



DEPARTMENT FOR CHILDREN,
EDUCATION & LIBRARIES
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RACE EQUALITY MATTERS IMPACT ASSESSMENT EDITION

The information provided in these bulletins is cumulative, and often statutory. We would therefore advise you to keep them filed for easy reference.

Following the statutory requirement from May 2002, all schools will now have in place their racial equality policies. The LEA wrote to schools late last term, and requested that each school send an electronic copy of their policy to: maggiedorsman@wiltshire.gov.uk by the end of last term.

We would like to thank all schools who have sent in their policies so far, and ask remaining schools who have not already done so, to send theirs in as soon as possible please. Your policy will be kept on file, and you are free to update or amend your submitted policy at any time you choose.

In its guidance on schools' policies, including the race equality policy, the Commission for Racial Equality's (CRE) *Code of Practice on the Duty to Promote Race Equality* (para.6.7) states that the governing body of a school must, **as an ongoing process**, assess the *impact* of all its policies.

In this bulletin therefore, we would like to offer you some guidance on Impact Assessment, and particularly, information that might help in relation to Ofsted inspection criteria.

IMPACT ASSESSMENT: WHAT IS IT?

The statutory *Code of Practice* referred to above, states (para. 6.13) that:

Under the duty, schools must assess the impact their policies (including their race equality policy) have on pupils, staff and parents from different racial groups. In particular, schools should assess whether their policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups.

The Code further states that now that the Race Equality Policy is in place, schools should assess the effectiveness of this policy through the ongoing processes the school already has for the development and review of *all* its policies. All new policies must of course, also take racial equality into account. In the process of reviewing and developing *all* school policies therefore, the crucial question that must be asked is: "*Does the implementation, and do the likely outcomes of this policy have any race equality implications?*"

A school is not expected to review all its policies at once for their impact on race equality, however, the school should develop an action plan for this review process, **and should prioritise those policies that deal directly with, or might affect, the attainment and progress of pupils from different racial groups, since the duty particularly places importance on this area.**

RACE EQUALITY POLICIES AND THE IMPLICATIONS FOR OFSTED INSPECTION:

Three useful guides for schools on the duty to promote race equality are the CRE's *Guide for Schools*, their *Performance Guidelines for Schools in England and Wales*, and with particular relevance for inspection, *A Framework for Inspectorates*. Details of all these CRE publications may be found at the end of this bulletin.

As you may know, every Ofsted inspection team will have one inspector responsible for co-ordinating the inspection of Inclusion, including race equality. In order to help you both assess the impact of race equality in the school, and as a framework to help you to prepare answers and evidence for an Ofsted inspection, there are several key questions around which you can base your overview. These are set out below:

*** Impact Assessment – Key Questions:**

- 1. Are all pupils achieving as much as they can, and deriving the maximum benefit, according to their individual needs, from what the school/subject provides?**

- 2. What explanations are there for any differences in progress, attainment, attendance and exclusions?**
- 3. What action is being taken to address any disparities? Are there any unexpected results? If so, how are they being handled?**
- 4. What is the school/subject doing to prepare pupils for living in a diverse and increasingly interdependent society?**
- 5. What is the school/subject doing to specifically address and prevent racism?**
- 6. What actions are being taken to communicate with and involve minority ethnic parents/carers in the school?**

We hope that these questions will provide guidance at both whole school, and at subject level.

The wider implications of race equality for *all* school policies must also be considered of course, and therefore, we offer guidance below on the kind of statements relating to race equality that might be included *in a range of school policies*.

* Building race equality into other policies - Sample statements

<p>Attainment, progress & assessment</p> <ul style="list-style-type: none"> • Attainment and progress data will be monitored by ethnicity. • Trends and patterns will be identified. • Supportive action will be taken to tackle any underachievement. • We will endeavour to ensure that assessments are free of cultural bias. 	<p>Admissions & attendance</p> <ul style="list-style-type: none"> • We will ensure that admissions criteria are open to all and administered consistently and fairly. • Pupil attendance will be monitored by ethnicity and we will liaise with EWS and EMAS as appropriate.
<p>Behaviour, discipline & exclusions</p> <ul style="list-style-type: none"> • Patterns of rewards and sanctions will be analysed by ethnicity. • Exclusions will be monitored by ethnicity. • Re-integration of excluded pupils will take account of any specific cultural/linguistic needs. • We will be sensitive to any cultural & linguistic differences in dealing with behaviour. 	<p>Personal development & pastoral care</p> <ul style="list-style-type: none"> • We will ensure that we meet specific religious and ethnic needs of groups/individuals. • Pupils will be encouraged to consider the full range of options pre and post GCSEs. • Support for any victims of racist incidents will involve class/teachers/tutors. Head of Year and counselling where necessary. • We will facilitate the need for pupils to observe religious requirements in relation to worship.
<p>Curriculum</p> <ul style="list-style-type: none"> • Our multicultural policy ensures that the principles and practice of diversity and race equality are integrated in to teaching and learning. 	<p>Racism & racial harassment</p> <ul style="list-style-type: none"> • Our policy on racist incidents ensures that racist incidents are reported, investigated and recorded in line with recommended practice.
<p>Partnership with parents and communities</p> <ul style="list-style-type: none"> • We will take active steps to ensure that ethnic minority parents are encouraged to become involved in the school. Participation will be monitored. (e.g. parents evenings) • Parents will be informed that translations of key school documents, including pupil reports, can be made available in languages other than English. • We will endeavour to make links with community groups and more isolated minority ethnic families. • Where extended stays in a family's country of origin are known in advance, we will look towards support strategies to continue their education and identify with parents potential benefits and disadvantages for the child. • Staff will be made aware of pupils religious, cultural, linguistic heritage 	<p>Staff recruitment & professional development</p> <ul style="list-style-type: none"> • We will ensure that our recruitment policy: does not discriminate against minority ethnic groups takes appropriate action to seek staff and governors from a diversity of backgrounds • Where necessary training will be given on race equality. • A commitment to equality issues will be a criterion for the selection of new staff. • All staff have access to professional development opportunities and this will be monitored. • We will ensure that minority ethnic staff have access to appropriate support. • Issues of race equality and cultural diversity will feature in staff inductions, training and staff meetings. • Applications and employment will be monitored by ethnicity.
<p>Teaching & learning</p> <ul style="list-style-type: none"> • Teaching methods & styles take account of the diversity of pupils needs. • Teaching methods will encourage positive attitudes to diversity and race equality. • Teachers model this in their behaviours and interaction with staff and pupils. 	<p>Teaching & Learning (cont.)</p> <ul style="list-style-type: none"> • All pupils are aware of high expectations. We will avoid stereotypical assumptions about pupils' abilities and aptitudes. • We will use a range of multicultural resources to stimulate learning and promote high standards.

