SCHOOLS' RACE EQUALITY POLICIES

- *FROM ISSUES TO OUTCOMES*

department for
education and skills
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SCHOOLS' RACE EQUALITY POLICIES - FROM ISSUES TO OUTCOMES

1.   This leaflet is intended to help schools to implement their statutory Race Equality Policy.

2.   It outlines practical steps that any school can take to mainstream race equality within existing work to improve pupils' attainment, and to build a school community with a positive ethos that reflects the wider community.

DELIVERING PRACTICAL RESULTS AND OUTCOMES FOR PUPILS

3.   Schools should focus on results or outcomes. In the past, race equality strategies have tended to focus too much attention on inputs – what the school does, e.g. putting in place a race equality policy, rather than outcomes - the difference made to its pupils.

Examples of targets focusing on outcomes:

- To narrow a gap in levels of attainment between different ethnic groups
- To reduce differences in rates of exclusion between different ethnic groups
- To measure how race equality is addressed within the curriculum

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4.   Recognise that some outcomes may be achieved within a few weeks or terms, while others may take longer. Set phased targets for these, including year-on-year targets.

5.   Schools need to prioritise the race equality outcomes that are most relevant to them and set race equality objectives accordingly. These should draw from and build into existing planning processes. They will be influenced both by priorities set by central government and by local circumstances and priorities identified by the LEA and the school.

6.   In any one year it is likely that a school will work towards one or two outcomes. These outcomes are mutually reinforcing, and progress towards achieving one will also depend on progress towards others. Schools should build work to achieve race equality outcomes into their long-term, mainstream school planning and into reviews of existing policies, and use appropriate data to monitor progress effectively.

- Use quantitative data to:
  - collect data broken down by ethnicity[1] to narrow race-equality gaps (e.g. gaps in levels of attainment and progress, differences in rates of exclusion).
  - measure the race-equality impact of existing activities (e.g. the use of rewards and sanctions such as exclusions).

- Use qualitative data – from surveys and consultations – to:
  - help measure the impact of policies on pupils, parents and staff, and
  - to build trust and communication

- Use both quantitative and qualitative data together where appropriate to the target – for example, in reviewing your school's handling of racist incidents you will need to consider how many incidents there have been in any given period and how satisfied the groups most affected are in how they are dealt with.

[1] Using the categories adopted by DfES will make it easier to cross-refer to the data collected by PLASC.

KEY PERFORMANCE OUTCOMES

7.   If your school is to be an inclusive school successful in raising the attainment of all pupils, then you need to be successful in delivering race equality. Delivering these key performance outcomes will help you to achieve that and to create a whole-school ethos where race equality is central to all that you do.

OUTCOME 1: Raising Attainment and Closing the Achievement Gap

A school where there are high expectations of all pupils and pupils are supported to reach their potential. Pupils from all ethnic groups have high levels of attainment and rates of progress.

Links to national targets to raise attainment at KS2, KS3 and GCSE.

HOW:
- Use existing data sets – PLASC data, pupil achievement tracker, school data, and LEA data on exclusions and absence. You can also use LEA data to compare "like" schools. If it is relevant, collect and examine data by subject area or department.
- Consider presenting the data visually for more impact
- Monitor patterns and trends in data. This is particularly useful where the school has small numbers of pupils from minority ethnic backgrounds
- Look at both groups of pupils and individual pupils to set individual learning targets. Consider academic mentoring.

- Establish targets to raise levels of attainment and progress, and narrow any achievement gaps between ethnic groups over time.
- Implement a programme of training and development for staff (e.g. through the Primary and Key Stage 3 National Strategies) which includes raising awareness and equips staff with the skills to meet different learning styles.
- Assess the quality of teaching and learning within the school and whether it meets the needs of minority ethnic pupils.
- Consider surveys of pupils and parents on how they feel the school can most effectively meet their needs.

OUTCOME 2 - Improvements in good race relations.

The school recognises and values diversity. All have a sense of belonging. There are few racist incidents and these are dealt with effectively: pupils from different ethnic backgrounds mix and get on well with each other. The school has positive relations with the wider community – including different faith groups – and the community is actively involved in the life of the school.

HOW:
This outcome links naturally with broader work on social inclusion and community cohesion, but remember that you must focus explicitly on race equality.

Key areas to focus on might include:
- Removing divisions and improving relationships between groups of pupils, parents and/or staff.
    - You might wish to monitor involvement in different activities, or complaints and incidents involving pupils and/or staff.
- Removing divisions and improving relationships between your school and the wider community, including minority-ethnic groups and faith groups.
- Ensuring that your school recognises and values diversity in all its activities. Set targets to focus on improving levels of satisfaction with the school, thereby reducing complaints.

Setting Targets – Tackling Racist Incidents

All racist incidents must be monitored and reported to the LEA – there should be no under-reporting.

