Thanks to the staff and pupils at:
Dallas Road Primary School, Lancaster
Casterton Primary School, Burnley
St Annes & St Joseph’s Catholic Primary School, Accrington

This booklet has been developed by the Lancashire Authority Equalities Team.

Further copies of this publication are available from:
Lancashire Authority Equalities Team
Tel: 01772 532158
Email: carole.mcnulty@ed.lancscc.gov.uk
WHAT IS THE RACE EQUALITY MARK?

The Race Equality Mark is awarded by Lancashire County Council to Lancashire primary schools that reach an agreed standard as outlined in this document and can therefore demonstrate that Race Equality is embedded in their practice and procedures. It will be awarded to schools for a three year period. The school will receive a plaque and will be able to use the logo on school literature during that period. There will be an opportunity to renew the Race Equality Mark at the end of three years.

Most primary schools are familiar with the Basic Skills Quality Mark scheme. Lancashire’s Race Equality Mark is based on the same model as the Basic Skills scheme and has been developed by a Lancashire working group to provide an effective framework aimed at supporting schools through the process of developing and consolidating good practice in the area of Race Equality.

The Race Equality Mark builds on the commitment made by schools who signed up to the Lancashire Race Equality Charter. It provides a process through which schools can fulfil their commitment to Race Equality.

As schools develop more sophisticated measures of self-evaluation, assessing the impact of their Race Equality policy will be part of that process. The Race Equality Mark framework is a self-evaluation tool which schools can use to help them establish how effectively they are meeting their requirements in the area of Race Equality.
LEGAL REQUIREMENTS

The Race Relations (Amendment) Act 2000 imposed specific duties on schools in terms of promoting good race relations and this has been statutory for all schools since May 2001.

Under the legislation schools, along with all other public institutions, have a positive duty to:

• Eliminate discrimination
• Promote equality of opportunity
• Promote good relations between persons of different racial groups

Specifically, schools need to have a Race Equality policy in place with arrangements for its implementation, along with arrangements for monitoring its implementation and assessing the impact of the policy on staff, pupils and parents.
OFSTED

From September 2005 all Governing Bodies are required to answer the following three questions as part of their contribution to the School Evaluation Form (SEF) for OFSTED inspection purposes:

1. The governing body ensures that the school does not discriminate against pupils, job applicants or staff on the grounds of sex, race, disability or marital status.

2. The governing body has agreed a written policy on Race Equality, has arrangements to monitor its implementation and assess its impact on staff, pupils and parents, and communicates the results of monitoring and assessments of impact to parents and the governing body.

3. The school meets the requirements of the general duty and the specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Race Equality (CRE) code of practice.

The process of working towards the Race Equality Mark will support schools conducting an audit of policy and practice which will inform the self evaluation process required by OFSTED. The evidence required to achieve the Race Equality Mark can be used to complete the SEF.
EVERY CHILD MATTERS

Prominence has to be given to the five outcomes with which Every Child Matters is concerned:

(a) be healthy: for example by helping learners to adopt healthy lifestyles, build their self-esteem, eat and drink well and lead active lives;

(b) stay safe: for example by keeping learners safe from bullying, harassment and other dangers;

(c) enjoy and achieve: for example by enabling learners to make good progress in their work and personal development and to enjoy their education;

(d) make a positive contribution: for example by ensuring that learners understand their rights and responsibilities, are listened to, and participate in the life of the community;

(e) achieve economic well-being: for example by helping pupils to gain the skills and knowledge needed for future employment.

Providing a learning environment where all pupils feel safe from discrimination, racist bullying and harassment, and where the learning needs of all pupils, including those from minority ethnic groups, are effectively met will help schools achieve the outcomes of the Every Child Matters agenda.
GETTING THE LANCASHIRE RACE EQUALITY MARK

• The award is for all primary schools in Lancashire, irrespective of their ethnic make up.

• There is no charge for the award.

• An individual primary school needs to apply to Lancashire Local Authority. This can be done through the specialist EMA Adviser. Working towards the Race Equality Mark is seen as part of the school improvement process.

• On application, the school will receive the relevant paperwork, including this booklet. The school must then conduct an audit of practice using the audit form and begin to gather evidence of good practice. Evidence does not need to be physically collected but identified and noted on the form so that it can be looked at by the Adviser where necessary. Areas for development will be identified through this process and the school can begin to prioritise and work on these, incorporating them into their Race Equality action plan. Obviously some areas will have more relevance than others depending on the nature of the school, e.g. monitoring data by ethnicity will have no relevance in a mono-ethnic school. However, the school needs to be able to satisfy the Adviser that the relevance to Race Equality has been considered before deciding that little or no action needs to be taken.

• When the school feels it has met all the criteria, the Head should contact the specialist EMA Adviser who will arrange an assessment visit.

