Promoting Race Equality
GUIDANCE FOR SCHOOLS

Contents

1 Introduction

'Institutional racism is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic background. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people. It persists because of the failure of the organisation openly and adequately to recognise and address its existence. Without recognition and action to eliminate such racism it can prevail as part of the ethos or culture of the organisation. It is a corrosive disease…'

The Stephen Lawrence Inquiry Report, 1999

This pack is designed to support schools maintaining and developing their work on promoting race equality, specifically in line with the specific duties outlined in the Race Relations (Amendment) Act 2000.

It comprises a reissue of some materials issued by the directorate since 2000, revised guidance that reflects our experiences and changes since 2000, and new materials intended, where possible, to simplify and streamline the process for colleagues. It complements other directorate guidance issued in support of work on Educational Inclusion and Equalities including the 'Guidance and Recommendations on Preventing and Responding to Bullying' (2002), the 'Evaluating Educational Inclusion: School Self-Evaluation Pack' (2004) and the 'Welcoming Traveller Pupils - Good Practice Guidance for Schools' (2005).

Any supporting document labelled 'Appendix' is available to view and download (where indicated) on the Equalities and Anti-Bullying pages of Education Online in the 'Promoting Race Equality: Guidance for Schools' supporting section - http://education.brighton-hove.gov.uk. There are no hard copies of appendices included with this document.

To get the most from this guidance, review it with the following materials:

DfES Circular 10/99 - *Social Inclusion: Pupil Support*, 1999 (revised 2004)

DfES/0416/2004: *Aiming High: Understanding the Needs of Minority Ethnic Pupils in Mainly White Schools*

Understanding the Educational Needs of Mixed Heritage Pupils, DfES Brief RB549, June 2004
www.dfes.gov.uk
www.standards.dfes.gov.uk/ethnicminorities

Commission for Racial Equality, *Learning for All: Standards for Race Equality in Schools*
www.cre.gov.uk

Evaluating Educational Inclusion, Ofsted, 2002
www.ofsted.gov.uk

Community Cohesion Standards for Schools, Home Office Community Cohesion Unit, 2004
Community Cohesion - an Action Guide, Local Government Association, 2004
www.communitycohesion.gov.uk

See also:
www.qca.org.uk
www.teachernet.gov.uk

The content of external websites is not the responsibility of Children, Families & Schools.

'Mainly White Schools'

The DfES suggests that in around two-thirds of schools, the proportion of minority ethnic pupils is less than five percent. 'Such schools are frequently known as 'mainly white''1. Although Brighton and Hove schools are commonly described as 'mainly white', the majority of schools in Brighton and Hove have a minority ethnic population greater than 5%, with some school populations showing ethnic diversity in populations of above 15% rising to over 20% and 30% in some schools (2004 PLASC Ethnic Origin). However, experience suggests the profile of 'mainly white' schools is most relevant to the majority of schools in Brighton and Hove.

Research into 'mainly white' schools published by the DfES in 2002 found:

- 'Diversity within the minority ethnic population must be recognised and respected. 'One size fits all' approaches create additional problems for minority ethnic pupils and their parents;

- Many teachers in mainly white schools minimise the significance and value of cultural and ethnic diversity;

- Many minority ethnic pupils, in consequence, are discouraged from appreciating and expressing important aspects of their identity and heritage;

- Mainly white schools are frequently not aware of racism in the school population and in the local neighbourhood;

- There is insufficient awareness amongst staff of principles and good practice for helping pupils to acquire and use English as an additional language;

- In general, mainly white schools do not adequately prepare their pupils for adult life in a society that is culturally and ethnically diverse;

- Many teachers in mainly white schools are critical of the poor quality of their initial teacher training with regard to teaching minority ethnic pupils, and are aware that this now needs urgent attention in their CPD.'

Source: DfES/0416/2004: Aiming High: Understanding the Needs of Minority Ethnic Pupils in Mainly White Schools quoting findings of Cline et al, 2002 'Minority ethnic pupils in mainly white schools: research report RR365, DfES

Recommended Resources for Whole-School Development:

- *Complementing Teachers: A Practical Guide to Promoting Race Equality in Schools,* Runnymede Trust, 2003, ISBN 1-84085-912-1

- *Promoting Racial Equality and Cultural Diversity*, Bethan Rees, Pearson, 2003, ISBN 1-85749-789-9

- *Toolkit for Tackling Racism in Schools*, Stella Dadzie, Trentham, 2000, ISBN 1-85856-188-4

- *Here, There and Everywhere: Belonging, Identity and Equality in Schools*, Robin Richardson, Trentham, 2004, ISBN 1-85856-343-7

2. Educational Inclusion and Race Equality

'Educational Inclusion is more than a concern about any one group of pupils such as those pupils who have been or are likely to be excluded from school. Its scope is broad. It is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for and the achievement of different groups of pupils within a school.'

Ofsted, Evaluating Educational Inclusion, 2000

'Racism in general terms consists of conduct, or words, or practices which disadvantage or advantage people because of their colour, culture or ethnic background. In its more subtle form it is as damaging as its overt form…'

The Stephen Lawrence Inquiry Report, 1999

Promoting race equality is one key aspect of working towards Educational Inclusion. Although most recently the driver for race equality has been robust and high-profile legislation, schools have been working in this area for many years, notably through anti-racism education, or through taking multicultural or cultural diversity approaches to the curriculum.

The RRAA 2000 affirms schools' legal duties in this area and now calls for focused whole-school action that moves this issue explicitly into all areas of school life. This is work that is mandatory, and schools and local authorities are expected to demonstrate that their strategies, their policies and their procedures are effective.

2.1 The Race Relations (Amendment) Act 2000

The 2000 amendment to the 1976 Race Relations Act places a positive duty on public authorities to promote racial equality. This positive duty applies to all schools, and is extended further in the general and specific duties. The specific duties should be seen as practical processes by which schools can ensure they are meeting and maintaining their commitment to the general duties.

a) The general duty requires schools to have due regard to the need to:

- Promote equality of opportunity;
- Promote good relations between people of different racial groups;
- Eliminate unlawful racial discrimination.

In the terms of the RRAA 2000, the term 'racial' is understood to include race, colour, nationality, and ethnic or national origin. Brighton and Hove LA extends this understanding to include culture and religion, and recommends strongly that all schools adopt the extended definition of this term.

b) The specific duties require that all schools:

- Prepare and maintain a Race Equality Policy;
- Assess the impact of policies, including the Race Equality Policy, on pupils, staff and parents from different 'racial' groups. In particular, schools should assess whether policies have, or could have, an adverse impact on the attainment levels of pupils from different 'racial' groups;
- Monitor the impact of policies on pupils, staff and parents/carers from different 'racial' groups. In particular, schools should monitor the impact of their policies on pupils' attainment levels;
- Take reasonable and practical steps to publish the results of their monitoring each year.