- You might set up a group including staff, a governor, pupils and parents, especially from those groups most likely to be affected by racist incidents, to assess how satisfied they are with the way racist incidents are tackled.
- Phased targets might follow these steps:
  o Raise awareness of policy and procedures
  o Ensure everyone understands the importance of accurate reporting
  o Ensure everybody understands the importance of high levels of satisfaction in handling of incidents – the group might wish to conduct a survey to measure satisfaction
  o Reducing the number of incidents.

OUTCOME 3 – Improved Pupil Behaviour

Pupil behaviour and attendance across the school is good with no notable difference between ethnic groups. The school does not exclude many pupils and there are no significant differences in rates of fixed-term or permanent exclusion between ethnic groups.

Link to local targets (where these are in place) to reduce exclusions of minority-ethnic pupils and levels of unauthorised absence.

HOW:
- Assess your school's ethos and the action taken to prevent poor behaviour and attendance.
- Monitor permanent and fixed-term exclusions to see why pupils were excluded, if there are any patterns and trends in the rates and reasons for exclusion
- To reduce the likelihood of exclusions for pupils at risk –
    - Train staff to recognise and tackle the causes of disaffection
    - Train staff in effective inter-personal skills and conflict management
    - Introduce or extend mentoring and buddying schemes among pupils
    - Seek the active involvement of parents
    - Negotiate individual learning plans for pupils.

OUTCOME 4 – Parental and Community Involvement

Parents from all ethnic groups are actively involved in their children's learning and development, and local minority-ethnic communities and religious communities are actively involved in the school.

HOW:
Set quantitative targets here that will help you raise the levels of representation of minority-ethnic groups in the life of your school, and qualitative ones to help you improve levels of satisfaction.

- Assess the quality and extent of your school's relationships with different groups of parents – and with minority ethnic communities.
- Encourage supportive relationships between your school and the wider community.
- Monitor parental involvement in their child's learning and development including attendance at meetings and appointments
- Improve parents' understanding of their child's learning and development needs, and encourage them to support their child's learning.

OUTCOME 5 - A diverse and representative workforce

People from minority ethnic groups are represented at all levels of the school workforce, and all staff have full access to opportunities for promotion and career development.

Links to LEA target to raise proportion of minority-ethnic staff in workforce.

HOW:
Gathering quantitative data will help to clarify views, issues and areas for action.

- Schools should examine and assess their contribution to the recruitment and development of staff from minority-ethnic backgrounds.
- Schools should monitor by ethnicity the number of staff in post, by grade, applications for employment, training and promotion.
- Schools should also monitor staff receiving training, grievances, disciplinary action, appraisal outcomes and reasons for leaving.[1]

OUTCOME 6 – A fair and representative admissions policy

Admissions to the school reflect the ethnic backgrounds of the communities served. Wherever available or appropriate, all newly-arrived pupils have immediate access to a school place and to appropriate support.

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[1] LEAs are required to collect this information on schools that have 150 or more full time or equivalent staff.

Links to duties of mandatory admissions forums to build community cohesion.

HOW
Set targets that aim to:
- remove barriers to access, to increase applications from under-represented ethnic groups
- reduce and remove unjustifiable differences between ethnic groups in admissions, or the time taken to admit.
- Schools that determine their own admissions policies should monitor by ethnic group successful applications, complaints and appeals.
- All schools should monitor how long it takes to process applications for admission that are made outside the normal admission round.

Setting Targets - Increasing admissions from under-represented minority ethnic groups.

If particular ethnic groups do not apply to a school, that school should establish the reasons for this. Barriers to applications could be identified in a number of ways:

- Speak to staff in feeder schools and/or early years settings
- Encourage people from the communities to come into the school (for example to use the school's facilities or to contribute to lessons), to discuss key issues with pupils, staff or the governing body
- Assess your school's policies to see how any barriers can be removed.

Further examples of good practice

Many schools and LEAs are beginning to establish good practice. During 2004 examples of good and developing practice will be included on the CRE website www.cre.gov.uk. The website will also link to others sites that contain useful information.

Other examples can be found on the DfES website www.dfes.gov.uk, in particular on the Standards site http://www.standards.dfes.gov.uk/ - in particular on the Ethnic Minorities Achievement site http://www.standards.dfes.gov.uk/ethnicminorities/ - and also on the Welsh Assembly's site www.learning.wales.gov.uk/ . Ofsted and Estyn also produce publications that include examples of race-equality good practice – for more information, see www.ofsted.gov.uk and http://www.estyn.gov.uk/home.asp

Schools can also use *Learning for All: Standards for Race Equality in Schools* (2000) to audit a particular area of activity or identify race equality standards. *Learning for All* predates the statutory duty to promote race equality, but most of the document is still relevant. A copy was sent to every school in England and Wales. Further copies can be obtained from The Stationery Office.

Guidance LEAs in their work with schools can be found on the Employers' Organisation for local government's website at

http://www.lg-employers.gov.uk/publications/fullpublications/diversity_schools.html

The CRE's *The Duty To Promote Race Equality* (including *A Guide to Schools)* (2002) sets out the statutory duties imposed on schools by the 1976 Race Relations Act as amended by the Race Relations (Amendment) Act 2000. A copy of this was sent to every school in England: further copies can be obtained from the CRE.