FURTHER HELP AND GUIDANCE:

Learning for All Standards:

In addition to the guidance on impact assessment provided above, we would also like to draw your attention to the *Learning for All - Standards for Racial Equality in Schools (CRE) 2000*. An edited version of these standards was included in our first *Race Equality Matters* bulletin, which you received in the summer term of 2003, and we would now like to offer you the opportunity to refer to an edited version of the CRE's audit forms, which is based on these standards. This version provides a very clear and straightforward model against which to assess your school's progress, and is included as an attachment to this mailing, (the fuller version may be downloaded from the CRE's own website, and the address for this is provided below).

Resources:

Elsbeth Taylor, a member of the EMAS team, has put together a very comprehensive resource list to help schools access both organisations and publications that can help with multicultural, anti-racist, and English as an Additional Language information. This resource list is also included as an attachment to this mailing.

Subsidised Learning Journeys:

The *British Empire and Commonwealth Museum* in Bristol is offering a programme of workshops suitable for all key stages, under the title of *Learning Journeys*. The programme and details of costs may be found on the website address at the end of this bulletin. However, with regard to cost, the museum facilitates what it describes as a *Bursary Passport Scheme* and is offering schools up to £5 per head (up to a

maximum of £500 per school) for students to visit the Museum. The bursary is offered under various qualifying criteria, which require that a school either:

- Falls within an Education Action Zone
- Is in special measures
- Has a higher than average proportion of children with special educational needs
- Can prove financial hardship on behalf of their students in participating in out of school activities
- Meets the Government's criteria of deprivation based on numbers of pupils receiving free school meals, or
- Can prove other forms of pupil deprivation **such as rural isolation**.

Having discussed the criteria with museum staff, it seems likely that many Wiltshire schools may qualify under the category of 'rural isolation', although each school would need to be considered independently of course. Having visited the museum, it is clear that it offers quite unique perceptions on ideas we might hold regarding 'Empire' and 'Commonwealth', and unpacks these ideas from many very illuminating perspectives! Full contact details may be found at the end of the bulletin if your school is interested in this substantially subsidised *Learning Journey* (early application is advised, as these subsidies may only be available until June, 2004).

And Finally:

In our last bulletin, sent to you in the autumn term, we attached our slightly revised version of the Racist Incident pro-forma, RI 1a. We also requested that as an on-going process, a copy of this form (retaining pupil anonymity) be forwarded

to the LEA to assist us in identifying the kinds of support that schools would most benefit from in this area. Again, may we thank those schools who have already sent forms in to us, and in this spirit of dialogue and information sharing, we would like to alert you to a particular aspect of the RI 1a category, 'derogatory name-calling', which has been brought to our attention, particularly by a member of the EMAS team.

Several schools have reported what seems to have been a quite recent development regarding the use of the derogatory term 'paki'. This word has frequently been used as a term of abuse against visible minority ethnic individuals, often regardless of their ethnic origin. However, there have been reported incidents recently, where the term has been used by a white child *against another white child or adult* as a more general term of abuse. To use the word under such circumstances is to clearly harness a set of wholly negative connotations to the term in a way that ascribes all the characteristics of a generic or common insult.

Should you witness such an incident, it will still need to be logged as a racist incident, *even though there are no minority ethnic children involved in the exchange*. The significance of using the term should be clearly explained to the children involved, especially since, as is often the case with derogatory terms, the significance and origin of the term eventually become reduced to its negative impact. Inevitably, the implications for a minority ethnic child hearing the word used in this way are considerable.

As a last point on the use and completion of RI 1a forms, we have recently had one or two incidents where racist terms were directed towards members of school staff, and in such cases, the procedure would

be to complete form RI 1a, stating clearly in the section marked 'Brief description of incident' the status of those involved. Under 'Action taken', you may simply delete the references to the victim's parent/guardian.

Contacts and Website addresses:

1. *A Guide for Schools*: £5.00 (CRE)
A Framework for Inspectorates: £5.00 (CRE)
http://www.cre.gov.uk/publs/cat_duty.html
2. *Performance Guidelines for schools in England and Wales*: Free (CRE - You will need Acrobat Reader to download this document)
http://www.cre.gov.uk/duty/pdfs/pg_schools_ew.pdf
3. CRE Audit Forms on *Learning For All* standards
http://www.cre.gov.uk/gdpract/ed_lfa_audit.html
4. British Empire & Commonwealth Museum
<http://empiremuseum.co.uk/education/index.htm>

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