• There is no deadline for applications and the award can be achieved at any time of the year.

• All elements of the Race Equality Mark criteria have to be met. We do not award partial Race Equality Marks but advice and support may be given to assist the school to meet all the elements.

• The award is given for a three year period. It can then be extended by a further three year period. Standards will need to be judged as being maintained/improved.

• If a school should slip from the standard required, the specialist Adviser will investigate the issue and may then decide to withdraw the award. The school must then cease to use it on all publicity and stop displaying the Race Equality Mark.
SOME POINTS TO CONSIDER

Lancashire is a diverse county with the vast majority of schools having at least one pupil on roll identified as being from a minority ethnic group. Race Equality is an important issue for all schools, regardless of their ethnic make up, as all schools have a duty to promote good relations between different racial groups and to prepare all our young people for life in a diverse society.

The term 'minority ethnic' refers to all people in the UK who did not identify themselves or their children as White British when taking part in the 2001 census of population or in the annual census of population or in the annual census of schools in England which has taken place since. It is not ideal, for it implies that all people thus described have more in common with each other than they do with any members of the white majority. The reality, however, is that there are substantial differences amongst people described as 'minority', including differences in the reasons why individuals or their forebears came to UK in the first place, and how long they have been here. Along with other citizens, there are also differences in occupation, lifestyle, social class etc. and it cannot be emphasised too strongly that 'one size does not fit all'.

The concept of diversity encompasses differences of culture, religion, language and national origins. It also necessary to take into account mixed heritage as well as single heritage, and to recognise the diversity within groups, including White British.

In addition to people who identified themselves in the census as 'not white', some groups of Gypsy/Traveller communities in the UK are recognised by race relations legislation as minority ethnic groups - Gypsy/Roma, Irish Travellers.
THE TEN ELEMENTS OF THE RACE EQUALITY MARK

1. There is a whole school policy to meet the duties of the Race Relations (Amendment) Act 2000, and an action plan to implement the policy.

2. The school ethos positively promotes Race Equality.

3. Governors understand their responsibilities and take a lead role in the promotion of Race Equality.

4. Training to support Race Equality is undertaken.

5. The curriculum and teaching and learning styles incorporate the principles of Race Equality.

6. Pupils are involved in the promotion of Race Equality.

7. The school is working in partnership with parents/carers and the wider community to promote positive attitudes to Race Equality.

8. There is effective monitoring of pupil performance, progress and achievement by ethnicity.

9. Effective systems are in place for dealing with, recording and reporting racist incidents.

10. There are effective procedures in place for evaluating and reporting on the impact of the Race Equality policy.
## RACE EQUALITY MARK

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. There is a whole school policy to meet the duties of the Race Relations (Amendment) Act 2000, and an action plan to implement the policy</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 The school has a written Race Equality policy which is reviewed annually</td>
<td></td>
</tr>
<tr>
<td>1.2 The policy has been agreed by staff and governors and its principles shared with parents and pupils</td>
<td></td>
</tr>
<tr>
<td>1.3 The school has an action plan for the promotion of Race Equality</td>
<td></td>
</tr>
<tr>
<td><strong>2. The school ethos positively promotes Race Equality.</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 The school has signed up to and prominently displays the Race Equality Charter</td>
<td></td>
</tr>
<tr>
<td>2.2 As a matter of course, displays reflect cultural diversity by presenting positive images of a variety of ethnic groups</td>
<td></td>
</tr>
<tr>
<td>2.3 The school brochure, newsletter and mission statement reflect the key principles set out in the Race Equality policy</td>
<td></td>
</tr>
<tr>
<td>2.4 Positive attitudes are reflected in behaviour and language and there is zero tolerance for racist incidents</td>
<td></td>
</tr>
<tr>
<td>2.5 Assemblies and celebrations inform and promote understanding of diversity</td>
<td></td>
</tr>
<tr>
<td>2.6 High expectations of all pupils are reflected in school processes and the school environment</td>
<td></td>
</tr>
</tbody>
</table>
## RACE EQUALITY MARK

