**Race Equality Charter for Schools Audit**

This is an audit to help schools look at their own practice to support the implementation of the Race Charter. This is just a guide to support and reflect on school practice. This information is not shared outside of your own school.

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| **Charter Commitments** | **Questions** | **Evidence or Suggestions** | **Actions** |
| 1. Creating an inclusive, anti-racist school environment, where everyone feels they belong and race equality and cultural diversity are actively promoted | What steps has the school taken to create an inclusive environment for all the ethnic and cultural communities that make up the school community? |  |  |
| How does the school ensure it actively promotes race equality and cultural diversity? |  |  |
| To what extent are the experiences of different ethnic groups, cultural and religious events included and celebrated throughout the school year? |  |  |
| 2. Challenging all racist incidents, bullying and harassment, taking them seriously and dealing with them effectively in a supportive, meaningful and empowering manner | Does the school have policy and procedures in place that explicitly recognise racist incidents, racial bullying and harassment and clearly outline how they will be dealt with? |  |  |
| Is there a sensitive and structured system of support available to students who experience racist incidents, racial bullying and harassment? |  |  |
| How are students encouraged and made to feel confident to report racist bullying incidents? |  |  |
| 3. Championing race equality through school leadership and governance and ensuring planning, policies and procedures effectively promote race equality and challenge racism | Is there a specific race equality policy which outlines procedures for promoting race equality and challenging racism?  |  |  |
| What is the school leadership team and governing body doing to ensure the strategic development of race equality policy and provision within the school? |  |  |
| Does the school have a race equality action plan linked to its duties under the Equality Act or other race equality objectives included in the school‘s strategic plans? |  |  |
| 4. Educating, enabling and empowering students to challenge racism, promote race equality and celebrate cultural diversity | How are students able to learn about issues of racism, race equality and cultural diversity at school? |  |  |
| What opportunities are there for students to explore and express their views on racism and race equality? |  |  |
| What opportunities are there for students to be involved in local and national campaigns and initiatives that promote and celebrate race equality and cultural diversity? |  |  |
| 5. Teaching a curriculum that represents the ethnic diversity of our society and aims to raise the aspirations and attainment of all students by providing an education which includes the heritage, perspectives and contributions of all ethnic groups, challenges personal and institutional racism, and enables students to develop a strong sense of identity and belonging | What steps has the school taken to ensure that the curriculum represents the ethnic diversity of society and includes the heritage, perspectives and contributions of all ethnic groups?  |  |  |
| What opportunities are there in the curriculum for challenging personal and institutional racism and enabling students to develop strong sense of identity and belonging? |  |  |
| How does the school ensure that its curriculum resources, books, visiting speakers, school visits, extra curricular activities are inclusive and representative? |  |  |
| 6. Ensuring equality of opportunity for students from all ethnic groups to succeed, aspire and achieve their educational potential, removing any barriers to progress and attainment and reducing any gaps between different ethnic groups | How does the school monitor and analyse data by ethnicity to identify any racial inequalities in attainment and progress? |  |  |
| What strategies does the school have in place for tackling any disparities in attainment for students from Black and Minority Ethnic backgrounds? |  |  |
| How does the school’s approach to teaching, assessment and progression ensure that Black and Minority Ethnic students have high expectations and aspirations? |  |  |
| 7. Managing the behaviour of all pupils fairly and equally and adopting good practice strategies to address any differences in sanctions or exclusions between ethnic groups | How does the governing body monitor and analyse data to check whether students from certain ethnic groups are at increased risk of sanctions for their behaviour and exclusion? |  |  |
| How does the school identify and implement strategies to positively address the needs of students from Black and Minority Ethnic groups to reduce their risk of sanctions for behaviour and exclusion |  |  |
| How do the head teacher and governing body ensure that any concerns, needs, issues, incidents or practices related to race and racism are taken into account when making decisions about behaviour and exclusion? |  |  |
| 8. Making the admissions process accessible and equal for students from all ethnic groups and that strategies to maintain attendance take account of the backgrounds and needs of students from all ethnic groups | What steps has the school taken to ensure the admissions process is accessible and equal for students from all ethnic groups? |  |  |
| How does the school analyse the attendance of students from different ethnic groups to identify poor attendance? |  |  |
| When patterns of absence are found amongst students from Black and Minority Ethnic backgrounds how does the school deliver intervention and support in a targeted way? |  |  |
| 9. Working in partnership with local communities and organisations to support our staff, students and parents in relation to race equality, cultural diversity and tackling racial discrimination and harassment | How does the school take proactive steps to involve Black and Minority Ethnic parents in the school? |  |  |
| What partnerships, referral procedures or links does the school have with local race equality organisations? |  |  |
| How are members of the local Black and Minority Ethnic communities involved in the school? |  |  |
| 10. Training all staff and governors to develop their understanding and knowledge so that they can teach, address and respond effectively to issues of race and racism | Does your staff and governor training incorporate opportunities to explore key issues in race equality and cultural diversity e.g. Unconscious bias; anti racism; white privilege; microagressions; institutional racism? |  |  |
|  | How are staff trained and supervised so that they are able to deal effectively with racist incidents, racial bullying, prejudice and stereotyping? |  |  |
|  | How does training support the greater development of understanding, knowledge and expertise in relation to race equality and anti-racism amongst staff and governors? |  |  |
| 11. Ensuring our recruitment procedures follow the law and guidance on race equality and allow us to employ and develop an ethnically diverse workforce that is representative of the communities we serve | What steps has the school taken to monitor, employ and develop an ethnically diverse workforce? |  |  |
| What steps has the school taken to address any under representation of Black and Minority Ethnic groups within the school workforce, leadership or governing body?  |  |  |
| How do you ensure that Black and Minority Ethnic staff feel able to express their views on their experiences at the school?  |  |  |
| 12. Routinely monitoring all aspects of the school to highlight any racial inequalities, understand their cause and take action to remove any unfairness or disadvantage | How does the school routinely monitor and analyse data to highlight any inequalities between different ethnic groups? |  |  |
| Where inequalities exist what actions and strategies have the school undertaken to address and reduce any gaps or disadvantage? |  |  |
| How does the school monitor and assess the impact of its race equality policies and procedures? |  |  |