

Equality and Diversity Plan 2018-2020: Race Equality Plan (REP) 2018

1. Introduction.

This plan sets out how SJS will work to promote race equality and stems from the Single Equality Scheme. More recently there have been concerns about possible fall-out from Brexit and terrorism perpetrated by ISIS supporters.

2. Ethnic monitoring

The following aspects of SJS' work will be monitored.

Ethnic monitoring	How it is monitored	Governors
Employment, recruitment and retention	Annual analysis and report	Staffing & Finance
Recruitment of students	PLASC, SEF, SIMS working with partner primary schools	Staffing & Finance
Exclusions; internal and external	HERBs SIMS, County Data	Standards
Student Attendance	School Data reports	Standards
Bullying Reports	Diversity Incident Reports (DIV1 Forms) Link Gov visits	Standards
Complaints	HT Complaint Log	Governor Chairs Cttee
Curriculum: 1. Curriculum 2. Coll Worship 3. Work Experience 4. Options 5. Transition 6. Trips and visits 7. Clubs/activities	1. SSE 2. YD 3. W.E. Coordinator 4. Options TLR holder 5. Careers South West at KS4 and YD+Yr7 Focus Grp at KS2 6. In school data 7. In school data	Standards
Progress and Attainment	4Matrix School data, RAISE/ASP	Standards
Parental Involvement	SSE	Standards

3. Impact Assessment

The following policies/plans have been assessed

- Anti-bullying Policy
- Behaviour Policy
- Attendance Policy

The outcomes include:

1. Low levels of reported bullying – confirmed by Ofsted and Link Gov visits
2. HERBs provides school-wide consistent reporting system backed-up by daily Behaviour Card System
3. Changes to attendance authorisation resulting in more non-authorised absences

4. Action Plan to address the General Duty to promote race equality.

<p>ED/REP1. Promote better understanding of diversity North Cornwall is essentially mono-cultural, it's population ethnicity profile predominantly white British.</p> <ol style="list-style-type: none"> 1. Include as assembly focus 2. Maintain links with Plymouth Diversity Service 3. Curriculum opportunities promoting diversity 4. Residential visits to broaden experiences <p>Please note: there is no funding for reciprocal visits to schools</p>	<p>Resp: All</p> <p>End date: On-going</p> <p>Costs: some</p>
<p>Success:</p> <ul style="list-style-type: none"> • Students knowledge and understanding of diversity improved • Direct experience of diverse communities through visits • Assembly rota includes appropriate themes 	
<p>ED/REP2. Ensure staff are quick to respond to Islamaphobia and anti-foreigner sentiments. Schools need to recognise the rise in hate incidents and in particular anti-Islamic sentiment in various communities + broader anti 'foreigner' feeling post Brexit. There is no evidence of this in SJS to date.</p> <ol style="list-style-type: none"> 1. Assembly 2. Opportunity in tutorial time to discuss ISIS and terrorism 3. RE/M&E ensure Islam features in curriculum providing students with opportunity to learn more about faith and beliefs. 	<p>Resp: All staff Beh Team YD</p> <p>End date : On-going</p>
<p>Success :</p> <ul style="list-style-type: none"> • Students have better knowledge and understanding • Any Islamophobic comments dealt with swiftly • Students have opportunities to discuss issues in class 	

5. How policies and practice are monitored

Monitoring takes place in the appropriate Governor committee as indicated above.

6. How information gathered is used

Any information gathered is used to reflect on current practice and changes reported to staff and governors. Where possible and appropriate, data and other outcomes from action plans will be reported to parents via the school website (E&D section).

7. Staff development

Any action points will be reflected in the annual amendment of the School Development Plan (SDP)

8. Annual reporting

This will follow the pattern of allocated committees as per the action plan.

9. The next race equality plan

This will be Jan 2019