What does this mean in practice?

This legislation means that schools must take, and show evidence that they take, a systematic and proactive approach to developing equality, specifically 'racial' equality, in all areas of school life. It also requires that school responses to 'racial' discrimination are effective, robust and transparent; such discrimination is, in the words of the act, 'unlawful' and examples of 'racial' discrimination must be viewed within this context.

In order to be compliant with the legislation, schools will need to demonstrate that their policies and practices fulfil the three complementary elements of the general duty (2a) - this is most simply done through ensuring that the specific duties (2b) are met.

What is 'due regard'?

In fulfilling the specific duties, schools must have 'due regard' for racial equality. 'Due regard' does not mean that schools with low numbers of children and young people from minority ethnic groups can take this issue less seriously. This would be, at the very least, to misunderstand the legislation, at worst irresponsible and illegal. Racial equality is as important in a school with few minority ethnic pupils as it is in a school with a large multi-ethnic population. 'Due regard' means that the weight you give to 'racial' equality in any given area of school life should be proportionate to its relevance in that particular area.

For example, schools may be most concerned initially to establish the impact of policies and processes on individuals from different 'racial' groups in areas such as Teaching and Learning, Admissions and Attendance, Behaviour and Exclusions, Curriculum, Progress and Attainment. Individual schools, of course, will vary.

What should every school have in place?

- A visible commitment from leadership and a whole-school profile;
- A named senior staff member with responsibility for Race Equality and a named Governor. Ideally, a representative Equalities Working Group;
- A well-publicised, accessible Race Equality Policy;
- An implementation and review process for this policy, driven by an annual Action Plan linked into the school improvement cycle

  www.cre.gov.uk

2.2 Responsibilities

It is the Governing Body who has the overall responsibility for ensuring that the school complies with its specific duties. The Headteacher is responsible, with the Governing Body, for ensuring the Race Equality Policy is implemented and that staff are aware of their responsibilities in promoting race equality. The Headteacher has day-to-day responsibility for managing behaviour in the school including responding to racist incidents.

See - DfES Circular 10/99 *Social Inclusion: Pupil Support* (Revised 2004):

www.dfes.gov.uk/behaviourandattendance/guidance

2.3 The Role of the Local Authority in Promoting Race Equality in Schools

The authority is bound by the general duty. In meeting its statutory duties, the authority must play a key role in supporting and monitoring the development of effective practice in schools in line with their specific duties. The authority must record, monitor, evaluate and report regularly on progress including gathering and analysing data on racist incidents from schools as well as providing advice, guidance and support (including training). A further duty includes monitoring and reporting on race in employment, training and promotion with regard to schools.
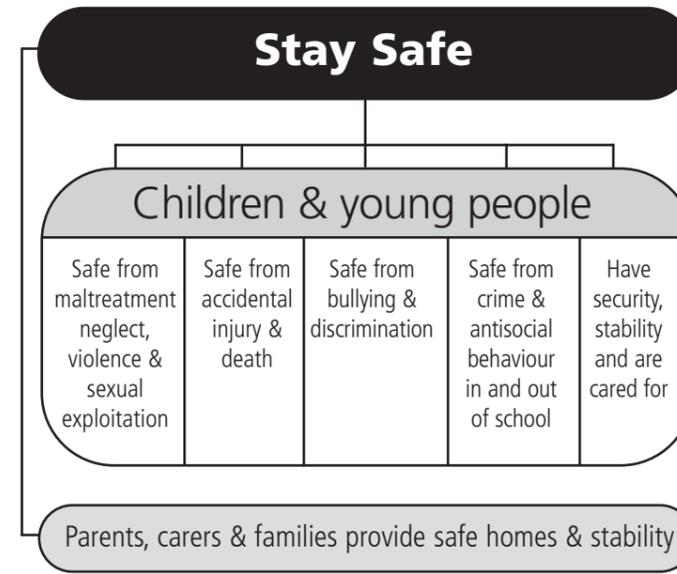
2.4 Enforcement

Under the Act, the CRE has the power to enforce the specific duties. If the CRE believe a school is not meeting these duties, the CRE can issue a 'compliance notice'. This is a legal document that orders the school to meet the specific duties within a certain timescale.

The school will also have to tell the CRE how it will meet the duties and observe the conditions of the notice. If the school does not observe any part of the notice, the CRE can apply to the courts for an order to make it do so. If the court issues the order and the school still does not observe the notice, it can face legal action for contempt of court.

The CRE can also enforce the general duty by applying for a judicial review, as can anyone with an interest in the matter. This means that the High Court will consider whether a body took appropriate action to meet the general duty (for example by dealing with any adverse impact on a particular racial group that might have been found through monitoring a service). If the court finds that the body did not take appropriate action, it will not have met the general duty.

Adapted from *'The Duty to Promote Race Equality: A Guide for Schools', Commission for Racial Equality, 2002:* www.cre.gov.uk/duty_schools.rtf

Stay Safe

Children & young people

Safe from maltreatment neglect, violence & sexual exploitation	Safe from accidental injury & death	Safe from bullying & discrimination	Safe from crime & antisocial behaviour in and out of school	Have security, stability and are cared for

Parents, carers & families provide safe homes & stability

Make a Postive Contribution

Children & young people

| Engage in decision making and support the community & environment	Engage in law-abiding & positive behaviour in and out of school	Develop positive relationships and choose not to bully & discriminate	Develop self-confidence & successfully deal with significant life changes & challenges	Develop enterprising behavior

Parents, carers & families promote postive behaviour

2.5 Every Child Matters and Inspection

Staying safe from bullying and 'discrimination' and 'choosing not to bully and discriminate' feature as high profile aims in two of the five national outcomes for children and young people under the 'Every Child Matters' framework: 2. 'Stay Safe' and 4. 'Make a Positive Contribution'. However, equality, specifically race equality is implicit in areas of each of the five outcomes.

Joint local authority inspections (Joint Area Reviews) will seek to evaluate how well children's services (including education) are meeting these aims and outcomes. The effectiveness of school (and local authority) responses to the Race Relations (Amendment) Act 2000 will naturally form a key part of any overall judgment made in respect of these two outcomes.

