



EQUALITY POLICY

Date of issue : November 2010
Date of review : November 2011 (annual review)
November 2013 (triennial review)

MISSION STATEMENT

Our mission statement:

"learning together as we walk in the footsteps of Christ"

underpins all that we do at St. John Fisher R.C. Primary School

Signed (Chair of Governing Body)

Date.....

Contents	Page
1. Policy framework and operation	3
1.1. Values	3
1.2. Policy aims	4
1.3. The Catholic nature of our school	5
1.4. Approach	5
1.5. Consultation	6
1.6. Assessing the impact of policies	6
1.7. Monitoring the impact of policies	7
1.8. Responsibilities	8
1.9. Reporting	10
1.10. Breaches of the policy	10
2. Race Equality	
2.1. Context to the policy	11
2.2. Principal policy areas affected	11
3. Gender Equality	
3.1. Context to the policy	15
3.2. Principal policy areas affected	15
4. Disability Equality	
4.1. Context to the policy	17
4.2. Principal policy areas affected	17
5. Action plan	19
Appendix 1. Consultation approach and summary findings	21
Appendix 2. Framework for assessing impact of policies	22
Appendix 3. Data reviewed and summary findings	26

1 POLICY FRAMEWORK AND OPERATION

1.1 Values

Respect for the individual is central to Catholic teaching. At St. John Fisher, one of our aims is to nurture the spiritual, moral, intellectual, physical, social and cultural development of all members of our community regardless of their race, gender, or physical and mental capability, to enable them to walk in the footsteps of Jesus Christ.

We promote the principles of fairness and justice for all through the education we provide in our school. We also look to establish an atmosphere of sympathy and acceptance where all can find recognition of their particular faith journey.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the school serves or is located in an ethnically diverse community.

The education of all

We have the duty to care for all, with preferential consideration for the poor, and to ensure that we provide for those who are socially, academically, physically or emotionally disadvantaged.

Moral principles

Our belief in the *Gospel* message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world. Consequently, we will strive to ensure that:

- any person recruited to the service of the school, whether as a member of staff or a volunteer, is made fully aware of our aims and objectives and required to support them;
- children who are admitted to the school and their families are fully aware of our aims and objectives and undertake to support them;
- all of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

Finally, we acknowledge that minority groups have often suffered disadvantage due to prejudice or ignorance. We recognise that it is all too easy for the structures of institutions to result in "inequality by default". We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

1.2 Policy aims

The policy aims to ensure that we deliver equality of treatment and opportunity for all at our school, and act against any signs of abuse, prejudice, or discrimination, whether direct or indirect. These aims are central to our Catholic ethos, but also enable us to meet our obligations under relevant Race, Gender, and Disability equality and discrimination legislation.

The policy sets out how, in all aspects of school life, we are committed to:

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity
- Promoting mutual respect, understanding, and good relations between people of different race or cultural background
- Promoting positive attitudes to others regardless of disability, race, or gender
- Encouraging full participation by all members of our community in school life
- Taking steps to take account of the circumstances of all members of our community to enable such full participation

1.3 The Catholic nature of our school

St. John Fisher is a Roman Catholic voluntary aided school. Under the law, the school is able to give preference to Catholic pupils in its admissions criteria, and does so. Equally, preference may be given to Catholics when considering appointment, remuneration, or promotion of teachers at the school. These provisions are essential to enable Catholic schools to meet their core purpose of providing a Catholic education. However, non-Catholics are welcome members of our school community, whether as members of staff, parents, or pupils. It is central to our ethos to create an open, welcoming, and inclusive - but distinctively Catholic - environment in our school.

1.4 Approach

In relation to all equality considerations our approach is to:

- Identify potential equality issues arising from our policies and practices and prioritise these in the context of our particular school circumstances
- Consult with pupils, parents, and staff to obtain feedback on the issues and priorities identified
- Draw up an equality policy and action plans to address the identified priorities, including appropriate interaction with other school policies
- Identify clear accountabilities for delivering and monitoring application of the policy, including identification of a governor (the Equality Governor) to help the Head Teacher oversee it
- Monitor and review the effectiveness of the policy
- Communicate the outcomes of this monitoring and review at least annually with pupils, parents, and staff

1.5 Consultation

The Governing Body commits to reviewing this policy every three years in conjunction with an appropriate consultation exercise. The Head Teacher, in conjunction with the Equality Governor, draw up a draft equality policy on which input is then sought from teachers, the Governing Body, Parents, and the Parish Priest. The policy is then finalized by the Head Teacher and Equality Governor prior to approval and adoption by the Governing Body.

