

FRAMEWORK FOR A RACE EQUALITY POLICY

For Schools

COMMISSION FOR
RACIAL EQUALITY



Introduction

The amended Race Relations Act 1976 gives schools a statutory general duty to promote race equality. The aim of the duty is to:

- eliminate unlawful racial discrimination;
- promote equal opportunities; and
- promote good relations between people of different racial groups.

The Act also gives schools specific duties, to help them to meet the general duty. This includes a duty to prepare and maintain a written statement of the institution's race equality policy.

This framework sets out the main parts of a race equality policy and the main race issues for other policies.

Our statutory *Code of Practice on the Duty to Promote Race Equality* and our non-statutory guide, *The Duty to Promote Race Equality: A guide for schools*, will help you to meet your responsibilities under the general duty and the specific duties. We have also published a wide range of other good practice guidance, including *Learning for All: Racial equality standards for schools*. *Learning for All* is designed to help you to assess your progress in promoting race equality. You can also use it to set targets and to train your staff. You can download these and other CRE publications from our website at **www.cre.gov.uk**.

Under the duty to promote race equality, you must:

- prepare a written statement of your race equality policy; and
- maintain the written statement.

The policy could be a separate race equality policy or part of another policy. If it is part of another policy, we suggest that it should be easily identifiable as a race equality policy.

You will find it helpful to put a senior member of staff in charge of developing the policy, putting it into practice, and informing and involving people inside and outside the school.

Part I covers the points we would advise you to include in your race equality policy. Part II suggests questions that should help you to take account of race equality in your other policies.

Note: This framework does not apply to schools and education authorities in Scotland.

Part I

The race equality policy

1. Background

It may help to include a summary of the main race equality issues for your school. These could include:

- the population of your area;
- the ethnic backgrounds of your pupils and staff; and
- brief accounts of any racist incidents in the school or local area.

2. Aims and values

Your race equality policy should be based on your values and aims. It should include a statement that your aim is to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations in all areas of school life. These could include:

- progress, attainment, and assessment;
- behaviour, discipline, and exclusion;
- pupils' personal development and pastoral care;
- teaching and learning;
- admission and attendance;
- the curriculum;
- staff recruitment and professional development; and
- partnerships with parents and guardians, and communities.

The statement is important because it links your race equality policy to other school activities. You should also consider including race equality statements in other relevant policies.

3. Leadership and management

You will find it helpful to set out in your policy your commitments and the responsibilities of governors, the head teacher, staff, pupils, and visitors to the school. We give examples of these below.

Commitments

We are committed to:

- actively tackling racial discrimination, and promoting equal opportunities and good race relations;
- encouraging, supporting, and helping all pupils and staff to reach their potential;
- working with parents and guardians, and with the wider community, to tackle racial discrimination, and to follow and promote good practice; and
- making sure the race equality policy and its procedures are followed.

Responsibilities

A Governing body

The governors are responsible for:

- making sure the school complies with the amended Race Relations Act 1976 (the Act); and
- making sure the race equality policy and its procedures are followed.

B Head teacher

The head teacher is responsible for:

- making sure the race equality policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- making sure the race equality policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy, if necessary;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

C All staff

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins; and
- keeping up to date with the law on discrimination, and taking up training and learning opportunities.

D Staff with specific responsibilities

We suggest that you make a senior member of staff or a governor responsible overall for:

- coordinating work on race equality; and
- dealing with reports of racist incidents.

E Visitors and contractors

Visitors and contractors are responsible for:

- knowing, and following, your race equality policy.

4. Covering the specific duties

You have specific duties under the Act to assess and monitor the effects of your policies (including your race equality policy) on pupils, parents, guardians, and staff from different racial groups. Your race equality policy should briefly set out how you will do this. The policy could include the following.

Planning and developing policy

- How you plan to build questions on the implications for race equality into the processes for developing and planning policy.
- How you will build race equality targets within your wider strategic plans.
- How you plan to assess the effects of your race equality policy, for example through consultation, and by using auditing tools (such as *Learning for All*) to set race equality targets and take action.

Ethnic monitoring

- How you plan to collect ethnic data to monitor pupils' attainment and progress, and to set targets.
- How you plan to use ethnic data – for example on attainment, progress, exclusions, sanctions, and rewards – to inform planning and decision-making.

Assessing and reviewing policies

- How and when you plan to monitor, assess, and review your policies and strategies that are relevant to race equality, to see how effective they are in tackling unlawful racial discrimination, and promoting equal opportunities and good race relations.
- How you plan to build race equality questions into your self-review and evaluation frameworks.
- How you plan to use the results of reviews and assessments to inform planning and decision-making.
- How you plan to review your race equality policy against your assessments, and make any changes that are needed to the policy, and to any targets it includes.

Publishing the results of monitoring

- How you plan to publish each year the results of your monitoring.
- How you plan to keep everyone in the school informed about the policy and how it is working.
- How you plan to make sure that any information you publish cannot be used to identify individuals.

5. Putting the race equality policy into practice

You could consider the following questions.

How will you put the policy into practice?

You should include:

- monitoring the policy to see how it is working; and
- when, and how often, you plan to review the race equality policy.

How will you use training and development?

You should include:

- developing a training strategy which includes training and support for staff and governors;
- the methods you will use to train staff and governors; and
- monitoring and assessing the training.

