



AVICENNA ACADEMY EQUALITY SCHEME

Date ratified:	18 October 2014
Signature of Chair:	<i>Sulaiman Ahmed</i>

Children's and Young People's Organisational Development

2. Outline Equality Scheme

2.1 Introduction

Avicenna Academy have developed this Equality Scheme to help us to meet our duties under the:

- Race Relations Act as amended 2014
- Disability Discrimination Act 2005
- Equality Act 2006
- Education and Inspections Act (EIA) 2006

A statutory duty has been placed on all school governing bodies to counteract the effects of institutional discrimination on the grounds of race, disability and gender. It applies to all aspects of the school community and relates equally to children and adults. The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in England from 1 September 2007. The duty identifies teaching, learning and the curriculum; equality and excellence and engagement and extended services as the three main areas where schools can contribute to community cohesion.

By placing an equality perspective in our policies and practices, we recognise that we are not thinking about people as an homogenous group but as distinct groups with differing needs, characteristics and behaviours.

The legal duties on race, disability and gender equality enables us to identify and tackle discrimination, to prevent harassment and to ensure equality of opportunity by taking a proactive approach to address key issues facing schools, for example around the achievement of boys from some backgrounds, achievement of disabled students and the greater levels of exclusions of boys.

Our Equality Scheme sets out the overarching principles of our approach to meeting the general and specific requirements of the three public duties and in creating an inclusive whole school environment as well as meeting the duty to promote community cohesion on school governing bodies.

The actions setting out how we will put the Scheme into practice are set out in an Action Plan covering race, disability and gender.

Signature: Headteacher..... **Date**.....

Signature: Chair of Governors..... **Date**.....

2.2 Legal framework

This Equality Scheme and its Actions Plan on race, disability and gender have been developed to help us to meet our duties under the:

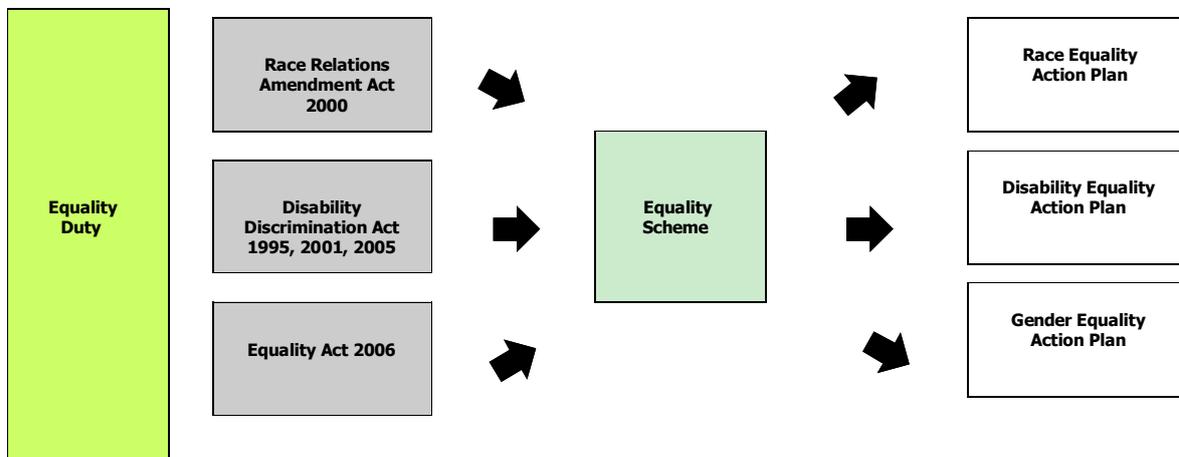
- Race Relations Act as amended 2014
- Disability Discrimination Act 2005
- Equality Act 2006

In addition, the Equality Scheme and the Action Plan set out our approach for meeting the requirement on governing bodies of maintained schools of the duty to promote community cohesion as outlined in the Education and Inspections Act (EIA) 2006.

Figure 1 shows how the three public duties inter relate and that the Single Equality Scheme is a tool for schools to ensure that outcomes are improved for different racial groups, disabled persons and women and men as well as girls and boys which supports their contribution towards the promotion of community cohesion.

Figure 1

How the Equality Duties fit together



2.3 Our Strategic Priorities

The duties to promote race, disability and gender equality alongside community cohesion supports the school's strategic priorities as follows:

- Continue to address any physical access issues for students, parents, staff and the wider community
- Continue to address any issues of attendance by working closely with the school's attendance officer /inclusion faculty and outside agencies as appropriate.
- Identify on an ongoing basis and underachieving groups and address any issues of underachievement e.g. family poverty and debt, housing, racism, isolation/loneliness.
- Address issues of stereotyping, including expectations and roles.
- Continue to seek the views of children and parents and raise awareness of the impact of bullying and violence e.g. use of SEAL Project and resources and the annual parents' questionnaire.
- Continue to address workforce based equality issues through review of roles and job descriptions and conforming to Human Resources Procedures on appointments, promotions and any necessary adjustments.
- Striving to ensure fair representation on the Governing Body that reflects the parent body and local community.

2.4 Duty to promote Community Cohesion

The Education and Inspections Act (EIA) 2006 requires the governing bodies of maintained schools to promote community cohesion under a new duty which came into force in September 2007 and schools contribution to community cohesion will be inspected by Ofsted from September 2008. The community cohesion duty builds on the existing legal duties on school governing bodies under the Race Relations Act as Amended 2014.

From our perspective, '*community*' has a number of dimensions including:

- The school community, our students, their families, our staff and governing body and the wider community which uses our facilities and services.
- The community within which we are located, including Sheffield.
- The UK and global community.

Our focus on community cohesion work is about promoting cohesion across different cultures, and religious or non-religious, ethnic and socio-economic groups as we are responsible for equipping students to live and thrive alongside people from many different backgrounds. Our main contributions to community cohesion can be made in three areas:

- **teaching, learning and the curriculum:** using the curriculum to value diversity whilst also promoting shared values.
- **equity and excellence:** ensuring equity and high standards for all and tackling underperformance by any particular group.
- **engagement and extended services:** engaging with other schools, parents and the community, as well as local authorities and other partners in developing extended services.

The duties to promote race, disability and gender equality alongside community cohesion supports the actions identified in the School Improvement Plan.

- The curriculum is used to value diversity and shared values.
- Attendance is monitored in an ongoing way by the school's attendance officer and inclusion faculty in collaboration with the Educational Welfare Officer. Data is monitored to see if there are any patterns of poor attendance for specific groups.
- Analysis of RAISEonline identifies underachieving groups and their progress is monitored.
- In addition to the above we address issues of exclusion and those relating to vulnerable families through multi-agency working.
- Addressing any issues of bullying and attitudes to violence by following the school planned approach to individual incidents and introduction of the SEAL Project.
- By following the requirements of the school accessibility systems.
- By advertising suitable posts in local publications and continuing to monitor the workforce for the extent to which it reflects the local community.
- By Extended School activities for the whole community.

2.5 How we will meet the General Duty & Specific Duty

This Equality Scheme and its Action Plan on race, disability and gender for our school set out the specific actions that will be carried out to meet our duties and are listed in the Action Plan.

2.6 Leadership

All staff and Governors at the school are responsible for the implementation of the Scheme.

Governors are responsible for:

- Ensuring the school complies with the relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed

The **Head Teacher** is responsible for:

- Ensuring the school Equality Scheme and its procedures are followed
- Ensuring the Equality Action Plan is readily available and that the governors, staff, students, and their parents and guardians know about it.
- Producing regular information for staff and governors about the Action Plan and how they are working
- Ensuring that all staff know their responsibilities and receive training and support in carrying these out
- Taking action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability

All **staff** are responsible for:

- dealing with racist, homophobic and other hate-incidents
- being able to recognise and tackle bias and stereotyping
- promoting equal opportunities and good race relations
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination
- taking up training and learning opportunities
- community users/contractors/visitors/link tie up

2.7 Involvement

In developing our Scheme and Action Plan, we will involve stakeholders, for example students, parents and carers, staff and trade unions as follows:

- We will seek the views of students both formally and informally through student questioning, SEN reviews and the School Council.
- The views of staff will be gained during performance management reviews; staff meetings and the evaluation of key priorities.
- We use an annual parents' questionnaire. Findings and action points are communicated by newsletter. Parents are also involved in SEN reviews. We also ask for feedback from parents attending parents' evenings.
- We continually seek the views of stakeholders, for example Local Authority employees in order to improve our practice.