The consultation process followed and key findings are summarized at Appendix 1.

1.6 Assessing the impact of policies

The school is required to assess the impact of all policies on pupils, staff, and parents from different racial groups, with particular emphasis on potential adverse impacts on levels of achievement.

The following steps are followed to assess the impact of policies:

- Data is collected on a regular basis to identify any differences in performance, progress, attendance, and discipline by ethnic group, gender, and disability (see paragraph 1.7 below).
- Every three years the policy is reviewed in detail at which point pupils, teachers, and parents are consulted about the implications for our policies on equality of opportunity and attainment.
- This information is used to identify the top priority areas where our policies impact equality, and are used to establish action plans to address those priority areas, as set out in sections 2 to 4 of this policy.
- The head teacher will report to the governing body on an annual basis on the effectiveness of this policy.
- During the review of any other policy the implications for equality of that policy are considered by the reviewing body, using the framework of questions set out in Appendix 2.

1.7 Monitoring the impact of policies

Data on the ethnic, gender, and disability background of our pupils will be collected upon their admission to the school in accordance with DfES guidelines. This will help positively to support the pupils in the school by identifying their needs and incorporating aspects of our children's cultures and traditions into our curriculum planning, displays, resources, and activities.

Through our assessment procedures we will monitor whether children from a particular background are underachieving and develop strategies to ensure their progress. We will also monitor the school behaviour and exclusions policy, so those pupils from any particular groups are not unfairly treated.

Appendix 3 summarises the data reviewed in developing this policy.

1.8 Responsibilities

We are committed actively to tackling racial discrimination and promoting equal opportunities and good race relations. Through this we encourage, support, and help all pupils and staff to reach their full, God-given potential.

We are committed to successful implementation of this policy, which requires the governing body, head teacher, teachers, pupils, and parents all to work together to meet the policy objectives.

1.8.1 Responsibilities of the governing body

- Making sure the school complies with the relevant Race Equality, Gender Equality, and Disability Equality duties enshrined in the Race Relations (amendment) Act 2000, the Gender Equality Act 2006, and the Disability Discrimination Act (amended 2005), and making sure the equality policy and its procedures are followed.
- Monitoring the occurrence of racist, sexist, and other discriminatory incidents and helping the head teacher to find a solution if there is an ongoing problem.
- Monitoring the ethos, curriculum, and resources to ensure multicultural content, avoidance of gender stereotyping, and projection of positive viewpoints of people of all race, gender, and disability.
- Ensuring that this policy is reviewed annually and in detail every three years.

1.8.2 Responsibilities of the head teacher

- Making sure the equality policy is readily available and that governors, staff, pupils, and their parents and guardians know about it.
- Making sure the 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 harassment and discrimination.

- Ensuring that all appointments panels give due regard to this policy, so that non-one is discriminated against when it comes to employment or training opportunities.
- Promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people in all aspects of school life, for example in the assembly and displays shown around the school.
- Treating all incidents of unfair treatment or racism with due seriousness.

1.8.3 Responsibilities of the class teachers

- Ensuring that all pupils are treated fairly, equally, and with respect.
- Paying due regard, when selecting classroom material, to the sensitivities of all members of the class and not providing material that is racist or sexist in nature or unsympathetic to those with disabilities.
- Providing material that gives positive images of ethnic minorities, women, and the disabled, challenges stereotypical images, and emphasizes the contribution made by people in these groups.
- Challenging any incidents of prejudice or racism. Recording serious incidents in the school log book and drawing them to the attention of the head teacher.
- Supporting the work of ancillary or support staff and encouraging them to intervene in a positive way against any occurrence of discrimination.