How will you publish and promote the policy?

You should include:

- how and where the policy will be available;
- who will get a copy of the policy; and
- whether the policy will be translated or made available in special formats (for example, on cassette and in Braille).

6. Date of the policy

Always say when the policy was approved and signed.

7. Breaches of the policy

We would advise you to make it clear in your race equality policy what action you will take if pupils, staff or others do not follow the policy.

Part II

Building race equality into other policies

We suggest below some examples of questions you could ask to take account of race equality in your other policies, and to build policy statements for them. You may also find the code and *Learning for All* helpful.

Policies on attainment, progress, and assessment

- How do you make sure that you have equally high expectations of all pupils and are committed to encouraging and helping them to achieve the highest standards?
- How do you recognise and value different kinds of achievement?
- Do you monitor pupils' attainments and progress by their racial group, and analyse the information to identify trends and any patterns of underachievement?

Policies on behaviour, discipline, and exclusion

- How do you make sure your procedures for disciplining pupils and managing behaviour are fair to pupils from all racial groups?
- Do your staff use rewards and sanctions consistently?
- Do you monitor exclusions to see if there are any patterns or trends?
- Do your strategies for integrating long-term truants and excluded pupils in the school consider the needs of pupils from all racial groups?

Policies on admission and attendance

Own-admission authority schools

- Is your admission policy equally open to pupils from all racial groups?
- Do you monitor the admission process to make sure it is applied consistently and fairly to applicants from all racial groups?

All schools

- Do you monitor school attendance by pupils' racial groups?

Policies on the curriculum

- How do you plan the curriculum so that it includes the principle of race equality, and recognises and values diversity?
- How do you make sure that pupils get the opportunity to explore questions of identity, race equality, and racism?
- How do you monitor the curriculum and assess whether it helps all pupils to achieve their full potential?
- What do you do to give pupils the chance to experience other cultures?
- How do extra-curricular activities and events cater for the interests and abilities of all pupils, and take account of parents' and guardians' concerns about religion or culture?

Policies on personal development and pastoral care

- How do you make sure that pastoral support takes account of religious and ethnic differences, and the experiences and needs of particular groups of pupils, such as Gypsy or Roma, Travellers of Irish extraction, refugees, and asylum seekers?
- How do you encourage all pupils to consider the full range of options after they are 16?
- Do you monitor work experience placements by racial group to make sure there is no stereotyping?
- What support do you give to victims of racism and racial harassment through the school or with help from outside agencies?

Policies on teaching and learning

- How do your staff create an environment where all pupils can contribute fully and feel valued?
- How does your teaching take account of pupils' cultural backgrounds, language needs, and different learning styles?
- How are different cultural traditions valued and made meaningful to pupils? Do you help pupils to make connections with their own lives?
- How do your teachers challenge stereotypes and give pupils the understanding they need to recognise prejudice and reject racial discrimination?

Policies on working with parents and guardians, and with communities

- What steps do you take to encourage all parents and guardians to get involved in the school?
- How do you make sure that information and material for parents and guardians is written clearly and is available (where necessary) in languages other than English, and in special formats?
- How do you make sure that your premises and facilities are fully accessible to, and can be used by, everyone in your community?

Policies on racial harassment, bullying, and school values

- How do you publicly promote good personal and community relations, and what steps do you take to prevent racial discrimination?
- How do you record, investigate, and report racist incidents and racial harassment to your local education authority (LEA)?
- What training do you give staff to make sure they know how to deal firmly, consistently, and effectively with racist incidents, racial harassment, and bullying?
- How do you make sure that pupils, parents, guardians, and staff know the procedures for dealing with racist incidents and racial harassment?
- How do you work with the LEA and others to tackle racism and racial harassment in your school and in the local area?

Policies on staff recruitment and professional development

- How do you advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?
- How do you make sure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating, intentionally or otherwise?
- How do you make sure that your recruitment and selection procedures follow good equal opportunities practice?
- How do you monitor applications for employment, training and promotion, and staff in post?

Policies on procurement and outsourcing

- How do you make sure that you meet the general duty in relevant functions or services that you carry out under contract or under other service arrangements?
- How do you take account of race equality in your contractual or other arrangements for delivering services?
- What sanctions do you take against contractors or providers of services who do not follow your race equality policy? What procedures do you have for this?



OFFICES

HEAD OFFICE

Elliot House
10-12 Allington Street
London
SW1E 5EH
☎ 020 7828 7022

LONDON & SOUTH OF ENGLAND

5th floor, Glen House
Stag Place
London
SW1E 5AG
☎ 020 7821 2240

BIRMINGHAM

Lancaster House (3rd floor)
67 Newhall Street
Birmingham
B3 1NA
☎ 0121 710 3000

LEEDS

Yorkshire Bank Chambers (1st floor)
Infirmary Street
Leeds
LS1 2JP
☎ 0113 389 3600

MANCHESTER

Maybrook House (5th floor)
40 Blackfriars Street
Manchester
M3 2EG
☎ 0161 835 5500

SCOTLAND

The Tun
12 Jackson's Entry
off Holyrood Road
Edinburgh
EH8 8PJ
☎ 0131 524 2000

WALES

Capital Tower (3rd floor)
Greyfriars Road
Cardiff
CF10 3AG
☎ 02920 729 200

