

POLICY FOR EDUCATION FOR RACIAL EQUALITY

'Education for All'

The school 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 recognize 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 school we actively promote attitudes and values that enable the children to recognize 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 is 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 school 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 school. 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 school, 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 Headteacher • Parents should be informed • Offer support to the victim and counseling for the perpetrator • Record on the Racial Incident Record Form
(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 Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form

<p>(c) Ridicule of an individual for cultural differences, for example food, music, dress, etc.</p>	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator that racist behavior will not be tolerated • Individuals who are persistently abusive must be referred to the Headteacher • Parents should be informed • Offer support to the victim and counseling to the perpetrator • Record on the Racial Incident Record Form
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<p>(d) Refusal to cooperate with other pupils because of their race, colour, ethnicity or language</p>	<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 Headteacher • Parents/guardians should be informed • Offer support to the victim and counseling for the perpetrator • Record on the Racial Incident Record Form
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<p>(e) Verbal abuse and threats</p>	<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 Headteacher • Parents/guardians should be informed • Offer support to the victim and counseling to the perpetrator • Record on the Racial Incident Record Form
<p>(f) Physical assault</p>	<ul style="list-style-type: none"> • Report to the class teacher, or Headteacher as appropriate • Full report to the Headteacher • Full report to parents/guardians • Take necessary action to prevent recurrence • Offer support to the victim and counseling to the perpetrator • Record on the Racial Incident Record Form
<p>(g) Racist graffiti</p>	<ul style="list-style-type: none"> • All racist graffiti in the school must be reported to the Headteacher and should be removed immediately • Regular checks should be made and steps taken to discourage reappearance of graffiti • Record on the Racial Incident Record Form

<p>(h) Incitement of others to behave in a racist way</p>	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher • Offer support to the victim and counseling for the perpetrator • Record on the Racial Incident Record Form
<p>(i) Bringing racist materials such as leaflets, comics or magazines into school</p>	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
<p>(j) Provocative behavior such as the wearing of racist badges or insignia</p>	<ul style="list-style-type: none"> • Educational institutions should not permit the wearing of racist badges or insignia • Pupils wearing such badges or insignia should be referred to the Headteacher • Parents/guardians should be informed • Record on the Racial Incident Record Form
<p>(k) Attempts to recruit to racist organizations and groups</p>	<ul style="list-style-type: none"> • Report immediately to the Headteacher • 'Recruiter' should be interviewed • The parents/guardians should be informed • Record on the Racial Incident Record Form

RACIAL INCIDENT RECORD FORM

St Cuthbert's CE Primary School

Date of Incident _____

Perpetrator

- Pupil/Pupils
- Outside Person(s)
- Teaching Staff
- Non-teaching Staff
- Unknown

Victim

- Pupil/Pupils
- Outside Persons
- Teaching Staff
- Non-teaching Staff
- Victimless incident

Ethnic Origin

Ethnic Origin

Sex

Sex

Age/Year Group

Age/Year Group

Nature of Incident

- Verbal Abuse
- Violence
- Abuse of Personal Property
- Graffiti
- Possession/Distribution of Racist Material
- Other

Brief Description of Incident

Action Taken

Signed.....Date.....
Headteacher

ON COMPLETION THIS FORM SHOULD BE SENT PROMPTLY TO THE LA. PLEASE RETAIN A COPY FOR YOUR RECORDS. PLEASE USE SUPPLEMENTARY SHEETS AS NECESSARY.

Incidents Involving Staff

An allegation of racist behavior 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 behavior is a pupil, the Headteacher 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 Headteacher who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures. A guidance leaflet is available from the NYCC or other advisory source setting out procedures to be followed in all such cases.

Where a member of staff is the victim of racist behavior 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 Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunities should also be taken to condemn such incidents publicly.

Racial Tension

It is important that teachers are sensitive to all signs of possible victimization of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behavior 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. Schools will wish to consider the particular vulnerability of pupils with special educational needs who may also be prey to racism within the school but find communication on their position and feelings difficult.

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.

Schools should consider involving parents when offering support to victims and it may be appropriate, in some cases, to involve the Education Welfare Service and other agencies. Schools need to recognize that the victims of racial incidents may require pastoral support over a long period in order to regain personal confidence. 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 recognize the wider implications for the school and the local community. School procedures should set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving senior management and governing bodies need to be considered.

Similarly, there should be clear policies about the involvement of outside agencies such as the Police, Racial Equality Councils, local community groups, Racial Attacks Response Forums and also regarding the involvement of parents/guardians.

Headteachers may wish to take advice from NYCC or other advisory source Officers or Advisers before responding to approaches by the media over alleged racial incidents.

Action should be taken to limit the impact of racial incidents. This could involve the immediate removal of racist graffiti and the confiscation of racist literature, badges etc. The serious nature of such incidents should be clearly impressed on the school as a whole.

Headteachers are encouraged to seek the advice of the NYCC or other advisory source staff member in dealing with major incidents and to involve the school's general adviser or relevant specialist adviser in developing strategies to reduce racial tension through the curriculum or the organization of the school. Additional support may be obtained through links with other local schools. This offers the opportunity for sharing good practice and increasing consistency between institutions in their dealing with racial incidents and offers the possibility of joint in-service training.

Monitoring and Reporting

It is essential that records are kept of racial incidents to enable the school and the LA or other advisory source to identify any patterns of behavior 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 an incident sheet. A recommended Record Form is enclosed with this document. Please make additional copies as 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 behavior. This internal record keeping system will be monitored as part of the Authority's statutory functions.

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.

Ethnic Origin

In identifying the ethnic origin of victims and perpetrators, it would be helpful if schools would use the following generally accepted terms:

- Pakistani
- Bangladeshi
- Indian
- Chinese
- Black-Caribbean
- Black-African
- Black-Other (please describe)
- White
- Any other ethnic group (incl. Irish)

September 2015
Review Autumn 2018