

---

# Diversity Policy

---

Ardleigh Green  
Junior School

---

September 2017

---



## Promoting Diversity at Ardleigh Green Junior School

**D**ifferent

**I**ndividuals can

**V**alue

**E**ach other

**R**egardless of

**S**kin

**I**ntellect

**T**alent or

**Y**ears



## Policy for Promoting Racial Equality

### ***Rationale***

*Why have a policy for Promoting Racial Equality?*

The Race Relations (Amendment) Act 2000, addresses the need for schools to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

Under the Act, schools need to prepare and maintain a written race equality policy. The Stephen Lawrence Inquiry recognised that racism can take many guises. Whilst some racist incidents may be deliberate, others may be unintentional. Both are equally unacceptable.

Unwitting racism, whether as an individual or institution, “can arise because of, ‘A lack of understanding, ignorance or mistaken beliefs’. It can arise from well intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities. It can arise from racist stereotyping of black people as potential criminals or troublemakers.”

Institutional racism is defined as “The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”

At Ardleigh Green we have a responsibility to make certain that all who make up the school community are familiar with the cultural traditions of the whole school community, so that such unwitting incidents can be eradicated. To do this, the school needs to have a policy that educates the whole school community and have in place checking procedures to ensure that policies, practices and procedures are not unwittingly discriminatory.

At Ardleigh Green schools the percentage of children from other cultural backgrounds is small. This policy will help to ensure that these children are treated sensitively and that individual children are not picked out as representative examples of a particular group. To do this, we will ensure that a variety of cultures and traditions are represented across the curriculum.



## Aims and Values

Our policy is a statement of our intent to promote understanding and combat racial discrimination. It details the measures we will take to ensure equality, so that our practical strategies for combating racism are clearly linked to our policy.

At Ardleigh Green our aim is to tackle racial discrimination, promote race equality and good race relations across all areas of the school community. It is important that inclusion and diversity issues do not become tokenistic and stereotypical and that race equality is **not** treated as discreet blocks of learning in a scheme of work. Neither is the intention that such learning be the domain of a few select subjects such as Geography, RE and PSHE and Citizenship; our intention is that these issues will permeate all aspects of the school. By promoting racial equality we believe that pupils will learn to understand that Britain is a multicultural society.

### *Challenging and dealing with racial incidents*

All incidents need to be acknowledged, challenged, investigated and reported. Incidents may involve pupils, employees or visitors to the school, as either victims or perpetrators. The victim/s need to be supported and their cultural identity positively reinforced. The perpetrator/s need to be counselled. If those involved are minors, then the parents and carers of both victims and perpetrators should usually be informed of the incident and the actions taken by the school. Depending on the outcome of the investigation and seriousness of the incident, a verbal or written warning may be necessary. In extreme cases, where the safety of others is threatened, exclusion is an option. Not all incidents will be brought to the attention of an adult. It is therefore important, as with our policy to combat bullying, that a culture is fostered within the school where the whole community is sensitive to unfair treatment, so that everybody takes responsibility for reporting a racial incident, including pupils and all staff.

Part of the purpose of this policy is to ensure that the whole school community knows the mechanism for raising complaints of racial harassment.

### *Procedure for dealing with racial incidents*

These very closely parallel our procedures for handling bullying.

#### **If an incident is reported to an adult, that adult should:**

- Acknowledge that the incident has happened and express clear disapproval
- Support the victim by apologising for the fact that they are having to suffer this
- Log the incident in the record book (situated in the Head's office)
- Ask both the victim and alleged perpetrator for their accounts of events, separately
- Identify the racist element within the behaviour
- Ensure that the head or deputy are aware of the incident so that it can be recorded and monitored



## **Following the report the Head teacher / Deputy will:**

- Discuss the incident/allegation with the children/adults concerned
- Contact both sets of parents (if appropriate)
- Reinforce the school's policy to handle racism and explain the action taken
- Inform staff so that they can be vigilant in preventing further occurrences
- Find ways of re-affirming the positive status of the culture of the victim
- Decide on the best ways to increase pastoral support for the victim
- 

## **Consequences of committing a racial incident**

Involvement in a racist activity has consequences. The school community should know that actions will be taken to change the behaviour or the perpetrator/s. The victims must feel reassured that the incident is being taken seriously. The choice of consequences decided on will depend upon the age of the perpetrator, the seriousness of the incident and the frequency of attacks. Wherever possible the punishment will be appropriate to the incident e.g. graffiti may result in them scrubbing the walls to remove the offending writing; unkind words might result in a letter of apology etc.