<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a whole school policy to meet the duties of the Race Relations (Amendment) Act 2000, and an action plan to implement the policy</td>
<td></td>
</tr>
</tbody>
</table>
| 1.1 The school has a written Race Equality policy which is reviewed annually | - Up to date Race Equality policy on file with other school policies  
- Updated annually in line with others                                                                                                                                                                                     |
| 1.2 The policy has been agreed by staff and governors and its principles shared with parents and pupils | - Minutes of governor meetings and staff meetings  
- All staff have a copy of the policy  
- Copy of relevant parent newsletter  
- Copy of school brochure where there is reference to the policy                                                                                                                                                     |
| 1.3 The school has an action plan for the promotion of Race Equality | - Action plan on file - monitored, evaluated and reviewed annually  
- Part of SDP (school development plan)  
- Part of Section 4 of SEF                                                                                                                                                                                                  |
| 2. The school ethos positively promotes Race Equality.                  |                                                                                                                                                                                                                                                                                        |
| 2.1 The school has signed up to and prominently displays the Race Equality Charter | - Charter on display in a prominent position - checked in learning walk by headteacher and Adviser  
- Staff and children are aware of the charter and know, in outline, what it says                                                                                                                                             |
| 2.2 As a matter of course, displays reflect cultural diversity by presenting positive images of a variety of ethnic groups | - Displays checked by learning walk with headteacher and Adviser  
- Checked half termly by headteacher  
- Statement in Displays policy where one exists                                                                                                                                                                         |
| 2.3 The school brochure, newsletter and mission statement reflect the key principles set out in the Race Equality policy | - Copies of school Brochure, newsletter and mission statement available                                                                                                                                                      |
| 2.4 Positive attitudes are reflected in behaviour and language and there is zero tolerance for racist incidents | - Inclusion of this message in the relevant policies eg behaviour policy  
- Adviser to meet with selected members of staff and pupils selected at random  
- Posters and displays in school that reinforce this message  
- Evidence of racist incidents logged and forms sent to County                                                                                                                                                                |
| 2.5 Assemblies and celebrations inform and promote understanding of diversity | - Written programme of assembly titles/topics  
- Evidence of relevant celebrations e.g. photo albums, newsletter to parents  
- Photographic evidence on display in school                                                                                                                                                                             |
| 2.6 High expectations of all pupils are reflected in school processes and the school environment | - Data to substantiate eg SATs scores, attendance and exclusion data  
- Policy and practice with regard to extended visits abroad  
- Pupil questionnaires  
- Parent questionnaires                                                                                                                                                                                                       |
<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Governors understand their responsibilities and take a lead role in the promotion of Race Equality</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Relevant issues are regularly discussed at Governors’ meetings</td>
<td></td>
</tr>
<tr>
<td>3.2 There is evidence that members of the Governing body have received relevant training and updating in Race Equality issues</td>
<td></td>
</tr>
<tr>
<td>3.3 There is evidence of positive action to encourage participation of minority ethnic groups where appropriate</td>
<td></td>
</tr>
<tr>
<td><strong>4. Training to support Race Equality is undertaken</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 An audit of need is carried out which will include both teaching and non-teaching staff</td>
<td></td>
</tr>
<tr>
<td>4.2 Staff deal confidently and effectively with racist incidents</td>
<td></td>
</tr>
<tr>
<td>4.3 There are opportunities for training in Race Equality issues</td>
<td></td>
</tr>
<tr>
<td>4.4 Staff feel confident in implementing Race Equality through the curriculum and use appropriate resources</td>
<td></td>
</tr>
<tr>
<td>4.5 Staff confidently use appropriate strategies to meet the needs of pupils learning with EAL</td>
<td></td>
</tr>
<tr>
<td>4.6 Race Equality training is included in the induction of all new staff, including students and those on supply.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Curriculum, teaching and learning styles incorporate the principles of Race Equality</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Regular audits of curriculum content and resources are carried out by curriculum leaders</td>
<td></td>
</tr>
<tr>
<td>5.2 Curriculum and resources promote positive attitudes of diversity and reflect the diversity of the school and the wider community</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Governors understand their responsibilities and take a lead role in the promotion of Race Equality

<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Relevant issues are regularly discussed at Governors’ meetings</td>
<td>- Minutes of relevant Governor meetings</td>
</tr>
<tr>
<td>3.2 There is evidence that members of the Governing body have received relevant training and updating in Race Equality issues</td>
<td>- Governor training programme records</td>
</tr>
<tr>
<td>3.3 There is evidence of positive action to encourage participation of minority ethnic groups where appropriate</td>
<td>- List of Governors - if appropriate</td>
</tr>
<tr>
<td></td>
<td>- Headteacher statement outlining strategy adopted, with evaluation of effectiveness</td>
</tr>
<tr>
<td></td>
<td>- Any letters/memos/newsletters asking for active participation</td>
</tr>
</tbody>
</table>

