



Policy for Education for Ethnic Diversity

Reviewed: September 2016 Signed: *Janehee*

Education for Ethnic Diversity

“Every Child Matters”

The school maintains the ideal of “Every Child Matters” 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.

Through a variety of learning experiences the children will be able to explore the contributions of different cultures, 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 of cultural and ethnic diversity in the classroom, the school, or the community will be developed.

Work to develop this cross-cultural 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 should be included in class discussions about other cultures and ethnic backgrounds. The use of literature in the form of stories and poetry may provide a useful vehicle for encouraging children to recognise and understand people from other races, cultures and religions.

Though the partnership 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 to prejudice. Such resources, where possible, should reflect life in multicultural Britain. Cultural similarities as well as differences should be highlighted.

As a school with Christian influence 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 the 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 culture or ethnic background and experiences; children who have English as a second language are given additional support, appropriate to their needs. Their progress is monitored on a regular basis. 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 the 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 in the classroom, playground or with parents.

Identifying Racist Behaviour

At King's 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 or 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 magazine into school
- Provocative behaviour such as wearing racist badges and 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 teacher • Parents should be informed • Offer support to the victim and counselling for the perpetrator <p>Record on the racial incident Record Form</p>
(b) Racist comments in the course of discussion in lesson.	<ul style="list-style-type: none"> • Racist statement must not be allowed to go unchallenged • Pupils who persist in making inappropriate comments must be referred to the head teacher • Parents/guardians should be informed <p>Record on the racial incident Record Form</p>
(c) Ridicule of an individual for culture differences, for example food, music or dress.	<ul style="list-style-type: none"> • Members of staff must not ignore any form of ridicule • Explain fully to the perpetrator, abusive behaviour must be referred to the head teacher • Parents should be informed • Offer support to the victim and counselling to the perpetrator <p>Record on the racial incident Record Form</p>
(d) Refusal to co-operate 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

	<p>pupil on racial, cultural or linguistic grounds</p> <ul style="list-style-type: none"> • Pupils persistently refusing to co-operate must be referred to the Headteacher • Parents/guardians should be informed • Offer support to the victim and counselling for perpetrator <p>Record on the racial incident Record Form</p>
(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 Headteacher • Parents/guardians should be informed • Offer support to the victim and counselling to perpetrator <p>Record on the racial incident Record Form</p>
(f) Physical Assault	<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 counselling to perpetrator <p>Record on the racial incident Record Form</p>
(g) Racist graffiti	<ul style="list-style-type: none"> • All racist graffiti in the school must be reported to the Headteacher and

	<p>should be removed immediately</p> <ul style="list-style-type: none"> • Regular check should be made and steps taken to discourage reappearance of graffiti. <p>Record on the racial incident Record Form</p>
(h) Incitement of other to behave in racist way.	<ul style="list-style-type: none"> • Pupils should be referred to the Headteacher • Offer support to the victim and counselling for perpetrator <p>Record on the racial incident Record Form</p>
(i) Bringing racist materials such as leaflets, comics or magazines into school.	<ul style="list-style-type: none"> • All forms of racist literature and materials must be removed • Pupils should be referred to the head teacher • Parents/ guardians should be informed <p>Record on the racial incident Record Form</p>
(j) Provocative behaviour such as the wearing of racist badges or insignias.	<ul style="list-style-type: none"> • Educational institutions should not permit the wearing of racist badges or insignia • Pupils who wear such badges or insignia should be referred to the Headteacher • Parents/guardians should be informed <p>Record on the racial incident Record Form</p>
(k) Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> • Report immediately to the Headteacher • “Recruiter” should be interviewed • The Parents/guardians should be informed <p>Record on the racial incident Record Form</p>

Racial Incident Record Form

School _____

Date of incident _____

Perpetrator

Pupil(s)

Outside Person(s)

Teaching staff

Non-teaching staff

Unknown

Ethnic Origin

Sex

Age/Year group

Nature of incident

Verbal Abuse

Violence

Abuse of personal property

Graffiti

Possession/Distribution of
Racist Material

Other

Signed _____ Date _____

Victim

Pupil(s)

Outside Person(s)

Teaching staff

Non-teaching staff

Victimless incident

Ethnic Origin

Sex

Age/Year group

Brief description of incident

Action Taken

Mrs Jane lee
Headteacher

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 Headteacher in the first instance. 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 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. 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 Headteacher. These incidents should be reported to the appropriate authorities who may well wish to take action under section 5-A 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 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 forming 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 education needs who also are prey to racism within the school but find communication on their position and feeling difficult.

Staff dealing with such incidents should be sensitive to the issues 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 other agencies. Schools need to recognise 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 should be available 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 should set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident. Formal procedures involving senior management 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 Attack Response forums and also regarding the involvement of parents/guardians.

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.

Monitoring and Reporting

It is essential that records are kept of racial incidents to enable the school 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 an incident sheet. A recommendation record form is enclosed with this document. Please make additional copies as required.

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 (e.g. African-American)
- White
- Any other White ethnic group (e.g. Irish)