

Ethnic Diversity Policy

'Education For All'

The Trust maintains the ideal of 'Education For All', appreciating that in our pluralistic society members of all ethnic groups, whether minority or majority, should be recognised and valued.

Children are prepared for life in a multicultural society. They are helped towards an awareness that people in Britain today come from a variety of cultural backgrounds and ethnic origins and as such may have their own distinct language, religion, and culture; including such aspects as music, food, literature and customs.

We aim to help children to develop the necessary knowledge, understanding, skills and attitudes with which to play a full and active part in our multicultural society.

As a cross-curricular dimension, the issue of 'Education For All' permeates all aspects of life in school and is encompassed within the teaching of many subjects in the curriculum, notably Music, English, Drama, Art, Geography and RE. It is an integral part of the whole curriculum and is not seen as a separate subject.

Through a variety of learning experiences, the children will be able to explore the contributions of different cultural, racial and religious groups in our society and at the same time broaden their knowledge and understanding of such groups. In this way it is hoped that the children's awareness and respect for cultural and ethnic diversity in the classroom, the school or the community will be developed.

Work to develop this cross-curricular dimension may be included in both class and whole school-based topics or themes. For example, a topic such as, 'food' or 'light' may focus on various aspects of one (or more) of a community's culture and life. Both religious and secular festivals provide excellent opportunities in which to consider ethnic diversity and could be included in class and school assemblies. A topic in geography will also provide an opportunity to consider other cultures and ethnic backgrounds. The use of literature in the form of story and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

Through the partnership that exists between home, school and the community, we hope to enrich the curriculum by encouraging people from other cultures, religions and ethnic backgrounds to visit school and share their experiences and ideas with the children.

Teachers are encouraged to consider the information they place before the children. Resources are carefully selected for use with the children to ensure that they do not display a cultural or racial bias or show stereotyping or prejudice. Such resources, where possible should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted.

As a Trust we actively promote attitudes and values that enable the children to recognise the worth of every individual. The children are encouraged to respect themselves and others, be it in pupil–pupil relationships, pupil–staff relationships and relationships with others in the school and wider community. Tolerance and understanding of others are promoted amongst children and staff who are encouraged to appreciate individual differences.

Through our general routines in school and in the classroom, we strive to ensure that our practices and procedures are not discriminatory in any way.

As a Trust we acknowledge and respond to the differing needs of all individuals whatever their cultural or ethnic background and experiences. Therefore, all individuals receive equality of opportunity in our schools. Where necessary the curriculum can be adapted so as to respond to the particular needs of a group of children, for example where English is a second language.

Staff try to eliminate any bias towards or against any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom or the playground or with parents.

Identifying Racist Behaviour

At our schools, all children and adults are encouraged to respect each other's:

- Cultural heritage
- Beliefs and practices

and to understand that there are similarities and differences between all people.

There are occasions when a child or adult might exhibit racist behaviour towards another person. These need to be swiftly identified and dealt with.

Racist behaviour can take a variety of forms. Some of these are more obviously offensive than others. However, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that we may encounter.

- Derogatory name calling, insults, racist jokes and language
- Racist comments during discussion in lessons
- Ridicule of an individual for cultural differences, for example food, music, dress
- Refusal to cooperate with others because of their ethnic origin
- Verbal abuse and threats
- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Incitement of others to behave in a racist way
- Bringing racist material such as leaflets, comics or magazines into school
- Provocative behaviour such as wearing racist badges or insignia
- Attempts to recruit other children to racist organisations and groups.

Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Head of School • Parents should be informed • Offer support to the victim and counselling for the perpetrator • Record in the Racial Incident Record Book
(b) Racist comments in the course of discussion in lessons	<ul style="list-style-type: none"> • Racist statements must not be allowed to go unchallenged • Pupils who persist in making inappropriate comments must be referred to the Head of School • Parents/guardians should be informed • Record in the Racial Incident Record Book
(c) Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that racist behaviour will not be tolerated • Individuals who are persistently abusive must be referred to the Head of School • Parents should be informed • Offer support to the victim and counselling to the perpetrator • Record in the Racial Incident Record Book
(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity or language	<ul style="list-style-type: none"> • Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds • Pupils persistently refusing to cooperate must be referred to the Head of School • Parents/guardians should be informed • Offer support to the victim and counselling for the perpetrator • Record in the Racial Incident Record Book
(e) Verbal abuse and threats	<ul style="list-style-type: none"> • Members of staff must not ignore any form of verbal racist abuse in the school • Explain fully to the perpetrator that verbal racist abuse will not be tolerated • Individuals who are persistently abusive must be referred to the Head of School • Parents/guardians should be informed • Offer support to the victim and counselling to the perpetrator • Record in the Racial Incident Record Book
(f) Physical assault	<ul style="list-style-type: none"> <input type="checkbox"/> Report to the class teacher, or Head of School as appropriate <input type="checkbox"/> Full report to the Head of School <input type="checkbox"/> Full report to parents/guardians