In line with this, the revised Ofsted framework emphasises 'Every Child Matters' as a focus of inspection, requiring judgements to be made on the provision a school makes to promote
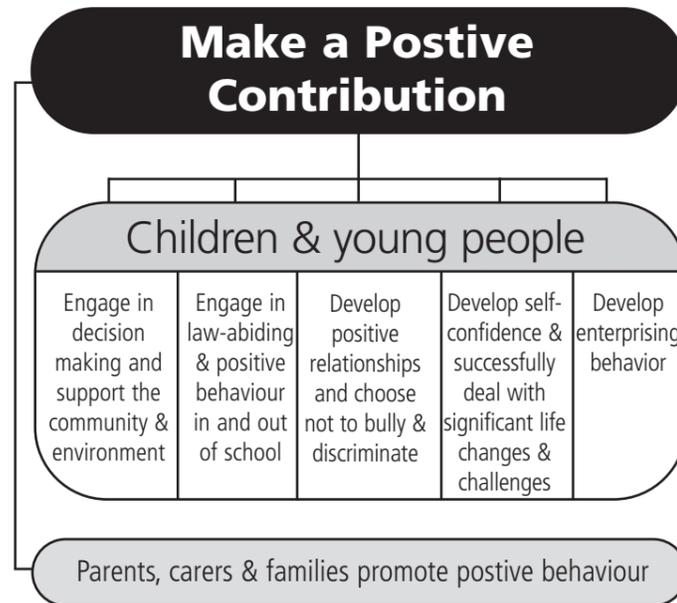
these outcomes, and the extent to which this results in successful outcomes for learners.

Schools should be prepared to draw on the work they are doing to promote race equality within their SEF (Self-Evaluation Form), perhaps most obviously within the section Learners Personal Development and Wellbeing, Achievement and Standards and Leadership and Management'. However, schools should also be able to provide evidence of school practice in promoting race equality throughout the SEF as a whole. It is likely that as the requirements of the RR(A)A have been on schools since 2002, inspectors will be seeking evidence of ongoing and increasingly embedded, or mainstreamed, equalities processes in schools of all phases including those relating to the gathering, monitoring and analysis of key data.

www.everychildmatters.gov.uk

www.ofsted.gov.uk/everychildconsultation

2.6 Community Cohesion and Extended Schools

A 'cohesive community' is one where:

- There is a common vision and a sense of belonging for all communities;
- The diversity of people's different backgrounds and circumstances is appreciated and positively valued;
- Those from different backgrounds have similar life opportunities; and
- Strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods.

There are four strategic aims for community cohesion with regard to education

- Close the attainment and achievement gap;
- Develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity;
- Contribute to building good community relations and challenge all types of discrimination and inequality; and
- Remove the barriers to access, participation, progression, attainment and achievement

An Extended School 'provides a range of services and activities, often beyond the school day, to help meet the needs of children, their families and the wider community.' It is clear, then, that the Extended Schools programme has the potential to impact very positively on this community cohesion agenda with the extension of services and activities to engage and include the wider communities in which they are set.

When considering strategic actions, schools should consider both how these planned services impact on and support meeting their positive duties under the Race Relations (Amendment) Act and on the Community Cohesion agenda.

www.communitycohesion.gov.uk

www.teachernet.gov.uk/wholeschool/extendedschools

2.7 Language

Racism is 'a pattern of social relations and structures, and a discourse (linguistic, defining and positioning) which has specific outcomes operating against less powerful groups identified 'racially'.'
Gaine, 1995

As the quotation illustrates, the technical language of 'race' and of inclusion and equalities is very often quite complex. Language is fluid, definitions are rarely fixed, and for schools, keeping up with terminology can be difficult and there is a natural anxiety about wanting to use the 'right' terms - however, there is a danger that this anxiety can become a barrier to exploring the issue at all. Individuals within schools must be given exposure to this shifting landscape with more regularity. Glossaries of terms are generally available - good examples can be found at www.britkid.org/si-words.html or in the 'Toolkit for Tackling Racism in Schools', Stella Dadzie, 2000, and discussions about terms and terminology should form part of any staff training or INSET.

General Terms:

- Social Inclusion - Describes securing equality of opportunity for all and pursued at local level by councils and partners through corporate strategies designed to ensure that social circumstances are no barrier to achievement, wellbeing and prosperity. Often focused on regeneration of communities and reducing social problems such as drug misuse or anti-social behaviour
- Educational Inclusion - is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to the provision made for and the achievement of different groups of pupils within school

Approaches in Schools:

- Anti-racist education is concerned explicitly with addressing racism as an issue and focuses on encouraging students to understand and respond to racism and prejudice. It is about challenge at all levels and is bound up with looking at race and ethnicity in terms of power, justice and inequality.
- Cultural Diversity education recognises and values that we all have different backgrounds, faiths and cultures, but focuses on acknowledging our similarities as well as our differences. It specifies the need for interaction and the enrichment that comes from such interaction. It encourages us to explore our own personal faith, beliefs, cultures as a key process of understanding the diversity that surrounds and binds us;
- Multicultural education is a commonly used term. It is a positive approach to identifying and learning about diversity. However, it has been accused of a tendency to a kind of cultural voyeurism, identifying 'other' cultures and examining them as exotic alternatives to 'our own'. The Cultural Diversity approach (above) is, in part, a response to this.

www.antiracisttoolkit.org.uk

www.britkid.org/si-words.html

3. The Race Equality Policy

It is a statutory duty under the Race Relations (Amendment) Act 2000 that every school:

- Prepare and maintain a written Race Equality Policy.

The deadline for schools to comply with this duty was 31st March 2002. Local Authorities were required to file a list of schools with Race Equality Policies to the Commission for Racial Equality in 2003.

3.1 Establishing a Lead

Equalities issues should be considered a priority. In line with this, a senior member of staff and a governor should be appointed to lead in this area, with Race Equality a focus of their brief.

3.2 An Equalities Group

In such a fluid area it is likely that over time there will be a range of equalities developments requiring a whole-school focus. Establishing an Equalities Group that draws representation from across the school community will be a valuable strategic move. This group should be relatively small and prepared to take a pragmatic approach, and can be charged with delivering a number of core functions, notably:

- managing the drafting and initial release of policy statements;
- arranging and acting on consultation;
- innovating;
- developing and delivering an annual Action Plan;
- undertaking the review; monitoring progress.

