

## Performance guidelines

# for schools in England and Wales

Maintained schools have a statutory general duty to work to eliminate unlawful racial discrimination, and to promote equal opportunities and good race relations. The duty is not optional and schools have to meet it even if they have only a handful of pupils from ethnic minority backgrounds.

Schools have a vital role to play in preparing young people for life in Britain's diverse and multi-ethnic society. Changing patterns of work, new technologies, and greater mobility mean that, in the course of their lives, people are likely to encounter many different cultures and backgrounds, wherever they live.

This leaflet describes the main results or outcomes that will distinguish a school that is meeting its duty well. It also outlines some of the ways in which a school can show that it is meeting the duty.

This leaflet has been produced for a wide range of individuals and organisations, as well as schools. For example, pupils, parents and guardians, and members of the public should find it useful if they want to know how well a school is meeting its duty. Teachers, support staff, and governors will be able to use the leaflet to see if their own work, and the work of their school as a whole, is making a difference to meeting the duty to promote race equality and good race relations. Local education authorities will be able to see if the schools they are responsible for are meeting the duty. OFSTED inspectors in England, Estyn inspectors in Wales, and the CRE will be able to use the leaflet as a guide to the performance they can expect from schools that are meeting the duties. Most of the results and activities we list here are likely to be included in a school's race equality policy (which will vary from one school to another).

This leaflet does not have statutory force. It is meant to be a concise guide to the performance that schools should aspire to in meeting the duty. We recommend that they also refer to the statutory *Code of Practice on the Duty to Promote Race Equality* (which provides guidance on meeting the new public duty) and the non-statutory *Guide for Schools* (which contains advice and practical examples) to develop full strategies for promoting race equality and good race relations. Useful information and advice is also available on our website, [www.cre.gov.uk](http://www.cre.gov.uk)

# Outcomes of meeting the duty

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## Satisfaction among pupils, parents, and guardians

- Pupils, parents, and guardians from all ethnic backgrounds are equally satisfied with the school.
- Pupils, parents, and guardians from all ethnic backgrounds say they trust the school and have confidence in the way it is being run.
- Levels of educational achievement are high, with pupils from all ethnic backgrounds achieving their full potential.
- The school meets a wide variety of needs through flexible and well-designed services and policies.
- 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.
- The school's roll reflects the ethnic backgrounds of the communities it serves.
- 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 them.
- The school makes decisions openly and is accountable to parents and guardians, and to the communities it serves.
- 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 are 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.

# Evidence of meeting the duty

## 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 marginalised, 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.

### **The school has a race equality policy.**

- The school has produced a race equality policy and puts it into practice.
- The policy includes a commitment to tackle racial discrimination and promote equal opportunities and good race relations, and a strategy for making this effective.

- The policy is linked to a strategic action plan (or the school development plan), which includes targets for achieving race equality.
- The school reviews the action plan and its targets regularly, and revises the policy when needed.
- Subject and year heads take account of the race equality policy in their individual policy statements.

### **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.**

- The school assesses the effects of its policies at all stages.
- The school gives priority to policies that affect pupils' progress and achievement.
- 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 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 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.

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Visit [www.tso.co.uk/booskhop](http://www.tso.co.uk/booskhop)

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