### 4. Training to support Race Equality is undertaken

<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 An audit of need is carried out which will include both teaching and non-teaching staff</td>
<td>- Evidence from person with responsibility for overseeing staff training - notes, records etc.</td>
</tr>
<tr>
<td></td>
<td>- Verified by Adviser speaking to selected members of staff</td>
</tr>
<tr>
<td>4.2 Staff deal confidently and effectively with racist incidents</td>
<td>- Written evidence of staff questionnaires on training</td>
</tr>
<tr>
<td></td>
<td>- Evidence of training given - staff meeting minutes - programme of staff meetings etc.</td>
</tr>
<tr>
<td></td>
<td>- The Adviser speaks to members of staff</td>
</tr>
<tr>
<td>4.3 There are opportunities for training in Race Equality issues</td>
<td>- Evidence of staff training - training programme</td>
</tr>
<tr>
<td></td>
<td>- Minutes of relevant staff meetings</td>
</tr>
<tr>
<td></td>
<td>- Staff evaluation of training</td>
</tr>
<tr>
<td>4.4 Staff feel confident in implementing Race Equality through the curriculum and use appropriate resources</td>
<td>- Minutes of relevant staff meetings</td>
</tr>
<tr>
<td></td>
<td>- Planning incorporates relevant resources</td>
</tr>
<tr>
<td></td>
<td>- Planning, schemes of work</td>
</tr>
<tr>
<td></td>
<td>- Interviews with staff/staff questionnaire</td>
</tr>
<tr>
<td>4.5 Staff confidently use appropriate strategies to meet the needs of pupils learning with EAL</td>
<td>- EMA Action plan</td>
</tr>
<tr>
<td></td>
<td>- Discussion with a selection of staff e.g. EMA co-ordinator, mainstream member of teaching staff, bilingual assistant</td>
</tr>
<tr>
<td></td>
<td>- Lesson observations, plans</td>
</tr>
<tr>
<td></td>
<td>- Target setting</td>
</tr>
<tr>
<td>4.6 Race Equality training is included in the induction of all new staff, including students and those on supply.</td>
<td>- Plan/record of staff induction/training</td>
</tr>
<tr>
<td></td>
<td>- Copy of new staff handbook/information for supply staff available to Adviser</td>
</tr>
</tbody>
</table>

### 5. Curriculum, teaching and learning styles incorporate the principles of Race Equality

<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Regular audits of curriculum content and resources are carried out by curriculum leaders</td>
<td>- Timescales agreed between headteacher/staff and Adviser as to when this would be appropriate (however it is envisaged that this should be done at least annually)</td>
</tr>
<tr>
<td></td>
<td>- Evidence of audit e.g. CARME teacher report made available to Adviser</td>
</tr>
<tr>
<td>5.2 Curriculum and resources promote positive attitudes of diversity and reflect the diversity of the school and the wider community</td>
<td>- Teacher planning and objectives</td>
</tr>
<tr>
<td></td>
<td>- Resources lists</td>
</tr>
<tr>
<td></td>
<td>- Audit report</td>
</tr>
</tbody>
</table>
## Element Evidence/Comment

<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3 The school’s monitoring and evaluation of teaching demonstrates that teachers are taking account of, where relevant:</td>
<td></td>
</tr>
<tr>
<td>a) The needs of ethnic minority pupils, e.g. EAL, cultural relevance, etc.</td>
<td></td>
</tr>
<tr>
<td>b) Their duty to prepare pupils for life in a diverse society</td>
<td></td>
</tr>
<tr>
<td>c) Additional staff and support services are used effectively, e.g. bi-lingual teaching assistants, EMASS, TES</td>
<td></td>
</tr>
</tbody>
</table>

### 6. Pupils are involved in the promotion of Race Equality

| 6.1 Race Equality issues are discussed through an appropriate pupil forum, e.g. school council, through debates throughout the curriculum, assemblies, circle time | |
| 6.2 Where relevant, systems promote peer support, e.g. buddy/systems/pupil mentoring | |

### 7. The school is working in partnership with parents/carers and the wider community to promote positive attitudes to Race Equality

<p>| 7.1 A variety of methods is used to consult with parents and facilitate their involvement in school life and learning opportunities | |
| 7.2 In communicating, the school takes account of the differing language needs of parents/carers | |
| 7.3 There is an awareness of, and links with, communities represented in the school population and the wider community | |
| 7.4 Steps are taken to ensure all visitors are aware of the school’s commitment to Race Equality | |</p>
<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
</table>
| 5.3 The school’s monitoring and evaluation of teaching demonstrates that teachers are taking account of, where relevant: a) The needs of ethnic minority pupils, e.g. EAL, cultural relevance, etc. | • Lesson observation  
• Planning  
• Schemes of work  
• Policy statements |
| b) Their duty to prepare pupils for life in a diverse society | • Curriculum planning  
• Records of visitors to school,  
• Events  
• Classroom display  
• Resources  
• Pupil interviews/questionnaires |
| c) Additional staff and support services are used effectively, e.g. bi-lingual teaching assistants, EMASS, TES | • EMA action plan  
• Policy statements  
• Staff deployment rationale  
• Discussion with EMA co-ordinator/class teachers |
| 6. Pupils are involved in the promotion of Race Equality |  
6.1 Race Equality issues are discussed through an appropriate pupil forum, e.g. school council, through debates throughout the curriculum, assemblies, circle time | • Relevant policies, plans, records etc.  
• Pupil work  
• Adviser interview of selected staff and pupils |
| 6.2 Where relevant, systems promote peer support, e.g. buddy/systems/pupil mentoring | • Policy statements  
• Records, notes etc.  
• Adviser to speak to selected staff and pupils |
| 7. The school is working in partnership with parents/carers and the wider community to promote positive attitudes to Race Equality |  
7.1 A variety of methods is used to consult with parents and facilitate their involvement in school life and learning opportunities | • Use of translators where appropriate  
• Evidence of consultation and engagement e.g. letters, photographic evidence, meeting notes etc.  
• Policy statements  
• Adviser interview with parents |
| 7.2 In communicating, the school takes account of the differing language needs of parents/carers | • Survey to ascertain what the language needs and preferences are  
• Where appropriate, verbal and/or written translations available to parents e.g. through a bilingual assistant, another parent, a community member  
• Parents able to bring a translator to meetings  
• Evidence of translated information - where appropriate  
• Policy statements |
| 7.3 There is an awareness of, and links with, communities represented in the school population and the wider community | • Policy statements  
• Records of appropriate documents - e.g. plans, minutes, notes, letters, reports, evaluations etc.  
• Records of visitors to school  
• Displays |
| 7.4 Steps are taken to ensure all visitors are aware of the school’s commitment to Race Equality | • Notices displayed in a prominent place informing visitors of the school’s commitment to Race Equality |
### Element 7.5
The school networks locally, nationally and internationally for the purpose of developing knowledge of similarities and differences in other communities, e.g. cultural exchange, school links, internet/email links

### Element 7.6
The school has effective strategies in place and can demonstrate how it would deal with racism from parents/community, e.g. reporting to governors, school adviser, LEA, interagency response, etc

### Element 7.7
The school has developed partnerships with parents/communities/organisations in order to promote positive relationships in school and with different communities.

### Element 8.1
There is evidence to show that the school undertakes ethnic monitoring of pupil performance, progress and achievement

### Element 8.2
Data analysis is used to highlight under-achieving groups

### Element 8.3
Support and resources are allocated to appropriately under-achieving groups

### Element 8.4
Pupils’ behaviour, attendance and exclusions are monitored by ethnicity

### Element 8.5
Pupils’ participation in extra curricular activities is monitored by ethnicity
<table>
<thead>
<tr>
<th>Element</th>
<th>Suggested Examples of Evidence</th>
</tr>
</thead>
</table>
| 7.5 The school networks locally, nationally and internationally for the purpose of developing knowledge of similarities and differences in other communities, e.g. cultural exchange, school links, internet/email links | • Policy statements  
• Schemes of work  
• Evidence of cultural exchange, school links, internet/email links  
• Visitors to school |
| 7.6 The school has effective strategies in place and can demonstrate how it would deal with racism from parents/community, e.g. reporting to governors, school adviser, LEA, interagency response, etc | • Policy statements  
• Records of staff meetings/relevant training sessions  
• Evidence of reporting to governors, school adviser, LEA, interagency response, etc  
• Records of incidents |
| 7.7 The school has developed partnerships with parents/communities/organisations in order to promote positive relationships in school and with different communities. | • Evidence of the establishment and development of partnerships - letters, meeting notes, reports, evaluations, visitors to schools etc. |

