WIRRAL

WOODLANDS PRIMARY SCHOOL EQUALITY AND DIVERSITY POLICY STATEMENT

"Tackling Discrimination and promoting Equality"

Written by Wirral LA May 2008

Personalised and amended by Woodlands January 2016

Disability	:	Ethnicity	:	Sexual Orientation
Age	:	Gender	:	Religion & Belief

CONTENTS

1.   Wirral Council's Vision

Wirral Council's vision is to work closely with its partners to ensure that everyone living, visiting and working in the Borough will be treated fairly and with respect regardless of their ethnicity, gender, age, disability, sexual orientation, religion or faith.

2.   School Context

Woodlands has a profile very different to other Wirral schools. It is situated in the Birkenhead and Tranmere ward in an area of high deprivation. Over 50% of our children are entitled to free school meals.
There is a high proportion of children from minority ethnic backgrounds 36% (national 30.7%). 34.4% speak English as an additional language with half of these speaking Bengali. Currently there are 10 languages spoken in school. The school is next door to the Mosque with whom we have strong and positive links.
18% of our children have been identified as having a special educational need.

3.   Ethos, Attitude and Environment

Equality of opportunity at this school is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, governors, parents and community members.

It is based on the core values of Respect, Resilience and Responsibility as expressed in the school's aims/mission statement

Our Vision is:
At Woodlands we put children's needs first.
We work in partnership with parents, the community and outside agencies. Through our high aspirations we aim to challenge, inspire and motivate children; we encourage them to reach their maximum potential and promote a sense of fulfilment.

Our Aims are:
We aim to create an excellent school that:
  . values and respects everyone
  . supports and guides children both personally and academically
  . provides a safe and nurturing environment

We aim to develop successful children who:
  . achieve and flourish
  . take ownership of their learning
  . believe in themselves

We aim to provide an effective curriculum that:
  . promotes high standards and encourages independence
  . is accessible for all children and relevant to their needs
  . prepares children for their future lives

These aims are designed to ensure that the school meets the needs of all, taking account of ethnicity, gender, age, disability, sexual orientation, religion or belief.

This school is committed to the Equality Agenda, and we intend to achieve equality of opportunity by removing direct and indirect discrimination wherever it exists.

4.   Using the National Curriculum

Within school the issue of equality is an integral part of the whole curriculum (see Appendix D).

The PSHE framework for teaching outlines which subjects should be taught at different key stages.

KS1: Different types of teasing and bullying; bullying is wrong; how to get help with bullying.

KS2: Awareness of the nature and consequences of anti-social and aggressive behaviour, such as bullying and racism; how to recognise and challenge stereotypes.

5.   Legislative Context

This school is committed to ensuring that the work it does is firmly underpinned by all of the current legislation. The legal framework is viewed as the starting point towards building a culture that values equality and diversity by recognising and appreciating individual needs and differences. This Policy Statement is relevant to the developing and changing circumstances in our community and the Borough of Wirral.

The legislative framework for this Policy Statement is as follows:-

- Equal Pay Act 1970, 1975, Amendment 1984
- Rehabilitation of Offenders Act 1974
- Sex Discrimination Act 1975 Amendment 1982
- Race Relations Act 1976 Amendment 2000. Amendment Regulations 2—3
- Employment Act 1989
- Disability Living Allowance and Disability Working Allowance 1991
- Management of Health and Safety at Work Regulations 1992
- Asylum and Immigration Appeals Act 1993
- The Criminal Justice and Public Order Act 1994
- Race Relations Remedies Act 1994
- Disability Discrimination Act 1995. Amendment 2004
- Employment Rights Act 1996
- Asylum and Immigration Act 1996
- Protection from Harassment Act 1997
- Human Rights Act 1998
- National Minimum Wage 1998
- Employment Relations Act 1999

- Immigration and Asylum Act 1999
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Disability Rights Commission Act 2000
- Special Educational Needs and Disability Act 2001
- The Gender Recognition Act 2004
- Employment Equality (Age) Regulations 2006
- Equality Act 2006

Ethnicity

The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, makes it unlawful to discriminate directly or indirectly against someone on racial grounds. (under the Act, 'racial grounds' means by reason of race, colour, nationality, or ethnic or national origins.)

Definitions are:

Direct racial discrimination:
It is unlawful for an employer to treat an employee or potential employee less favourably on the grounds of their race, ethnicity or national identity. This is also the case for the provision of services. However, in some cases it is possible to undertake positive action to address under-representation in the workforce.

Indirect racial discrimination:
In employment terms, this arises where a requirement or condition is applied to all employees, but is such that a proportion of one group can or cannot comply with it and it cannot be shown to be justifiable on other discriminatory grounds (unless this is demonstrated to be a genuine occupational qualification as defined by the Commission for Racial Equality – (CRE).

Racist Incident:
A racist incident is any incident that is perceived to be racist by the victim or any other person (McPherson Report).

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

The General Duty

The Race Relations (Amendment) Act 2000 places a general duty on this school to:-
• eliminate unlawful racial discrimination
• promote equality of opportunity, and
• promote good race relations between people of different racial groups.

The general duty is supported by a series of specific duties in the areas of

policy-making, service delivery and employment. They are the basic steps the school must take to meet the general duty. Under the specific duties covering policy and service delivery the school must publish a Race Equality Policy, keep it up to date and assess its impact.

Disability

The Disability Discrimination Act (DDA) 1995 protects people with disabilities from unfair treatment and discrimination. It makes it a duty for employers and service providers to make reasonable adjustments to make their services accessible to people with disabilities.

Definitions are:

Disability:
Part 1 of the Act defines a disabled person as being someone with a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

Employment provisions:
Part II of the Act contains the employment provisions which apply to employers with 15 or more employees. The provisions, including those that require employers to consider making changes to the physical features of premises that they occupy, have been in force since December 1996.

Access to Goods and Services:
Part III of the Act gives disabled people important rights of access to everyday services that others take for granted. The duties under Part III have come into force in three stages:

- Since December 1996 it has been unlawful to treat a disabled person less favourably because they are disabled.
- Since October 1999, service providers have had to consider making reasonable adjustments to the way they deliver services in order that disabled people can use them
- Since October 2004, service providers have been required to either remove, alter or provide a reasonable way of avoiding physical features that make it impossible or unreasonably difficult for disabled people to use a service.

The 1995 Act was amended by the Disability Discrimination Act 2005, which now places a general duty on public bodies, when undertaking their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate unlawful discrimination
- Eliminate unlawful harassment
- Promote positive attitudes towards disabled persons
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons and;
Encourage participation by disabled persons in public life.
-

Under the specific duties covering policy and service delivery the school must publish a Disability Equality Policy. These amendments came into effect on the 3 rd December 2007.

Gender

The Sex Discrimination Act 1975 makes it unlawful to discriminate against women or men, of any age on the grounds of their sex. The provisions of this Act have been amended by the Sex Discrimination Act 1986, to extend the legislation to small businesses, and the Sex Discrimination (Gender Reassignment) Regulations 1999 in order to include outlawing discrimination against transsexuals and those who claim to have no gender. The Equal Treatment Directive which sets out the European Framework of Equality legislation confirms new regulations which came into force on 1 October 2005. The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- Eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

This is known as the 'general duty' and it came into effect on 6 April 2007. The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can often have significantly different effect on women and on men, often contributing to greater inequality and poor policy outcomes.

Age

Under the EU Employment Directive (2000 78 EC) it became illegal to discriminate in employment and vocational training on the grounds of age on October 1 2006.

Sexual Orientation

The Employment Equality (Sexual Orientation) Regulations 2003 outlaw discrimination and harassment on grounds of sexual orientation in workplaces in Great Britain, both in the private and public sector. In particular they define sexual orientation as orientation towards the same, the opposite, or both sexes. This means that protection is also afforded to heterosexual people under these regulations. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (For Catholic Voluntary Aided Schools please refer to Appendix C).

Faith, Religion and Belief

The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination and harassment on grounds of religion or belief in workplaces in Great Britain, both in the private and public sector. They cover all aspects of the employment relationship including recruitment, pay, working conditions, training, promotion, dismissal and references. (for Catholic Voluntary Aided schools please refer to Appendix C).

6.   Statutory Duties

For some time now schools have had a statutory duty to promote equality in specific areas. These areas are ethnicity, disability, community cohesion and gender. Shortly there will be a statutory duty in respect of gender identity as well.

These duties impose broad obligations on schools to:-

- Eliminate discrimination and harassment
- Incorporate a Gender Equality Scheme into the school's Equality & Diversity Policy Statement
  Have due regard to the promotion of equality of opportunity
- Promote positive attitudes
- Encourage participation by minority and under-representative groups in public life
- Take steps to take account of people's specific needs
- Conduct Impact Assessments

6. Policy Management and Governance

This school promotes positive and proactive approaches to valuing and respecting diversity.

It is committed to encouraging, supporting and enabling all pupils and staff to reach their potential.

The school management will work in partnership with its stakeholders to establish, promote and disseminate equality good practice and tackle discrimination.

Staff, pupils and other stakeholders contribute to the development and review of this Equality and Diversity Policy Statement and the evaluation of the Policy will be used to identify specific actions.

Responsibilities

Governing Body	-	ensuring that the school complies with the Legislation.
	-	ensuring that the Policy and its related procedures and strategies are implemented.
Headteacher	-	implementation of the Policy and its related procedures and strategies
	-	ensuring all staff are aware of their responsibilities and are given appropriate training and support
	-	taking appropriate action in any cases of discrimination
	-	appointing a member of staff (or self) to deal with reported incidents of racism or racial harassment and co-ordinating race equality work
All Staff	-	promoting equality of opportunity and good relations and

not discriminating

- dealing with racist incidents and knowing how to identify and challenge racial bias and stereotyping

<u>Visitors and Contractors being</u> aware of and complying with, the schools' Equality and Diversity Policy

There are three strands that drive our Equality and Diversity Policy:

- ⌐⅄ Being inclusive -   we want to be an 'inclusive' school and employer and to reflect the community we serve

- ⌐⅄ Enable Access -   we want to ensure all our pupils, staff, governors and visitors can access our services

- ⌐⅄ Involving All   -   we want to make sure that our communication and our consultation activities are fully inclusive

<u>Staffing: Recruitment, Training and Professional Development</u>

The school adheres to recruitment and selection procedures which are consistent with statutory legislation contained in the six strands.

It will take appropriate steps to encourage people from under represented groups to apply for positions at all levels in school.

Employment and professional development of staff will be monitored using the six strands.

<u>Curriculum</u>

Curriculum planning takes account of the ethnicity, backgrounds and needs of pupils. Its effectiveness in providing an appropriate curriculum for all pupils is evaluated by its monitoring procedures.

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 cater for the needs and capabilities of all pupils and take account of parental concerns related to religion and culture.

<u>Teaching and Learning</u>

Teachers ensure that the classroom is an inclusive environment in which pupils feel all their contributions are valued.

All pupils have access to the mainstream curriculum.

Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural background and linguistic needs.

Teachers take positive steps to include all groups or individuals.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under continual review and are analysed by ethnicity, gender and background.

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. Baseline assessment is used appropriately for all pupils. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.

The monitoring and analysis of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counter this.

Staff have high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

All pupils have full opportunities to demonstrate what they know, understand and can do and therefore to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future learning.

Staff use a range of methods and strategies to assess pupils' progress.

Admission, Attendance, Discipline and Exclusion

Active steps are taken to ensure that all the Admission process is fair and equitable.

The school monitors pupils' attendance by ethnic group and gender and uses the data to develop strategies to address poor attendance.

Provision is made for pupils to take time off for religious observations.

Discipline and exclusions are monitored by gender, ethnicity and background and action is taken in order to reduce any disparities between different groups of pupils.

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all.

Pupils – Personal Development, Attainment, Progress and Pastoral Care

Pupils' attainment and progress in individual subjects are monitored by ethnic groups and the school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups as appropriate.

Pastoral support takes account of religious and ethnic differences.

Appropriate support is provided for any pupils learning English as an additional language.

All pupils have equal access to extra-curricular activities.

Parents/Carers, Governors and Community Stakeholders

Progress reports to parents/carers are accessible and appropriate, in order to ensure that all parents/carers have the opportunity to participate in the dialogue.

All parents/carers are encouraged to participate at all levels in the full life of the school.

The school works in partnership with parents/carers and the community to develop positive attitudes to equality and diversity and to address specific incidents.

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

The school is striving to make links with minority ethnic community groups.

7.   Equality Impact Assessment Activity

The school is committed to an ongoing programme of impact assessments on existing new policies.

Our approach will be to apply one impact assessment process to cover all six strands to ensure that we come to a rounded view, and that by altering our policy or practice to address the equality issues of one strand, we do not disadvantage another.

8.   Action Plans – Implementing the Policy

The Equality and Diversity Policy will raise a number of issues which the school needs to address. This will be done through an Action Plan which will cover all six strands.

The Action Plan will show how the Policy will be practically implemented. It will be part of the school's Development Plan.

Appendix A is a Check List to help you gather information in order for you to draw up Equality and Diversity Action Plans. The Action Plans will help you identify goals and show the actions required to achieve them.

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9.   Legal Definitions

Adverse Impact

Adverse impact is the extent to which a policy disadvantages one or more target group.

Direct Discrimination

This means treating a person less favourably than others are, or would be, treated on the grounds of ethnicity, gender/gender identity, marital status, age, religion and belief, sexual orientation or disability.

Harassment

This is any unwanted conduct, which affects the dignity of all individuals regardless of ethnicity, gender or disability. It includes unwelcome physical, verbal and non-verbal conduct. It may consist of a single incident or a pattern of unwelcome behaviour and can be directed at more than one person. It could even constitute a criminal offence.

Indirect Discrimination

This means imposing a requirement or condition, which applies equally to everyone but is such that a proportion of people in a particular group who are able to comply with the requirement is considerably smaller than that in other groups.

Institutional Discrimination

"The collective failure of an organisation to provide appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic people." (Macpherson Report – Stephen Lawrence Inquiry)

Macpherson's Report led to the first public duty – Race Equality – and was the driving force behind the subsequent duties on disability and gender.

Multiple Discrimination

This occurs when, for more than one reason, a person is treated less favourably than others with those characteristics in the same or similar circumstance, unless there is an objective reason for doing so. An example would be an ethnic minority, female, wheelchair user, who could be treated less favourably for a combination of these reasons simultaneously. In this example all three forms of discrimination are unlawful in their own right.

Positive Action

Positive Action means the deliberate introduction of measures to eliminate or reduce discrimination. There are several different kinds of Positive Action, encompassing the following three areas:-

1. Action which reveals potential discriminatory policies and practice through, for example, assessing the impact of policies, or monitoring.
2. Action which changes discriminatory policies and practice in light of findings. This could include changing the procedures for awarding promotion, if there was evidence suggesting the current system was discriminatory.

These types of Positive Action are legislated for under the Race Relations (Amendment) Act, the Disability Discrimination Act and the Gender Equality Duty.

The third kind of Positive Action is:

3.   Action which attempts to counter-balance the under-representation or under-achievement of a particular group.

This is most controversial and most misunderstood type of Positive Action and has been interpreted by some as leading to the implementation of discriminatory practices.

What Positive Action is not:

Positive Action does not involve discriminating against a group or groups of people. Treating individuals from one group more favourably than individuals from another is positive discrimination and is unlawful. An example of unlawful positive discrimination is the use of quotas for determining the number of people from a particular background to be employed. It is important to distinguish 'quotas' from the setting of targets. Targets are about aspirational benchmarks that can be used as success indicators.

What is 'More Favourable Treatment?'

More favourable treatment underpins the Disability Equality Duty and provides explicit recognition of the fact that equality of opportunity for disabled people cannot be achieved by simply treating disabled and non-disabled people alike.

Positive Equality Duties

Positive Equality duties are set out in a number of pieces of legislation but can be summarised as the need to:

- Promote equality of opportunity between different groups (men and women, people with and without disabilities, people of different ethnic groups, etc).
- Promote good relations between people of different ethnic groups.
- Promote positive attitudes towards people from different groups.
- Encourage the participation of people from different groups in public life.
- Take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Positive Impact

A positive impact is one that could benefit one or more target groups, or improve equality of opportunity or the relationship between the groups.

Pressure to discriminate

It is unlawful for a person with authority or influence over another to induce them to discriminate, or to put pressure (directly or indirectly) on another person to discriminate.

Racist Incident

"Any incident, which is perceived to be racist by the victim or any other person."
Macpherson Report – Stephen Lawrence Inquiry.

Vicarious Liability

Employers are responsible for the discriminatory actions of their employees where such actions have been carried out during the course of their duties. The only defence for employers is to show that they have done everything reasonably practicable to prevent an employee committing an unlawful act.

In practice, courts and tribunals have regarded the following as 'reasonable steps':

- Publishing a comprehensive equal opportunities policy.
- Clearly communicating the policy to all staff.
- Providing awareness training on the potential for, and implications of, discrimination.

Training staff in good practice relevant to their jobs (e.g. recruitment, record keeping, monitoring and adopting accepted codes of practice in relation to employment, etc).

10.   Profile by Ethnicity (ONS Census 2001)

Percentage of resident population in ethnic groups	Wirral	England
White British	96.49	87.50
White Irish	0.98	1.24
Other White	0.84	2.59
Mixed: White and Black Caribbean	0.16	0.46
Mixed: white and Black African	0.1	0.16
Mixed: White and Asian	0.16	0.37
Mixed: Other Mixed	0.15	0.30
Indian	0.2	2.0
Pakistani	0.04	1.38
Bangladeshi	0.12	0.54
Other Asian	0.07	0.47
Caribbean	0.05	1.09
African	0.08	0.93
Other Black	0.03	0.19
Chinese	0.42	0.44
Other ethnic group	0.11	0.43

Wirral

Wirral is a peninsula of 60.35 square miles on the North West Coast of England, with the Dee Estuary and the River Mersey on either side. The Metropolitan Borough of Wirral was created in the 1974 local government reorganisation -–when it became a part of Merseyside. Before then, Wirral was made up of the County Boroughs of Birkenhead

and Wallasey, the Borough of Bebington, and the Urban Districts of Hoylake and Wirral. It was all part of Cheshire.

Wirral is the ninth largest metropolitan district in the country, the third largest in the North West of England, and comprises 25% of the Merseyside area.

Community Profile

- Wirral has a population of 312,293
- 30.4% of population is under the age of 25
- 18.1% of the population is over the age of 65
- 47% are male and 53% are female
- 22.52% of the population consider themselves to have a limiting long-term illness

<div align="right">APPENDIX A</div>

<div align="center">ACTION PLAN ON THE "SIX STRANDS"</div>

DISABILITY:

- To carry out a disability staff survey

- To carry out risk assessments for disabled staff?