## **Perpetrators should know that consequences include:**

### **For perpetrators who are pupils:**

- Being told off and asked to apologise
- Withdrawal of privileges
- Parents being informed
- Additional studies to help them understand their own and other people's rights and responsibilities
- Withdrawal from lessons
- Exclusion

### **For perpetrators who are employees:**

An employee, who knowingly discriminates against other employees or pupils on the grounds of race, is acting unlawfully. The CRE Code of Practice states that employees have a duty to comply with measures introduced to ensure equality of opportunity. The perpetrator should be disciplined using the school's formal disciplinary and grievance procedures and reminded of their right to representation by their professional association.

## **Recording and monitoring**

The Head teacher will keep a record of all racist incidents. This record will enable the investigation, recording and monitoring of racist incidents. The information will be reported to the Governing Body on a termly basis so that governors can monitor concerns or trends effectively.



The Governing Body then reports to the LEA on an annual basis.

## Complaints

- In the case of a pupil, employee or parent not being satisfied with the steps taken by the school, they should be informed of their right to take their grievance to school's Governing Body, under the school's general complaints procedure.
- If the complaint remains unresolved, the Chief Education Officer should be informed.
- If the dispute is still unresolved, the Havering Race Equalities Council should be informed.
- An individual member of staff should be informed of their right to consult their professional association.



## Appendix

### ***Language and Terminology***

Language changes over time. Words that used to be acceptable are now seen as disrespectful. Inappropriate use of terminology or a lack of understanding can result in a breakdown in relationships and cause individuals hurt.

Why does it matter?

- We all like to be described and addressed accurately and appropriately.
- Through words we express our thoughts and feelings.
- The meaning of words changes over time. Some words that were acceptable in the past are no longer.
- The inappropriate use of words – even if use inadvertently – could cause offence.
- It may be acceptable, on a personal level, to use certain terms but it is necessary to have a professional perspective.

<u>Acceptable terminology</u>	<b>Unacceptable terminology</b>
<u>African American / African Caribbean</u>	<b>Afro-Caribbean / Afro-American:</b> Although still commonly used, it should be avoided in preference to the full word "African"
<b>Asian:</b> A collective term applied in Britain, but some people in the Indian sub-continent may prefer the use of national, regional or religious term, e.g. Indian, Pakistani, Punjab, Hindu etc.	<b>Oriental:</b> Should be avoided, it is imprecise and may be classed as racist and offensive
<b>Black:</b> The CRE guidelines states that the term "black" refers to African, African Caribbean, African American, Asian, Chinese and other minority racial people.	<b>Half-caste / half-breed:</b> Are to be avoided. They are generally thought to be offensive, although they may be found in common usage.
<b>British:</b> Describes citizenship and does not directly relate to racial origin. It is not a synonym for "whites", "English" or "Christians".	<b>Coloured:</b> Is not acceptable. It is generally disliked and felt to be offensive and patronising.
<b>Mixed-race and or Mixed-origin:</b> Generally accepted although the term mixed parentage is preferred.	<b>West Indian:</b> Is an historical term, used to describe those from the Caribbean Islands. These days it is inappropriate unless referring to the West Indian cricket team.
<b>Racial Minority Groups:</b>	<b>Immigrants:</b> Is not acceptable, it is likely to be inaccurate since the majority of racial minority people living in the UK were born here.