1.8.4 Responsibilities of pupils

- Treating other pupils, teachers, members of staff, and parents with respect.
- Telling a teacher about incidents of racist or other discriminatory behaviour.
- Following in the footsteps of Christ by refraining from any racist, sexist, or otherwise discriminatory language or behaviour.

1.8.5 Responsibilities of parents

- Being aware of this policy and supporting the head teacher, teachers, and governors in its application.
- Making their views known during periodic reviews of this policy to ensure its relevance to St. John Fisher R. C. Primary School.
- Acting as a role model for their children by behaving in a manner consistent with the aims of this policy.

1.8.6 Responsibilities of Equality Governor

- The Equality Governor will liaise with the head teacher on equality matters and will liaise with the Equality Teacher during the review of this policy.

1.9 Reporting

Each year the head teacher will produce a report for the governing body to review covering:

- A summary of the results of monitoring of outcomes undertaken under 2.4.
- Description of any trends and key issues.
- Any particular steps or actions being taken by the school

Following review by the governing body this report will be issued to parents together with the values and aims of this policy set out in 1.1 and 1.2 above, and providing a link to the full policy on the school's website.

1.10 Breaches of this policy

Breaches of this policy by governors, staff, pupils, parents, or contractors will be considered in the first instance by the head teacher and, if appropriate, brought to the attention of the governing body. Disciplinary sanctions may apply in accordance with the school's policies.

2 RACE EQUALITY

2.1 Context to the policy

The Governing Body of St. John Fisher primary school has identified the following specific context relevant to race equality considerations:

- The St. Albans area has an above average number of traveler families. This means that the school needs to cater for the children of such families, and their particular circumstances. These can include: pupils joining and leaving part way through the school year; availability of facilities for home support with homework; families moving into and out of the area at regular intervals; difficulties with transport to / from events and meetings outside of normal school hours. Policies need to seek to ensure inclusion and high standards of attainment notwithstanding these difficulties.
- St. Albans and Hertfordshire is home to a significant Muslim population of Pakistani and Bangladeshi origin. Particularly given the current context, harmonious relations and mutual understanding between communities of different ethnic backgrounds religious faiths is an important goal.

The priorities within our equality policy action plan reflect this context.

2.2 Principal policy areas affected

The following policy areas have been identified as having particular race equality implications in schools by the Commission for Racial Equality's Code of Practice on the Duty to Promote Race Equality:

- pupils' attainment and progress;
- curriculum, teaching and learning (including language and cultural needs);
- promoting good race relations in the school and in the local community;
- care and assessment;
- staff recruitment and career development;
- the school's values;
- pupil behaviour, discipline and exclusion;
- racial harassment and bullying;
- admission and transfer procedures;
- involving parents and the community in the school.

The table overleaf takes each of these policy areas and identifies the priority considerations and activities for St. John Fisher School.

Racism is an intolerance of a person by another person, or group of people, on grounds of race. A racist incident is one where a person has been physically or verbally abused because of the race to which they belong. The "victim" has the right to determine whether an incident is racist. In a school context, this generally manifests itself as name-calling or an expression of intolerance of a particular ethnic group. Often the children are reflecting the attitudes of people they meet outside the school and it is part of our duty, as educators, to demonstrate to them that we do not accept racial intolerance of any kind and to help them appreciate the value of all people.

We do not tolerate any forms of racism or racist behavior. Should a racist incident occur, we will act immediately to record it and to seek to prevent any repetition of the incident.