- To make the school accessible in line with the Accessibility Plan

AGE:

- For CPD to be available to all staff regardless of age

- To ensure all job descriptions and person specifications are free of age discrimination

- To monitor documents for any evidence of age bias

ETHNICITY:

- To monitor and analyse all racial incidents

- To report racial incidents termly to the full Governing Body

- To complete a Race Equality Policy

- To ensure the curriculum reflect values and diversity

GENDER:

- To promote equality of opportunity between men and women

- To follow guidance in respect of recruitment and selection, especially mixed gender selection panels

- To assess the impact of its practices and actions on gender equality

- To respond to requests for flexible working in line with current legislation

- To follow LA employment policies and procedures to ensure that they adequately cover Transgender staff, especially those dealing with confidentiality and harassment

SEXUAL ORIENTATION:

- To ensure that staff are aware that discrimination on the grounds of sexual orientation includes discrimination on the grounds of gender reassignment in employment?

RELIGION AND BELIEF:

- To ensure the school's Harassment Policy include harassment on the grounds of religion or belief?

- To ensure that policies do not discriminate on the grounds of religion or belief?

Complaints relating to the "Six Strands" are monitored and actions taken to stop further discriminatory action taking place.

Policy, Leadership and Management

- Policy Development – The school has a written racial equality policy (either a separate policy or a distinct section within a broader equal opportunities policy).
- Racial Equality is included as an explicit aim in all the school's policies.
- The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents.
- Leadership and Management – The racial equality and racial harassment policies have been endorsed and adopted by the schools governing body and implemented by the school's management team.
- A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues.
- Steps are taken to ensure that everyone associated with the school is kept informed about the school's racial equality and racial harassment policies and procedures, and abides by them.
- Monitoring, Review and Evaluation – Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated.
- Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community.
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Pupils – personal development attainment and progress

- Attainment and Progress – Pupils' attainment and progress in individual subjects are monitored by ethnic group (and by gender, language and disability).
- The school develops strategies for tackling unjustified disparities in the attainment and progress of particular ethnic groups.
- The school values the achievements and progress of pupils from all ethnic groups.
- Support and Personal Development – All pupils have equal access to extra-curricular activities.
- Every pupil is offered the support and guidance they need.
- Guidance and Careers Education - Staff challenge racism and stereotyping and promote racial equality in education, employment, training and career choice.
- Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.
- The school will have guidelines on working with pupils who have English as an Additional Language. (EAL)
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Curriculum, Teaching and Assessment

- Planning and Organisation - Curriculum planning takes account of the ethnicity, background and language needs of all pupils.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils from all ethnic groups.
- The criteria used for allocating pupils to optional subjects are fair and equitable to pupils from all ethnic groups.
- Assessment and Allocation to Teaching Groups - Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all ethnic groups.
- Assessment outcomes are used to:
  a) identify the specific needs of ethnic minority pupils
  b) inform policies, planning and the allocation of resources.
- Teaching Methods - Teaching methods and styles take account of the needs of pupils from different ethnic groups.
- Teaching methods encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- Curriculum Content - Steps are taken to ensure that the curriculum draws on areas of interest to pupils from all ethnic groups.
- Racial equality and ethnic diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Resources - The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.
- Resources that promote a greater understanding of cultural diversity, racial equality, and the importance of challenging racial discrimination are used in all areas of the curriculum.
- Resources are available to meet the specific needs of pupils from ethnic minority groups and are used as necessary.
- The school makes full use of the resources available within its local ethnic minority

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Parents, Governors and Community Partnership

- Parents - All parents are regularly informed of their child's progress.
- Proactive steps are taken to involve ethnic minority parents in the school.
- Governors - People from ethnic minority communities are encouraged to become school governors.
- The school ensures that governor support is appropriate for all ethnic groups.
- Community Partnership - The school's premises and facilities are equally available for use by all ethnic groups.
- The school has active links with ethnic minority community groups.
- The school encourages community groups to use its facilities for after-school activities and for holiday schemes.
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LEARNING FOR ALL
Standards for Racial Equality in Schools

Admission, Attendance, Discipline and Exclusion

- Admission - Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.
- Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.
- Attendance - The school monitors pupils' attendance by ethnic group and uses the data to develop strategies to address poor attendance.
- Provision is made for pupils to take time off for religious observance.
- Discipline and Exclusion - The school identifies and adopts good practice strategies in order to reduce any difference in rates of exclusion between ethnic groups.
- The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all pupils, irrespective of ethnicity.
- The process of excluding a pupil is fair and equitable to pupils from all ethnic groups.
- Strategies to reintegrate long term truants and excluded pupils address the needs of pupils from all ethnic groups.

Attitudes and Environment

- Ethos - A whole school approach is used to promote racial equality and eliminate racial discrimination.
- Diversity is recognised as having a positive role to play with the school.
- The school recognises the importance of language to a person's sense of identity and belonging.
- Racism, Racial and Discrimination and Racial Harassment - Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove racist graffiti from all school property.
- All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.

