"Equal Opportunities is simply treating everybody with the same respect, tolerance and fairness that you would expect for yourself."

**ACKNOWLEDGEMENTS**

A number of organisations and individuals have contributed to the production of this booklet. The Local Education Authority (LEA) would like to thank members of the Working Group who spent many months writing and drawing up the information contained in this publication. The LEA would also like to thank the individuals and organisations that provided comments and suggestions on the various drafts.

The Working Group would like to thank Gloucestershire County Council for formats suggested by the work of their Equal Opportunities Unit. The Working Group would like to extend their grateful thanks to all the support staff who provided the essential word processing, hard work, administrative support and design ideas, without which no documents would ever be produced. For a list of all the contributors, please see Appendix 5.

- Does the literature and events in our schools, libraries and youth projects reflect the cultural diversity and varying interests of the communities in our County Borough and our world?

- Do we see ourselves as the 'norm' and others as exotic creatures and fascinating?

- Are all individual's achievements recognised and merited according to the effort they have made rather than by comparison with others?
Dragonflies date back almost 300 million years, which places them among the most ancient of living creatures.

They are fascinating and beautiful and play an important role in World Culture, including our own. They were used in some dry paintings from Navaho ritual ceremonies, in Japanese Folklore, Philippine Folk Beliefs and Customs, Welsh and English Literature and poetry, to mention but a few.

**The Dragon Fly by Alfred Lord Tennyson**

Today I saw the Dragonfly
Come from the wells where he did lie.
An inner impulse rent the veil
Of his old husk from head to tail
Came out clear plates of sapphire mail
He dried his wings: like gauze they grew,
Thro’ crofts and pastures wet with dew
A living flash of light he flew.
• Are individuals from minority ethnic backgrounds expected to be the spokesperson for their origins/culture/religion? Often they are not in a position to know very much and would like to blend in like everyone else?

• Do we ensure that parents of children with a physical disability have the equal opportunity to express a preference for admission and/or transfer into school, as abled-bodied children?

• Have you considered greeting children and teaching them how to answer the register in a large number of languages including those they might be able to use on holiday?
1. INTRODUCTION

Dear Colleague

Of all the challenges facing the Authority and its schools, the area of Equal Opportunities is one which depends on determined and concerted action. Many of the problems are deep seated and require a co-ordinated response from all partners if improvements are to be made. Schools are key players in this regard and their efforts will be instrumental in delivering our aims.

I am certain that this guidance document will have a significant impact on Equal Opportunities within the County Borough’s schools and Departments. It is a clear expression of the Authority’s desire both to do everything possible to remove any inequalities which may exist and to offer practical support for schools.

The legislation covering this area is complex and this document gives a straightforward summary of the legal obligations which apply. It also offers a draft Policy Format which schools may wish to consider and shows how a school’s Policy can be translated into an agenda for action.

With the full co-operation of governors, staff, parents and the Local Authority, this document should enable all schools to set their Equal Opportunities work on a firm footing.

Terry Garner
Director of Education and Leisure Services
2. EQUALITY OF OPPORTUNITIES FOR ALL - Policy Statement of Intent

The Authority believe that equality lies at the heart of quality education and that all individuals should have an equal right to develop and achieve their full potential through the education system. Education and lifelong learning should encourage mutual respect - equipping all with an awareness of diversity and its value, to prepare them for a life in which all can contribute to society, and feel a belonging within it.

The Authority will work in partnership with all groups who contribute to the spectrum of education service: children, young people, headteachers, governing bodies, staff, volunteers, parents, LEA and the wider community. Unfair discrimination can arise across the full spectrum of our activities - but it is never acceptable.

It is recognised that people do not have an equal starting point, which can be a disadvantage, therefore many may experience discrimination. The Authority will work against all forms of discrimination endeavouring to ensure that lifelong learning can meet the needs of all, no matter what their financial resources are and irrespective of their ability, age, appearance, colour, culture, disability, ethnic heritage/origin, gender, home circumstances, HIV status, language, marital status, nationality, political views, race, religion, sexual orientation or size.

• Do we celebrate and value ‘difference’?

• Are equal opportunity issues seen as a stand alone/bolt-on topic or are they incorporated into every aspect of our lives and the Curriculum?

• In a predominantly christian community, is there an opportunity to celebrate a diversity of religions?
3. LEGISLATIVE FRAMEWORK - Equal Opportunity legislation

LEGISLATION

The Sex Discrimination Act 1975
The Race Relations Act 1976
The Children Act 1989
The Disability Discrimination Act 1995
The Race Relations Amendment Act 2000

I SEX DISCRIMINATION

The Sex Discrimination Act 1975 establishes the general principle that it is unlawful to discriminate against a person on the grounds of sex, either directly or indirectly.

(a) Employment Discrimination

With specified exceptions it is unlawful to discriminate between men and women - in arrangements for recruitment of staff; in the terms of which employment is offered; by refusing or deliberately omitting to offer employment; by the way access is given, or not given, as to promotion, transfer or training or other benefits, etc; and by dismissing a person, or submitting him or her to any other detriment, on the grounds of sex. It is lawful to discriminate where sex is a genuine occupational qualification for a job.

(b) Discrimination in Education

It is unlawful for an LEA, Governing Body or Proprietor of educational establishment to discriminate against a pupil on grounds of his or her sex:

(i) In the terms of an offer of admission,

(ii) By refusal or deliberate omission of acceptance of an application for admission,
• Do Caribbean and other black pupils find their identity, culture and experience well reflected in the school curriculum?

• How is the progress of the school’s ethnic minority pupils monitored and how is their achievement measured?

• Do you challenge inappropriate language around issues of disability, such as ‘the disabled’?

• Do you make assumptions about the physical abilities of pupils with a disability? Try not to make assumptions, just like the rest of us, the pupil with disability will know best about her/himself.

(iii) In the way in which they afford access to any benefits, facilities or services, or by refusing or deliberately admitting to afford access to them, or by excluding him or her from the establishment, or by subjecting him or her to any other detriment; or by way of victimisation.

II RACIAL DISCRIMINATION

The Race Relations Act 1976 places a duty on every local authority to stop racial discrimination. The Race Relations Amendment Act 2000 includes a duty for all public authorities to promote racial equality.

(a) Employment Discrimination

The law against racial discrimination in employment follows closely that relating to sex discrimination. It is unlawful to discriminate on racial grounds unless there are genuine occupational qualifications that are required.

