



Education for Ethnic Diversity and Racial Equality Policy

A whole-school approach is used to promote racial equality and eliminate racial discrimination. Elliott Park School publicly supports ethnic, cultural, religious, linguistic and social diversity and actively fosters good personal, community and race relations. Diversity is recognised as having a positive role to play within the school and the school recognises the importance of language to a person's sense of identity and belonging. Racial discrimination will not be tolerated in Elliott Park School.

Children are prepared for life in a multicultural society. They are taught that, nowadays, people in Britain come from a variety of cultural backgrounds and ethnic origins and, as such, might have their own distinct language, religion, and culture – including such aspects as dress, food, music, literature and customs. We aim to help children to develop the necessary knowledge, understanding, skills, attitudes and tolerance with which to play a full and active part in our multicultural society.

At a cross-curricular level this issue 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, History, and RE.

Through a variety of learning experiences, the children are 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 we hope to cultivate the children's awareness and respect for cultural and ethnic diversity in the classroom, the school and the world outside.

This cross-curricular dimension is included in class and whole-school-based topics or themes. For example, topics – such as, 'food' or 'light' – focus on aspects of different communities' culture and lives. Religious and secular festivals provide excellent opportunities to consider ethnic diversity and can be introduced in class and in school Assemblies. A topic in geography often allows the study of contrasting cultures and ethnic backgrounds. Literature (stories and poems) is a useful vehicle to understanding people from diverse races, cultures and religions.

Through the partnership that exists between home, school and the community, Elliott Park School hopes to enrich the Curriculum by inviting representatives from a range of cultures, religions and ethnic backgrounds to visit the school and share their experiences with the children.

Teachers consider carefully the information they place before the children. Resources are selected to ensure that they do not display a cultural or racial bias nor show stereotyping or prejudice. Such resources, where possible, should reflect life in multicultural Britain. Attention should be drawn to cultural similarities as well as differences.

We promote attitudes and values at Elliott Park School that teach our pupils tolerance and understanding of others and to recognise the worth of every individual, however different from themselves. The children are encouraged to respect themselves and others, be it in

pupil–pupil relationships, pupil–staff relationships or relationships with others in the school and wider community.

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 at Elliott Park School. The Curriculum can be adapted to the particular needs of an individual, 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. We strive to ensure that our practices and procedures do not discriminate in any way.

Identifying Racist Behaviour

At Elliott Park 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.

Should a child or adult exhibit racist behaviour towards another person, this is dealt with swiftly.

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents that Elliott Park School might encounter.

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

Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
1. Derogatory name-calling, insults, racist jokes and language.	<ul style="list-style-type: none"> ▪ Explain fully to the perpetrator that verbal racist abuse is not tolerated. ▪ Individuals who are persistently abusive should be referred to the Head Teacher. ▪ Parents should be informed. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Exclude the perpetrator if the behaviour persists.
2. Racist comments during discussion in lessons.	<ul style="list-style-type: none"> ▪ Racist statements should not go unchallenged. ▪ Pupils who persist in making inappropriate comments should be referred to the Head Teacher. ▪ Parents/guardians should be informed.
3. Ridicule of an individual for cultural differences, for example food, music, dress, etc.	<ul style="list-style-type: none"> ▪ Members of staff should not ignore any form of ridicule. ▪ Explain fully to the perpetrator that racist behaviour is not tolerated. ▪ Individuals who are persistently abusive should be referred to the Head Teacher. ▪ Parents should be informed. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Modify the planned Curriculum to address this matter through <e.g. PSHE>, timetable, carefully constructed teaching and learning. ▪ Exclusion if appropriate.
4. Refusal to co-operate with others because of their ethnic origin.	<ul style="list-style-type: none"> ▪ Explain that pupils should work collaboratively. Every pupil has the right to take part in school activities and the school should not exclude any pupil on racial, cultural or linguistic grounds. ▪ Pupils who refuse to co-operate should be referred to the Head Teacher. ▪ Parents/guardians should be informed. ▪ Offer support to the victim and counselling to the perpetrator ▪ Draw other pupils into being proactive in situations where co-operation is possible and highly visible. ▪ Record on whatever form is provided locally by the LEA/other Advisory Body/CRC/Network. ▪ Exclusion if very serious.