3.3 Undertaking an audit

Schools should undertake formal audits of current provision prior to developing policy or when seeking to implement an action in the Action Plan for a given area. Such audits are invaluable if schools are to genuinely consider their current provision and plan effectively to meet needs or gaps. The most useful tool for supporting this process is the CRE's own audit tool, which breaks the school's processes down into core functions or standards areas (Appendix 1).

3.4 Preparing a Written Policy

The Race Equality Policy should be prepared according to the framework guidance issued by the Commission for Racial Equality, 2002 (Appendix 2) and by Children, Families and Schools, 2002 (Appendix 3). Reference should also be made at this point to DfES Circular 10/99 Social Inclusion: Pupil Support, and to the directorate's 'Guidance and Recommendations on Preventing and Responding to Bullying, 2002: Section 4a) Racist Bullying. Both of these documents have been issued to all schools previously.

Although this policy does not necessarily have to be a 'stand-alone' document, the directorate strongly advises that schools develop this policy as a separate policy to complement others that relate to Educational Inclusion and Equalities. The policy should be structured in such a way that the following key themes are covered:

- The context of the school;
- The aims of the Race Equality Policy;
- Commitments, roles and responsibilities (of the school community);
- What occurs in cases where the policy is breached (including guidance/or where to locate guidance on responding to racist incidents);

- An outline of the policy review process;
- How the implementation of the policy will be structured;

Drafts of this policy should be reviewed by the Equalities Leads and agreed (if one is constituted) by the Equalities Group prior to presentation to governors for ratification.

3.5 Consultation and Communication

Individual schools have their own processes for developing policy; however, for a policy such as this, which is concerned specifically with the diversity of groups within the school community and within local communities, there is a need for some additional consideration:

- How to consult with the school community (including parents and communities) on the content of the draft Race Equality Policy and what you will do with the results of that consultation;
- How to communicate effectively the agreed policy to the school community and to the wider community (where appropriate);
- How you intend to make the school community aware of the results of monitoring.

3.6 Maintaining the Written Policy

The focus on schools within the RRAA (2000) is actually not on policy but on implementation. The policy document is perhaps best seen as a tool, through which schools can set out and then apply their vision, commitments and responsibilities. The commitments outlined in the Race Equality Policy should be applied to other school policies in order to 'assess the impact of

policies on different racial groups within the school'. It is within the school's Race Equality Policy, then, that the drivers for change are located, framed and secured.
The accompanying Action Plan sets the timetable for change, identifies the roles and responsibilities of school staff, the evidence base and the vision for the year to follow. In summary, the application of this policy in practice will determine how well the school is meeting the general and specific duties, and what further work needs to be developed.

3.7 The Role of the Governing Body

The role of the Governing Body should not be underestimated. It is the Governing Body who hold overall responsibility for ensuring that the school is meeting its legal duties and it is to the Governing Body that any external challenge to the school would be made. Training and briefing for governors should be a core component of a school's approach to establishing race equality.

3.8 Complaints

Complaints made against a school regarding issues of race equality should be managed according to the school's Complaints Procedure. Guidance issued to all schools in March 2005 by Children, Families and Schools (School Complaints Procedure) clarifies the school's responsibilities and establishes the procedures and processes that should be in place to respond effectively to complaints. Schools receiving complaints regarding race equality should make reference to:

Function (Standard)	Objective (Lead)	Actions	Evidence (Impact)	Timescale
Policy Leadership and Management *Policy Development*	Race equality is included as an explicit aim in all of the school's policies *Equalities Lead*	Racial equality statements included in policies on admissions, bulling and training	Published statements *Statements included; CPD module for coming year on Race Equality established*	September - July
Policy Leadership and Management	Steps are taken to ensure school community is informed about school's race equality process *Equalities Group/ Headteacher/ Heads of Year/Key Stage/Class Teacher*	Letters to all parents/carers (translation available); display at Year ... Parents Evening; School Bulletin Entry November; staff briefing October	Copies of documents *Positive feedback from parents. Some additional contact with BME parents through mailing*	December
Attitudes and Environment *Racism, Racial Harassment*	Clear procedures are in place to ensure that racist incidents are dealt with *Assistant Headteacher/Equalities Lead/ LEA Adviser*	Equalities group reviews procedure; draft process to all staff; INSET session with Equalities Adviser (tbc); briefing for Governors	Published guidance; INSET feedback *Staff on INSET report increased confidence. Incident reports increasing, more thorough reports logged.*	January - March
Curriculum, Teaching and Assessment *Curriculum Content*	Racial Equality and Cultural Diversity are promoted and racism challenged in all areas of the curriculum *HsOD/Subject Leaders*	Audit 2 curriculum areas this year - PSHE and English; report to EQ Group in April with recommendations	Copies of audit *Elements of both curriculum areas to be strengthened.*	February - September

- Their Race Equality Policy, to establish where any breach may have taken place;
- The school's own complaints or grievance procedure;
- Children, Families and Schools guidance 'School Complaints Procedure' 2005

It is important that complainants are made aware of the process that the school will follow in investigating a complaint and that there is a stepped, formal process to follow. Where the Local Authority (LA) receives a direct complaint about a school, the complainant will be referred back through the school complaints procedure. If the complainant is unhappy with the school's response to any complaint once it has been through the formal channels it may then come to the LA. Alternatively, if the LA can support a resolution according to the circumstances of an individual case at an earlier stage then it may do so. Schools are reminded that the local authority adopts the McPherson definition of a racist incident which states:

4. The Action Plan

The CRE recommends that 'The (Race Equality) Policy is linked to a strategic Action Plan (or the school development plan) which includes targets for achieving race equality'. Race Equality actions detailed in the school development plan should be detailed enough to enable effective monitoring.

A stand-alone Action Plan needs to be flexible with achievable targets indicated. It should be a plan that is reviewed annually before redrafting. It must be linked into school development planning timescales.

4.1 The Action Plan should:

- Consist of no more than four or five target actions in any given year;
- Be developed and agreed with the Equalities Group or lead staff with input from colleagues;
- Be clearly linked into, and visible within the School Development Plan;
- Be accessible for consultation if necessary (for example, with Governors, SMT, staff, parents/carers or the School Council);
- Focus on more than one function of school life (see 4.2).

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

4.2 The Seven Functions

When action planning you may naturally wish to focus on a range of school activities over time, from simple tasks such as reviewing the dissemination of policy, to more complex tasks such as assessing parental satisfaction with home-school communication or analysing curriculum areas for race equality and cultural diversity.

It can be difficult to know where to start, however, and to know whether your progress can be measured against any kind of standard or benchmark.