(b) Discrimination in Education

There is a general duty applying to LEAs and Governing Bodies to provide facilities for education and ancillary benefits and services without racial discrimination.

III DISABILITY DISCRIMINATION

The Disability Discrimination Act 1995 makes it unlawful for an employer to discriminate unjustifiably against employees or prospective employees in recruitment, training, promotion, dismissal and other aspects of the relationship. It also places a duty on employers to remove substantial disadvantage to disabled persons by making reasonable adjustments to their premises and arrangements generally.

(a) Employment Discrimination

By virtue of the Disability Discrimination Act 1995 employer’s are not to discriminate unjustifiably against employees or prospective employees in recruitment, training, promotion, dismissal and other aspects of the relationship. Furthermore, employers are to make reasonable adjustments to their premises and arrangements generally to remove substantial disadvantage to disabled persons.
b) Discrimination in Education

Provision of education is not encompassed by the Act. However LEAs and Governing Bodies are not to discriminate against disabled persons, those being persons who have a physical or mental impairment which has a substantial and long term adverse affect on the ability to carry out normal day-to-day activities, when providing non educational services. This would include the provision of goods and facilities, in particular access to schools, which may for example be required by parents at the meetings of the Governing Body, and for the use of sports facilities and fund raising events. Responsibility for complying with rights of access falls on the service provider which may be the School Governing Body, the LEA or some other Department of the Local Authority or Parent Teacher Association.

Schedule 2 of the Children Act 1989 deals with, amongst other things, Local Authority responsibilities for the support of children and their families. It imposes a duty upon local authorities to provide services for children with disabilities so as to minimise the effect of those disabilities and give such children the opportunity to lead lives which are as normal as possible.
4. DEVELOPING A FRAMEWORK FOR ACTION

School

- Report to Governing Bodies during
  - Nominate Equal Opportunities mentor who has sufficient seniority to incorporate equal opportunities issues into staff induction packs and who will include this item on staff meeting agenda and encourage staff to make suggestions to improve equal opportunities.
  - Adopt Policy Statement of Intent:-(page 7)
    - included in school prospectus
  - Adopt Policy Format:-(page 15)
    - share with staff, pupils
    - copy given to parents
  - Adopt Code of Behaviour and Whistle-blowing procedure:-(page 23)
    - copy given to parents and all pupils
  - Anti-Harassment and Anti-Bullying:-(Appendix 1)
    - procedures in place
  - Arrange for all staff and governors to receive equal opportunities and anti-racism training. Incorporate into governor training and professional development. (Ensure training takes into account issues from Section G ‘Learning for All’.)
  - Set up monitoring to record racist incidents and bullying and harassment also pupil achievement by attendance and exclusion. (see also Appendix 3a ‘Learning for All’ - Guidance to Inspectors in Wales).
  - Set up liaison with LEA to ensure translation of letters/information, and interpretation services for parents for whom neither English nor Welsh is their first language.
  - Set up monitoring procedures to ensure all action points are met.

Date to Action

- Are staff vacancies adequately advertised?
- Do you make every effort to accommodate appropriate language needs?
- What mechanisms are in place to monitor the effectiveness of the school’s/youth project’s equal opportunities policy?
5. SUGGESTED POLICY FORMAT FOR SCHOOLS TO ADOPT: 
Statement and guidance

This policy format and additional guidance, has been provided to assist schools in drawing up their own statement. A copy of this is available on disc for schools so they are able to amend as required to fit the needs of each particular establishment.

Ethos and Atmosphere

At ______________________ school we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community.

• The atmosphere should be one of ‘openness’ welcoming everyone to the school.
• The children are encouraged to greet visitors to the school with friendliness and respect.
• The displays around the school are of high quality and reflect diversity across all aspects of equality of opportunity.
• Physical access to the school may be difficult under normal circumstances, but there should be ways that schools’ can be accessed for visitors with disability.
• Provision is made to cater for the spiritual needs of all the children through planning of both assemblies and classroom activities.

Learning Environment

• There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children’s achievements in this light.
• Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
The adults in the school try to provide good, positive role models in their approach to all issues relating to equality of opportunity.

The schools places a very high priority on the provision for special educational needs. We aim to meet all pupils' learning needs including the more able by carefully assessed and administered programmes of work (see SEN policy).

The school provides an environment in which all pupils have equal access to all facilities and resources.

All pupils are actively involved in their own learning.

A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.

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### EXTRA-CURRICULAR PROVISION

It is the policy of this school to provide equal access to all activities from an early age e.g. girls playing netball, boys playing netball and mixed teams wherever possible.

We undertake responsibility for making contributors to extra-curricular activities aware of the school’s commitment to equality of opportunity (e.g. sports helpers, coach drivers) by providing them with written guidelines drawn from this policy.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines.

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### ADDITIONAL LANGUAGE PROVISION

We undertake at ________________ school to make appropriate provision for all bilingual groups to ensure access to the whole curriculum. These groups may include:

- Traveller children
- Those from refugee families
- Asylum seekers
- Pupils whose home language is not a standard form of English
- Pupils for whom English/Welsh is an additional language.

While there is a need for pupils to learn to communicate in standard English/Welsh we believe that their home language should be celebrated and respected.
Staffing and Staff Development

We are bound by the legal requirements of the Sex Discrimination Act 1975 and the Race Relations Act 1976, the Disability Discrimination Act 1995, the Children Act 1989, the School Standards and Framework Act 1998 and the Race Relations Amendment Act 2000 and guided by the Wrexham County Borough Council policy.

We recognise the need for positive role models and distribution of responsibility among staff. Ideally, this would include pupils access to a balance of male and female staff at all key stages.

We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development that will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

Harassment and Bullying

It is the duty of this school to challenge all types of discriminatory behaviour e.g.

Unwanted attentions (verbal and physical) unwelcome or offensive remarks or suggestions about another person’s appearance or character.

The school has a clear, agreed procedure for dealing with incidents such as these. (A copy of the Bullying policy was sent to all school 10/09/97, and suggested procedures can be found at Appendix 1).

There is a legal requirement that Incidents of Racist Harassment and Bullying are recorded and dealt with under an agreed procedure. A copy of the Audit forms from the CRE ‘Learning for All’ document is given in Appendix 2 (copies of the ‘Learning for All’ document were sent directly to each school by CRE).
Parents and the Wider Community

We aim to work in partnership with parents to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to other cultural groups within our immediate community and beyond.

