



DEYES HIGH SCHOOL



Race Equality and Cultural Diversity Policy

1. Statement of Values

Deyes High School is opposed to all forms of racism and will work towards:

- Eliminating unlawful racial discrimination
- Promoting equality of opportunities
- Promoting good race relations between people of different racial, cultural and religious groups and communities
- Complying with all reasonable requests relating to religious observance and practice

2. Promoting Race Equality and Good Race Relations

Deyes High School welcomes its duties under the Race Relations (Amendment) Act 2000 and is committed to:

- Eliminating unlawful racial discrimination
- Promoting equality of opportunities
- Promoting good relations between people of different racial, cultural and religious groups and communities
- Complying with all reasonable requests relating to religious observance and practice

3. Guiding Principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

- Every student should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education
- Every student should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities

- Every student should develop the knowledge, understanding and skills that are needed in order to participate in Britain's multi-ethnic society, and in the wider context of an independent world

4. Relationship to Other School Policies and Practices

We ensure that the principles listed above in (3) apply to the full range of our policies and practices, and particularly those concerned with:

- ✓ Students progress, attainment and assessment
- ✓ Behaviour, discipline and exclusions
- ✓ Student's personal development and pastoral care
- ✓ Teaching and learning
- ✓ Admissions and attendance
- ✓ The content of the curriculum
- ✓ Staff recruitment and professional development
- ✓ Partnerships with parents and communities

5. Addressing Racism and Xenophobia

Deyes High School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.

6. Implementation Strategy

The School will draw up an annual Action Plan for the implementation of this Policy, and for the monitoring, assessing and reviewing of its impact.

7. Roles and Responsibilities

The Governing Body is responsible for ensuring that the School complies with legislation and that this Policy, and its related procedures and strategies are implemented.

The Headteacher is responsible for implementing the Policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support students in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

8. Breaches of the Policy

Breaches of this Policy will be dealt with in the same way that breaches of other School Policies are dealt with, as determined by the Headteacher and Governing Body.

9. Information and Resources

The School will ensure that all Staff and Governors know the content of this Policy and also, appropriate to all students and parents.

The School will ensure that the content of this Policy is known to all staff and governors and, is also appropriate to all students and parents.

10. Monitoring and Evaluation

The School will collect, study and use quantitative and qualitative data relating to the implementation of this Policy, and make adjustments as appropriate.

RACIAL HARASSMENT IN SCHOOL

INTRODUCTION

The school recognise that racial discrimination has no place in society and that the school has a specific obligation to place itself at the forefront of the fight against racism, sectarianism and all forms of intolerance including institutionalised discrimination. We have an important responsibility to promote a better understanding of the value added to our society by its multi-cultural heritage and global perspective.

We aim to ensure that all students, irrespective of their racial origin, are allowed to achieve the level of success and self-respect that is their entitlement. All students are entitled to achieve their true potential, unaffected by racism whether manifested through harassment, lowered expectation or institutionalised diminution of their self worth and cultural values.

We believe that it is our duty to provide for our students an entitlement in which racist assumptions, attitudes and behaviour are constantly challenged. In conjunction with this duty we will provide a curriculum and resources which reflect the realities of the history and achievement of people from all cultures.

In order to maintain a sense of security within the school environment, all members of the school community must know and fully understand the school's opposition to racism. All staff should seek to ensure that ethnic minority students and staff are imbued with a sense of trust and are confident that their concerns will be taken seriously.

We need to ensure that there is a system in place which will enable students to feel confident if confronted with racism from any member of the school community.

The **Stephen Lawrence Inquiry (Macpherson Report)** included three specific recommendations on education. The recommendations accepted by the Government are:

- that LA's and school governors have a duty to create and implement strategies in their schools to prevent and address racism. Such strategies include:
- that school record all racist incidents.
- that all recorded incidents are reported to the student's parents/guardians, school governors and LA.

