



Hardwick and Cambourne Community Primary School
Race Equality & Cultural Diversity Policy
May 2014

1. RATIONALE

1.1 Statement from School Values

We recognise that our society is diverse and multicultural and we foster mutual respect and tolerance of everyone.

1.2 We believe that everyone in our school is of equal value and should be treated fairly in life. We believe that everyone should have their culture and background treated positively and with respect. We are aware that people in our society are discriminated against and treated as if they are worth less than others because of their race or culture but we are determined that this will not happen in our school. We will treat each other equally, with dignity and respect and seek to promote race equality at all times. We will eliminate any racial discrimination, foster equality of opportunity and promote good race relations.

1.3 Therefore we aim to:

- a) provide equality of education and opportunity to all pupils irrespective of their race, colour, nationality, social circumstance or ethnic background;
- b) develop in all children knowledge and appreciation of, and respect for, other cultures, religions and traditions both in different parts of the world and in our own community;
- c) eliminate racial discrimination from our school;
- d) deal firmly and promptly with any incident of racial discrimination or harassment, so as to provide support to the victim(s) and prevent reoccurrence;
- e) create a positive and inclusive ethos based on mutual respect for diversity.

1.4 We will apply the definitions for racism and racist incident as described in the Stephen Lawrence Report:

Racism - "conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin."

A racist incident – "any incident that is perceived to be racist by the victim or any other person"

This may or may not involve a specific victim.

Even if a victim does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher overhears a child call a Traveller 'gyppo'. The teacher records this as a racist incident even though the abused child does not complain to him/her.

1.5 Our definition of **racial harassment** is that of the Commission for Racial Equality: "verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, nationality and ethnic or national origins and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

1.6 A racist incident may include:

- Name calling
- Physical assault
- Stereotyping
- Graffiti

- Refusal to co-operate with an individual because of their colour, culture, religion or ethnic background
- Deliberately excluding an individual because of their colour, culture, religion or ethnic background
- Distribution of racist material
- Incitement to racist behaviour
- Racist comments and jokes
- Mimicry based on colour, culture, religion or ethnic background.

2. APPROACHES TO MAINTAIN A CULTURALLY DIVERSE SCHOOL

- 2.1** We do not consider it appropriate to draw negative attention to pupils from ethnic minorities. We monitor the work of all children and take account of the progress of all minority and gender groups in our planning. However, any special needs that become apparent will be addressed so that they have the same educational opportunities as other students in the school. Special needs however, are not to be confused with EAL issues. It will be made clear to other children that the child in question can speak and understand a different language to that which we speak in school.
- 2.2** We include and celebrate multicultural aspects in assemblies and classwork; we have multicultural books in classrooms and the library and tell multicultural stories. We attempt to show all races in a positive light. Where appropriate, we may invite visitors to demonstrate aspects of their culture or religion.
- 2.3** We integrate our Race Equality and Diversity Policy and practice into all relevant areas of school life in order to fulfil our aims and meet the needs of pupils from different cultures and backgrounds. Our school policies and practice will be informed by the need to promote diversity. Our curricular and extra-curricular activities will be available to all pupils, irrespective of their background.
We will ensure that pupils are treated fairly through our arrangements for admissions, transfer procedures, curricular opportunities, assessment, rewards and sanctions and parental involvement.
- 2.4** Examples of ways in which we put this policy into practice
- We encourage the parents of all pupils to meet staff and to visit the school. In the absence of interpreters, we are glad to accept the help of pupils or family members.
 - Our approach to school uniform is flexible enough to accommodate alternatives acceptable to different cultural and religious groups.
 - Bilingualism is a positive asset. It should be seen and used as such.
 - Displays in the school will reflect the diversity of the world community, as well as that of our local community.
 - The curriculum will acknowledge, value and, where appropriate, use the diversity of the cultural backgrounds of pupils and staff including the rights of the child.
 - P.S.H.E. programmes will include opportunities to explore the cultural backgrounds and practices of all pupils.
 - R.E. reflects the religious and cultural diversity of the world community.
 - In assemblies we aim to use positive role models and acknowledge festivals from a variety of cultures.
 - We actively invite visitors from a wide range of backgrounds to share their culture and knowledge.
 - The School Ethics Council aims to promote widening understanding of global citizenship.