THE TAUGHT CURRICULUM

• At __________________________ School we aim to ensure that our planning reflects our specific commitment to equality of opportunity in all subject areas and cross curricular themes in line with the National Curriculum 2000.

• Our planning takes account of the differing needs of pupils and their progression.

• We have a commitment to evaluate our curricular outcomes each term? To ensure that what we have actually planned takes place. These evaluations are completed by the Headteacher.

RESOURCES AND MATERIALS

The provision of good quality resources and materials within __________________________ school is a high priority. These resources should:

reflect “the reality of an ethnically and culturally diverse society”
reflect a variety of viewpoints
show positive images of males and females in society including disabled people
reflect non-stereotypical images of all groups in a global context
include materials to raise awareness of equal opportunity issues
be equally accessible to all members of school community consistent with health and safety
not include explicitly and implicitly racist or sexist materials.
Language

We recognise that it is important at _______ School that all members of the school community use appropriate language which:

- does not transmit or confirm stereotypes;
- does not offend;
- creates and enhances positive images of particular groups identified at the beginning of this document;
- creates the conditions for all people to develop their self esteem;
- uses correct terminology in referring to particular groups or individuals e.g. Inuit rather than Eskimo, Native Americans rather than Red Indians.

Organisation of Learning

When organising groups for various activities, consideration is always given to the composition of the group, to provide a balance appropriate to the activity.

At _______ school our environment is not culturally diverse, and we are very conscious of the need to provide first hand experiences for the pupils to encounter people from other cultures. We do this by:

Monitoring and Review

Equality of opportunity is identified as an area requiring careful and ongoing monitoring in the School Development Plan.

The person on the staff responsible for co-ordinating the monitoring and evaluation of the policy is _______.

S/he will be responsible for:

- Leading discussions in designated staff meetings that will include support staff, to discuss issues of equal opportunities within the school community.
Working closely with the Governor responsible for this area who is

Monitoring the following will enable the school to see where equality of opportunity needs to be more intensely focused:

- SATs results
- participation in extra-curricular activities
- exclusions and truancy
- continuous assessment of children’s learning
- racist and sexist incidents
- results from screening for specific learning needs
- attendance

Recruitment, promotion and training

1. Develop an equal opportunities policy, covering recruitment, promotion and training.

2. Set an action plan, with targets, so that you and your staff have a clear idea of what can be achieved and by when.

3. Provide training for all people, including managers, throughout your school, to ensure they understand the importance of equal opportunities. Provide additional training for staff/governing bodies/teachers who recruit, select and train your employees.

4. Assess the present position to establish your starting point, and monitor progress in achieving your objectives.

5. Review recruitment, selection, promotion and training procedures regularly, to ensure that you are delivering on your policy.

6. Draw up clear and justifiable job criteria, which are demonstrably objective and job-related.

7. Offer pre-employment training, where appropriate, to prepare potential job applicants for selection tests and interviews; you should also consider positive action training to help ethnic minority employees to apply for jobs in areas where they are under represented.
• Is staff training effectively advertised?

• Do you have policies that are applied consistently?

• Do you identify and meet the training and development needs of all your staff to enable them to support the minority ethnic pupils?

8 Consider your school’s image: do you encourage applicants from under represented groups and feature women, ethnic minority staff and people with disabilities in recruitment literature, or could you be seen as an employer who is indifferent to their groups?

9 Consider flexible working, career breaks, providing childcare facilities, and so on, to help women in particular meet domestic responsibilities and pursue their occupations; and consider providing special equipment and assistance to help people with disabilities.

10 Develop links with local community groups and organisations in order to reach a wider pool of potential applicants.
6. CODE OF BEHAVIOUR FOR PUPILS AND STUDENTS

This Code of Behaviour could be incorporated into Home/School Agreements and adapted to suit the requirements of your school.

School

We will actively encourage our children and young people to challenge:

- offensive name calling or making offensive jokes or remarks;
- writing graffiti or displaying offensive slogans;
- damaging School property or premises;
- harassing or getting someone else to harass other students/pupils;
- bringing in offensive or discriminatory literature onto School premises;
- attempting to promote racism or other forms of oppression;
- refusing to sit by or participate in activities with other children/young people on grounds of any form of discrimination;
- disturbing others in the learning environment.

The Care, Consideration and Respect for all people and premises will be promoted.

The School has in place a ‘Whistle - Blowing’ policy which is in place to provide support and protection to all children, young and older people, who wish to make complaints, challenge offensive behaviour, or seek help themselves if someone else’s behaviour or attitude is affecting them adversely.
Appendix 1

Model Procedures Anti-Harassment and Anti-Bullying

Introduction

To be bullied is a distressing experience, particularly for a child. The effects can lead to unhappiness, loss of self-esteem and under achievement.

The aim of this document is to support Wrexham schools in their efforts to address the issue and develop effective responses.

What is Bullying?

Bullying is typically:

- premeditated and deliberate
- carried out by an individual or group
- behaviour designed to cause hurt
- unprovoked and repeated over time
- delivered from a perceived position of power
- physical or psychological

Bullying can be manifested in a variety of ways such as:

- demanding money and making threats
- spreading rumours, teasing, dirty looks and social exclusion
- incessant hitting
- entrapment

Bullying can find expression through the actual or perceived differences between individuals or groups, for example:

- physical and academic ability or performance
- race, gender and social class
- friendship groups and club or team membership

Whose Problem?

Accepting that at some time or other, bullying happens in all schools, the most effective way forward is to develop a whole school policy and systems, in which everyone is involved, from governors to pupils and parents.
Systems within schools should be simple and clear, addressing the need to:

**UNDERSTAND BULLYING**

**PREVENT BULLYING**

**IDENTIFY BULLYING**

**MANAGE INCIDENTS OF BULLYING**

**SUPPORT VICTIMS**

**WORK WITH BULLIES**

Attitudes will vary within every community regarding the issue of bullying. Some members of the school might need to be convinced that it is a problem at all. In most instances when schools have developed their action plans, training will be necessary.

The following sections highlight various issues for consideration. The list is nowhere near exhaustive but a starting point.

