

Bhaktivedanta Manor Primary School



Race Equality and Cultural Diversity Policy

Authority	Name	Approved Date	Next Review Date
Governing Body	Members	September 2017	September 2018

Race Equality and Cultural Diversity Policy

Our Commitment

We at Bhaktivedanta Manor School are committed to equal opportunities for all and we support the Equal Opportunities Policy as set out by Herts County Council.

Every individual (teaching and ancillary staff, governors, parents and pupils) whatever colour, culture, religion, gender, age or ability must be given equal access to all opportunities within our school and all, therefore, are bound by our school Equal Opportunities Policy.

We aim to ensure that every individual feels equally valued, safe and secure within the school environment and through the general ethos promoted at Bhaktivedanta Manor School. Any behaviour which destroys this security or threatens to devalue a person for reasons of colour, culture, religion, gender or ability is totally unacceptable.

We acknowledge and recognise that the children at Bhaktivedanta Manor School come from a community which has a great richness of cultural diversity and language; we value the positive experiences that children from such a community bring with them to our school.

We aim to prepare for a successful life in a world where they will meet, live and work with different cultures, religions, languages and ethnic origins. It is important for all pupils to accept and respect the ideas, feelings and lifestyles of people from cultures different from their own.

General Principles

1. We recognise that a Policy statement is not sufficient in itself. Discrimination and prejudice can affect everyone and therefore should be everyone's responsibility. It is vital therefore that all staff, pupils, governors and parents/carers work together on dealing with unacceptable language and behaviour.
2. Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
3. Every pupil 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.
4. Every pupil should develop the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the context of an interdependent world.
5. All staff, teaching and ancillary, have a responsibility to transmit the values of equality and justice and encourage all pupils to develop a positive self image and attitude to others.
6. At Bhaktivedanta Manor School we recognise that we have a responsibility as educators to ensure that the prejudice, stereotypes and bias present in society are both identified and also challenged.

7. Equal opportunities must underpin all work undertaken at the school in all the decision making process and in policy and practice.
8. There should be opportunities for children and adults to share each other's experiences and learn about different ways of living.
9. Staff have a responsibility to increase their knowledge of and sensitivity towards the cultural background of all pupils and need to build on the experience and abilities which all adults and pupils bring to the school e.g. language (spoken and written), music, dance, cooking etc.
10. Children need to be taught how to look at and talk about different values and experiences and thereby develop critical thinking so they can consider alternatives.
11. Staff should be aware of, and take steps to avoid, possible cultural bias in assessment and evaluation.
12. We recognise the need for structures, systems and frameworks through which our policy for Race Equality and Cultural Diversity at Bhaktivedanta Manor School can be carried out, reviewed and monitored.

Our Principles will be addressed through;

- Classroom practice and organisation
- Staff Development policy
- Curriculum policies and scheme of work
- Curriculum practice
- Assessment policy
- School improvement Plans
- Parent/ teacher meetings
- Parents and the wider community
- Assemblies

A school policy for race equality and cultural diversity

1. Legal duties

We welcome our duties under the Race Relations (Amendment) Act 2000. We are committed to:

- Promoting equality of opportunities
- Promoting good relations between people of different racial, cultural and religious groups and communities
- Eliminating unlawful racial discrimination

2. The full range of school policies and practice

We ensure that the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment
- behaviour, discipline and exclusions
- pupils' 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

3. Addressing racism and xenophobia

The school is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities, for example Islam phobia, and against travellers, refugees and asylum-seekers.

4. 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 head teacher 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 pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.

5. Information and resources

We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.

6. Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with all reasonable requests relating to religious observance and practice.

7. Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

8. Monitoring and evaluation

Where possible and appropriate the school will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We aim to:

- Value all cultures and languages equally and encourage children to bring their cultural experiences into school and share them with others
- Be alert to all possibilities for bringing cross cultural perspectives into the classroom

- Ensure that children have a basic knowledge of other cultures, i.e. food, religion, dress, language, including other cultures not represented in the school
- Make the awareness of cultural practices and religious differences part of the life of the school, e.g. curriculum, assemblies, religious festivals, clothing etc.
- Continually address in all aspects of school life attitudes of bias and prejudice in pupils
- Ensure that we have positive attitudes and expectations of all pupils, whatever their racial group
- Ensure that any racist incidents are dealt with

Dealing with racist incidents

All staff must be responsible for following through appropriate procedures for dealing with racist incidents.