2.8 Eliminating harassment and bullying

The school will not tolerate any form of harassment and bullying of either students or our staff. **(See Anti-Bullying and Anti- Racism Policies)**

The Governing Body has adopted the City Council's Code of Conduct and Policy for Harassment, Discrimination, Victimisation and Bullying.

2.9 Impact Assessment

The specific duty requires us to conduct impact assessments to ensure that due regard is given to race, disability and gender equality in our policies and practices and their likely impact.

The specific duty requires the assessment of existing policies and practices as well as ones which are developed subsequently.

2.10 Training

New staff receive induction on key policies and equality issues. Priorities for individual and whole staff training are identified by Performance Management and whole school Self Evaluation.

2.11 Information Gathering

We are required to gather information on the effect of our policies and practices in particular:

- the extent to which equality between students is promoted
- the extent to which equality between staff is promoted
- the extent to which the curriculum and other school activities take race, disability and gender into account

Information gathering will include:

- Information relating to the profile of the school's workforce is stored on SIMS.
- Attainment levels of students are stored and student tracking will enable us to identify trends in relation to gender, ethnic background and disability.
- The School Census includes data on exclusions.
- Reports of harassment and bullying of students and staff are recorded as outlined in our Anti-Bullying and Anti-Racism Policies.
- The Governors' Section retain information on the composition of the Governing Body.

2.12 Procurement and Contractors

We take steps to ensure that our contractors are adhering to our commitment to equality in their employment and service delivery policy and practices and will make them aware of school expectations as regards adult/student relationships.

2.13 Visitors to the School

We take steps to ensure that visitors to our school including parents are adhering to our commitment to equality and make them aware of school expectations and policies as regards adult/student relationships.

2.14 Annual reporting

We annually publish a report that will be available to all interested stakeholders. (the report will be published as an appendix to the Headteacher's Report to Governors) summarising:

- Progress against the action plan
- The results of information-gathering
- What has been done with the information gathered

2.15 Reviewing and Revising the Equality Scheme

We will review progress against the Scheme every year and we will revise the Scheme in three years time or in line with new legislative developments arising from a Single Equality Act.

3. Impact Assessment Toolkit

What is an Impact Assessment?

An impact assessment is a method by which you can examine your policies and practices to ensure there is no potential for discrimination against a particular group.

An impact assessment examines policies and practice in a structured way to ensure that disproportionately adverse effects on particular groups are avoided.

In a school setting it is important to recognise that impact assessments are as relevant to areas such as teaching practices and the curriculum as they are to policies and procedures at an institutional level.

When should Impact Assessments be conducted?

An impact assessment should be conducted when developing a new policy, practice or provision or when revising an existing one.

Mapping policies and practices

Some policies and practices have a greater impact on equality than others and the first stage will be to conduct a mapping exercise of all policies and practices to determine their relevance to racial, disability and gender equality. The mapping exercise enables you to determine whether a policy has High, Medium or Low relevance.

If a mapping exercise has not already been done, the following list of areas may be helpful as a starting point in identifying what to consider:

Policies and practices relating to:

- Access
- Teaching
- Curriculum
- Staff
- Students
- Grievance and Disciplinary procedures
- Management, Monitoring and Quality Assurance
- Information and ICT
- Communications and Public Affairs

For each policy or practice, the following information needs to be gathered:

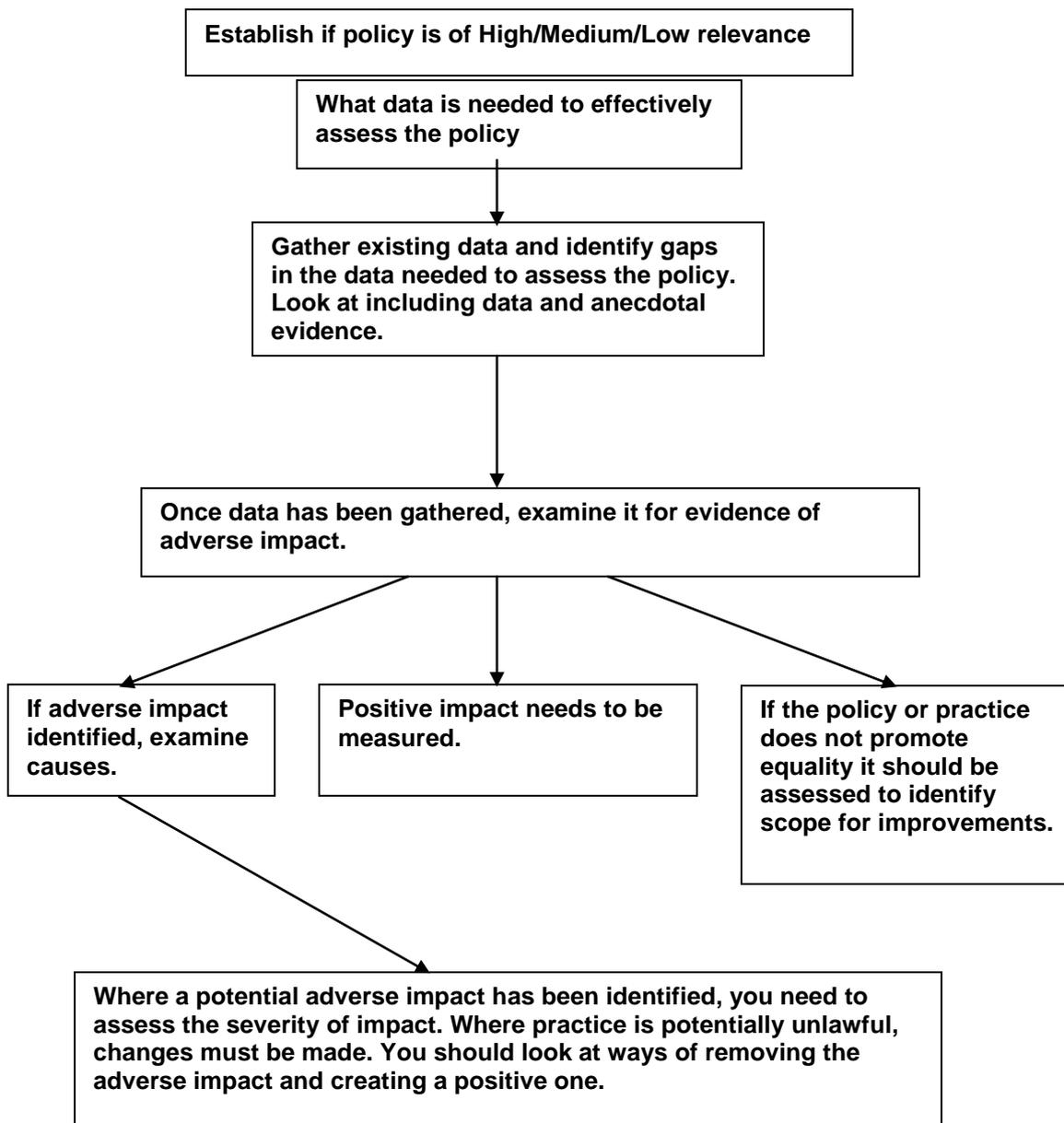
1. What is the purpose of the policy/practice?
2. What are the objectives?
3. Who was responsible for creating the policy/practice?
4. Who is responsible for implementing it?
5. Who are the people affected by the policy/practice?
6. Is there any evidence that there are different needs that your policy/practice needs to take into account?
7. Does this policy/practice contribute to or hinder racial, disability and gender equality in the school?

Prioritising will enable you to list policies and practices by relevance to racial, disability and gender equality as High, Medium or Low.

Assessing policies and practices

For each policy or practice, a rigorous process of assessment should be followed using all the available evidence and gathering more if it is needed.

3.5 Impact Assessment Flowchart



Equality Impact Assessment Template

Name of policy or project being assessed?	Date

Priority Level	
High	
Medium	
Low	

Lead Officer
Members of the assessment team
Others involved in the assessment (peer review/external challenge)

What are the aims of the policy or project?
Who is the intended customer/service user of this project or policy?
What are the desired outcomes from this project or policy?
List any other key policies, procedures, projects or strategies that this policy/project has implications on:

What are the racial, disability and gender equality implications of the policy or project?	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	
Does the policy or project have any significant adverse impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	

Action to take	
If you have indicated there is a negative impact, can it be justified?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:	
Please state how will you monitor the policy or project?	