**Signs to watch out for:**

- Children who do not want to go out to play;
- Children who stay close to adults during unstructured times in the school day;
- Children who lose their dinner money;
- Children who have more money than most;
- Children who have frequent absences;
- Children who appear unhappy, isolated or anxious.

**Organisational & Management Issues**

Much can be done with regard to the way in which the school is organised and managed, such issues might include:

- Systems and strategies for dealing with bullying; effective communication and recording. Where this fits into the pastoral care system;
- Management of lunchtime and breaktime behaviour, splitting groups, levels of supervision;
- Attention to physical environment and general organisation;
- Appropriate policy relating to behaviour and discipline, use of rewards and sanctions;
- Attention given to promoting effective classroom management and appropriate teaching styles;
- Opportunities within the school for promoting the self-image of all pupils;
• Prioritising and publicising projects and procedures relating to bullying;
• Arrangements for supporting victims;
• Arrangements for addressing the problem of bullies in order to modify their behaviours.

Curriculum Issues

The issue of bullying should be addressed through the curriculum for all pupils, for example in PSE programmes or pastoral lessons. Children could be introduced to specific strategies to avoid being bullied, such as:

• Developing confidence to tell an adult about problems;
• Using the peer group in order to keep safe;
• Ways of not giving the bully gratification;
• Ways of arranging a routine in order to avoid a bully;
• Ways of avoiding being an attraction to bullies;
• Ways of dealing with different forms of bullying.

The Role of Governors

Governors can play an important part in raising the issue of bullying by ensuring that it is on the agenda and ensuring that the school has an appropriate policy. Asking questions of the school with regard to the ongoing effectiveness of the policy may help, for example:

• How is the policy communicated to parents, pupils and staff?
• How can the victim talk to someone in confidence?
• How does the school support its victims?
• How does the school record incidents of bullying?
• How does the ethos of the school encourage or discourage bullying?

The Role of Teachers and Other Staff

It is important that teaching and non-teaching staff understand and are committed to the school anti bullying policy, preferably by being involved in its development and dissemination. An important part of this process is staff training in order to ensure that all staff understand the "problem". Attitudes to bullying will often depend on the individual experiences of staff and consequently their diligence in dealing with situations.

There may be an issue with regard to the management style of senior staff and how they relate to other staff, particularly in front of pupils.
Through the day to day contact with children, staff are in the best position to influence the whole ethos of the school, by developing positive, caring relationships and being appropriate role models. Specific opportunities will often be available to work with groups and individual pupils, to address problems and create ways in which youngsters may develop a positive self-image.

Individual staff members should ask themselves about their responses to bullying, such as:

- Do you react quickly to incidents of bullying?
- Do you collect all relevant facts before reaching conclusions?
- Do you, in your tutor group, try to bring bullying incidents out in the open to discourage potential bullies?
- Does your classroom organisation help to reduce or encourage bullying?
- Are you committed to organisational arrangements, such as break and bus duties, in order to reduce the opportunity of bullying?
- Are you approachable to victims of bullying?
- Are you an appropriate role model?

**Role of Parents**

Communicating with, and including parents in the issue of bullying can help both in the prevention and also the identification of bullying. Parents can help by:

- Being aware of the signs where a child might be the victim of bullying e.g. headaches, asking for more pocket money, not wishing to go to school.
- Taking an interest in their child's social life, friendship groups etc.
- Knowing who to communicate with at school if bullying is suspected.
- Informing school immediately of any incidents of bullying, providing as much information as possible regarding WHO, WHAT, WHERE and WHEN.

**Role of Pupils**

All pupils as potential victims should be part of the preventative process, for example by:

- Helping to develop the systems for reporting bullying, including the development of school rules.
- Helping staff to resolve incidents of bullying.
- Taking part in creative work relating to bullying which could include creative arts projects, either as extra-curricular activities or as part of the PSE/Pastoral curriculum.
The Role of the Local Education Authority

- The LEA has a number of services which can help schools in their efforts to prevent or resolve bullying. In particular the Education Social Work Service and the Psychological Service are able to offer help to schools in the development of policy and systems.

- In the most difficult of cases intensive support may be available to victims of bullying and programmes established to modify the behaviour of bullies. It is often the case that a bullying incident may be an indication of other problems which need investigation or assessment.

Towards a Whole School Policy

The following stages may be appropriate for the development and implementation of a whole school policy:

- Raise the issues with all group concerned (including Governors Sub-committee for pupil behaviour and welfare).

- Find out what is already happening, consider pupil and staff surveys, record incidents, look at attendance patterns.

- Devise an action plan, highlight priorities, suggest changes and consider specific activities and strategies.

- Create a draft document for consultation.

- Include clear definitions of what bullying is, as well as practical guidance, relevant to specific situations.

- Address the issue of creating a climate where children can talk about their feelings and feel able to tell someone if they, or someone else is being bullied.

- Ensure the policy is well communicated throughout the school to ensure mutual expectations and consistency in practice - hold a bullying awareness day?

- Monitor to ensure continued effectiveness over time.

- It may be appropriate to consult and include representatives from other services involved in the school e.g. CPS, ESW and School Sister.

- It would be helpful if the school policy or hand-out to parents could include details of national and local organisations which are available to help parents and victims.
### Policy, Leadership and Management 1

#### The Audit

<table>
<thead>
<tr>
<th>The Audit</th>
<th>Audit Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school has a written racial equality policy (either a separate policy or a distinct section within a broader equal opportunities policy)</td>
<td></td>
</tr>
</tbody>
</table>

**What documentary evidence demonstrates this response?**

**Possible sources include:**

- [ ] An up to date Racial Equality Policy or Equal Opportunities Policy
- [ ] Recruitment and selection policy (with specific references to racial equality and the CRE’s Code of Practice)
- [ ] Minutes of governor and senior management meetings
- [ ] School Development Plan/Action Plans including specific racial equality targets
- [ ] Reports of consultations with parents, pupils, local communities (which show inputs from all ethnic groups)
- [ ] Other (please specify)

#### Developing and Implementing an Action Plan

<table>
<thead>
<tr>
<th>What are we going to do? (Targets)</th>
<th>How are we going to do it? (Tasks)</th>
</tr>
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<tr>
<th>What are the outcomes? (Success criteria)</th>
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<th>Who is responsible?</th>
<th>Time-scales</th>
<th>What are the resource implications?</th>
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<table>
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<tr>
<th>How will we evaluate the impact of the outcomes? (Evaluation methods)</th>
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</table>