8. There is effective monitoring of pupil performance, progress and achievement by

| 8.1 There is evidence to show that the school undertakes ethnic monitoring of pupil performance, progress and achievement | • Data monitoring systems show evidence of ethnic monitoring of achievement, pupil progress, attendance, behaviour and EAL progress where appropriate |
| 8.2 Data analysis is used to highlight under-achieving groups | • Target groups are identified with a clear rationale  
• Information is shared with relevant staff |
| 8.3 Support and resources are allocated to appropriately under-achieving groups | • Clear strategy for allocating support and resources is outlined in EMA action plan  
• Evaluations of effectiveness of support  
• Appropriate target setting |
| 8.4 Pupils’ behaviour, attendance and exclusions are monitored by ethnicity | • Results of monitoring are disseminated  
• Results are used to inform practice - records from staff meetings, working parties, reports etc. |
| 8.5 Pupils’ participation in extra curricular activities is monitored by ethnicity | • Evidence of numbers of pupils attending a variety of extra-curricular groups and activities  
• Action taken to address under representation |
<table>
<thead>
<tr>
<th>Element</th>
<th>Evidence/Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9. Effective systems are in place for dealing with, recording and reporting racist incidents</strong></td>
<td></td>
</tr>
<tr>
<td>9.1 The school has a procedure for the reporting and monitoring of racist incidents</td>
<td></td>
</tr>
<tr>
<td>9.2 The Governors report all incidents and action taken to the Local Authority</td>
<td></td>
</tr>
<tr>
<td>9.3 The school's Behaviour Management Policy includes guidance on the management of racist incidents</td>
<td></td>
</tr>
<tr>
<td>9.4 There is evidence that all staff are aware of what constitutes a racist incident in the school context, and of the school's procedures</td>
<td></td>
</tr>
<tr>
<td>9.5 There is evidence that racist incidents are dealt with immediately, and that there is appropriate short and long term follow-up, eg support for the victim/perpetrator whole school/class response to the wider implications of incidents</td>
<td></td>
</tr>
<tr>
<td><strong>10. There are effective procedures in place for evaluating and reporting on the impact of the Race Equality Policy</strong></td>
<td></td>
</tr>
<tr>
<td>10.1 The school has a procedure for monitoring its policy and assessing the progress of the action plan</td>
<td></td>
</tr>
<tr>
<td>10.2 The school reports on Race Equality issues to parents and Governors at least once a year, including dissemination of the Race Equality action plan</td>
<td></td>
</tr>
<tr>
<td>10.3 The school's procedures include discussion of the Race Equality Policy at least three times a year in staff meetings</td>
<td></td>
</tr>
<tr>
<td>10.4 A senior manager has responsibility for Race Equality issues</td>
<td></td>
</tr>
<tr>
<td>Element</td>
<td>Suggested Examples of Evidence</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>9. Effective systems are in place for dealing with, recording and reporting racist incidents</td>
<td></td>
</tr>
</tbody>
</table>
| 9.1 The school has a procedure for the reporting and monitoring of racist incidents | • Local Authority guidelines available  
• Copies of any incidents reported  
• Policy statements |
| 9.2 The Governors report all incidents and action taken to the Local Authority | • Minutes of Governor meetings  
• Copies of reports |
| 9.3 The school's Behaviour Management Policy includes guidance on the management of racist incidents | • School’s behaviour management policy |
| 9.4 There is evidence that all staff are aware of what constitutes a racist incident in the school context, and of the school’s procedures | • Discussion with members of staff  
• Records of staff meetings/training sessions |
| 9.5 There is evidence that racist incidents are dealt with immediately, and that there is appropriate short and long term follow-up, eg support for the victim/perpetrator whole school/class response to the wider implications of incidents | • Discussion with members of staff  
• Discussion with pupils  
• Incident log  
• Notes from relevant meetings, discussions  
• Curriculum plans |
| 10. There are effective procedures in place for evaluating and reporting on the impact of the Race Equality Policy | |
| 10.1 The school has a procedure for monitoring its policy and assessing the progress of the action plan | • Regular review meetings - once a term  
• Annual redraft of action plan |
| 10.2 The school reports on Race Equality issues to parents and Governors at least once a year, including dissemination of the Race Equality action plan | • Minutes of governors meeting  
• Published report to parents e.g. in newsletter |
| 10.3 The school’s procedures include discussion of the Race Equality Policy at least three times a year in staff meetings | • Evidence in relevant staff meeting minutes |
| 10.4 A senior manager has responsibility for Race Equality issues | • Senior member of staff named in Race Equality policy |
1. **There is a whole school policy to meet the duties of the Race Relations (Amendment) Act 2000, and an action plan to implement the policy**

   It is a legal requirement for all schools to have a Race Equality policy in order to meet their obligations under the Race Relations Amendment Act 2000. Everyone in school has a responsibility to meet the duties of the Act and so it is important that everyone is aware of the policy and its implications for their work. In order to implement this policy schools should develop an action plan following an audit of current practice. Both policy and action plan should be reviewed annually.

   The school will meet the requirement for this element if:
   - it has a written Race Equality policy which is reviewed annually (e.g. LCC Model Policy);
   - the policy has been agreed by staff and governors and its principles shared with parents and pupils;
   - it has an action plan for the promotion of Race Equality.

2. **The school ethos positively promotes Race Equality**

   To prepare all pupils for life in a multicultural society, Race Equality should be embedded in all aspects of school life. It is important that a commitment to Race Equality is highly visible through the environment and ethos of the school, giving a clear message to the whole school community, including visitors. This will provide a context for high expectations of behaviour, attitudes and achievement.

   The school will meet the requirement for this element if:
   - it has signed up to and prominently displayed the Race Equality Charter;
   - as a matter of course, displays reflect cultural diversity by presenting positive images of a variety of ethnic groups;
   - the school brochure, newsletter and mission statement reflect the key principles set out in the Race Equality policy;
   - attitudes are reflected in positive behaviour and language and there is zero tolerance for racist incidents;
   - assemblies and celebrations inform and promote understanding of diversity;
   - high expectations of all pupils are reflected in school processes and the school environment.
3. **Governors understand their responsibilities and take a lead role in the promotion of Race Equality**

Governors have a statutory responsibility to ensure that the school meets the duties of the Race Relations (Amendment) Act 2000. In order to do this successfully, they need to be informed through appropriate discussion and training.

