Race Equality Charter for Schools Audit

St Andrew's Church School Bath

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.

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?	• A culture of belonging through our vision, values and commitment to dignity and respect for all. • Diversity is reflected through our Connected Curriculum content, displays, books, assemblies and enrichment • Staff actively seek to understand and respond to the backgrounds, experiences and needs of all pupils and families. • The school works closely with families to ensure barriers to participation are identified and addressed	✓ *Embed the role of EAL Champion* ✓ *Implement The Bell Foundation Resources and staff CPD* ✓ *Map out the SARI school offer for 26-27*

		We support by: • Young translators • Links to SARI (young mentors) • New EAL Champion • Buddies for new starters	
	How does the school ensure it actively promotes race equality and cultural diversity?	• Race equality is embedded within the Personal Development curriculum, collective worship, PSHE and RE. • Diverse voices, role models and historical figures are intentionally represented across subjects. • Staff challenge stereotypes and discriminatory language immediately and use incidents as educational opportunities. • Equality objectives are reviewed through school improvement planning and governor oversight	✓ *Review of Equality objectives for 26-27* ✓ *Launch young Equalities pupil group September 26*
	To what extent are the experiences of different ethnic groups, cultural and religious events included and	• Pupils learn about a wide range of faiths, cultures and	✓ *Exploration of worldwide traditions and*

	celebrated throughout the school year?	traditions through RE and wider curriculum. • Cultural and religious festivals are recognised through Worship, classroom learning and community engagement opportunities. • Curriculum themes enable pupils to explore local, national and global identities, fostering understanding and respect	*celebrations in school and class worship* ✓ *Build further connections with parents and the wider community such as Bath Welcomes Refugees Charity*
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?	• The school's Behaviour, Anti-Bullying, Safeguarding and Equality policies explicitly recognise racism, prejudice and discriminatory behaviour. • Procedures are clear, robust and aligned with statutory guidance and local authority expectations. • Racist incidents are recorded, investigated, monitored and	✓ *Map out the SARI school offer for 26-27*

		reported appropriately	
	Is there a sensitive and structured system of support available to students who experience racist incidents, racial bullying and harassment?	• Pupils affected by racist incidents receive pastoral support through class teachers, senior leaders and pastoral provision such as Thrive or SARI young mentors • Restorative approaches are used where appropriate to repair relationships and develop understanding. • Support is tailored to individual needs and monitored over time	
	How are students encouraged and made to feel confident to report racist bullying incidents?	• Pupils are taught that discriminatory language and behaviour are unacceptable. • Trusted adults are clearly identified, and safeguarding systems enable pupils to raise concerns confidently • School values encourage pupils to speak up when they witness unfairness or discrimination	

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?	• BWMAT equalities policy and school specific objectives • Anti Racism Policy • Anti Bullying Policy and Procedure • Behaviour Curriculum and Policy	
	What is the school leadership team and governing body doing to ensure the strategic development of race equality policy and provision within the school?	• The school meets its duties under the Equality Act 2010 through its Equality Information and Objectives and related policies. • Race equality considerations are incorporated into strategic planning and policy review processes	
	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?	• Senior leaders and governors monitor equality objectives and ensure race equality is considered within school improvement planning. • Governors provide challenge and support around inclusion, belonging and equitable outcomes for all groups of pupils.	✓ *Race Equality Action plan incorporates into the equalities objectives for Sep 26*

		• Race equality actions are incorporated into strategic plans, equality objectives and curriculum development priorities. • Progress is monitored through leadership reviews and governor reporting	
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?	• Through PSHE, RE, collective worship and the wider connected curriculum, pupils learn about fairness, prejudice, discrimination and respect. • Age-appropriate discussions help pupils understand racism and the importance of challenging it.	✓ *Continuously review impact of assemblies through pupil feedback*
	What opportunities are there for students to explore and express their views on racism and race equality?	✓ Pupil voice activities, Ethos Team and class discussions provide opportunities for pupils to share experiences and views. ✓ P4C and Oracy whole school approach empowers pupils to have a voice and to be heard	✓ *Further implementation of Oracy approach from EYFS onwards*