Staffing - recruitment, training and professional development

- Recruitment and Selection - Recruitment and selection procedures are consistent with the statutory race relations Code of Practice in Employment.
- Everyone involved in recruitment and selection adheres to the school's 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.
- Development, Retention and Promotion - The school monitors the employment and professional development of staff by ethnic group.
- Staff and Governors go through 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.
- A person's effectiveness in dealing with racial equality issues is addressed through various line management mechanisms.
- The school takes active steps to ensure that selection for redundancy avoids racial discrimination.

Adapted from Young, Gifted and Equal Racial Equality Standards for Schools from Leicester City Council 2003

RACE EQUALITY PRACTICE
ACROSS THE FOUNDATION STAGE AND KS1 CURRICULUM

All subjects at all key stages contain opportunities for teaching directly or indirectly about race equality and cultural diversity. Here are some of the many possibilities.

Imagine these are all-statements from a prospective parent, or from OFSTED, looking to find evidence of good Race Equality practice.
What could you mention as evidence for each area in your school?

IN PLAY

INDICATORS OF GOOD PRACTICE	EVIDENCE
1. The home corner is culturally diverse. At times there is a specific focus on a particular culture or community (e.g. an Asian/White home, a Chinese or Caribbean grocery store etc.).	
2. Dressing up clothes, dolls, puppets, 'duplo' and toys generally are culturally 3. diverse. are created in structured play to explore issues of cultural diversity.Situations including racism.	
4. Opportunities are taken in unstructured play to explore issues to do with cultural diversity, including racism.	
5. Children are encouraged to voice their opinions, discuss with others and work together in solving problems to do with cultural diversity, including racism.	

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSHE/CITIZENSHIP)

1. Practitioners and other adults provide a range of positive role models from a variety of communities. Where possible, pupils are given opportunities to interact with people from diverse racial and cultural backgrounds.	
2. Positive images are used, for example, in books and displays, that challenge children's thinking.	
3. There are opportunities in play and learning that take account of children's particular religious and cultural beliefs.	
4. Children are encouraged to develop an awareness of and sensitivity to the needs, views and feelings of others.	
5. Children are encouraged to value their own cultures and those of other people. Similarities and differences are explored.	
6. Children understand that racist name-calling and racist behaviour is not acceptable and why.	
7. Children are encouraged to feel they have a right for others to treat their needs, views, cultures and beliefs with respect.	
8. Children learn about the cultural diversity in UK and its connections with countries worldwide.	

PHYSICAL DEVELOPMENT (PHYSICAL EDUCATION)

1. Equipment and other materials reflect diverse racial backgrounds.	
2. Pupils are encouraged to participate in and value games, dance, PE and playground activities that reflect diverse racial and cultural backgrounds.	
3. Schools try to involve community members from diverse racial backgrounds to teach games reflective of their backgrounds.	
4. Children are encouraged to explore the racial and cultural diversity in sport and are made aware of stereotyping.	

LANGUAGE AND LITERACY (ENGLISH)

1 Opportunities exist to share and enjoy a wide range of rhymes, poetry, stories and books, which reflect diverse racial backgrounds.	
2. Children are encouraged to explore differences within the context of similarities.	
3. Imaginative opportunities (eg story and Persona Dolls) are created for children to talk about racist incidents.	
4. Musical and artistic activities reflect diverse racial backgrounds.	
5. Opportunities exist for children to hear, use, see and read familiar words in many languages through posters, notices, labels, book form, audio, and video materials.	
6- Opportunities exist for children to see adults writing in languages as well as English and to write for themselves.	
7. As far as practical bilingual workers are involved in developing the spoken language of those children who speak English as an additional language.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD (SCIENCE, GEOG, HISTORY, ICT, RE)

1 Children's own experiences are considered through different school activities to develop an appreciation of diverse racial backgrounds, eg trips, visitors to schools, celebrations, food, clothing, materials etc.	
2. A stimulating environment is provided with resources that reflect cultural diversity.	
3. Activities exist to encourage exploration, observation and discussion about issues to do with racial equality and harmony.	
4. Opportunities exist to explore similarities, differences and patterns between people from diverse racial backgrounds.	
5. The contribution from people from diverse racial backgrounds to the world that we live in is demonstrated in text, pictures, discussion etc.	
6. Opportunities exist for pupils to begin to know about their own cultures and beliefs and those of other people they know.	
7. Opportunities exist for pupils to share their knowledge of their own family heritage and that of other people they know.	
8. Children use ICT to find out about other cultures and races, using internet, software and email links with other schools.	

CREATIVE DEVELOPMENT (ART, MUSIC, DESIGN AND TECHNOLOGY)

1 . There is a rich environment, which values creativity and expressiveness across a range of cultures, including displays, posters, artefacts etc.	
2. A wide range of activities reflect cultural diversity.	
3. Resources from different cultures are used to stimulate different ways of thinking.	
4. There are resources that facilitate the exploration of different identities, ie crayons that reflect accurate skin tones and dolls with different skin tones, physical features, clothing, jewellery etc.	
5. Opportunities to work alongside artist, musicians, mime artistes, dancers and other talented adults from a variety of traditions and communities are provided.	
6. Activities which are imaginative and enjoyable and encourage seeing things from different points of view are regularly organised.	
7. Children's specific religious and cultural beliefs are honoured, e.g. whether figurative art is appropriate.	
8. Explorations of colour, shape, form and space in two and three dimensions use materials which reflect cultural diversity.	
9. Song and dance draw on a variety of traditions and cultures.	
10. Art and design draw on different cultures in terms of materials and themes.	
1 1 . Imaginative role play and stories reflect cultural diversity and also provide opportunities to explore feelings (self and others') about inclusion and exclusion.	
1 2. Culturally specific activities are used to enhance and reinforce self-esteem.	

MATHEMATICAL DEVELOPMENT (MATHS)

1. Diverse racial backgrounds are reflected in the mathematics of counting, sorting, matching activities.	
2. Geometric patterns and shapes used to draw on a range of cultural traditions.	
3. Diverse racial backgrounds are reflected in stories, songs, games and imaginative play used in teaching numeracy.	
4. Reference is made to a variety of number systems used by people from diverse racial backgrounds.	
5. Children who speak English as an additional language are helped in developing and using specifically mathematical language.	

DIVERSE NEEDS OF CHILDREN

1. There are opportunities to build on, extend and value children's own diverse knowledge, experiences, interests and competencies.	
2. A wide range of strategies based on children's language and learning needs are used.	
3. A safe and supportive learning environment is provided free from racial harassment.	
4. Racial stereotypes are challenged.	
5. Materials reflect diversity and are free from discrimination.	

PARENTS/CARERS AS PARTNERS

1. All parents/carers are welcomed and valued through a range of different opportunities for collaboration between children, parents and practitioners, including in the development of race equality policies.	
2. The knowledge and expertise of parents/carers and other family members used to support learning opportunities provided by settings.	
3. Practitioners use a variety of ways to keep parents/carers fully informed about the setting's values, including their position on race equality, and curriculum, such as: brochures, displays, tapes, videos.	
4. Means of keeping parents fully informed are available in the home languages of the parents/carers and through informal discussion.	
5. Experiences at home, for example, visits and celebrations, are used to develop learning in the school setting.	

Adapted from Young, Gifted and Equal
Race Equality Standards for Schools
from Leicester City Council 2003

RACE EQUALITY PRACTICE
ACROSS THE KS1 AND KS2 CURRICULUM

All subjects at all key stages contain opportunities for teaching directly or indirectly about race equality and cultural diversity. Here are some of the many possibilities.

Imagine these are all statements from a prospective parent, or from OFSTED, looking to find evidence of good Race Equality practice.
What could you mention as evidence for each area in your school?

ART & DESIGN

INDICATORS OF GOOD PRACTICE	EVIDENCE
1. Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse racial backgrounds.	
2. Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.	
3. The development of artistic ideas and products are all shown to be influenced by different traditions.	
4. Pupils are taught to recognize how images and artefacts can influence the way people think and feel.	
5. Differences and similarities in the work of artists, crafts people and designers in different times and diverse racial backgrounds are explored. (NC KS1)	
6. The roles and purposes of artists, craftspeople and designers in different times and cultures are explored. (NC KS2).	
7. Shared human values are shown to be reflected in different artistic traditions.	
8. Visiting artists from diverse racial backgrounds representing contemporary as well as traditional influences, are used.	
9. Artistic traditions of significance to pupils, their families and communities are valued and used appropriately and sensitively.	
10. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.	

DESIGN AND TECHNOLOGY

1. Reference is made to the contribution of many cultures to the development of technology and its importance in all societies.	
2. Activities, tasks, projects, materials and examples reflect the multicultural nature of society and relate to pupils every day experiences.	
3. Representations of people engaged in technology reflect a broad range of people from diverse racial backgrounds.	
4. The response of people from diverse cultures in their design solutions is reflected on and valued.	
5. Pupils appreciate the range of technologies, both simple and complex, in all societies past and present.	
6. Pupils appreciate the historical and political factors involved in their development.	
7. A global perspective is presented regarding the need for all to use materials in a creative, non-harmful and non-wasteful way.	

ENGLISH

1. Literature and drama in a range of genres from a variety of cultures, including English writing from across the world, are used.	
2. Different forms of English, spoken and written, and their uses are explored.	
3. Pupils see languages, oral traditions and literary heritages significant to themselves, their families and communities valued and used, including through visiting writers, poets, story tellers and actors.	
4. Literature, creative writing and drama are used to explore issues of contemporary social concern, such as racism and cultural identity.	