The School will meet the requirement for this element if:

- relevant issues are regularly discussed at Governors’ meetings;
- there is evidence that members of the Governing body have received relevant training/updating in Race Equality issues;
- there is evidence of positive action to encourage participation of minority ethnic groups where appropriate.

4. **Training to support Race Equality is undertaken**

Race Equality can be a contentious and sensitive area and it is therefore important that school staff feel confident in their own knowledge, understanding and expertise. Raising issues through the curriculum, dealing with racist incidents, working with pupils and their parents can be challenging and sometimes lack of awareness can lead to an unwitting reinforcement of stereotypes and prejudices. Additionally, as achievement of all pupils is at the heart of Race Equality practice so awareness of the particular needs of minority ethnic pupils, including pupils learning with English as an additional language should inform school policy and practice. All staff need to feel equipped through training and resources, and supported by the school and its systems. Relevant training will build knowledge, skills and attitudes of staff and governors, and will contribute to the whole school commitment to Race Equality.

The school will meet the requirement for this element if:

- an audit of need is carried out which will include both teaching and non-teaching staff;
- staff confidently deal effectively with racist incidents;
- there are opportunities for training on Race Equality issues;
- staff feel confident in implementing Race Equality through the curriculum and use appropriate resources;
- staff confidently use appropriate strategies to meet the needs of pupils learning with EAL;
- Race Equality training is included in the induction of all new staff, including students and those on supply.
5. Curriculum, and teaching and learning styles incorporate the principles of Race Equality

The curriculum is the major tool for the promotion of Race Equality. Pupils should be provided with opportunities to explore and celebrate diversity, including the diversity of ‘white’. It is important that pupils have high self esteem and discussions around identity in the context of diversity will develop and support this. Resources should, where possible, reflect and promote positive images of local and global diversity. There should also be opportunities for pupils to critically explore relevant issues around diversity, discrimination and social justice, eg stereotyping, bullying, racism, prejudice, etc, through the curriculum.

Teaching should take account of the needs of all pupils, including those learning through English as an Additional Language. Teachers should also ensure the curriculum is meaningful and relevant to pupils from the range of cultural and ethnic backgrounds reflected in the school.

The school will meet the requirement for this element if:

• regular audits of curriculum contents and resources are carried out by curriculum leaders;
• curriculum and resources promote positive attitudes of diversity and reflect the diversity of the school and the wider community;
• the school’s monitoring and evaluation of teaching demonstrates that teachers are taking account of, where relevant:
  (a) the needs of ethnic minority pupils, eg EAL, cultural relevance, etc;
  (b) their duty to prepare pupils for life in a diverse society;
  (c) additional staff and support services are used effectively, eg bi-lingual teaching assistants, EMASS, TES.

6. Pupils are involved in the promotion of Race Equality

It is important that all pupils are able to actively participate in the process of promoting Race Equality. This will help pupils to understand their rights and responsibilities and ensure they make a positive contribution to the life of the school.

The school will meet the requirement for this element if:

• Race Equality issues are discussed through an appropriate pupil forum, e.g. school council, pupil questionnaires, irrespective of the ethnic make up of the school and its community;
• pupils have opportunities to explore issues through debates, assemblies, circle time;
• where relevant, systems promote peer support, e.g. buddy/systems/pupil mentoring;
• there is pupil participation in the development of a pupil friendly Race Equality policy.
7. **The school is working in partnership with parents/carers and the wider community to promote positive attitudes to Race Equality**

It is important that the school is working with parents and the wider community to promote Race Equality. The school community may be ethnically mixed or fairly monocultural, and both these scenarios pose their own challenges, especially where there may be racism and prejudice expressed overtly by some parents or members of the community. Whilst a school needs to be firm and clear about its own commitment to Race Equality, it may also need to be quite sensitive in working with parents and the community in this area and spend some time developing relationships and developing strategies for working in partnership.

The school will meet the requirement for this element if:

- a variety of methods is used to consult with parents and facilitate their involvement in school life and learning opportunities;
- in communicating, it takes account of the differing language needs of parents/carers;
- there is an awareness of, and links with, communities represented in the school population and the wider community;
- to raise awareness of Race Equality issues information is disseminated in an appropriate format;
- steps are taken to ensure all visitors are aware of the school’s commitment to Race Equality;
- it networks locally, nationally and internationally for the purpose of developing knowledge of similarities and differences in other communities, eg cultural exchange, school links;
- it has effective strategies in place and can demonstrate how it would deal with racism from parents/community, eg reporting to governors, school adviser, LEA, interagency response, etc;
- it has developed partnerships with parents/communities/organisations in order to promote positive relationships in school and with different communities.