St. John Fisher R.C. Primary School

Policy area	Principles	Activities
Pupils' attainment and progress	It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organized by the school. Pupils should have the right to attain the highest educational standards regardless of race.	We monitor educational achievement and progress by ethnic group in order to understand and work to remove any hidden barriers to attainment, to ensure equality of opportunity regardless of ethnic background.
Curriculum, teaching and learning	We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. Teaching and learning in all areas of the curriculum seeks to help develop in our children knowledge of the need for racial harmony.	Where appropriate our curriculum gives due emphasis to the achievements of, and positive role models from, different ethnic groups, countries, and societies. Religious studies cover the importance of key festivals in other major religions. We identify the particular language needs of our pupils to provide them with appropriate support.
Promoting good race relations in the school and in the local community and promoting positive attitudes of others	We celebrate the richness of the cultural background of our pupils and teach recognition of the richness of cultures not represented in our school. In doing so, we are following the example set by Jesus Christ.	Our school activities pay due regard to promoting understanding of, and respect for, the cultures and traditions of ethnic minority groups within our school community. This includes design of relevant activities and school visits, but also appropriate visits to the school from representatives of those groups. Where appropriate students are encouraged to understand and celebrate different religious events which might be of significance to class members
Care and assessment	Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.	We consider the needs of minority ethnic groups, including through consultation with parents and relevant expert sources, in order to identify any special requirements to enhance care and ensure fair assessment.
Staff recruitment and career development	We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.	We follow relevant guidance relating to recruitment, assessment, and development, to ensure that conscious or unconscious racial discrimination plays no part in the selection or development of staff.

St. John Fisher R.C. Primary School

Policy area	Principles	Activities
The school's values	Our curriculum reflects the school's Christian values of respect for the individual, social justice, and dignity of all people. We challenge stereotyping and prejudice wherever it occurs. Prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences, we aim to promote positive social attitudes and respect for all.	We endeavour to make our school welcoming to all minority groups. So for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.
Pupil behaviour, discipline and exclusion	Pupil behaviour should at all times reflect respect for others. Racism will not be tolerated, and racist behaviour will be dealt with appropriate disciplinary sanction. Conversely, discipline should be applied fairly across all groups regardless of race.	All children joining the school are made aware, and regularly reminded, of our stance on racism. We monitor trends in behaviour and exclusion to establish whether any ethnic group is disproportionately affected and to plan appropriate action in response. Through our curriculum content we encourage respect for pupils of all ethnic backgrounds.
Racial harassment and bullying	We make it very clear to all members of our community that we will not tolerate any signs of abuse of prejudice and in this we include any that might be based on racial discrimination.	Reinforcement through <i>Behaviour</i> and <i>Anti Bullying Policies</i> . We do not tolerate any forms of racism or racist behavior.
Admission and transfer procedures	Ethnic background is not considered when offering pupils a place in the school.	Admissions criteria do not allow scope for judgment and so prevent direct race discrimination.
Membership of the governing body	The governing body, as the body ultimately responsible for delivery of the school's mission, should draw on all of the talents of the school community and appropriately reflect the diversity of our community.	As well as ensuring an appropriate balance of skills and experience on the governing body, individuals of all backgrounds are encouraged to become governors.
Involving parents and the community in the school.	Our school will deliver its best as part of a thriving community of pupils, teachers, governors, and parents with strong links to our surrounding community.	We consult our stakeholders in the review of our equality policy, and communicate with them regularly about our activities in this area.

3 GENDER EQUALITY

3.1 Context to the policy

The Governing Body of St. John Fisher primary school has identified the following specific context relevant to gender equality considerations.

- In line with national trends, girls tend to outperform boys.

The priorities within our equality policy action plan reflect this context.

3.2 Principal policy areas affected

The following policy areas have been identified by the Governors as having particular gender equality implications:

- pupils' attainment and progress;
- curriculum, teaching and learning;
- sport and physical education;
- staff recruitment and career development;
- harassment and bullying;
- involving parents and the community in the school.

The table overleaf takes each of these policy areas and identifies the priority considerations and activities for St. John Fisher School.

