consulted in the process of drawing up the policy:

- ◆ Governors
- ◆ Staff
- ◆ Parents/Community groups
- ◆ Pupils (e.g. school council)
- ◆ Others (e.g. LEA)

It was approved by the governors

on

Signed:

..... Chairman of Governors

..... Headteacher

Date of policy:

Date of review:

Senior member of staff responsible:

Linked policy documents and information sections in school prospectus and staff handbook: - e.g.

- Curriculum/Teaching and Learning
- Assessment
- Attendance
- Admissions
- Equal Opportunity/Inclusion
- Behaviour
- SEN
- PSHE & Citizenship

Working Group Members

These guidelines were drawn up by a Working Group. Oxfordshire Education Department extends its thanks to the members for their contributions.

Paula Protherough	Headteacher, Southwold CP School
Elisabeth Gilpin	Headteacher, St Augustine's RC/CE (VA) School
Peter Renshaw	Headteacher, Isis CE Middle School
Hilary Spink	Teacher, (Head of Geography) Gosford Hill School
Malcolm Wright	Chair of Governors, Rush Common CP School
Anna Chapman	Head EMAG
Sharon Fleming	Education Officer, Schools Branch
Ann Raven	Adviser
Tina Renshaw	Education Officer, Personnel
Claudia Wade	Education Officer, Governor Services