			✓ *Whole Staff CPD in confidence about how to facilitate discussions about race 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?	• Partnership with SARI (Stand Against Racism and Inequality) to access resources, guidance and support that promote understanding of racism, discrimination and inclusion. • Previous Participation in The World Reimagined project, exploring themes of identity, diversity, migration and belonging through curriculum learning and discussion. • Black History Month, Refugee Week and other national awareness events through assemblies, worship and curriculum activities.	✓ *Further strengthen ongoing partnership with SARI for all staff and pupils* ✓ *Community engagement projects that draw on the cultural experiences and expertise of families* ✓ *Relaunch the The World Reimagined Project as part of our*

		• Opportunities for pupils to explore issues of equality, diversity and social justice through P4C, pupil voice activities and the School Ethos Team • Partnership work with organisations such as Kingwood, enabling pupils to build relationships with people from diverse backgrounds and experiences and develop empathy, respect and understanding.	*commitment to racial justice*
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?	• The curriculum has been reviewed to ensure diverse voices, perspectives and contributions are represented across subjects. • Literature, historical studies and curriculum resources include individuals from a wide range of ethnic backgrounds. • Curriculum planning intentionally challenges narrow or stereotypical representations	✓ *Implementation of the revised Connected Curriculum*

	What opportunities are there in the curriculum for challenging personal and institutional racism and enabling students to develop strong sense of identity and belonging?	• Learning explores identity, community, migration, justice and human rights. • Pupils are encouraged to reflect on their own identity and appreciate the identities of others.	✓ *Further staff CPD to be planned for 26/27* ✓ *Collate Pupil voice* ✓ *Leaders to review curriculum lessons and pupil books*
	How does the school ensure that its curriculum resources, books, visiting speakers, school visits, extra-curricular activities are inclusive and representative?	• Books, displays, curriculum resources and educational visits have been reviewed for diversity and representation. • Visiting speakers and enrichment opportunities aim to broaden pupils' understanding of the wider world	✓ *Use PD Overview to map out enrichment and events* ✓ *Review curriculum resources and books annually*
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?	• Attainment and progress data is reviewed through the MIME Super School Profile, which includes analysis by ethnicity and EAL. School leaders consider trends for different ethnic groups alongside other pupil characteristics. Due to	✓ *Review and amend intervention and targeted support for identified trends / gaps*

		the relatively small number of pupils within some ethnic groups, data is interpreted cautiously and supplemented by pupil-level monitoring, pupil progress meetings and knowledge of individual pupils and families	
	What strategies does the school have in place for tackling any disparities in attainment for students from Black and Minority Ethnic backgrounds?	• Termly pupil progress meetings identify any emerging attainment gaps and agree targeted support for individual pupils • Staff work collaboratively to identify and address barriers to learning for all pupil groups • High-quality adaptive teaching, targeted interventions and pastoral support are used to remove barriers and accelerate progress • The school works in close partnership with families to understand pupils' needs, support engagement and ensure all pupils	✓ *Further develop parent partnerships with all families*

		achieve their potential.	
	How does the school's approach to teaching, assessment and progression ensure that Black and Minority Ethnic students have high expectations and aspirations?	• The school maintains high expectations for all pupils and is committed to ensuring every child achieves their full potential, regardless of background or ethnicity. • Regular assessment and termly pupil progress meetings enable leaders and teachers to identify strengths, address barriers and provide timely support where needed. • A knowledge-rich Connected Curriculum exposes pupils to diverse role models, experiences and perspectives, helping to raise aspirations and develop a strong	✓ *Continue to build Strong partnerships with families, alongside adaptive teaching and targeted support, ensure all pupils are encouraged, challenged and supported to succeed*

		sense of identity and belonging.	
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?	• Behaviour, suspension and exclusion data are routinely reviewed to identify potential disproportionality. • Governors receive relevant information and challenge leaders where patterns emerge.	
	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	• Staff seek to understand underlying causes of behaviour and provide supportive interventions underpinned by our behaviour for learning and Equalities Policy • Thrive, pastoral support and early identification help prevent escalation	✓ *Further strengthen ongoing partnership with SARI for all staff and pupils*
	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	• Leaders ensure decisions are evidence-based, proportionate and free from discrimination.	

	making decisions about behaviour and exclusion?	• Equality implications are considered when reviewing behaviour systems and individual cases	
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?	• Admissions arrangements comply with statutory requirements and are communicated clearly to all families. • Information is accessible and support is provided where needed.	✓ Develop a comprehensive welcome offer for all new families, including accessible information, interpretation support and signposting to local community services. ✓ Identify and record families' preferred methods of communication to strengthen engagement and partnership. ✓ Establish termly parent coffee mornings, supported by the EAL Champion, to build community connections and gather feedback.