St. John Fisher R.C. Primary School

Policy area	Principles	Activities
Pupils' attainment and progress	It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organized by the school. Pupils should have the right to attain the highest educational standards regardless of gender.	We monitor educational achievement and progress by gender in order to understand and work to remove any hidden barriers to attainment, to ensure equality of opportunity regardless of gender.
Curriculum, teaching and learning	We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. Teaching and learning in all areas of the curriculum seeks to help develop in our children knowledge of and respect for others.	Where appropriate our curriculum uses positive role-models to combat gender discrimination and stereotyping, for example through focus on the achievement of women scientists.
Sport and physical education	All pupils should be encouraged to adopt healthy lifestyles, including fitness and regular exercise, regardless of gender.	We work to provide a balanced range of sporting activities and physical exercise in order to encourage participation of both girls and boys of all abilities, both in our school and through the extended schools programme.
Staff recruitment and career development	We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We encourage both men and women to consider the opportunities available to work towards senior teaching positions.	We follow relevant guidance relating to recruitment, assessment, and development, to ensure that conscious or unconscious gender discrimination plays no part in the selection or development of staff.
Harassment and bullying	Sexual or sexist bullying and violence is not acceptable. All of our pupils must learn that violence between men and women does not form a part of loving relationships and is completely inconsistent with the teachings of Jesus Christ.	All children joining the school are made aware, and regularly reminded, of our stance on violence of all types. Staff have clear guidelines on how to deal with incidents and the sanctions that should apply [TRUE?]. Through appropriate curriculum content we help to ensure that both boys and girls consider domestic violence to be unacceptable.
Involving parents and the community in the school.	Our school will deliver its best as part of a thriving community of pupils, teachers, governors, and parents with strong links to our surrounding community.	We consult our stakeholders in the review of our equality policy, and communicate with them regularly about our activities in this area. We encourage parents of both sexes to be involved in the school, and consider issues such as timing and availability in order to facilitate participation of both mothers and fathers in their children's education, including through the extended schools programme.

4 DISABILITY EQUALITY

4.1 Context to the policy

St. John Fisher primary school operates in the following specific context relevant to disability equality considerations:

- Consultation of disabled members of our community is a crucial component of developing the equality policy.

The priorities within our equality policy action plan reflect this context.

4.2 Principal policy areas affected

The following policy areas have been identified as having particular race equality implications in schools by the Commission for Racial Equality's Code of Practice on the Duty to Promote Race Equality:

- pupils' attainment and progress;
- curriculum, teaching and learning;
- care and assessment;
- staff recruitment and career development;
- harassment and bullying;
- involving parents and the community in the school.

The table overleaf takes each of these policy areas and identifies the priority considerations and activities for St. John Fisher School.

St. John Fisher R.C. Primary School

Policy area	Principles	Activities
Pupils' attainment and progress	It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organized by the school. Pupils should have the right to attain the highest educational standards regardless of disability.	We monitor educational achievement of disabled pupils in order to understand and work to remove any hidden barriers to attainment, to ensure equality of opportunity regardless of disability. Through our SEN policy and other initiatives we identify positive steps we can take to ensure that disabled pupils can participate in all parts of the curriculum and have access to the best possible opportunities for attainment at St. John Fisher school.
Curriculum, teaching and learning	We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. Teaching and learning in all areas of the curriculum seeks to help develop in our children knowledge of and respect for others.	Where appropriate our curriculum uses positive role-models of disabled people to combat discrimination and stereotyping, for example through focus on the achievement of paralympians.
Care and assessment	Should anyone at our school be a victim of prejudice, we will do all we can to support that person in overcoming any difficulties they may have. We will ensure that assessment procedures enable disabled pupils to show their best.	We consider the needs of disabled, including through involvement with disabled people and relevant expert sources, in order to identify any special requirements to enhance care and ensure fair assessment.
Staff recruitment and career development	We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.	We follow relevant guidance relating to recruitment, assessment, and development, to ensure that conscious or unconscious disability discrimination plays no part in the selection or development of staff.
Pupil behaviour, discipline and exclusion	We make it very clear to all members of our community that we will not tolerate any signs of abuse of prejudice and in this we include any that might be based on disability discrimination.	Reinforcement through <i>Behaviour</i> and <i>Anti Bullying Policies</i> . We do not tolerate any forms of racism harassment or bullying of disabled people. Through our curriculum content we encourage respect for disabled pupils.
Involving parents and the community in the school.	Our school will deliver its best as part of a thriving community of pupils, teachers, governors, and parents with strong links to our surrounding community.	We involve disabled members of our community in the review of our equality policy, and communicate with them regularly about our activities in this area.

5 Action plan

The priority across the Equality Policy areas is to review data collection and run a thorough consultation process to test the priority areas identified in Section 2 to 4. On the basis of this, these priorities can be confirmed or amended and then actions agreed across the areas indicated below. The action plan below therefore leads to a thorough data gathering exercise, review, and update of the action plan by March 2011.

Area	Action	Deadline	Responsibility
1. Accountabilities	Appoint Equality Governor	March 2010 Board	Governors
2. Data collection	Review data collected on attainment, attendance, discipline, involvement and other relevant factors by ethnic group, gender, and disability. Produce report for Equality Governor	For review at September Board	Head Teacher
	Design consultation process	For approval at May Board	Head Teacher, and Equality Governor
	Run consultation process	By end of summer term	Head Teacher and Equality Governor
	Produce report on findings from data review and consultation process	For review at September Board	Head Teacher and Equality Governor
3. Actions	Establish actions including addressing: <ul style="list-style-type: none"> • Requirements of travelers • Links with local schools with high Muslim pupil numbers 	For review at March 2011 Curriculum Committee or Resources Committee For approval as part of amended	Head Teacher, Equality Governor, and appropriate committees

St. John Fisher R.C. Primary School

Area	Action	Deadline	Responsibility
	<ul style="list-style-type: none">• Attainment of boys versus girls• Involvement of disabled members of our community in development of the policy	Equality Policy at November 2011 Board	

APPENDIX 1 CONSULTATION APPROACH AND SUMMARY FINDINGS

Parents were consulted at a "Meet the Governors" evening in June 2010. Parents were asked to comment on the Equality Policy, and in particular the following questions were asked and responses received:

- Are we focussing on the right areas?
- Are you / your child are able to participate fully in the life of the school?
- Are the particular needs of your child catered for?
- What other equality issues do we face and should we address?

Overall the responses were highly supportive (over 90% of respondents) of the priorities adopted for the school and all parents confirmed that they and their children were able to participate fully within the school. A few detailed comments were made on particular areas which are being followed up where appropriate by the Head Teacher.

APPENDIX 2 FRAMEWORK FOR ASSESSING IMPACT OF POLICIES

The effectiveness of policies is, over time, measured by reference to the attainment of targets in the Equality action plan.

However, individual policies can be reviewed in the context of projected impact by considering a range of specific questions in relation to each policy.

These questions, based on the CRE Guidance on Race Equality for Schools are as set out below, and all School Policies, when reviewed, should be considered in the context of these questions.

The questions may also be used in reviewing the overall effectiveness of the equality policy as part of the periodic consultation and review process.

Policies on attainment, progress, and assessment

- How could this policy help to make sure that we have equally high expectations of all pupils and are committed in encouraging and helping them to achieve the highest standards?
- How could this policy help us ensure we recognize and value different types of achievement?
- Do we monitor pupils' attainment and progress by racial group, gender, or disability and analyse the information to identify trends and any patterns of underachievement? Is such data gathering relevant to this policy area?

Policies on behaviour, discipline, and exclusion

- How can this policy support our aim to ensure that procedures for disciplining pupils and managing behaviour are felt to be fair to all racial and other groups?
- Do our staff use rewards and sanctions consistently and do the policies support this?
- Do we monitor exclusions to identify and patterns or trends relating to particular groups?

- Do our strategies for integrating long-term truants and excluded pupils in the school consider the needs of pupils from all racial and gender backgrounds?

Policies on admission and attendance

- Is our admissions policy free of direct or indirect discrimination by virtue of race, gender or disability?
- Do we monitor admissions to ensure the policy is applied consistently and fairly to all groups?
- Do we monitor school attendance by pupils' racial group, gender, or disability?

Policies on the curriculum

- How can we plan the curriculum to ensure that equality issues are addressed?
- How do we provide the opportunity for pupils to explore questions of identity, equality, and racism?
- How do we monitor the curriculum and assess whether it helps pupils to achieve their full potential?
- What opportunities do we give pupils to celebrate the achievements of other cultures, genders, and those with disability and promote positive views of these groups?
- How do we break down stereotyping by reference to race, gender, and disability?
- How do extra-curricular activities and events cater for the interests and abilities of all pupils and take account of parents' or guardians' concerns about culture or ethnicity?

Policies on personal development and pastoral care

- How do we make sure that pastoral support takes account of the needs of particular groups of pupils such as immigrants, ethnic minorities, or travelers?
- How do we encourage pupils to have high expectations and knowledge of the full range of their potential life choices?

