

School Policy for Racial Equality and Cultural Diversity

Ratified by the Governing Body Autumn 02

Mission Statement

- **As a school, we are committed to the promotion of equality of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.**
- **We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will enable every pupil to:**
 - **participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and be introduced to the issues of global inequality, disadvantage and poverty;**
 - **recognise and challenge racism, racial discrimination and stereotyping;**
 - **develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.**
- **We believe that these commitments are as important in the context of a school with limited ethnic diversity such as ours as in schools with a more ethnically diverse population.**

1. Legal duties

This school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination.

2. Guiding principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

3. The full range of school policies and practice

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities

4. Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islamophobia, and against travellers, refugees and asylum-seekers.

5. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

6. Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

The governing body is responsible for ensuring that a written statement of the school's Race Equality Policy is maintained; and that arrangements are in place for the monitoring and evaluation of the impact of this and other policies on pupils, staff and parents / carers, including pupils staff and parents / carers of different racial groups. The governing body ensures that appropriate actions identified through the monitoring and evaluation process are incorporated into the school development plan.

The Race Equality Policy is discussed regularly at governor meetings in relation to:

- Its impact on all members of the school community, including pupils, staff and parents / carers
- Staff training needs
- Racist incidents and the effectiveness of actions taken
- The school development plan
- Revisions and amendments of the policy that might be required in the light of the monitoring and evaluation process.

There is a designated governor for race equality.

We ensure that all staff have access to professional development opportunities. Awareness of issues related to cultural diversity and staff effectiveness in dealing with

issues of race equality are directly addressed with individual members of staff through our performance management process.

These issues are addressed with all members of staff and governors through:

- Staff induction
- Staff training sessions
- Staff meetings
- Governor training

We recognise the potential isolation and vulnerability of members of staff from ethnic minority groups and we provide appropriate support and networking opportunities.

We actively encourage all parents / carers to be involved as partners in their children's learning and to participate in the life of the school. We ensure that all parents / carers can access parent consultation meetings. Parental involvement is monitored to ensure participation of all groups.

We ensure that information and materials for parents / carers and members of the local community are accessible in user-friendly language and we endeavour to meet all reasonable requests for information and materials to be made available in different language and formats.

We actively promote good personal and community relations. We work in partnership with parents / carers, the community and local minority community organisations to develop positive attitudes to diversity and to address specific issues.

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the life of the school and in the delivery of the curriculum.

We make use of the expertise, skills, and knowledge of people from the local community. Minority ethnic parents / carers and members of the local community groups are involved in curriculum delivery by, for example giving talks, contributing to projects, story – telling, contributing to assemblies and acting as mentors and role models for pupils.

The school's premises and facilities are available and accessible for use by all groups within the community, in accordance with the letting policy.

7. Information and resources

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

8. Action plan

We draw up an annual action plan for the implementation of this policy, and for monitoring its impact.

9. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

10. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

11. Dealing with and Reporting Racist Incidents

The Legal Position

- The Race Relations Act 1976 prohibits school from discrimination on the grounds of colour, race, nationality or ethnic or national origin
- The Race Relations (Amendment) Act 2000 requires schools to take active steps to eliminate unlawful racial discrimination
- The code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states:
 - Schools should themselves handle low level, daily occurrences.
 - Each school should record all racist incidents, including the date, the name of perpetrators and victims, the nature of the incident and action taken in response.
 - Parents and Governors should be informed of the number and nature of such incidents and the action taken to deal with them.
 - Governing bodies should inform LEA's annually of the pattern and frequency of any incidents.
 - Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.
 - Schools should pass on information about serious and / or persistent incidents or perpetrators to the police as this may provide useful intelligence.
 - Although minor incidents may not result in court proceedings, it is still important to log these incidents.

What do we understand by a racist Incident?

The Stephen Lawrence Inquiry report defines a racist incident as: *Any incident which is perceived to be racist by the victim or any other person.*

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include telling a racist 'joke', chanting, graffiti or wearing racist insignia. A racist incident can be distinguished from a 'racial' incident which involves conflict between individuals or groups perceived to be 'racially' different.

Examples of Types of racist behaviour

- ◆ Physical harassment includes physical assault against a person or group because of colour, race and / or ethnicity. This includes 'minor / intimidation' which may be cumulative in effect. Hiding a pupil's bag, destroying a piece of work, nudging and pushing in a line are all examples of this type of harassment.
- ◆ Verbal harassment includes incitement of others to behave in a racist way, derogatory name calling, verbal abuse and threats, insults, racist 'jokes' and language directed against individuals and / or groups of people. This also includes ridicule of a person's speech or background or culture. It may also include 'off the cuff' remarks about certain racial groups during lessons.
- ◆ Non-cooperation / disrespect includes a refusal to show respect to pupils, students or teachers because of their race. Forms of disrespect may relate to cultural and religious differences such as food, music and dress. Other examples include provocative behaviour such as wearing racist badges or insignia. Some forms of disrespect can also be inadvertent. For example, certain actions may result from a lack of knowledge or awareness on the part of both teaching staff and pupils with regard to an individual pupil's cultural / religious practice which makes the victim feel harassed or uncomfortable.
- ◆ Other incidents may include racist graffiti, bringing racist material such as leaflets, comics, magazines or computer software into school, attempting to recruit other pupils and students to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

Key actions following a racist incident.

In response to any incident perceived as racist, we take the following key actions:

- ◆ Take appropriate immediate action to deal with the incident
- ◆ Notify Headteacher
- ◆ Record the incident on the appropriate form
- ◆ Investigate and take written statements as appropriate
- ◆ Provide support for victim(s).
 - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity

to express their own concerns and feelings and provide further support and counselling where necessary.

- the headteacher informs and talks with the parents / carers of victims to explain the action taken and discuss the matter with them.

- ◆ Counsel and discuss incident with perpetrator(s).
 - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable
 - In serious cases and where the perpetrator behaves in a racist manner, the headteacher informs and meets the parents / carers of perpetrators to explain the action taken and discuss the matter with them.
- ◆ Deal appropriately with the perpetrators
- ◆ Always advise the police:
 - Of racist incidents that are categorised as crimes, including serious and / or persistent verbal bullying and assault; and incitement of others to behave in a racist way;
 - About serious and / or persistent incidents or perpetrators.
- ◆ Take appropriate action in accordance with the school's behaviour and discipline policy.
- ◆ Address specific issues that have occurred through the curriculum.

Monitoring and reporting racist incidents

We monitor racist incidents closely, and respond appropriately through our curricular and pastoral programmes to what the data tells us about the nature of the incidents that are taking place in our school.

We adhere to the current LEA guidance contained in the purple ring binder entitled 'Dealing with and Reporting Racial Incidents', Essex CC 2001.

As part of the Annual Report to Parents, governors inform parents / carers of the number and nature of racist incidents in our school and the actions taken to deal with them.

12. How this Policy is communicated

Parents / carers and members of the local community are informed of the existence of this policy through the school newsletter. Copies of all our policies are available on request from the school office. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats.

Pupils are informed of the policy through:

- ◆ The curriculum;
- ◆ Assemblies;
- ◆ Circle time;

- ◆ Class / school council meetings.

13 When this policy is to be reviewed

The school Race Equality Policy will be reviewed within a year of its introduction and subsequently on a three yearly cycle. The review process will be incorporated into the school development plan.

Date approved by the Governing Body: