

# Template for Wiltshire Schools: Race Equality Action Planning

## Grading Key:

Grade 1 = **Outstanding**

Grade 2 = **Good**

Grade 3 = **Satisfactory**

Grade 4 = **Inadequate**

## 1. Policy, Leadership and Management

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
The school has a written race equality policy and action plan developed together with pupils, parents, staff and the governing body.				
A 'whole school' approach is taken towards developing race equality.				
There are clear procedures in place for dealing with racist incidents/complaints.				
Regular reviews and evaluations take all aspects of race equality into account and inform everyone associated with the school.				

## 2. Curriculum and Teaching

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>Race equality and ethnic and cultural diversity are promoted, and racism and discrimination challenged, through learning in all areas of the curriculum and through the resources and teaching methods used.</p>				
<p>Every effort is made to ensure that all pupils have equal access to the mainstream curriculum, by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.</p>				
<p>Wherever possible, steps are taken to provide experience of diversity through personal encounter with other cultures.</p>				

### 3. Admission, Attendance and Discipline

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>The admission process (and selection criteria) is/are fair and equitable to pupils from all ethnic groups.</p>				
<p>The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance – making appropriate allowance for leave of absence for religious observance.</p>				
<p>The school's procedures for discipline and behaviour management, including exclusion, are fair and applied equally to all pupils, irrespective of ethnicity.</p>				

#### 4. Personal Development, Attainment and Progress

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>The school recognises and values many forms of personal and academic achievement, and all pupils are encouraged and enabled to reach the highest personal standards.</p>				
<p>Planned and targeted support is given to address any disparities in progress or achievement that are identified through our ethnic monitoring procedures.</p>				
<p>Provision for pastoral care and guidance (including careers guidance) takes account of ethnic and cultural diversity, seeking to promote equality and challenge stereotyping.</p>				

## 5. Attitudes and Environment

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>Every care is taken to ensure that all aspects of the communal life, environment and ethos of the school promote equality, celebrate diversity and negate all forms of prejudice and discrimination.</p>				
<p>All incidents of racism or racial harassment are dealt with according to Wiltshire LEA's published guidance on dealing with racist incidents.</p>				

## 6. Parents, Governors and Community Partnership

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>All the school's forms of communication with and involvement of parents and carers are designed to be inclusive and accessible to all.</p>				
<p>Community members of all ethnic groups are encouraged to participate in the life of the school, whether as governors or in other capacities and positive steps are taken to include under-represented groups.</p>				
<p>Community access to school premises and facilities is equally available to all ethnic groups.</p>				

## 7. Staff Recruitment and Professional Development

Good practice Indicators	Evidence of strengths?	Evidence of weaknesses?	Grade 1-5?	Recommended action
<p>All procedures for recruitment, selection, promotion and professional development of staff are planned and monitored to ensure equality and avoid conscious or unconscious racial discrimination.</p>				
<p>Staff are supported through training and management to develop their effectiveness in dealing with race equality issues.</p>				