One tool to guide your planning and provide some simple 'benchmarking' is the CRE's 'Learning for All - Standards for Race Equality in Schools' (2002). This guidance suggests that race equality work can be organised in seven familiar areas of school function. They are:

- Policy, Leadership and Management
- Curriculum, Teaching and Assessment
- Admission, Attendance, Discipline and Exclusion
- Pupils - Personal Development, Attainment and Progress
- Attitudes and Environment
- Parents, Governors and Community Partnership
- Staffing - Recruitment, Training and Professional Development

For each of these seven functions, there follows a series of simple standards with a more detailed guidance on what meeting one of these standards might entail.

The directorate recommends that:

- when action planning, schools decide which of the seven functions they will work within (perhaps a maximum of three in any annual cycle);

- schools then use the standards within the function and the accompanying guidance to act as both a planning and assessment framework.

Alternatively, schools could identify a function that they wish to develop and use the standards to act as a stimulus for planning individual actions.

The CRE standards are comprehensive so there is flexibility for schools to adapt and develop their approach to using them - the directorate encourages schools to identify which functions and standards are priorities for them - there is no requirement for schools to achieve every standard in the guidance as long as they are satisfied that they are meeting the duties of the RRAA (2000).

Copies of 'Learning for All - Standards for Race Equality in Schools' ISBN 1 85442 2235 (£10) can be ordered from TSO on 0870 240 3697.

4.3 Sample Action Plan

A sample Action Plan, organised according to the guidance given above is included in this section.

4.4 Monitoring and Review of the Action Plan

This Action Plan should be monitored and reviewed in the same way as any other school improvement plan would be - processes in individual schools vary. However, it is important to ensure that the results of this monitoring are referred to the Governing Body for review, prior to the drafting of the next year's plan. Evidence to support outcomes may be both quantitative and qualitative and should remain easily accessible, perhaps maintained in a central location or by the Equalities Lead.

5. Monitoring

'Ethnicity' has often been used interchangeably with 'race'…It was first used by American sociologists studying European immigrant groups and their relationship to US society…Ethnicity is essentially a process of group identification…we are all members of an ethnic group, whatever our colour.'

Bhavnani, 2001

5.1 What is 'Ethnic Monitoring'?

This term refers to the process where schools regularly establish the ethnic composition of their population and then analyse and review whether the ethnic background of individuals has any bearing on their experience in/of school, with a particular focus on attainment and achievement. The results of data monitoring can be used as evidence of the impact of the school's Race Equality Action Plan and should also inform future action planning. This data collection process is statutory.

5.2 The Four Processes

Essentially, monitoring is divided into four component processes:

- The collection of data from the school population regarding ethnicity as part of the annual PLASC process;
- The regular analysis of key school data with regard to ethnicity in order to assess the impact of its policies on pupils, staff, parents/carers from all ethnic groups;
- The monitoring of the Action Plan
- The publication of monitoring results on an annual basis, for example, within a report to the Governing Body.

5.3 PLASC and Gathering Data on Ethnicity

Appendix 4 contains the guidance pack issued by the Performance Data Team to enable schools to complete the PLASC process with regard to gathering data on ethnicity. It is essential that schools compile returns for all learners. Ascription is acceptable in accordance with the guidance issued by the Performance Data Team.

For more information, contact the Performance Data Consultant, contact details are included in the online appendices.

5.4 What key school data should we review?

Areas in which this **quantitative** data is most indicative and most commonly reviewed by schools include:

- Attainment;
- Achievement;
- Behaviour and Exclusions;
- Participation (of pupils and parents/carers in aspects of school life, including governance);
- Complaints;
- Racist Incident Reporting;
- Bullying Incident Reporting;
- Recruitment, Retention and Training of Staff;
- Governing Body.

The directorate recommends that schools seek to undertake some supporting **qualitative** data collection and analysis, actively involving the school community in helping the school assess its progress in promoting race equality as part of actions agreed with the Action Plan. Questionnaires, surveys, focus groups, informal interviews are possible methods; useful groups to involve might be an Equalities Group, a Healthy Schools Task Group, a School Council, the Governing Body or any parent/carer groups attached to the school.

For example, schools should seek to identify:

- Where there is comparative underachievement by ethnic groups;
- Any disparities in exclusion rates for different groups;
- Varying patterns of behaviour by different groups;
- Differences in attainment by ethnic groups;
- Where their performance places them against their targets, and where their performance differs from other schools;

- How pupils and parents/carers from different ethnic backgrounds participate variously in the life of the school;
- What reported incidents indicate about the frequency and nature of racist incidents within the school and how they are handled;
- Whether the school is successful in recruiting and retaining staff from minority ethnic groups and whether access to training is equitable;
- The operation and constitution of the Governing Body.

If there are identifiable differences or variances supported by the appropriate evidence, the question is why and whether these variances reflect the adverse impact of school policies and procedures. The school's strategic response will need to be described within subsequent Action Planning.

6. Responding to Racist Incidents

'A racist incident is any incident which is perceived to be racist by the victim or any other person. It may be perpetrated against individuals on the basis of their race, colour, nationality, culture, language or religion.'

The Stephen Lawrence Inquiry Report, 1999

'Racial harassment is defined as verbal or physical violence and/or behaviour towards individuals or groups on grounds of their colour, race, ethnic or national origin, religion or culture where the aggrieved believe the aggression was racially motivated and where there is evidence of racial motivation.'

Brighton and Hove Racial Harassment Forum

6.1 What Every School Must Do

1. Respond without delay to any reported incident according to the procedures laid down in your Race Equality Policy; provide appropriate support for the target; follow-up and monitor.

2. Record every incident reported or identified as racist in the school's internal logging system; maintain an overview of the pattern and frequency of incidents.

3. At the start of every term complete and return the directorate's Racist Incident Summary giving a cumulative summary of the number of incidents recorded in the school during the previous

4. Submit the results of this monitoring on an annual basis for review by the Governing Body

Additionally:

5. Offer additional support to targets and parents/carers of targets through offering to support the completion and return of a copy of the city's Racist Incident Reporting Form to the Racial Harassment Caseworker

6. Ensure that the Police are involved at an early stage if the incident is particularly serious

More detailed guidance on managing each of these steps is given below.

6.2 The Frameworks

- The Race Relations (Amendment) Act requires that all schools record, report and analyse/monitor racist incidents;
- DfES Circular 10/99 Social Inclusion: Pupil Support makes it clear that schools must have policies and procedures in place to deal with racist incidents and that 'parents and governors should be informed of such incidents and action taken';
- The Ofsted Inspection Framework requires inspectors to review the measures a school has in place to prevent and to respond to any racist incident;
- The Race Relations (Amendment) Act requires that all schools report data on the frequency and patterns of racist incidents to the LA in order that the LA can analyse and review the impact of its own policies and procedures.

6.3 Defining an Incident

For comprehensive guidance on defining racist behaviour, and the important ways in which racism differs from other forms of bullying schools should refer to the 'Guidance and Recommendations on Preventing and Responding to Bullying' (2002): Section 4a).

> The word 'incident' in many definitions may in some ways be misleading. Schools should seek to record and act upon any 'incidence' of racism - this may include language used in corridors, graffiti found on school premises or any materials uncovered that are racist in nature or tone. **An identifiable 'perpetrator' is not a prerequisite for recording an incidence of racism.** This information will be particularly valuable when reviewed alongside racist incidents that are the result of interactions between identifiable individuals.

The recording of racism should not be confined to the behaviour of children and young people. Schools have a duty to ensure that staff, parents/carers, visitors and contractors are aware of their responsibilities and the school's commitment to race equality. Protection under the act extends to these individuals and groups. Any breach of the school's policy, for example, a parent using racist language in front of a teacher, would also need to be recorded and dealt with reference to this policy. The Governing Body hold the final responsibility for ensuring that breaches of policy are dealt with effectively.

6.4 Responding to Racist Incidents or to Incidence of Racism

Responses to incidents should be in line with school policy. Appendix 5 offers some guidance on how to approach handling racism in a school context. In general, schools should seek to:

- Respond without delay;
- Ensure that the target/s are safe and remain safe;
- Record;
- Take action in line with school policy and guidance;
- Involve parents/carers at the earliest opportunity;
- Refer;
- Monitor and review;
- Consider the long- term implications - what does this say about the school climate and culture? What work needs to take place and where in the school functions should it be situated? Who will do this work?

Essential Whole-School Action

- Ensure that procedures for responding to racist incidents are clear and communicated to all staff and across the school community;
- Ensure that all staff understand that each carries a responsibility to respond to, report and record any racist incident;
- Ensure a designated senior member of staff is in place to take responsibility for providing advice and support and monitoring follow-up;
- Ensure that staff receive the training and support they require to feel confident in understanding and challenging racist behaviour.

6.5 Recording Racist Incidents

Schools must record every racist incident using their internal systems. The focus on reporting racist incidents is on the perception of the victim or any other person. In practice this means that anyone can report a racist incident regardless of whether or not they were the target of racism. The school must record and investigate the incident as racist in the first instance. Schools should seek to make it easy for all members of the school community to report racism.

> If a member of staff, for example, receives a complaint of racism from a parent, that member of staff is obliged to record the incident being reported as racist regardless of how they themselves may view the situation. This incident must then be investigated as a racist incident. During this investigation the nature of any racist element of a complaint can be drawn out.

The LA recommends that schools record:

- The nature of any incident/incidence
- The names, ages, gender and ethnic backgrounds of the perpetrators and targets (if applicable)
- The time and date of the incident/incidence
- The action taken to respond initially, including referrals
- An indication of follow-up actions planned and a review date (if applicable)

Adopting the LAs model incident recording form (Appendix 6) will enable schools to report this information internally without altering existing school forms.

6.6 Reporting Racist Incidents

a) Internal Reports

Refer details of incidents to:

- the lead member of staff with responsibility in this area who will maintain the overview and ensure that incidents are followed up;
- class teachers, tutors, Year/Team/Subject leaders (depending on phase);
- Governors, who should also be made aware of any racist incidents that have taken place as soon as is reasonably practicable and the action the school has taken to deal with them.

b) Reporting to Parents/Carers (when dealing with children and young people)

The LA recommends that parents/carers are notified by the school when a racist incident takes place. Schools should:

- Seek to meet with the parents/carers of the perpetrator/s in order to ensure that the breach of school policy is clearly understood and to ensure that the school's response is supported;
- Seek to meet with the parents/carers of the target to discuss the incident, to notify them of the school's response, to offer additional support and to seek their views on future actions

Schools must maintain contact with parents/carers until all parties are satisfied that the appropriate strategies have been applied and there is no further threat to the individual.

c) Reports to the LA

Schools report a termly summary of racist incidents by pattern and frequency to the directorate using the electronic R1/B1 summary form (Appendix 7).Copies of this form can be downloaded from the 'Equalities and Anti-Bullying' section of Education Online - http://education.brighton-hove.gov.uk. Guidance on completing the form is included.

Schools must:

- complete the summary forms accurately;
- meet the deadline for the termly return of these forms;
- date the forms with the school name and contact clearly identified.

Failure to comply with any of these requirements means that schools are preventing the directorate from meeting its statutory duties under the Race Relations (Amendment) Act 2000. The directorate will employ this data to monitor the impact of its policies and practice. The directorate will also share the cumulative, anonymised data on an annual basis in reports to members and to the city's Racial Harassment Forum. All individual school returns remain confidential.

6.7 Additional Support for Targets/Families: the Racial Harassment Caseworker

Staff, targets and/or parents/carers should be made aware of the services provided by the city council's Racial Harassment Caseworkers, to whom schools can and should refer cases by completing the city council's revised Racist Incident Reporting Form (Appendix 8).

The LA recommends that parents/carers are informed of this additional avenue of support when meeting or discussing incidents with schools, particularly if the incident has been particularly serious. Any referral from the school (including the completion of the form) must only be done with/or by the target or parents/carers and signed by them to ensure their consent. The caseworker will contact an individual or family directly, but may also contact the school subsequently to discuss the case. Schools may also be subjects of referrals made to Caseworkers directly by parents/carers or members of the public. Again, caseworkers will make contact with schools directly to support the progress of cases referred to them. Contact details for Caseworkers are available in the online Appendices.
**www.safeinthecity.net/racism**

6.8 Support for Schools

Additional support for schools can be accessed through an initial contact with your link adviser or School Improvement Partner.