<p><b>Visible Minorities:</b> Is now becoming an acceptable term, although not yet in common usage.</p>	<p><b>Ethnic(s) / Ethnic Minority Groups:</b> Are not acceptable in certain parts of the country, although they may be used in other parts of the UK. The word 'ethnic' in some translations means 'without religion'.</p>
<p><b>DO'S</b></p>	<p><b>DON'TS – DON'T ASSUME – ASK</b></p>
<p><b>Do</b> ask people how they would like to be addressed.</p>	<p><b>Don't</b> assume that a "family" name will necessarily come last.</p>
<p><b>Do</b> ask what their first, middle and last names are and do be aware that religious designations, for example, Mohammed or Singh (Muslim &amp; Sikh) may well be first OR last names.</p>	<p><b>Don't</b> ask someone what his or her "Christian" name is</p>
<p><b>Do</b> ask how their names are spelt or pronounced.</p>	<p><b>Don't</b> assume that because someone has responded to questions in English, that they fully understand what is being said.</p>
<p><b>Do</b> be prepared to enquire about relations as the term 'cousin', 'aunt' etc. may have different meanings.</p>	<p><b>Don't</b> assume that the words for the time of day e.g. 'afternoon' or 'evening' have exactly the same meaning.</p>
<p><b>Do</b> avoid use of racial expressions such as 'coloured' as these may give offence.</p>	<p><b>Don't</b> underestimate the influence of your own cultural background on the way it may affect your perception and behaviour towards others.</p>
<p><b>Do</b> be aware that slang and jargon may cause difficulties to minority racial groups.</p>	<p><b>Don't</b> assume that looking away or breaking eye contact is a sign of disrespect or dishonesty – in some cultures it can mean the opposite.</p>
<p><b>Do</b> appreciate that body language in different cultures may have a completely different interpretation.</p>	<p><b>Don't</b> assume that the raising of voices necessarily means racial minorities are losing control or becoming aggressive.</p>
<p><b>Do</b> be sensitive to colloquialisms and terms of endearment that may cause offence, e.g. luv, dear, son</p>	<p><b>Don't</b> enter a room in someone's house unless invited to do so, it may be a prayer room where shoes are banned.</p>
<p><b>Do</b> be aware that in some communities it may not be the custom to shake hands, especially amongst women.</p>	



**Do** remember that in some communities a woman may feel very uncomfortable or may not wish to be in a room with a man who is not a relative.

**Do** be aware that an act of comfort (e.g. putting an arm around a victim) may cause embarrassment or upset.



## Glossary

<b><u>Anti-racism</u></b>	An approach whereby racism is directly challenged and methods of combating racism are adopted.
<b>Black</b>	Black is sometimes used as a general political term for people who are not of white descent. Some Asian groups do not like to be described as black. Black, when used in ethnic monitoring categories, refers to people of African and Caribbean descent and others who wish to describe themselves as black.
<b>Culture</b>	Customs, practices and traditions practised by a specific group. Cultures are usually shared by people of the same ethnic group, heritage or religion.
<b>Ethnic group</b>	A group of people who identify themselves through common heritage, culture, lifestyle, language, religion, nationality, geographical region and history.
<b>Institutional racism</b>	Defined in the Lawrence report as, "The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people".
<b>Minority Ethnic</b>	A term used to describe a group of people with common heritage or culture that is different to the majority.
<b>Multicultural</b>	An approach which embraces representation of different cultural dimensions in a positive way.
<b>Race</b>	Refers to a group of people who share a common origin or heritage. Does not carry a biological meaning, as we are all of the same biology and scientific origin. Is used as a derivative term, e.g. as in "Race Relations Act" "Racism" "Racist".
<b>Racial Discrimination</b>	The direct or indirect disadvantage and denials of opportunity where a person is treated less favourably to those of other heritage or culture.
<b>Racism</b>	The Lawrence Report defines racism as, "conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form".
<b>Racist incident</b>	LGA guidance recommends that the Lawrence Inquiry definition of a racist incident as, "any incident, which is perceived to be racist by the victim, or any other person" should be adopted and used for reporting and recording complaints of racial discrimination and harassment.
<b>Stereotype</b>	... is an opinion, often negative, based on a generalisation about a whole group or category of people.
<b>Unwitting Racism</b>	Defined in the Lawrence Inquiry as "can arise because of lack of understanding, ignorance or mistaken beliefs. It can arise from well-intentioned but patronising words or actions. It can arise from unfamiliarity with the behaviour or cultural traditions of people or families from minority ethnic communities. It can arise from racist stereotyping of black people as potential criminals or troublemakers.