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5. Verbal abuse and threats.	<ul style="list-style-type: none"> ▪ Members of staff should not ignore any form of verbal racist abuse in the school. ▪ Explain fully to the perpetrator that verbal racist abuse is not tolerated. ▪ Individuals who persistent should be referred to the Head Teacher. ▪ Parents/guardians should be informed. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Exclusion if very serious.
6. Physical assault against a person or group, because of colour and/or ethnicity.	<ul style="list-style-type: none"> ▪ Report to the class teacher, or Head Teacher as appropriate. ▪ Full report to the Head Teacher. ▪ Full report to parents/guardians. ▪ Act to prevent recurrence. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Fixed-term exclusion.
7. Racist graffiti.	<ul style="list-style-type: none"> ▪ All racist graffiti in the school should be reported to the Head Teacher and should be removed immediately. ▪ Regular checks should be made and steps taken to discourage reappearance of graffiti.
8. Inciting others to behave in a racist way.	<ul style="list-style-type: none"> ▪ Pupils should be referred to the Head Teacher. ▪ Offer support to the victim, if one exists, and counselling to the perpetrator. ▪ Exclusion if appropriate.
9. Bringing racist materials, such as leaflets, comics or magazines into school.	<ul style="list-style-type: none"> ▪ All forms of racist literature and materials should be destroyed. ▪ Pupils should be referred to the Head Teacher. ▪ Parents/guardians should be informed. ▪ Depending on the nature of the material, consider calling in the local Community Relations staff and/or the police.
10. Provocative behaviour, such as wearing racist badges or insignia.	<ul style="list-style-type: none"> ▪ Pupils wearing such badges or insignia should be referred to the Head Teacher. ▪ Parents/guardians should be informed.
11. Attempts to recruit other children to racist organisations and groups.	<ul style="list-style-type: none"> ▪ Report immediately to the Head Teacher. ▪ 'Recruiter' should be interviewed. ▪ The parents/guardians should be informed. ▪ Fixed-term or even permanent exclusion to be considered.

Incidents Involving Staff

An allegation of racist behaviour by any member of the teaching or non-teaching staff is a serious disciplinary matter and is under the jurisdiction of Head Teacher. There are specific procedures for dealing with racial harassment as part of staff grievance procedures.

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Where the victim of alleged racist behaviour is a pupil, the Head Teacher should investigate carefully and seek to resolve the matter. The school will investigate the case fully and take the appropriate action: if necessary, 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 and the pupil(s) dealt with as set out in the previous section of this policy.

Incidents Outside School

Racial incidents occurring outside school, or involving outside perpetrators, should be brought to the attention of the Head Teacher. These incidents should be reported to the appropriate authorities, which might well wish to take action under Section 5A of the Public Order Act 1986. Such incidents will be condemned publicly in whole-school forums, such as Assembly.

Racial Tension

It is vital that teachers are sensitive to any sign of possible victimisation of individual pupils or groups of pupils and report this to the Head Teacher, even where there is no discernible incident. Similarly, behaviour that can be viewed as possibly indicating 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 imperative that Elliott Park School should create a climate in which victims of racial incidents feel able to report them. All staff and pupils should report incidents that they witness, and all such reports should be investigated. The particular vulnerability of pupils with special educational needs, who might also be prey to racism within the school, should be considered, as they could find communicating their position and feelings difficult.

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

Elliott Park School should consider involving parents when offering support to victims. It could be appropriate, in some cases, to involve the Education Welfare Service and other agencies. We need to recognise that the victims of racial incidents might require pastoral support over a lengthy period in order to regain self-confidence. The school should demonstrate its willingness and ability to address the issue of racial harassment. For staff who experience racism, support is 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.

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Formal procedures for involving Senior Management and Managing Director should be considered.

Measures are taken to limit the impact of racial incidents; these 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 so that Elliott Park School can identify patterns of behaviour, whereby individuals or groups are 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 sample Record Form is incorporated into this document.

Examination of these records every term provides the school with a picture of the frequency and nature of racial incidents and gives some indication of how effectively the school is combating such behaviour.

Reporting Racial Incidents

It could be viewed as appropriate for a report to be made to the Managing Director on an annual basis. Consideration should also be given to the inclusion of information on racial incidents in the reporting to Parents, as this would demonstrate to the community <school name's> commitment to the maintenance of a non-racist learning environment.

Further Information

Useful Documents and Resources

CRE	Learning for All – Standards for Racial Equality in Schools 2000
Ofsted	Raising the Attainment of minority ethnic pupils 1999
The Stationery Office	Bullying: Don't Suffer in Silence (circular 0064/2000) – An Anti-bullying Pack for Schools