References to targets in the School Development Plan
‘Learning for All’ - Audit Forms (CRE)

Policy, Leadership and Management 2

The Audit | Audit Date:
---|---
2 Racial equality is included as an explicit aim in all of the school’s policies | Not met
What documentary evidence demonstrates this response? Possible sources include:

- Racial Equality/Equal Opportunities policies
- Other school policies
- Service contracts including specific references to racial equality
- Minutes of governor/management/departmental and planning meetings detailing proposed action and dates
- Other (please specify)

Developing and Implementing an Action Plan

<table>
<thead>
<tr>
<th>What are we going to do? (Targets)</th>
<th>How are we going to do it? (Tasks)</th>
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| What are the outcomes? (Success criteria) |

<table>
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<th>Who is responsible?</th>
<th>Time-scales</th>
<th>What are the resource implications?</th>
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| How will we evaluate the impact of the outcomes? (Evaluation methods) |

References to targets in other school action plans e.g. School Development Plan
### The Audit

#### Audit Date:

<table>
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<tr>
<th>The Audit</th>
<th>Audit Date:</th>
</tr>
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<tbody>
<tr>
<td>3 The school has a policy for dealing with racial harassment which clearly sets out the procedures for handling complaints and incidents</td>
<td></td>
</tr>
</tbody>
</table>

What documentary evidence demonstrates this response?

**Possible sources include:**

- Racial Harassment/Anti-Harassment/Behaviour/Racial Equality policies
- Complaints Procedures dealing with racial harassment and racist incidents
- Induction/training/information materials for staff, pupils, parents and governors covering the policy and procedure for dealing with incidents
- Others (please specify)

<table>
<thead>
<tr>
<th>Not met</th>
<th>Partially met</th>
<th>Mostly met</th>
<th>Fully met</th>
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### Developing and Implementing an Action Plan

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What are the outcomes? (Success criteria)

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<th>Time-scales</th>
<th>What are the resource implications?</th>
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</table>

How will we evaluate the impact of the outcomes? (Evaluation methods)

References to targets in the School Development Plan

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The Audit | Audit Date:  
---|---
4. The policies have been endorsed and adopted by the school's governing body and implemented by the school's management team | Not met | □ | Partially met | □ | Mostly met | □ | Fully met | □

What documentary evidence demonstrates this response? Possible sources include:

- Minutes of management, governor and departmental meetings (minuting endorsement of the policies)
- Action Plans including racial equality targets
- Budgets showing resource allocation
- Strategy/evaluation/progress reports documenting the implementation of specific race targets
- Other (please specify)

Developing and Implementing an Action Plan

<table>
<thead>
<tr>
<th>What are we going to do? (Targets)</th>
<th>How are we going to do it? (Tasks)</th>
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What are the outcomes? (Success criteria)

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<tr>
<th>Who is responsible?</th>
<th>Time-scales</th>
<th>What are the resource implications?</th>
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How will we evaluate the impact of the outcomes? (Evaluation methods)

References to targets in the School Development Plan
### Developing and Implementing an Action Plan

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<th>How will we evaluate the impact of the outcomes? (Evaluation methods)</th>
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</table>

References to targets in the School Development Plan

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Policy, Leadership and Management 5

5 A racial equality action plan, which is linked to the school development plan, sets clear targets for addressing race issues

What documentary evidence demonstrates this response?
Possible sources include:

- School Development Plan and other action plans showing specific racial equality targets and time-scales
- Strategy and progress reports covering specific race issues
- Minutes from management/governor/department/review meetings endorsing action/targets
- Other (please specify)
The Audit: Developing and Implementing an Action Plan

<table>
<thead>
<tr>
<th>The Audit</th>
<th>Audit Date:</th>
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</thead>
<tbody>
<tr>
<td>6. Steps are taken to ensure that everyone associated with the school is kept informed about the school’s racial equality and racial harassment policies and procedures and abides by them.</td>
<td></td>
</tr>
</tbody>
</table>

**What documentary evidence demonstrates this response?**

*Possible sources include:*

- Minutes of staff/departmental meetings covering the racial equality and racial harassment policies
- Training and induction materials for staff and governors which explain the policies and procedures
- Information for parents/pupils/staff/governors/contractors which explain the policies and procedures
- Lesson plans which refer to the policies and procedures
- Posters/publicity materials/tapes for parents providing details of the policies and procedures
- Other (please specify)

**Developing and Implementing an Action Plan**

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<tr>
<th>What are we going to do? (Targets)</th>
<th>How are we going to do it? (Tasks)</th>
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**What are the outcomes? (Success criteria)**

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**How will we evaluate the impact of the outcomes?**

*Evaluation methods*

**References to targets in the School Development Plan**
### The Audit

<table>
<thead>
<tr>
<th>The Audit</th>
<th>Audit Date:</th>
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<tbody>
<tr>
<td>7  Racial equality policies and procedures are regularly reviewed and their effectiveness evaluated</td>
<td>Not met</td>
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</table>

#### What documentary evidence demonstrates this response?

- Reports reviewing the racial equality policy and procedures and evaluating their effectiveness
- Minutes of management/governor/departmental meetings which detail review and evaluation of the policies and procedures
- Reports of consultations with pupils, parents, staff, local communities which look at the policies and procedures
- Ethnic data relating to aims and objectives outlined in the policies
- Racial equality targets in specific school action plans
- Other (please specify)

### Developing and Implementing an Action Plan

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<tr>
<th>References to targets in the School Development Plan</th>
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</table>
## Reviews and evaluations of racial equality and racial harassment policies and procedures take account of the views of all sections of the school community

**What documentary evidence demonstrates this response?**

**Possible sources include:**

- Reports including inputs from pupils/parents/staff/users of school premises from all ethnic groups and action resulting from these inputs
- Minutes of management/governor/departmental meetings which detail how the views of different sections of the school community influence amendments to the policies and procedures
- Specific racial equality targets in school action plans covering consultations or use of consultation feedback
- Other (please specify)

## Developing and Implementing an Action Plan

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<th>What are we going to do? (Targets)</th>
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### How will we evaluate the impact of the outcomes? (Evaluation methods)

References to targets in the School Development Plan
Appendix 3
Glossary

Black
Black is sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. Black is also one of the ethnic monitoring categories used in the census. It includes Caribbeans, Africans, and others who wish to describe themselves as Black.

