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<th>Name</th>
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| Name: Chair of Governing Body |

| Document Title: | Policy – Race Equality and Cultural Diversity |

<table>
<thead>
<tr>
<th>Version Number:</th>
<th>Date of Next Review:</th>
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<tr>
<td>1</td>
<td>Sept 2017</td>
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RACE EQUALITY AND CULTURAL DIVERSITY POLICY

Legal Duties

Our School welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

• Promoting equality of opportunity;
• Promoting good relations between members of different racial, cultural and religious groups and communities;
• Eliminating unlawful discrimination.

Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

• Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
• Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
• Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain’s multi-ethnic society, and in the wider context of an interdependent world.

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

• Pupils’ progress attainment and assessment
• Behaviour, discipline and exclusions
• Pupils’ personal development and pastoral care
• Teaching and learning
• Admissions and attendance
• The content of the curriculum
• Staff recruitment and professional development
• Partnerships with parents and communities

Addressing Racism and Xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against Travellers, refugees and asylum-seekers.

Leadership, Management and Governance

Commitments

• Being proactive in promoting racial equality and good race relations and tackling racial discrimination
• Encouraging, supporting and enabling all pupils and staff to reach their potential
• Working in partnership with parents and the wider community to establish, promote and disseminate racial equality good practice and tackles racial discrimination
• Ensuring that the policy is followed

Responsibilities

1. Governing Body
   • Ensuring that the school complies with Race Relations legislation
   • Ensuring that the policy and its related procedures and strategies

2. Headteacher
   • Implementing the policy and its related procedures and strategies
   • Ensuring that all staff are aware of their responsibilities and are given appropriate training and support
   • Taking appropriate action in any cases of racial discrimination

3. All Staff
   • Dealing with racist incident, and knowing how to identify and challenge racial bias and stereotyping
   • Promoting racial equality and good race relations and not discriminating on racial grounds
   • Keeping up to date with race relations legislation by attending training and information opportunities

4. People with specific responsibilities
   • Having a member of staff, or school governor responsible for co-ordinating racial equality work
   • Having a member of staff or school governor who is responsible for dealing with reported incidents of racism or racial harassment

5. Visitors and contractors
   • Being aware of, and complying with, the school's race equality policy.

Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

Information and Resources
We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents. All staff and governors have access to a selection of resource, which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

Policy in Action - Implementation

1. Policy Planning and Development
   - Building race equality impact questions into policy development and planning processes
   - Incorporating race equality targets into relevant strategic plans
   - Assessing the impact of the policy through consultation, evaluation and auditing tools, e.g. Learning for all, to identify race equality targets and action

2. Ethnic Monitoring
   - Using monitoring data to monitor the attainment and progress of pupils by racial group, and to set targets
   - Ensuring that monitoring data by racial group, for example, on attainment and progress and exclusions, sanctions and rewards, is used to inform planning and decision making

3. Reviewing and Assessing Policies
   - Regularly reviewing, monitoring and assessing all policies and strategies for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
   - Building racial equality questions into school self-review and evaluation frameworks.
   - Using the results of reviews and assessments to inform all planning and decision-making.

4. Making available the results of monitoring and assessments
   - Saying what methods you will use to make available the results of impact assessments and monitoring.
   - Showing how information will be made available to different members of the school community.
   - Ensuring that information can’t be used to identify individuals.

Implementing the Policy

The policy should address the following questions:

How will we implement policy?
   - You need to monitor the policy and evaluate its effectiveness
   - Consider when, and how often you will review the race equality policy

What about training and development?
   - Develop a training strategy which includes training and support for staff and governors
• Consider what methods to use to train and develop staff and governors
• Think about monitoring and evaluating the effectiveness of training

How will we make available and promote the policy?
• Think about how and where the policy will be made available
• Decide who will get a copy of the policy and in what format
• Think about translating or communicating using special formats (e.g. cassette, Braille)

Date
• Give the date when the policy was approved

Success Criteria

<table>
<thead>
<tr>
<th>Satisfaction among pupils, parents, and guardians</th>
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<tr>
<td>• Pupils, parents, and guardians from all ethnic backgrounds are equally satisfied with the school.</td>
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<tr>
<td>• Pupils, parents, and guardians from all ethnic backgrounds say they must trust the school and have confidence in the way it is being run.</td>
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<tr>
<td>• Levels of educational achievement are high, with pupils from all ethnic backgrounds achieving their full potential.</td>
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<tr>
<td>• The school meets a wide variety of needs through flexible and well-designed services and policies.</td>
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<tr>
<td>• The general level of complaints is low and there are no significant differences between ethnic groups in complaints about admission, the curriculum, teaching, behaviour, exclusion, assessment, and support.</td>
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<tr>
<td>• The school’s roll reflects the ethnic backgrounds of the communities it serves.</td>
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<tr>
<td>• Parents and guardians from all the ethnic backgrounds represented in the school attend parents’ evenings and take part in consultations, school activities, and special events organised for</td>
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Copenhagen Primary School  
Race Equality and Cultural Diversity Policy