GEOGRAPHY

1. The variety of human relationships with the physical environment is explored by looking at commonalities and differences.	
2. The global interdependence of people at different levels is a developing theme.	
3. The way the local environment reflects the cultures of its inhabitants is explored.	
4. The ways different communities use natural resources and the impact of this is explored.	
5. The traditions and activities of families and communities from diverse racial backgrounds are explored.	
6. A range of images of developing countries is used to offset the preponderance of negative representations in the media.	
7. Migration and settlement are explored as common human experiences.	
8. Pupil's own experience and those of their families and communities are drawn on to illustrate geographical subject matter.	
9. The social, moral and political dimensions of the development of resources, land use, planning, etc are explored.	

HISTORY

1. Differences and similarities between the historical experiences of diverse communities and countries are explored._,	
2. British history is related to events in other countries and set within a global context.	
3. The social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world, is taught.	
4. Non-European civilisations feature in the study of cultures, beliefs and historical achievements.	
5. Pupils have the opportunity to develop their understanding of historical struggles for rights, equality, justice in different societies.	
6. The movement and settlement of people feature as recurrent themes in British and world history.	
7. Pupils' own experiences and those of their families and communities are drawn on to illustrate historical subject matter.	

ICT

1. The global dimensions and implications of ICT, especially in facilitating communication, are explored.	
2. Activities, tasks, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3. Representations of people engaged at ICT reflect a broad range of people from diverse racial backgrounds.	
4. Software for using/teaching community languages is available.	
5. Pupils learn to access specific websites which deal with culture, religion and racism.	
6. Pupils understand how information arises out of a cultural context and explore how websites reflect the culture of their creators.	
7. Pupils use a variety of international websites as sources of information.	
8. Pupils establish ICT links with culturally dissimilar schools locally, nationally or internationally.	

MATHEMATICS

1. The contributions of many cultures to the development of maths and its use in all societies are explored e.g. making use of different numerical systems.	
2. Activities, tasks, games, problems and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3. Representations of people engaged in maths reflect a broad range of people from different racial backgrounds.	
4. Mathis is used as a tool to develop understanding of race relation issues e.g. statistical analysis of your schools racist incidents, surveys of pupil backgrounds, etc.	

MUSIC

1. A range of live and recorded music from different cultures is used.	
2. Pupils become familiar with music and instruments from a variety of cultures.	
3. Pupils explore the different roles that music can play in different societies.	
4. Musicians used in school come from diverse racial backgrounds representing contemporary as well as traditional influences.	
5. Musical traditions significant to pupils, their families and communities are valued and used appropriately and sensitively.	
6. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues through music.	

PSHE AND CITIZENSHIP

1. Similarities and differences between people from diverse racial backgrounds are explored.	
2. Materials and approaches reflect and are sensitive to the multicultural nature of society and relate to pupils' everyday experiences.	
3. Pupils are given opportunities to interact with people from diverse racial backgrounds outside the school.	
4. Pupils learn about the diverse national, regional, religious and ethnic composition of the UK population.	
5. Issues around racial, ethnic and national identity are explored.	
6. Concepts of prejudice, discrimination, racism, exclusion, and injustice are explored with reference to local, national and international affairs.	
7. Pupils learn about the school's racist incidents, policy and procedures, explore why they are needed and what they should do about racist incidents.	

PHYSICAL EDUCATION

1. Physical activities and games are drawn from a range of cultures and their commonalities and differences are explored.	
2. Pupils are taught to create and perform dances from different cultures.	
3. Pupils learn about sport and games from around the world and how sport can transcend cultural and other boundaries.	
4. Reference is made to a range of cultures in teaching about fitness, health and diet.	
5. Activities are organised that are sensitive to cultural and religious requirements.	
6. Stereotyping and its effects in sport are explored. Pupils understand that racist name calling and abuse run counter to the principles that underlie sport.	

RELIGIOUS EDUCATION

1. Common elements, concerns and values in different religious traditions are explored.	
2. Diversity within particular religious and faith traditions is explored.	
3. Representatives from a range of faith communities make curricular impacts and the school visits a range of places of worship.	
4. Moral stories from different faiths are used to teach about struggles for justice.	
5. Pupils are encouraged to reflect on their own community beliefs and experiences and to learn from members of other faiths.	
6. Pupils explore media representations and stereotyping of different faith communities.	

SCIENCE

1. Reference is made to the contribution of scientists from many cultures to the development of science and the use of scientific processes in all societies.	
2. Activities, tasks, experiments, materials and examples reflect the multicultural nature of society and relate to pupils' everyday experiences.	
3. Representations of people engaged in science reflect a broad range of people from diverse racial groups.	
4. Scientific method is utilised to explore and challenge racial stereotyping and myths e.g. that humanity can be divided into discrete racial groups.	