- That the numbers and self-defined ethnic identity of “excluded” students are published annually on a school by school basis.
- that OFSTED inspectors include examination of such strategies.
- that consideration to be given to the amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society.
- Emphasis should be given to the value of other languages. Cultural diversity has successively enriched our society throughout history, and this diversity should be acknowledged in a positive way within the classroom.
- Links with parents and other members of the community being served by the school must be as close as possible, so that positive contributions can be made easier. It is important that everybody feels that access to the school is open and welcoming.
- All staff should be vigilant about discriminatory behaviour in the school, and must take immediate action to counter such behaviour. Behaviour that comes in this category could be:
 - use of language with racist/sexist overtones including name-calling and/or harassment.
 - such incidents should never be side-stepped, and should be dealt with as matter of priority. These incidents should be recorded and reported.
 - All incidents (**alleged or proven**) with racial connotations should be recorded. This needs to be done in a sensitive and confidential way.
 - Racist behaviour from students and staff will be dealt with as disciplinary matter, which could possibly result in exclusion for student and appropriate action for staff. Incidents must be reported LA (see details).
 - Monitoring for significantly different trends in achievement of different students (i.e. race or gender), so as to identify the reason for under-achievement or failure, and to remedy them.
 - Emphasis should be placed on the responsibility of people to choose their own cultural and religious values, and these values, and traditions to be respected by others regardless of one’s own preferences.

SUMMARY

It is our responsibility as a school to work for equal opportunities in every way possible.

If there is conflict we must find the causes and deal with them.

There is a need for positive preventive action to correct false images and wrong beliefs about other communities.

It is an obligation to treat all potentially sensitive situations seriously, and not just respond to events after they have happened.

Students and parents need to be involved in the strategies.

HOW DO YOU IDENTIFY RACIAL HARRASMENT?

The most important indication of racist behaviour is that the victims themselves perceive that they have been subjected to racist harassment.

Not all incidents between people of different ethnic origins are racist. A racist incident is any incident which is **perceived** to be racist by the victim or any other person.

Racism can therefore transform even an apparently trivial incident into something that is more than usually distressing and frightening both for the victims and for other members of their ethnic group.

IDENTIFICATION OR RACIAL HARASSMENT

The most appropriate approach is one that gives importance both to the context in which the incident takes place and to the victim's perception of the event.

There are various forms of behaviour which will require an appropriate and immediate response. These may include the following:

- racist name calling, insults, jokes, taunts;
- racist graffiti on walls, books, desks, school bags;
- the wearing and displaying of racist badges and insignia;
- bringing books, comics, or leaflets into the school which contain racially denigrating material. Where racist literature is found, it must be confiscated and the matter must be reported to the governors, LEA and the Police;
- making comments, for example in discussion during a lesson, etc. which denigrate on the grounds of race;
- refusal to co-operate or work with a member of an ethnic group on the grounds of ethnicity;
- attempting to recruit others to organisations with racist aims and objectives;
- physical assault or the threat of it because of a student's colour or ethnicity.

The guidelines for dealing with racial harassment incidents have been grouped into two types of behaviour – physical violence and emotional/verbal abuse, in order to assist in monitoring and using reporting forms.

SUPPORTING THE VICTIM

The following strategies should be used to ease the trauma for victims:

- Immediate re-assurance and support should be made available to the victim.
- An appropriate member of staff needs to explain the action taken and to express the attitudes of the institution towards such behaviour, giving the opportunity to the student(s) to express their own concern and feelings.
- In serious and recurring cases, parents should be involved and longer term counselling and support provided.
- Keep parents and students informed of the outcome of the incidents reported.

PHYSICAL VIOLENCE

This includes a wide range of violence, from direct physical injury to physical intimidation, jostling, pushing, etc.

Where a student is injured, the priority is to ensure appropriate medical assistance is provided. In such incidents the school's Accident Procedures should be followed.

EMOTIONAL/VERBAL ABUSE

Incidents may include name calling, gestures, graffiti, offensive badges, etc.