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<td><strong>The school makes decisions openly and is accountable to parents and guardians, and to the communities it serves.</strong></td>
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|**The content of the curriculum contributes to an appreciation of cultural diversity, and helps pupils to recognise and challenge prejudice, bias, and stereotyping.** |

|**Pupils, parents, and guardians understand and support the school's race equality aims and values.** |

|**The school does not exclude many pupils and there are no significant differences in exclusion rates between ethnic groups.** |

|**The school is popular and has a good reputation in the community.** |

### Satisfaction among staff and governors

|**Staff from all ethnic backgrounds - teaching and non-teaching - are satisfied with the way the school is run.** |

|**The school's non-teaching and support staff is representative of the different ethnic groups in the communities the school serves.** |

|**The school and its governors play an active part in the local education authority's (LEA's) employment initiatives.** |

|**These include schemes to attract people from ethnic minorities into the teaching profession, and steps to improve career development and promotion opportunities for teachers from ethnic minorities.** |

|**The school's teaching and non-teaching staff feel valued and able to contribute fully to the life of the school.** |

|**The governors know their responsibilities under the new duty and play an active part in** |

|---|
promoting race equality and good community relations.

- The school's governors are representative of the communities the school serves, and governors from ethnic minorities are as likely as other governors to stay on in the school.

**Respect and recognition**

- The school is respected for its commitment to - and success in - promoting race equality and good community relations.

- The school works well with other organisations, including ethnic minority community organisations, and can depend on them for expertise and support.

**Leadership**

Strong leadership is vital if schools are to meet the new duty. A school that is effectively promoting equal opportunities and good race relations will be able to show the following.

- Senior staff and governors take a firm and steady lead on promoting race equality and good race relations.

- The school has made a public commitment to tackle unlawful racial discrimination, and to promote equal opportunities and good race relations in all its activities.

- Senior staff and governors understand the guiding principles of promoting race equality. They make sure that these principles govern all aspects of the school's work.

- Local ethnic minority communities are well represented on the school's governing board. They play an active part in all areas, and are not marginalized, or expected only to concern themselves with equality and diversity.
### Services and Policies

The aim of the general duty is to make race equality central to the way schools work. Services, policies, and procedures that are relevant to the duty should reflect this. A successful school will be able to show the following.

<table>
<thead>
<tr>
<th>The school has a race equality policy.</th>
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<tr>
<td>• The school has produced a race equality policy and puts it into practice.</td>
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<td>• The policy includes a commitment to tackle racial discrimination and promote equal opportunities and good race relations, and a strategy for making this effective.</td>
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<tr>
<td>• The policy is linked to a strategic action plan (or the school development plan), which includes targets for achieving race equality.</td>
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<tr>
<td>• The school reviews the action plan (or the school development plan), which includes targets for achieving race equality.</td>
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<tr>
<td>• The school reviews the action plan and its targets regularly, and revises the policy when needed.</td>
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<td>• Subject and year heads take account of the race equality policy in their individual policy statements.</td>
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The school has made arrangements to assess the effects of its policies (including its race equality policy) on pupils, parents, guardians, and staff from all ethnic groups.

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<td>• The school assesses the effects of its policies at all stages.</td>
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<td>• The school gives priority to policies that affect pupils’ progress and achievement.</td>
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<td>• The school invites parents, guardians, pupils, and staff to comment on its policies, and on the way they work, as part of its assessments. The school takes</td>
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steps to make sure that pupils, parents, guardians, and staff from ethnic minorities are fully involved. The school uses these comments to review and improve its policies.

The school has made arrangements to monitor the effects of its policies (including its race equality policy) on pupils, staff, parents, and guardians from all ethnic groups, and to publish the results every year.

- The school uses its existing arrangements and systems to monitor its policies.
- The school analyses its monitoring data to see if pupils, parents, guardians, and staff from different ethnic groups are unequally affected by its policies.
- The school gives particular attention to monitoring policies that affect pupils’ progress and achievement.
- The school uses its monitoring data to review its targets and revise its policies, when needed.
- The school publishes the results of its monitoring every year, for example, in the school magazine.

The school has set high race equality objectives for all its partnership work.

- The school informs organisations it works with that it intends to work in line with the principles of the duty to promote race equality.
- The school persuades its partners to adopt these principles as governing principles for the partnership’s activities.

**Employment**

The school works with the LEA to train its
Staff and governors on their responsibilities under the Race Relations Act.

- Staff and governors responsible for meeting the new duty to promote race equality receive training on the general duty and any specific duties.

- All staff and governors receive training on how to prevent discrimination, encourage respect for all people - whatever their background - and promote good relations between them.

- The school has set up support systems to help its staff and governors meet their duties.

The school gives monitoring information about its teaching staff to the LEA.

- The school uses its normal administrative and information systems to collect the monitoring data the LEA needs to meet its duty.

- The school monitors the ethnic backgrounds of all its staff, and of all applicants for jobs, training, and promotion.

- As the school has more than 150 full-time staff, it also monitors the number of staff from each ethnic group who:
  - Receive training;
  - Benefit or suffer disadvantage from performance assessments;
  - Are involved in grievances or disciplinary action; or
  - End their employment with the school.

- The school’s workforce - teaching and non-teaching - is representative, at all levels, of the communities it serves.