Ethnicity
Ethnicity refers to a person’s identification with a group, which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group, including for example, the English, Irish, Scottish and Welsh.

Ethnic monitoring
The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and process, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement in the school.

‘Institutional racism’
The Stephen Lawrence Inquiry Report defines institutional racism as:

The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Multiculturalism
Multiculturalism is about recognising the value and importance of diverse cultures, and treating people from different ethnic and cultural backgrounds as one’s equal.

Parent
The term ‘parent’ is used to include those who have parental responsibilities including the local authority in the case of looked after children.

Do you encourage parents to continue to develop first home language?

Do you take care not to promote images of different nationalities, cultures and gender in ‘quaint’ traditional dress?

Do the fabrics used for cushions, drapes etc. only reflect European designs?
Do you know that African, Asia, Arabic traditional designs are available?
Parental Responsibility
Following changes made to the legislation regarding children, the Children Act 1989, which became law in October 1991, schools need to know who has ‘parental responsibility’ for each child. This is to ensure that proper authority is given when the school needs parental permission. It will also make sure that persons with parental responsibility, with whom the child does not live, can be provided with school reports and given an opportunity to take part in the child’s education.

- Mothers always have parental responsibility
- Fathers also have parental responsibility for a child if the father is married to the mother at the time of the child’s birth. This continues after any divorce/separation/remarriage even if the child lives apart from them.
- Unmarried fathers, step fathers, relatives and other persons can obtain parental responsibility but they do not have it automatically.

Parents are asked to co-operate with school staff by providing the school with details of the persons with parental responsibility for a pupil. Any changes in the arrangements for parental responsibility or in the day to day care of the child should be notified to the school.

Any reference to parents within this booklet relating to education matters also extends to any individual who has care of the child(ren).

Race
A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth century belief that people could be divided into four basic ‘races’ and that some were superior to others.

Racial group
The Race Relations Act 1976 defines ‘racial group’ by race, colour, nationality (including citizenship) and ethnic or national origin.

Racial harassment
The CRE defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.
Racial prejudice
Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate.

Racial stereotyping
Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are ‘good at sport’, or ‘keep to themselves’.

Racism
The Stephen Lawrence Inquiry Report defines racism as

Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.

Using this definition, Black, White, or Asian people may be victims of racism. This definition of racism is consistent with the Race Relations Act. Some groups of people (for example Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism.

Racism is sometimes used to refer to the power relationship between White people and Black people. The bases for this viewpoint is that most of the social, economic and political decisions are made by white people and that these decisions may systematically disadvantage Black people. ‘Black’ is used politically in this context to unite people who are not white or who are not likely to be subjected to racism (for example Jewish people).

Racist incident
A racist incident is any incident that is perceived to be racist by the victim or any other person.

Travellers
A traveller refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term covers Gypsies (who are recognised as a racial group under the Race Relations Act), Bargees, circus people, and New Age Travellers.
Appendix 4
RESOURCES AND CONTACTS

COMMISSION FOR RACIAL EQUALITY
Head office:
Elliot House, 10-12 Allington Street, London, SW1E 5EH
Tel: 0207 828 7022

Birmingham:
Lancaster House (3rd Floor), 67, Newhall Street, Birmingham B3 1NA
Tel: 0121 710 3000

Leeds:
Yorkshire Bank Chambers (1st Floor), Infirmary Street, Leeds, LS1 2JP
Tel: 0113 389 3600

Manchester:
Maybrook House (5th floor), 40, Blackfriars Street, Manchester, M3 2EG
Tel: 0161 835 5500

Scotland:
45, Hanover Street, Edinburgh, EH2 2PJ
Tel: 0131 226 5186

Wales:
Capital Tower (14th) floor), Greyfriars Street, Cardiff,
CF1 3AG Tel: 0292 038 8977
Website: HYPERLINK http://www.cre.gov.uk www.cre.gov.uk

RACIAL EQUALITY COUNCILS
Racial equality councils (REC’s) are local voluntary organisations that can provide advice and assistance on racial discrimination and racial equality issues. A full list of REC’s is available from your nearest CRE office or from the CRE Website ( HYPERLINK http://www.cre.gov.uk www.cre.gov.uk) Your local REC will also be listed in the local phone book.

OTHER ORGANISATIONS AND SOURCES OF INFORMATION
Action Aid, Action Aid for Education
Chataway House, Leach Road, Chard, Somerset TA20 1FA
Tel: 01460 6297

Advisory Centre for Education
1b Aberdeen Studios, 22 Highbury Grove, London N5 2DQ Tel: 0207 354 8321

Advisory Council for the Education of Romanies and other Travellers
Moot House, The Stow, Harlow, Essex

Amnesty International
99, Roseberry Avenue, London
Tel: 0207 814 6200
Website:
HYPERLINK http://www.amnesty.org www.amnesty.org

Anti-Racist Alliance
PO Box 2578, London N5
Tel: 0207 278 6869
Website:
HYPERLINK http://www.blacknet.co.uk www.blacknet.co.uk

Anti Racist Teacher Education Network
C/o Alison Hatt
Flat 5, 19 Hillbury Road, Tooting, London SW17 8JT

Artists Against Racism
Website: HYPERLINK http://www.arr.vrx.net www.arr.vrx.net

Campaign Against Racism and Fascism
BM Box 8784, London WC1N 3XX
Website:
HYPERLINK http://www.carf.demon.co.uk www.carf.demon.co.uk
Early Years Trainers Anti-Racist Network  
PO Box 28, Wallasey CH45 9NP  
Tel: 0151 639 6136

European Commission Against Racism and Intolerance  
Website: HYPERLINK http://www.ecri.coe.int  
www.ecri.coe.int

European youth Centre  
Youth Directorate, Council for Europe,  
30 rue Pierre de Coubertin, F-67000, Strasbourg

Gypsy Council for Education, Culture, Welfare and Civil Rights  
8 Hall Road, Aveley, Essex

Holocaust Education Trust  
BCM Box 7892, London WC1N 3XX  
Tel: 0207 222 6822

Human Rights Internet  
Website:  
HYPERLINK http://www.hri.ca/index.htm  
www.hri.ca/index.htm

Institute of Race Relations  
2 - 6 Leake Street, London WC1X 9HS  
Tel: 0207 837 0041  
Website:  
HYPERLINK http://www.homebeats.co.uk  
www.homebeats.co.uk