	<ul style="list-style-type: none"> <input type="checkbox"/> Take necessary action to prevent recurrence <input type="checkbox"/> Offer support to the victim and counselling to the perpetrator <input type="checkbox"/> Record in the Racial Incident Record Book
(g) Racist graffiti	<ul style="list-style-type: none"> <input type="checkbox"/> All racist graffiti in the school must be reported to the Head of School and should be removed immediately <input type="checkbox"/> Regular checks should be made, and steps taken to discourage reappearance of graffiti <input type="checkbox"/> Record in the Racial Incident Record Book
(h) Incitement of others to behave in a racist way	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils should be referred to the Head of School <input type="checkbox"/> Offer support to the victim and counselling for the perpetrator <input type="checkbox"/> Record in the Racial Incident Record Book
(i) Bringing racist materials such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> <input type="checkbox"/> All forms of racist literature and materials must be removed <input type="checkbox"/> Pupils should be referred to the Head of School <input type="checkbox"/> Parents/guardians should be informed <input type="checkbox"/> Record in the Racial Incident Record Book
(j) Provocative behaviour such as the wearing of racist badges or insignia	<ul style="list-style-type: none"> <input type="checkbox"/> We will not permit the wearing of racist badges or insignia <input type="checkbox"/> Pupils wearing such badges or insignias should be referred to the Head of School <input type="checkbox"/> Parents/guardians should be informed <input type="checkbox"/> Record in the Racial Incident Record Book
(k) Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> <input type="checkbox"/> Report immediately to the Head of School <input type="checkbox"/> 'Recruiter' should be interviewed <input type="checkbox"/> The parents/guardians should be informed <input type="checkbox"/> Record in the Racial Incident Record Book

RACIAL INCIDENT RECORD FORM

Date of Incident _____

Perpetrator

Victim

Pupil/Pupils

Pupil/Pupils

Outside Person(s)

Outside Persons

Teaching Staff

Teaching Staff

Non-teaching Staff

Non-teaching Staff

Unknown

Victimless incident

Ethnic Origin

Ethnic Origin

Sex

Sex

Age/Year Group

Age/Year Group

Brief Description of Incident

Nature of Incident

Verbal Abuse

Violence

Abuse of Personal Property

Graffiti

Possession/Distribution of
Racist Material

Other

Action Taken

Signed.....Date.....

Head of School

Incidents Involving Staff

An allegation of racist behaviour on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition, there are specific procedures for dealing with racial harassment as part of staff grievance procedures.

Where the victim of alleged racist behaviour is a pupil, the Head of School should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage, then the parents/guardian should submit the complaint in writing to the Head of School who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned.

Incidents Outside School

There may well be occasions when racial incidents outside school, or involving outside perpetrators, are brought to the attention of the Head of School. These incidents should be reported to the appropriate authorities who may well wish to take action. Opportunities should also be taken to condemn such incidents publicly.

Racial Tension

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behaviour which can be seen as possibly reflecting racial tension within the school as a whole should be reported, for example small groups of pupils form isolated groups within the playground or the classroom.

Supporting the Victims

It is important that the school creates a climate in which victims of racial incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness, and all such reports should be followed up.

Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

In addition, the school needs to demonstrate its willingness and ability to address the issue of racial harassment. Where the victim of a racial incident is a member of staff, support is available through the Staff Welfare Section in addition to support from colleagues.

Wider Implications

In dealing with a racial incident, it is important to recognise the wider implications for the school and the local community. School procedures set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident.

Monitoring and Reporting

It is essential that records are kept of racial incidents to enable the school and the LEA or other advisory source to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment.

School Records

All incidents that are perceived to be racially motivated should be recorded on the incident sheet required.

The examination of these records on a regular basis will also provide the school with a picture of the frequency and nature of racial incidents and give some indication as to how effectively the school is combating such behaviour.

Reporting Racial Incidents

It may be appropriate for a report to be made to the Governing Body on an annual basis. Consideration should also be given to the inclusion of information on racial incidents in the Governor's Report to parents/guardians as this would demonstrate to the community the school's commitment to the maintenance of a non-racist learning environment.