Signed (Person completing the form):	Date:

4. Sources of Further Information and Advice

Information and advice can be obtained from the following:

For general information and advice:

Bashir Khan
Organisational Development
Bannerdale Centre
125 Carterknowle Road
Sheffield
S7 2EX

Telephone: 0114 250 6702

Email: bashir.khan@sheffield.gov.uk

For the employee aspects of the Race Relations Act as Amended, the Disability Discrimination Act and the Equality Act, please contact your Human Resources Manager or consultant:

	Telephone	Mobile	Email
Jill Tingle	0114 2930889	07764 836166	jill.tingle@sheffield.gov.uk
Anne Lowiss	0114 2930887		anne.lowiss@sheffield.gov.uk
Debby Clark	0114 2930890	07764 836169	debby.clark@sheffield.gov.uk
Anne Bell	0114 2930886	07764 836167	anne.bell@sheffield.gov.uk
Sue Wood	0114 2930894		sue.wood@sheffield.gov.uk
Jo Perry	0114 2930894		jo.perry@sheffield.gov.uk
Caroline Evans	0114 2930895		Caroline.evans@sheffield.gov.uk
Linda Brown	0114 2506760		linda.brown@sheffield.gov.uk
Penny Walters	0114 2930892		penny.walters@sheffield.gov.uk

For information and advice on Special Educational Needs:

Marium Haque
Children and Young People's Services
Howden House
Union Street
Sheffield
S1 2SH

Telephone: 0114 273 5642

Email: marium.haque@sheffield.gov.uk

For information and advice on Specialist Schools:

Jenni Radford
Children and Young People's Services
Howden House
Union Street
Sheffield
S1 2SH

Telephone: 0114 273 5471

Email: jenni.radford@sheffield.gov.uk

For information on Ethnic Minority Achievement and community cohesion:

Raphael Richards
EMAS
Bannerdale Centre
125 Carterknowle Road
Sheffield
S7 2EX

Telephone: 0114 250 6886

Email: raphael.richards@sheffield.gov.uk

For information and advice on School Improvement:

Liz Tunnard
Bannerdale Centre
125 Carterknowle Road
Sheffield
S7 2EX

Telephone: 0114 293 0961

Email: liz.tunnard@sheffield.gov.uk

For information and advice on Governors:

Eric Pye
Governor Support Team
Bannerdale Centre
125 Carterknowle Road
Sheffield
S7 2EX

Telephone: 0114 250 6889

Email: eric.pye@sheffield.gov.uk

Teachernet at <http://www.teachernet.gov.uk> also has helpful information on equality and diversity.

Disability Equality in Education (DISEED)

DISEED is a small non-governmental organisation that provides training, consultancy and resources to improve the position of disabled people in the education system and all public services.

Telephone: 020 7359 2855

Fax: 020 7354 3372

The DISEED website is located at <http://www.diseed.org.uk>

Commission for Equality and Human Rights

From October 2007, The Commission for Equality and Human Rights has taken over from the Commission for Racial Equality, the Equal Opportunities Commission and the Disability Rights Commission and can provide information to employers and service providers.

England - disability

Equality and Human Rights Commission Disability Helpline (England)
FREEPOST MID02164
Stratford upon Avon
CV37 9BR

Telephone: 08457 622 633

Enquiry: englandhelpline2@equalityhumanrights.com

England - race, age, gender, sexual orientation and religion and belief

Equality and Human Rights Commission Helpline England
Freepost RRLL-GHUX-CTRX
Arndale House
Arndale Centre
Manchester
M4 3EQ

Telephone: 0845 604 6610 - England main number

Enquiry: englandhelpline@equalityhumanrights.com

Web: www.equalityhumanrights.com

Avicenna Academy Equality Action Plan

Introduction

This Action Plan sets out how Avicenna Academy will work to:

- promote racial equality in line with our duties under the Race Relations Act as amended 2014 and the procedure for reporting racist incidents involving students in schools.
- promote disability equality in line with our duties under the Disability Discrimination Act 2005 and our Accessibility Plan.
- promote gender equality in line with our duties under the Equality Act 2006.