- What support do we give to victims of discrimination or harassment and how do we liaise with outside agencies on this?

Policies on teaching and learning

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

Policies on working with parents, guardians, and with communities

- What steps do we take encourage all parents and guardians to get involved in the school?
- How do we make sure that we communicate with parents in ways that are accessible to people from all backgrounds?
- Do we adequately consider accessibility issues, whether physically into the building or by reference to available transport or timing?
- How do we make sure that our premises are available for the benefit of the community?
- How do we use offsite visits or invitations to members of the community into the school to broaden our pupils' horizons?

Policies on racial harassment, bullying, and school values

- How do we publicly promote good personal and community relations, and what steps could we take to prevent racial discrimination?
- How do we record, investigate, and report racist incidents and racial harassment to our LEA?
- What training do we give staff to make sure they now how to deal firmly, consistently, and effectively with racist, sexist, or other incidents, harassment, and bullying?
- How do we make sure that pupils, parents, guardians, and staff all understand our school values and know the procedures for dealing with incidents of discrimination or harassment?
- How do we work with the LEA and others to tackle prejudice and discrimination in our school and local area?

Policies on staff recruitment and professional development

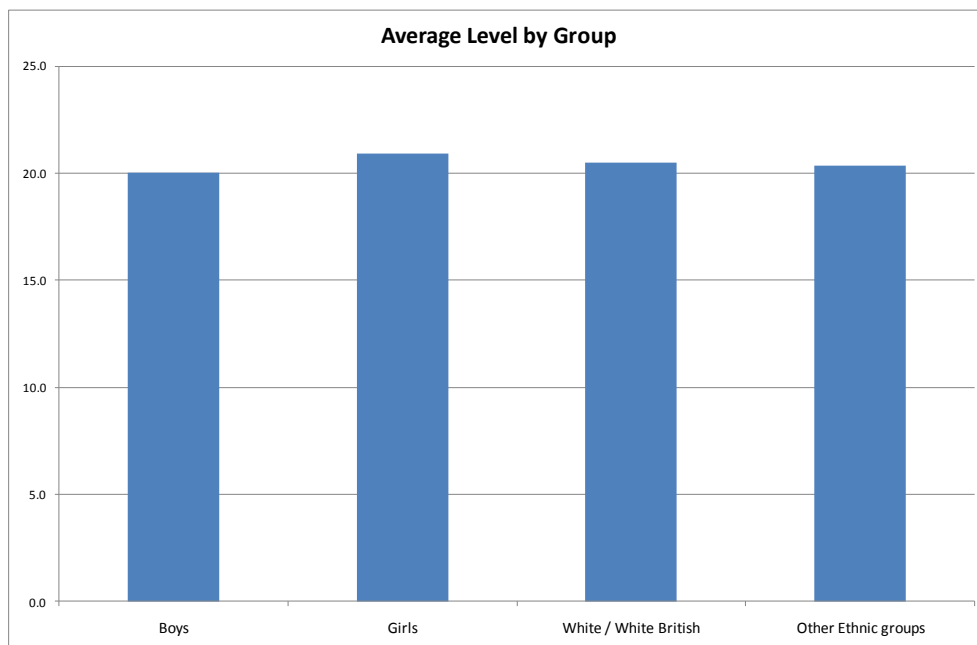
- How do we advertise posts, including posts for non-teaching staff? Are all posts open to the widest pool of applicants?
- How do we make sure that everyone involved in recruitment and selection is appropriately trained and knows what to do to avoid discriminating, intentionally or otherwise?
- How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

Policies on procurement and outsourcing

- How do we make sure that we meet the general duties in relation to equality in functions and services that we carry out under contract?
- What sanctions do we take against contractors or providers of services who do not follow our race equality policy? What procedures do we have for this?

APPENDIX 3 DATA REVIEWED AND SUMMARY FINDINGS

Attainment data (based on aggregate scores across maths and literacy measured in the summer of 2010) was assessed across the school by race and sex. No significant differences were found between boys and girls or between ethnic groups.



Improvement data was also analysed and found to show no significant differences by gender or race across the school.