The authority offers support for:

- Training and in-service opportunities;
- Advice and guidance on a case-by-case basis;
- Policy development, action planning and review

6.9 A Whole-School Model **Racist Incidents**
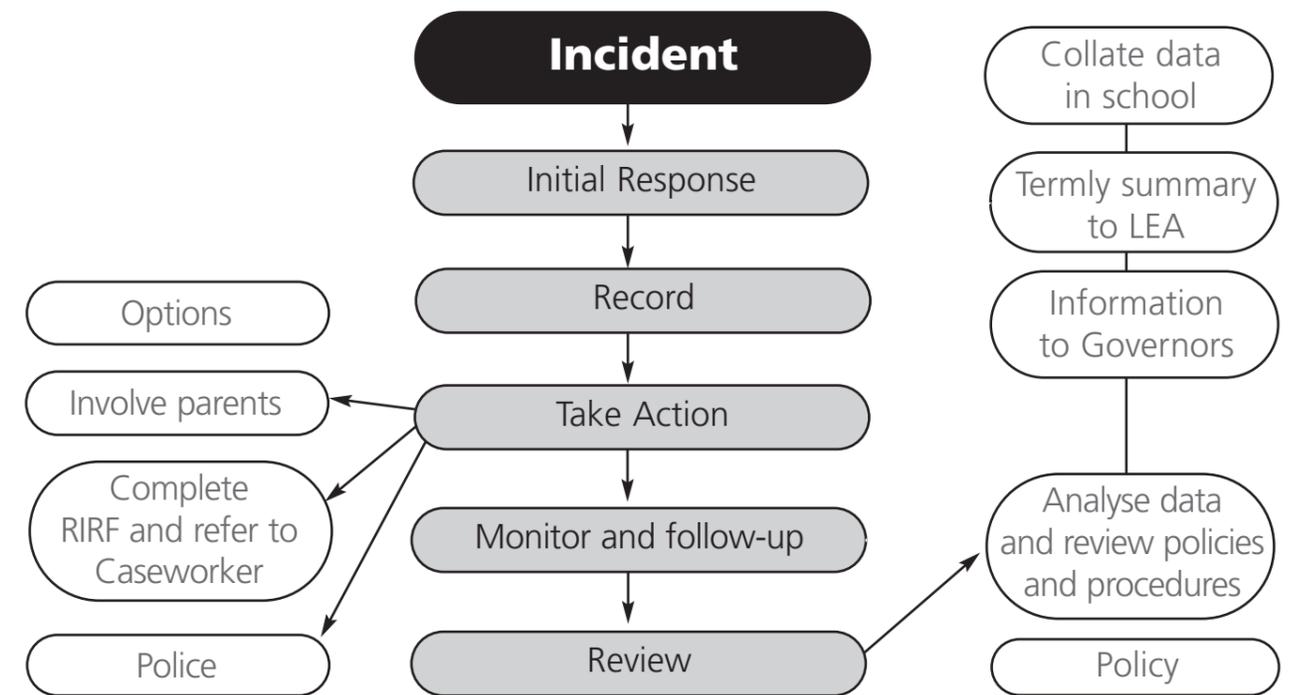
7. The Curriculum

7.1 The Role of the Curriculum

The role of the curriculum generally in promoting equality and diversity, and specifically in promoting racial equality and in challenging discrimination cannot be understated. Broadly, schools should aim to:

- provide opportunities for all pupils to learn and achieve;
- promote pupils' spiritual, moral, social and cultural development, and prepare pupils for the opportunities, responsibilities and experiences of life.

    National Curriculum Aims and Values, 2000

Indeed, Ofsted Inspectors are required to report on how well schools are meeting this challenge through a process of 'testing' inclusivity; this 'testing' is applicable to curriculum review.

Essentially, Inspectors will seek to evaluate:

'What action is being taken by the school to promote racial harmony, to prepare pupils for living in a diverse and increasingly inter-dependent society and specifically to address racism, sexism and other forms of discrimination?'

    Evaluating Educational Inclusion,
    Guidance for Inspectors and Schools, Ofsted 2000

The process of learning about identity, community, belonging and 'race' is a crucial one.

Children and young people must be given the opportunity to explore these themes and the issues that are raised by them, and to understand and appreciate their commonality and their diversity - this is a priority for every school, whatever their location or mix of ethnicity.

Certainly, on a simplistic level in order to satisfy the requirements of the Race Relations Amendment Act to 'promote good relations between people of different racial groups', schools must be actively working to ensure that this exchange, that this learning takes place. However, as nations, cultures and societies are fluid, so curriculum planning will need to remain open and flexible. Issues of racism are often contextual: the current debates over asylum seekers and immigration, around Islam and British Muslims, and continuing concerns for gypsy and traveller communities reminds us that there is a clear need to be responsive and open to the changes and challenges that this area of work presents.

Fundamentally, though, this is about ensuring that children and young people are given the opportunity to regularly engage with, discuss and develop their own sense of individual and collective identities and responsibilities in environments that are safe, supportive and inclusive - nowhere is excellence in this field more profoundly necessary than in our schools.

7.2 Standards

The CRE's 'Learning for All: Standards for Racial Equality in Schools' contains comprehensive guidance under fourteen standards and checklists within 'Curriculum, Teaching and Assessment'. The CRE's audit tool (Appendix 1) includes a complete audit package for schools headed: 'Curriculum, Teaching and Assessment'. This would be an ideal starting point for schools evaluating their curriculum policy. CRE standards include:

- ethnic minority interests including those of Traveller children are addressed throughout the curriculum
- steps are taken to promote cultural diversity and challenge racism throughout the curriculum, both in multiracial and predominantly white schools
- Classroom management includes taking positive action to ensure mutual respect and trust between pupils from different ethnic groups
- Assessment instruments are checked for cultural bias before use
- The school monitors the assessment of pupils by ethnic group'

Extracts from: *Commission for Racial Equality, Learning for All: Standards for Racial Equality in Schools, 2000*

7.3 Subject Areas

Within every subject area there are opportunities to develop, extend and expand concepts of diversity and 'racial' equality, either explicitly or implicitly. Schools should consider curriculum review by subject area as a key component of annual action planning.

The QCA website 'Respect for All' (www.qca.org.uk/ca/inclusion/respect_for_all) offers guidance for each subject at each key stage. 1999 QCA guidance:

'Teachers should take specific action to respond to pupils' diverse needs by creating learning environments in which:

- ….stereotypical views are challenged and pupils learn to appreciate and view positively difference in others, whether arising from sex, ability or disability
- … all forms of bullying and harassment, including racial harassment are challenged

- …materials (are used) which reflect social and cultural diversity
- …work…builds on pupils' interests and cultural experiences' From: General Statement on Inclusion, QCA, 1999

There are a number of excellent audits available for schools to audit general practice and specific curriculum areas in order to develop planning in response. Good examples of specific subject area audits are within:

- Promoting Racial Equality and Cultural Diversity, Bethan Rees, Pearson, 2003, ISBN 1-85749-789-9
- Here, There and Everywhere: Belonging, Identity and Equality in Schools, Robin Richardson, Trentham, 2004, ISBN 1-85856-343-7

More general tools are included in:

- Complementing Teachers: A Practical Guide to Promoting Race Equality in Schools, Runnymede Trust, 2003, ISBN 1-84085-912-1
- Toolkit for Tackling Racism in Schools, Stella Dadzie, Trentham, 2000, ISBN 1-85856-188-4

The Healthy Schools Team in Brighton and Hove has also developed three excellent resources for developing cultural diversity in schools at both Primary and Secondary level. These resources are available from the Healthy Schools Team on 01273 293530.

- 'Cultural Diversity & …', Resource Packs for PSHE and Citizenship at KS1 (Identity), KS2 (Social Justice), KS3 (Responsibility), Brighton and Hove PSHE Advisory Team

7.4 Six Themes

In the 2004 DfES report 'Aiming High: Understanding the Needs of Minority Ethnic Pupils in Mainly White Schools' the report's author suggests there are six themes that should be considered when reviewing or planning the contribution of the whole-school curriculum in relation to race equality and cultural diversity. The full report is available as an online Appendix.

These six 'themes' are:

Shared humanity: similarity, sameness and universality

Art, drama, history, music, novels, poetry, religion and stories all explore humankind's basic humanity. In science, pupils learn about aspects of human biology that are universal, about universals in the inorganic world and about science as a universal human activity. Universals in biology are also encountered in health education and PE. In geography, pupils learn about recurring patterns in relationships between human beings and their physical environment. Teaching about difference and diversity must go hand in hand with teaching about commonality and sameness.

Difference and diversity: contrasting stories and interpretations

In all subjects, the texts, visual material and electronic resources can reflect the reality that Britain is a multi-ethnic society and is part of an interdependent world. Similarly the tasks, problems and assignments that are set can reflect these aspects of the real world. In many subjects, in addition, there are direct opportunities for teaching and learning about cultural differences, and differences of perception, interpretation and narrative.

Interdependence: borrowing, mingling and mutual influence

A recurring danger in teaching and learning about cultures is that pupils will get the idea that each culture is distinct from all others. The reality is that boundaries between cultures are porous and frequently unclear. Interdependence is an essential concept in geography, biology, chemistry and physics, and in all studies of causation in history. Examples of mutual influence and fusion can be found in art, design, drama, literature, music and technology.

Excellence everywhere

Excellence is to be found in all cultures, societies and traditions, not in 'the west' only. The 'default position' in the curriculum, however, can all too often be the assumption that all significant human achievements arose in the West - this is what is communicated, even though teachers do not consciously intend it. In every subject, examples of achievement, invention, creativity, insight and heroism should be taken from a wide range of cultures, both in the present and in the past.

Identity and belonging

Every individual belongs to a range of different groups, and therefore has a range of different loyalties and affiliations. Also, and partly in consequence, all individuals change and develop. Pupils need to know and feel confident in their own identity but also to be open to change and development, and to be able to engage positively with other identities. All pupils need to be comfortable with the concept of multiple identity and with hyphenated terms such as Black-British, British-Muslim and English-British. A sense of belonging to Britain and that 'Britain belongs to me' may be developed in all arts and humanities subjects, in citizenship education and PHSE, and can be implicit in some of the examples, reference points and case studies in mathematics, science and technology.

Race, ethnicity and justice

Already at Key Stage 1 pupils need to appreciate that there is a single race, the human race, but that the world contains ignorance, prejudice, discrimination and injustice. In the course of their time at school pupils should become familiar with theories about the sources and forms of racism, including individual racism and institutional racism. They need also to know about strategies, actions and campaigns to prevent and address racism, locally, nationally and internationally; equal opportunities in employment and the provision of services; the role of legislation; the management and resolution of conflict; intercultural communication and relationships; and justice and fairness. Not least, they need to know what they themselves can do to address racism within their own sphere of influence. It is particularly in history, PSHE and citizenship education that social and political concepts to do with race and racism are taught and developed directly. Indirectly, they can be a dimension in all subjects, particularly literature and stories, and the creative and performing arts.

DfES/0416/2004: Aiming High: Understanding the Needs of Minority Ethnic Pupils in Mainly White Schools

7.5 Some Useful Websites

www.britkid.org

www.coastkid.org

www.qca.org.uk/ca/inclusion/respect_for_all

www.blackbrighton.org.uk

www.black-history.org.uk

The content of external websites is not the responsibility of Children, Families & Schools.

If you would like this translated, please tick the box (or state the language required) and return this to any council office

Në qoftë se dëshironi që ky informacion të përkthehet nëgjuhën shqipe ju lutem shënoni '✓' në kuadratin përkatës dhe dorëzojeni këtë në cilëndo zyrë të Këshillit të Rrethit.

Albanian ☐

"إذا كنت ترغب في الحصول على هذه المعلومات مترجمة للغة العربية, يرجى وضع علامة في الخانة المبينة و إعادة هذا إلى أي مكتب من مكاتب مجلس البلدية".

Arabic ☐

'আপনি যদি এই তথ্যঠির অনুবাদ [বাংলা ভাষায়] পেতে চান তাহলে অনুগ্রহ করে পার্শ্বের বক্সে ঠিক দিয়ে যে কোন কাউন্সিল অফিসে পাঠিয়ে দিন'

Bengali ☐

如果你想這些資料翻譯成廣東話，請在方格內加剔，並把這表格送回任何市議會的辦事處。

Cantonese ☐

"اگر مایلید این اطلاعات به زبان(فارسی) ترجمه شود، خواهشمندیم شکل مربع را علامت زده و فرم را به هر آدرس شهرداری که در اختیار دارید پس بفرستید."

Farsi ☐

Si vous souhaitez obtenir une traduction de ces informations en français, cochez cette case et renvoyez ce coupon au bureau municipal de votre choix

French ☐

如果你想这些信息翻译成普通话，请在方格内划勾，并把这表格送回任何市议会的办事处。

Mandarin ☐

No caso de querer obter a tradução desta informação em português, assinale por favor o quadrado correspondente, e envie este impresso para qualquer um dos 'council office' (escritórios da Câmara Municipal).

Portuguese ☐

Eğer bu bilgilerin Türkçe tercümesini isterseniz, lütfen kutuyu işaretleyip herhangi bir Belediye bürosuna götürünüz.

Turkish ☐

Other (please state)

_____

This can also be made available in large print, in Braille or on audio tape