Impact Assessment (Racial/Disability/Gender Equality)

We have undertaken an impact assessment through our analysis of the most recent student data and RAISEonline and this has identified underachieving groups from within our school community. Provision for these students has been informed by this analysis and will be monitored through activities identified in the School Improvement Plan.

Statutory Duties to be addressed within School Self Evaluation and School Improvement Plan

Relevant Duty	Question
Race Disability Gender Cohesion	What steps will be taken to support the development of equality of opportunity for: <ul style="list-style-type: none"> ▪ All racial groups ? ▪ Disabled persons? ▪ Women and men? ▪ Girls and boys? Whether as students, staff or a part of the wider school community
Race Disability Gender Cohesion	What steps will be taken to eliminate unlawful discrimination for: <ul style="list-style-type: none"> ▪ All racial groups? ▪ Disabled persons? ▪ Women and men? ▪ Girls and boys? Whether as students, staff or a part of the wider school community
Race Disability Gender Cohesion	What steps will be taken to eliminate racial, disability related or gender harassment for all students, staff and the wider school community?
Gender	What steps will be taken to prioritise and implement gender equality objectives?
Disability Cohesion	What steps will be taken to develop positive attitudes to disability (students, staff and the wider school community)?
Race Cohesion	How will support for the development of good relations between different ethnic groups which includes a shared sense of belonging for all racial groups be provided?
Disabled Cohesion	What steps will be taken to encourage participation by disabled people in the whole school community?
Race Disability Gender Cohesion	What steps will be taken to monitor your policies and practice, for example: <ul style="list-style-type: none"> ▪ School workforce profile by ethnicity, disability and gender? ▪ Student Attainment by race disability and gender? ▪ Racial incidents?

Relevant Duty	Question
Disability Cohesion	<p>What other steps and actions will be taken to take disability into account, for example:</p> <ul style="list-style-type: none"> • Providing educational Opportunities? • Raising attainment ? • Reducing exclusion? • Participation in school trips? • Participation in all the school activities and services ? • Students in position of Responsibility? • Work Experience?
Race Disability Gender	<p>What steps will be taken to assess the impact of your policies on:</p> <ul style="list-style-type: none"> ▪ All racial groups? ▪ Disabled persons? ▪ Women and men? ▪ Girls and boys? <p>Whether as students, staff or a part of the wider school community.</p>
Race Disability Gender	<p>What steps you will be taken to gather and use information on:</p> <ul style="list-style-type: none"> ▪ All racial groups? ▪ Disabled persons? ▪ Women and men? ▪ Girls and boys ? <p>Whether as students, staff or a part of the wider school community</p>
Race Disability Gender	<p>How will consultation with stakeholders be carried out?</p>
Race Disability Gender	<p>What steps will be taken to train and develop your staff on racial, disability and gender equality?</p>
Race Disability Gender	<p>How will an Annual Report of progress on racial, disability and gender equality and its 3 yearly review be provided.?</p>

Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001

What specific improvements will be made for disabled students to access the curriculum?				
What specific physical improvements will be made to increase access to education and associated services for disabled students?				
What specific improvements will be made in the provision of information in a range of accessible formats for disabled students?				

Avicenna Academy Race Equality Policy

1. Policy Statement and Aims

This policy sets out our commitment to tackle racial discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including our dealing with parents and the community.

At Avicenna Academy we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.

The school is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its work with pupils, parents and the wider community.

2. We will achieve these by:

- I Creating a positive inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- II Creating a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes misconceptions and prejudices.
- III Treating all those within the whole school community (e.g. pupils, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- IV Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- V Having high expectations of everyone involved with the whole school.
- VI Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- VII Reflecting the diversity of our pupils, local community and the wider Sheffield community in the school environment E.g. rooms, curriculum and participatory activities to prepare our pupils to live in multi ethnic society.
- VIII Taking positive action to raise the achievement and attainment of under-achieving groups in recruiting staff and governors.
- IX Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely seriously and regarded as grounds for disciplinary action, which may include exclusion or dismissal.
- X Identifying and removing all practices, procedures and customs which are discriminatory, detrimental to individual needs and emotional wellbeing and replacing them with practices which are empowering and fair to all.
- XI Monitoring, evaluating and reviewing all of the above to secure continues improvement in all that we do.