## Strategies for support

### **Support for Victims**

- Give immediate comfort, support and assure the victim that you/the School's named person will listen to them.
- Apologise for the behaviour being suffered, expressing clear disapproval of such incidents.
- Give the victim time to talk about what happened – they might rightly be feeling very angry, upset or scared. Ask them why they think the incident might have happened. Ask them how they are feeling.
- Ask them if they have had any other experiences of racism targeted against them
- Discuss together how a similar incident might be prevented in future.
- Complete the racial incident form, including the victim's statement.
- Tell the victim how to access further support within the school; refer them to the school's named contact person and any pupil-peer/mentoring schemes you may have in place.
- Provide details of other appropriate organisations that can give them support, e.g. Race Equality Council.
- In most cases, send a letter to all concerned (parents and/or carers of all parties involved, support services) explaining what happened, what the school's policy is, the action taken and the reason behind the action.
- If damage to personal property is involved, the perpetrator should be sensitive to the victim/their family's wishes of what they would like to see happening.

N.B. a child or adult may sometimes be considered to have brought a racist attack upon himself or herself, by provoking or irritating another. Racial abuse is always wrong. You should show zero tolerance of it. Deal with the behavioural response and the racist element as separate issues. However, in deciding an appropriate punishment, you may wish to take into account any provocation incurred.

### **Support for Perpetrators**

- Listen to their account of the incident.
- Complete the racial incident report, attaching the perpetrator's statement.
- Where an allegation is substantiated, encourage recognition that the racist behaviour was wrong and encourage them to apologise to the victim.
- Where the perpetrator is a pupil, ascertain the pupil's standpoint on accepting the diversity of British society by asking how parents will react to hearing that they have been involved in a racist incident. Involve parents accordingly.
- If an employee is involved, inform them of their right to advice from their professional association. If the allegation is substantiated, issue a verbal or written warning.



## *Advice to help implement and check effectiveness*

### **Checklist for Challenging Racist Incidents**

- Does your behaviour and discipline policy specify procedures to follow when dealing with incidents of racist behaviour?
- Are pupils and adults aware of procedures for reporting racist incidents?
- Are pupils clear of the support and consequences they can expect?
- Do pupils have strategies for dealing with racist incidents?
- Are pupils given opportunities to discuss racism and unfairness?
- Are reports of racism treated seriously, consistently and fairly?
- Is there an SMT nominated person for investigating, recording and monitoring racist incidents?
- Do you report racist incidents to governors on a termly basis?
- Does the Governing Body know of its duty to report racist incidents to the LEA on an annual basis?
- Have policies been reviewed from an “eliminating racism” standpoint?
- Are all members of the school’s community, including parents, aware of procedures for reporting incidents of racism?



## Resources for Promoting Racial Equality

### Booklist

Learning for All; Standards for Racial Equality in Schools CRE 2000

Equal and Different, guidance for schools Kirklees Metropolitan Council,  
Education Service, 7<sup>th</sup> Floor, Oldgate  
House, 2 Oldgate, Huddersfield, HD1  
6QW

Toolkit for tackling Racism Stella Dadzie, pub, Trentham Books

Evaluating Educational Inclusion, Guidance for Inspectors and Schools OFSTED 2000

A Multicultural Guide to Children 's Books 0-16 Stones, BfK and the Reading and  
Language Centre, University of Reading,  
Bulmershe Court, Reading, RG6 1HY

### DfES /QCA

Developing a Global dimension in the school curriculum, DfES circular Sept 2000

PSHE and Citizenship, initial guidance for schools QCA 2000

### Organisations

Childline Royal Mail building, Studd Street, London,  
N1 0QW

<http://www.britkid.org>

Havering victim support Tel: 1708 451000

The Development Education Centre 998 Bristol Road, Birmingham, B29 6LE  
(produce a range of materials developed by teachers for use by teachers)

Commission for Race Equality <http://www.cre.gov.uk>