- All staff encourage children to use the correct terms and language when talking about ethnicity.
- All adults are vigilant to the signs of racist behaviour and monitor as appropriate e.g when a newly arrived child may be excluded by other children and they do not have the language to report it.

3. PROCEDURE FOR RESPONDING TO MANIFESTATIONS OF RACISM

3.1 We recognise that there may be occasions in our school when incidents of racism occur. Such incidents will be acted upon in the following ways:

- Supporting the victim(s)
- Challenging the perpetrator(s) behaviour
- Recording incidents* by reporting to the headteacher
- Discussing the issues with staff, pupils, community members, outside agencies if appropriate
- Informing the parents/carers of the victim(s) and perpetrator(s)**
- Monitoring the incidents to determine pattern and frequency.**

(*A Racists Incident Report will also be completed and kept on file in the school office)

(** If appropriate to the severity of an incident or if a pattern of this behaviour has emerged. Refer to section "informing parents/carers of racist incidents")

A copy of the leaflet 'Reporting Racial Harassment' is available from our School Office.

When dealing with racist incidents staff should first look to support for the victim, if appropriate. When dealing with racist incidents involving pupils, staff should:

Listen

- Indicate that you are listening.
- Remain calm and reassuring
- Accept their language and terminology
- Remember that for the child to confide in a member of staff may need considerable courage

Acknowledge

- Acknowledge the feelings of the person
- Confirm they were right to make the disclosure
- Try to establish if the incident is part of a pattern
- Reassure while explaining the need to take the matter further

Report

- Indicate that the information needs to be shared with others in authority in order to stop further harassment.
- If the victim is adamant that they do not want any further action the incident should still be recorded.
- The circumstances of the victim e.g. age, self-confidence, will be guiding factors for the staff when deciding on a course of action.

Support

- Recognise that the victim will need immediate support and must be reassured that the matter will be treated seriously with the necessary investigation
- Ensure that parents/carers are informed and involved if appropriate. (Refer to section "informing parents/carers of racist incidents")
- It may be necessary to either provide support or encourage parents/carers to seek support for themselves.

3.4 Recording

- A file of completed forms is kept in the school office.
- The Headteacher will complete the online form to monitor racist incidents and act upon any patterns that emerge.

3.5 We recognise that members of staff can also experience racial harassment from pupils, other staff, parents/carers or members of the public. We will support them in the same way as we would pupils and record and report the incident.

3.6 Challenging the behaviour of perpetrator(s)

An incident that is, or appears to be, racially motivated should be challenged and every member of staff has a responsibility for responding to the situation.

They should make explicit that racist behaviour is unacceptable and contravenes the school policy and philosophy.

If the member of staff is unable to resolve the matter it should be referred to the Co-Headteachers.

The action taken will depend on whether the perpetrator is known and whether he/she is a pupil, member of staff or outside perpetrator.

The parents/carers of pupils will be informed where necessary. (Refer to section "informing parents/carers")

Any form of racist behaviour from any member of staff towards any pupil, parent/carer or another member of staff will not be tolerated and will be dealt with as a serious breach of the school's disciplinary procedures. We recognise that training and other support will be necessary for all staff.

Where there is an outside perpetrator staff should refer to the Headteacher and, if necessary, the policy.

3.7 Informing parents/carers of racist incidents

As part of the procedure for dealing with isolated incidents, parents/carers of victims/perpetrators may be informed and involved.

This will depend upon the severity of the incident.

Staff will use professional judgement in determining the action to be taken following a racist incident.

If necessary, guidance will be sought from the Co-Headteachers.

The parents/carers of victims/perpetrators will be informed and involved if, through monitoring, a pattern of incidents emerges.

4 UPDATE AND REVISION

4.1 This policy will be reviewed and revised every four years.