8. **There is effective monitoring of pupil performance, progress and achievement by ethnicity**

Pupils’ attainment and progress in individual subjects must be monitored by ethnicity and the attainment and progress of individual pupils and groups of pupils are tracked as they move through the school. The data should then be used in school wide planning and decision making and used to inform decisions about allocating resources to groups that are underachieving. Pupils’ participation in extra-curricular activities should be monitored by ethnic group and programmes modified as necessary.
The school will meet the requirement for this element if:

- there is evidence to show that the school undertakes ethnic monitoring of pupil performance, progress and achievement;
- data analysis is used to highlight under-achieving groups;
- support and resources are allocated appropriately to under-achieving groups;
- pupils’ behaviour, attendance and exclusions are monitored by ethnicity;
- pupils’ participation in extra curricular activities is monitored by ethnicity.

9. Effective systems are in place for dealing with, recording and reporting racist incidents

Schools should demonstrate clear procedures are in place to ensure that racial incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently. The Lancashire ‘Guidelines and Procedures for Dealing with and Reporting Racist Incidents in Schools’, provides a comprehensive reporting system, and an expectation that incidents are reported to the Local Authority and annually discussed by the governors.

To gain the Race Equality Mark, schools need to show evidence that racial incidents are reported, that the effectiveness of the action taken to address incidents is assessed, and that the governing body reports all incidents along with action taken to the Local Authority.

The nature of racist incidents, the procedures and the effectiveness of strategies need to be discussed regularly at staff meetings, and should form part of the induction of new staff.

The school will meet the requirement for this element if:

- it has a procedure for the reporting and monitoring of racist incidents;
- the governors report all incidents and action taken to the Local Authority;
- the school’s Behaviour Management policy includes guidance on the management of racist incidents;
- there is evidence that all staff are aware of what constitutes a racist incident in the school context, and of the school’s procedures;
- there is evidence that racist incidents are dealt with immediately, and that there is appropriate short and long term follow-up, eg support for the victim/perpetrator; whole school/class response to the wider implications of incidents.
10. There are effective procedures in place for evaluating and reporting on the impact of the Race Equality policy

The Race Relations (Amendment) Act 2000 requires schools to monitor, evaluate and report on the impact of their Race Equality policy in order to ensure that school systems and strategies are not having any adverse impact on pupils or staff. It is important therefore that the Race Equality action plan clearly identifies outcomes and success criteria that can be evaluated, e.g. in planning a diversity event the school considers what it wants to achieve and how it will measure its effectiveness.

The school’s recruitment and selection procedures must be consistent with the statutory race relations Code of Practice. Where relevant, promotion opportunities and access to professional development of all staff should be monitored by ethnicity, and proactive steps taken to address any identified need.

To gain our quality mark, there should be evidence that Race Equality issues are regularly discussed at staff meetings and senior management meetings. The governing body of the school should consider progress being made in implementing and reviewing the Race Equality policy. Regular reporting to parents of the impact of the Race Equality policy and action plan - e.g. through newsletters, websites, should also be undertaken.

A school will meet the requirement for this element if:

- it has a procedure for monitoring its policy and assessing the progress of the action plan;
- the school reports on Race Equality issues to parents and Governors at least once a year, including dissemination of the Race Equality action plan;
- the school’s procedures include discussion of the Race Equality policy at least three times a year in staff meetings;
- a senior manager has responsibility for Race Equality issues.
RACE EQUALITY AND ETHNIC MINORITY ACHIEVEMENT - WHERE TO GO FOR SUPPORT

Teacher Advisers for Ethnic Minority Achievement (EMA) and Race Equality
Sarah Montague and Alison McLay
LPDS Centre, Southport Road,
Chorley PR7 1NG
01257 516106
• advice and support at class, departmental and whole school level on issues directly related to the achievement of pupils from minority ethnic groups
• INSET training on any aspects of Race Equality and ethnic minority achievement

Ethnic Minority Achievement Support Service (EMASS)
Judith Fawbert, Head of Service
8 East Cliff,
Preston PR1 3JE
01772 533788
• EAL support to schools without EMA funding which have international new arrivals who speak no English
• Advice and support re newly arrived asylum seeking pupils
• Partnership work with minority ethnic community associations
• Working with schools which have African-Caribbean heritage pupils

Traveller Education Service
Jeanne Kenyon, Head of Service
8 East Cliff,
Preston PR1 3JE
01772 533826
• Additional support for Gypsy and Traveller pupils
• Advice and INSET for schools
• Home/school liaison

Co-ordinator for Anti-Racist and Multicultural Education (CARME)
Jane Richmond
Area Education Office (East)
The Globe, St James Square,
Accrington BB5 0R
01254 220793
• Advice and support at class, departmental and whole school level on Race Equality issues for schools not in receipt of EMA devolved funding.