Leeds Racial Harassment Project  
Dysons Buildings, Buslingthorpe Lane, Leeds  
LS7 2DB  
Tel: 0113 293 5100

National Association of Teachers for Travellers  
C/o Essex Traveller Education Service  
C/o Alec Hunter School, Stubbs Lane,  
Branttree, Essex CM7 3NT

NASUWT  
5 King Street, Covent Garden, London  
WC2E 8HN  
0207 379 9499  
Website:  
HYPERLINK http://www.teachersunion.org.uk  
www.teachersunion.org.uk

National Early Years Network  
77 Holloway Road, London N7 8JZ  
Tel: 0207 607 9573

National Union of Teachers  
Education and Equal Opportunities Department  
Hamilton House, Mabledon Place, London  
WC1H 9BD  
Tel: 0207 388 6191

National Youth Agency  
17-23 Albion Street, Leicester LE1 6GD  
Tel: 0116 285 6789  
Website: HYPERLINK http://www.nya.org.uk  
www.nya.org.uk

Northamptonshire Multicultural Education Service  
The MCE Base, Spencer Centre, Lewis Road, Northampton NN5 7BJ  
Tel: 01604 587442

OXFAM  
274 Banbury Road, Oxford OX2 7DZ  
Tel: 01865 313600  
Website: HYPERLINK http://www.oxfam.org.uk  
www.oxfam.org.uk

National Antiracist Movement in Education  
89, Livingstone road, Kings Heath,  
Birmingham B14 6DH  
Tel: 0121 444 2454

National Assembly Against Racism  
Website:  
HYPERLINK http://www.ourworld.compuserve.com/hom  
epages/aa_r  
www.ourworld.compuserve.com/homepage/s/aa_r

National Association of Head Teachers  
1 Heath Square, Boltro Road, Haywards Heath, West Sussex RH16 1BL  
Tel: 01444 472474  
Website:  
HYPERLINK http://www.naht.org.uk  
www.naht.org.uk

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89, Livingstone road, Kings Heath,  
Birmingham B14 6DH  
Tel: 0121 444 2454

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epages/aa_r  
www.ourworld.compuserve.com/homepage/s/aa_r

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National Early Years Network  
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National Union of Teachers  
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Hamilton House, Mabledon Place, London  
WC1H 9BD  
Tel: 0207 388 6191

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<th><strong>The Runnymede Trust</strong></th>
<th><strong>United Nations Children’s Fund (UNICEF)</strong></th>
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<tr>
<td>133 Aldersgate Street, London EC1A 4JA</td>
<td>Website: HYPERLINK <a href="http://www.unicef.org">http://www.unicef.org</a>  <a href="http://www.unicef.org">www.unicef.org</a></td>
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<tr>
<td>Tel: 0207 600 9666</td>
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<td>Website: HYPERLINK <a href="http://www.fhit.org/runnymede">http://www.fhit.org/runnymede</a></td>
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<tr>
<th><strong>Save the Children</strong></th>
<th><strong>Working Group Against Racism in Children’s Resources (WGARCR)</strong></th>
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<tbody>
<tr>
<td>17 Grove Lane, London SE5 8RD</td>
<td>460, Wandsworth Road, London, SW8 3LX</td>
</tr>
<tr>
<td>Tel: 0207 703 5400</td>
<td>Tel: 0208 627 4594</td>
</tr>
<tr>
<td>Website: HYPERLINK</td>
<td>Website: HYPERLINK <a href="http://www.freespace.virgin.net/wgarcr/index.htm">http://www.freespace.virgin.net/wgarcr/index.htm</a></td>
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<td><a href="http://www.oneworld.org/scf/youth">http://www.oneworld.org/scf/youth</a></td>
<td><a href="http://www.freespace.virgin.net/wgarcr/index.htm">www.freespace.virgin.net/wgarcr/index.htm</a></td>
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<tr>
<th><strong>Searchlight</strong></th>
<th><strong>Youth Against Racism in Europe</strong></th>
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<tr>
<td>37b Cavendish Street, London W1M 8JR</td>
<td>PO Box 858, London E9 5HU</td>
</tr>
<tr>
<td>Tel: 0207 284 4040</td>
<td></td>
</tr>
<tr>
<td>Website: HYPERLINK <a href="http://www.s-light.demon.co.uk">http://www.s-light.demon.co.uk</a>  <a href="http://www.s-light.demon.co.uk">www.s-light.demon.co.uk</a></td>
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<tr>
<th><strong>Show Racism the Red Card</strong></th>
<th><strong>YouthAID Lewisham</strong></th>
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<tbody>
<tr>
<td>1, Drury Lane, Newcastle upon Tyne</td>
<td>17 Brownhill Road, Catford, London</td>
</tr>
<tr>
<td>NE1 1EA</td>
<td>SE6 2HG</td>
</tr>
<tr>
<td>Tel: 0191 291 0160</td>
<td></td>
</tr>
<tr>
<td>Website: HYPERLINK <a href="http://www.srtrc.org">http://www.srtrc.org</a></td>
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<th><strong>Statewatch</strong></th>
<th><strong>RESOURCES</strong></th>
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<tbody>
<tr>
<td>PO Box 1516, London N16 0EW</td>
<td><strong>Windsor House</strong></td>
</tr>
<tr>
<td>Tel: 0208 802</td>
<td>Windsor Lane, Cardiff CF10 3GE</td>
</tr>
<tr>
<td>Website: HYPERLINK</td>
<td>Tel: 029 20 343552</td>
</tr>
<tr>
<td><a href="http://www.statewatch.org">http://www.statewatch.org</a></td>
<td>Website:HYPERLINK <a href="http://www.eoc.org.uk">http://www.eoc.org.uk</a></td>
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<th><strong>The 1990 Trust</strong></th>
<th><strong>NUT Wales Office</strong></th>
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<tr>
<td>Southbank Technopark, 90,London Road, London, SE1 6LN</td>
<td>122 Bute Street Cardiff CF10 5AE</td>
</tr>
<tr>
<td>Tel: 0207 717 1579</td>
<td>Tel: 029 20 491818</td>
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<td>Website: HYPERLINK</td>
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<tr>
<th><strong>Trentham Books Limited</strong></th>
<th><strong>USEFUL ADDRESSES</strong></th>
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<tbody>
<tr>
<td>Westview House, 734 London Road, Oakhill</td>
<td><strong>Campaign against Racism and Fascism</strong></td>
</tr>
<tr>
<td>Stoke on Trent ST4 5NP</td>
<td>BM Box 8784, London WC1XN 3XX</td>
</tr>
<tr>
<td>Tel: 01782 745567</td>
<td></td>
</tr>
<tr>
<td>Website: HYPERLINK</td>
<td><strong>Centre for Multicultural Education</strong></td>
</tr>
<tr>
<td><a href="http://www.trentham-books.co.uk">http://www.trentham-books.co.uk</a>  <a href="http://www.trentham-books.co.uk">www.trentham-books.co.uk</a></td>
<td>Institute of Education (University of London)</td>
</tr>
<tr>
<td></td>
<td>20 Bedford Way, London WC1H 0AL</td>
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</table>
Centre for Research in Ethnic Relations  
University of Warwick, Coventry CV4 7AL  
Tel: 01203 524324

