

CASTLE VIEW SCHOOL

DIVERSITY AUDIT

ASSESSING CURRENT PRACTICE

Date of audit: 11th July 2017

Undertaken by: Sue Jones and Tracy Sorrell

QUESTION	Y	N	EXPLANATION/ELABORATION (BARRIERS TO ACTION IF RELEVANT)
ENROLMENT			
1. Does school collect information, on enrolment, about ethnic background and first language of pupils?	Y		Statutory requirement
2. Does school consistently obtain information about pupils from any previous school?	Y		Sometimes difficult if child in refuge or e.g. from a traveller family
3. Are relevant teaching staff able to access this information so they are aware of any learning issues?	Y		HT discusses with staff team in staff meetings and also with teacher
STAFF TRAINING			
4. Is training provided that gives information about other cultures, including information that aims to counter stereotypes, to improve participants' communication with people from various ethnic backgrounds?		N	No training currently
5. Is training provided that aims to raise awareness of participants' own attitudes and beliefs and the issue of race-based discrimination in society and what can be done to address it?		N	
6. Is training provided to assist staff in understanding the experiences of ethnically diverse pupils and their needs/how to meet them?		N	
7. Is professional development available regarding appropriate terminology to use regarding ethnically diverse people?		N	

<p>8. If training is provided</p> <p>a) What type is provided and to whom?</p> <p>b) Is this provided on a one-off or continuous basis?</p> <p>c) Is it compulsory or optional (which types and for whom?)</p>			<p>Teaching staff who have qualified over recent years will have had above training incorporated into course</p>
<p>SUPPORT FOR STAFF</p>			
<p>9. Have staff received training in assisting them to recognise and address race-based discrimination?</p>		<p>N</p>	
<p>10. Do staff know what to do if witnessing or receiving complaints about race-based discrimination?</p>	<p>Y</p>		<p>DCC policy and procedures</p>
<p>11. Are there any other ways in which support is available to staff in recognising and addressing issues of race-based discrimination?</p>	<p>Y</p>		<p>Protocols are in place for any situation where a staff member requires support</p>
<p>SCHOOL CURRICULUM</p>			
<p>12. Have curriculum resources been evaluated to ensure they do not contain stereotypes, prejudices and generalisations about ethnically diverse groups?</p>			<p>Not known because there is no system in place so is reliant on individual teacher</p>
<p>13. Does the school curriculum actively</p> <p>a) provide opportunities to discuss, challenge and counter race-based discrimination, prejudice, bias, stereotypes?</p> <p>b) promote understanding of the impacts of race-based discrimination and stereotyping?</p>	<p>Y</p>		<p>Such issues are raised with the pupils in assemblies</p> <p>Opportunities are incorporated into topic work e.g.WW2</p>
<p>14. Does the school curriculum provide opportunities to</p> <p>a) learn about and take the perspective of ethnically diverse people?</p> <p>b) promote understanding of diversity i.e. highlight that people of various ethnic</p>	<p>Y</p>		<p>As above</p>

backgrounds are similar as well as unique/different?			
15. Do songs, toys, games, books, posters, photos etc. represent a diverse range of people and cultures?	Y		More resources e.g. in library may be desirable see Q 12
16. Does the school currently run any activities/programmes with the explicit aim of promoting positive relationships between children of diverse racial backgrounds?		N	HT is currently exploring the potential of Virtual Classroom to link with a more diverse school
17. Are there resources (paper, paints, crayons etc.) available in a variety of skin tones and colours?	Y		
SCHOOL ORGANISATION, ETHOS AND ENVIRONMENT			
18. Does the school workforce represent the ethnic diversity of the pupil population?	Y		This is an overwhelmingly white British area
19. Is there an identified staff/governor lead on issues around diversity?	Y		There is an identified governor but no identified staff member to assist the HT
20. Does the school have visual displays that portray positive images of ethnically diverse people?	Y		
21. Are staff, pupils and their families encouraged/supported to share their ethnic, cultural and linguistic backgrounds?		N	Very few opportunities here as so little diversity of families.
22. Is culturally appropriate food available in the dining hall?	Y		Recent change to provider that caters for this
23. Does the school uniform code take into account possible clothing requirements for people of various faiths or religions?	Y		
24. Does the school have a policy on ethnic diversity?			There is an encompassing DCC policy applying to the school but no dedicated policy.
MONITORING AND REPORTING INCIDENTS OF RACE-BASED DISCRIMINATION			

25. Does the Behaviour Policy include any reference to race-based discrimination and how school would respond to it?		No explicit reference. Separate DCC policy and procedure
26. Does school have procedures in place to record the details of race-based discrimination that staff are encouraged to use?	Y	Required by DCC
27. Does school have procedures in place for offering immediate support to a child who has been the target of race-based discrimination and to inform their parent/carers?	Y	As above
28. Does school have procedures in place for discouraging, counselling, re-educating perpetrators and informing their parents/carers?	Y	As above Designated counsellor at DCC circle time can be used to discuss issues with groups of pupils
29. Are opportunities provided for staff to discuss ways of tackling bullying, verbal abuse or any other unacceptable behaviours?	Y	Staff meetings Staff support availability of child protection officer in school
30. Are parents made aware of the school Complaints procedure?	Y	On website and provided on request
RIGHTS AND RESPONSIBILITIES	Y	New staff members sign to say they have read
31. Does the school include details of the Behaviour Policy and Complaints Procedure in staff induction to ensure they are aware of their responsibility for implementing them?		
SCHOOL PRACTICE		
32. Are there any other practices, procedures or policies in the school that could be unwittingly discriminatory towards any school community members (pupils, staff, parents) including those who are ethnically diverse?		Equality Impact Assessment required for all new policies and procedures

Actions identified:

1. HT to consider staff training needs especially for non-teaching staff and long-qualified teachers
2. HT recommended to appoint a staff member to assist with leadership on issues of cultural diversity
3. HT recommended to put a system in place to ensure that resources are evaluated periodically
4. Development of links with a more culturally diverse environment

5. Governors to consider desirability of a dedicated school equal opportunities policy