3. Roles and Responsibilities

I Governors

The governing body of the school has agreed this policy and will take responsibility for assessing and monitoring the impact of this policy by obtaining regular reports, dealing with racist incidents and reviewing the action plan annually.

The governing body will appoint a Race Equality Working Group which may include people from the local community to help formulate the school's action plan and review its implementation.

One member of the Governing body will have responsibility for monitoring this policy, acting as the designated governor for race equality and supporting the "Race Equality Working Group".

The Governing body will receive progress reports from the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to Governors.

The governing body will make every effort (including taking positive action) to ensure its membership is representative of the school's community.

II Headteacher

The Headteacher will demonstrate through his/her personal leadership the importance of this policy. She/he will ensure that all staff are aware of the policy and understand their roles and responsibilities in relation to this policy. The Headteacher will assess and monitor the impact of this policy through developing an action plan. She/he will resource the Race Equality Working Group appropriately to meet the development and delivery needs of the action.

Race relations issues, monitoring and evaluation outcomes will be reviewed in relation to the plan, and reported to the Governing body on a termly basis as part of the Headteacher's report. Within his/her report would be information collected from other staff and the Equality Working Group.

Where funding is available for raising the achievement of minority ethnic pupils i.e. EMAG (Ethnic Minority Achievement Grant), the Headteacher will ensure that the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

The Headteacher has responsibilities for ensuring the race equality policy and action plan targets will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties defined by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

III Race Equality Working Group

The working group (probably 4-6 people) may consist of governors, teachers (subject/curriculum leaders), parents and community representatives. They are responsible for overseeing, action planning, policy development, monitoring and evaluation. The roles will also include keeping up to date with current thinking, being familiar with literature and resources, attending appropriate training courses and feeding back to colleagues.

Through the school's subject/curriculum leaders, the group will be responsible for reviewing and monitoring curriculum policies and planning to ensure that race equality is reflected and promoted.

IV **Teachers**

Teachers will familiarise themselves with this policy and know what their responsibilities and specific duties are in ensuring that the action plan is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural management issues.

Teachers through their interaction with pupils, via curriculum delivery and other teaching strategies, will take an inclusive approach and engender good race relations.

V **Administrative, Ancillary, Supervisory and Support Staff**

All staff will familiarise themselves with this policy and know what their duties and responsibilities are in the implementation of the action plan.

VI **Pupils**

Pupils will share in the development of the race equality policy and be made aware of how it applies to them. They will be encouraged to treat each other with respect and appropriately empowered to report incidences of a racial nature to an appropriate adult.

VII Contractors and Other Service Providers

The school's procurement policies will address, where appropriate, the need to promote race equality and good race relations between different racial groups.

VIII Complaints Procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the Headteacher who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint then the school's complaints procedure will be used.

4. Implementing the Race Equality Policy

I Other Schools Policies

This race equality policy is linked to our action plan for promoting race equality and raising the achievement of minority ethnic pupils. All our other policies will be reviewed to ensure the ethos and commitments aspired to here are reflected consistently.

II Guidance, Support and Training

The school will:

- review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable.
- assist in the dissemination of information, briefing material, guidance and advice from the University.

III Action Plan

The Headteacher will be responsible for producing the school's action plan for approval by the governing body. The race equality action plan will identify objectives, links to other plans, actions, responsibilities, resources, time-scales, success indicators and targets as well as monitoring and evaluation.

Curriculum and other subject leaders should refer to this policy in their personal responsibilities in this and future years.

The race equality action plan will be integrated into the school development/improvement plan. The Governors will monitor and evaluate this action plan annually.

IV Monitoring and Assessing Policy Impact

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progression of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the Governing Body.

In addition to the monitoring and assessment arrangements already in place, the School is setting in place procedures to ensure that additional

monitoring is undertaken as necessary to ensure that the School, is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and local community the school will assess the impact of its race equality policy and other policies on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.