Commission for Racial Equality  
Elliot House, 10-12 Allington Street, London SW1E 5EH  
Tel: 0207 828 7022

Department for Education and Employment (DFEE)  
DFEE Publications, PO Box 5050, Nottingham NG15 0DJ  
Tel: 0845 602 2260

The Festival Shop  
50 Poplar Rd, Birmingham B14 7AG  
Tel: 0121 444 0444

Institute of Race Relations  
2-4 Leeke Street, London WC1X 9HS  
Tel: 0207 837 0041

Letterbox Library  
71-73 Allen Road, Stoke Newington London, N16 8R4

Minority Right Group  
379 Brixton Road, London SW9 7DE  
0207 978 9498

New Beacon Books  
76 Stroud Green Road, London N4  
Tel: 020 7272 4889

Race On The Agenda  
356 Holloway Road, London N7 6PA  
Tel: 0207 700 8135

Reading and Language Information Centre  
University of Reading, Bulmershe Court, Early, Reading RG6 1HY  
Tel: 0118 931 8820

Refugee Council  
3-9 Bondway, London SW8 1SJ  
Tel: 0207 582 6922

Runnmede Trust  
133 Aldersgate Street, London EC1A 4JA  
Tel: 0207 375 1496

Searchlight Educational Trust  
37B New Cavendish St, London W1M 8JR  
Tel: 0171 284 4040

Soma Books  
38 Kennington Lane, London SE11  
Tel: 0207 735 2101

The Stationery Office  
Holborn Bookshop, 49 High Holborn, London WC1X  
Tel: 0207 873 0011 (general Enquires)  
or 0207 873 9090 (telephone orders)

UNICEF  
Africa House, 64-8 Kingway, London WC2B 6NB

Working Group Against Racism in Children’s Resources  
46 Wandsworth Road, London SW8 3LX  
Tel: 0207 627 4594
Royal National Institute for the Blind
224 Great Portland Street, London
W1N 6AA
Helpline: Tel : 0345 66 99 99
HYPERLINK http://www.rnib.org.uk
www.rnib.org.uk

National Blind Children’s Society
NBCS House, Market Street, Highbridge,
Somerset TA9 3BW
Tel: 01278 764764
HYPERLINK http://www.nbcs.org.uk
www.nbcs.org.uk
enquiries@nbcs.org.uk

Royal National Institute for the Deaf
19-23 Featherstone Street, London
EC1Y 8SL
Tel: 0808 808 0123
HYPERLINK http://www.rnid.org.uk
www.rnid.org.uk
informationline@rnid.org.uk

National Deaf Children’s Society
15 Dufferin St, London EC1Y 8UR
Tel: 020 7490 8656
HYPERLINK http://www.ndcs.org.uk
www.ndcs.org.uk
ndcs@ndcs.org.uk

Disability Rights Commission Helpline
Freepost, MID 02164,
Stratford-upon-Avon CV37 9BR
e-mail: ddahelp@stra.sitel.co.uk

Wales
Wales Council for the Deaf
Glenview House, Courthouse St, Pontypridd
CF37 1JY
Tel: 01443 485687
wcdeaf@freenet.co.uk

North Wales Race Equality Network
11-13 Wynnstay Road, Colwyn Bay
LL29 8NB
Tel: 01492 535850
Fax: 01492 539801

Save the Children
8 Cathedral Rd, Cardiff CF11 9LJ
Tel: 029 20 354 244

Wales Council for the Blind
3rd Floor, Shand House,
20, Newport Road,
Cardiff CF24 0DB Wales, UK.
Tel: 029 204 73954
HYPERLINK http://www.wcbnet.freeserve.co.uk
www.wcbnet.freeserve.co.uk
staff@wcbnet.freeserve.co.uk

Welsh Refuge Council
Unit 8, Williams Court, Trade Street,
Cardiff CF10 5DQ
Tel: 029 20 666250

OXFAM
North Wales Office, 24 St. Peter’s Park,
Northop, Flintshire CH7 6DP

Sensory Impairment Services
Sensory Support (Wrexham LEA)
Erlas Centre, Bryn Estyn Lane Wrexham
LL13 9TY
Tel: 01978 317641

Education & Leisure Services
Tŷ Henblas, Queen’s Square, Wrexham
LL13 8AZ
Tel: 01978 297505
Appendix 5

Working Group

Annemarie Theilade Wrexham LEA (School Admissions)
Gill Waring Wrexham LEA (PSE Advisor)
Margery Graham Wrexham LEA (English as an Additional Language))
Lyn Moffat Holt CP School (Headteacher)
Heddus Whitehead Ysgol Morgan Lwyd (PSE Co-ordinator)
Laura Smith Wrexham LEA (Visual Impairment)
Chris Williams Wrexham LEA (Mobility Co-ordinator)
Geoff Moore Wrexham LEA (Youth Service)
Helen Barry Wrexham Council Legal Department
Steve Wood Disability Issues Advisor
Steve Loring Wrexham LEA (Sensory Impairment)

Administrative Support

Helen Hughes Wrexham LEA (PSE)
Amanda Gibbins Wrexham LEA (School Admissions)

Individuals

Keith Cordell Wrexham LEA (Graphic Designer)
Jane Thomas Design + Print (Typesetter)
Luke Bartlett (Chester Aid to the Homeless)
Denise Lynch Design + Print (Graphic Designer)

Organisations

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In consultation with North Wales Race Equality Network