			✓ EAL Champion to support induction, family engagement and access to school systems and information
	How does the school analyse the attendance of students from different ethnic groups to identify poor attendance?	• Attendance data is reviewed regularly, including consideration of demographic groups where appropriate. • Emerging concerns trigger early intervention	
	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?	• Families receive personalised support to address attendance barriers inline with our Trust Attendance Strategy • School works collaboratively with external agencies when required	
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	How does the school take proactive steps to involve Black and Minority Ethnic parents in the school?	✓ The school actively encourages participation through parent consultations, workshops, celebrations and community events.	✓ EAL Champion to support induction, family engagement and access to school systems and information

racial discrimination and harassment	What partnerships, referral procedures or links does the school have with local race equality organisations?	• The school works with BWMAT, local authority services, church partners and community organisations to strengthen inclusion and equality. • External expertise is accessed when required such as SARI and Black families	
	How are members of the local Black and Minority Ethnic communities involved in the school?	• Parents and family members from a range of ethnic and cultural backgrounds actively contribute to school life through volunteering on trips, supporting events and participating in school activities.	✓ Develop opportunities for Members of the wider community are invited into school to share their experiences, cultures, languages, traditions and professions, enriching curriculum learning and broadening pupils' understanding of the world
10. Training all staff and governors to develop their understanding and knowledge so that they can	Does your staff and governor training incorporate opportunities to explore key issues in race equality and cultural diversity e.g. Unconscious	✓ BWMAT training: All staff and Governors complete Equality and Diversity training.	

teach, address and respond effectively to issues of race and racism	bias; anti racism; white privilege; microagressions; institutional racism?	✓ BWMAT Education Strategy celebrated Equality and Diversity through an identified strand.	
	How are staff trained and supervised so that they are able to deal effectively with racist incidents, racial bullying, prejudice and stereotyping?	✓ Staff CPD and individual support form DSL/DDSL	
	How does training support the greater development of understanding, knowledge and expertise in relation to race equality and anti-racism amongst staff and governors?	✓ Increase confidence in addressing incidents and facilitating discussion	
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?	✓ BWMAT guidance on recruitment and the Equalities Objectives	
	What steps has the school taken to address any underrepresentation of Black and Minority Ethnic groups within the school workforce, leadership or governing body?	✓ Signpost to any opportunities ✓ Encourage volunteers who represent the wider school community	
	How do you ensure that Black and Minority Ethnic staff feel able to express their views on their experiences at the school?	✓ The school fosters an inclusive culture where all staff are encouraged to share their views and experiences through regular professional dialogue, appraisal meetings and open	

		communication with leaders ✓ Staff have opportunities to provide feedback through staff surveys, wellbeing discussions and school improvement consultation activities	
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?	• Leaders routinely analyse attainment, progress, attendance, behaviour and safeguarding data to identify and address any emerging inequalities between pupil groups. • The MIME Super School Profile is used to review outcomes by ethnicity, EAL and other pupil characteristics, helping leaders identify trends and inform targeted support. • Termly pupil progress meetings triangulate quantitative data with teachers' professional knowledge of	

		individual pupils, ensuring barriers to learning are identified and addressed promptly • Findings are used to inform school improvement planning, resource allocation and targeted interventions, with impact reviewed through ongoing monitoring.	
	Where inequalities exist what actions and strategies have the school undertaken to address and reduce any gaps or disadvantage?	• Where concerns are identified, targeted interventions and action plans are implemented. • Impact is reviewed through ongoing monitoring	
	How does the school monitor and assess the impact of its race equality policies and procedures?	• Leaders and governors review equality objectives and monitor their impact through attainment, attendance, behaviour, safeguarding and participation data.	

		• Pupil voice, parent feedback and staff feedback are used to evaluate how effectively the school promotes inclusion, belonging and equality. • CPOMS records and behaviour monitoring are reviewed to identify any patterns, concerns or incidents relating to discrimination, prejudice or unequal experiences. • Findings inform school improvement priorities, staff training and curriculum development, ensuring race equality remains an ongoing area of review and development	