A racist incident may be defined as any of the following:

- 1) Name calling, insults, jokes
- 2) Graffiti on walls, books etc
- 3) Wearing offensive badges
- 4) Bringing materials e.g. comics, handouts, etc of an offensive nature into school
- 5) Racist comments in discussions, lessons, playground etc
- 6) Making threats against a person or group because of colour or ethnicity
- 7) Refusal to associate with others on the grounds of colour or ethnicity

If any racist incidents occur it must be dealt with immediately by the headteacher. Positive action must be taken to indicate that this form of behaviour is unacceptable. It must be explained to the offender why the incident is not acceptable and the consequences if further incidents occur (Head teacher and parental involvement).

An incident form must be filled out for everyone concerned (victim as well as perpetrator) and must be kept in incident file. If an individual has been involved in three incidents within six month period, the Headteacher must be informed. If that same individual is then involved a fourth time, the parents or school governors must be consulted and their co-operation sought to improve matters.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability, race or class. In selecting curriculum resources, staff should aim to present positive images that are non racist and non sexist. Children should be presented with accurate information about similarities and differences between cultural groups.

Topics, books and other resources should reflect the multicultural diversity of the school. Effort must be made to remove stereotyping, tokenism and cultural bias from all resources. Ethnic minority characters should feature in the books and resources we use, showing them in everyday activities and participating in all levels of

of caricature. Also keep a watch out for hidden stereotypes: make sure that males are not always the ones to play active roles and female passive ones.

Bhaktivedanta Manor School's Policy for Race Equality and Cultural Diversity aims to combat inequality in the following ways:-

- Promote understanding of the principles and practice of achieving equality of opportunity
- Have a commitment to identifying and removing all discriminatory practices and procedures
- Ensure that all pupils have access to a balanced and broadly based curriculum which ensures the inclusion of non-stereotypical images
- Examine resources and activities used which will encourage all pupils to understand and be aware of inequalities
- Ensure that all teachers have a positive attitude to and high expectations of all pupils
- Encourage parents/ carers, communities and others to be fully involved in decision making processes which affect the education of all children

In these ways we will ensure that all pupils:

- Will experience a variety of teaching and learning styles which reflect their own needs
- Will experience a curriculum which recognises and incorporates their identity and also develops their ability to live and work in a multi-ethnic community
- Will not be bullied, harassed or discriminated against on the grounds of race, class, culture, disability, religious or linguistic identity
- Should experience school as a positive experience which celebrates their individuality and identity

The formulating of a school policy is not seen as an end in itself, but part of an ongoing process. It is essential that we keep up to date with new approaches and developments and that the equal opportunities and issues relating to managing diversity are regularly reviewed so that our progress and actions in relation to our stated policy can be discussed, evaluated and updated.

Definitions

Curriculum: Aspects of school life which involve organisation (curriculum planning), content (schemes of work) and teaching and learning styles, and both the formal and informal and hidden curriculum, as well as the management of resources and materials

Race: Section 3 of the Race Relations Act of 1976 defines a racial group by reference to 'colour, nationality or ethnic or national origins'.

School development plan

Ensure that there are references to race equality and cultural diversity issues in the school development plan.

Professional development and INSET

Ensure that there are references to race equality and cultural diversity issues in the school's programmes and plans for induction and staff training, both of teaching staff and support staff, and also for the governing body. Consider the methods and content of staff training on race equality and cultural diversity issues, and how such training is appropriately evaluated.

Statement about the school's composition and context

Draw up a statement about the composition of the school by ethnicity, home language and religion, and about the nature of the neighbourhood(s) that the school serves.

Review of other policies

Review in turn, and as appropriate improve, all areas of school life, using questions such as the following.

Attainment, progress and assessment

- 1) How do we ensure that we have and communicate high expectations of all pupils?
- 2) How do we recognise and value a wide range of achievement?
- 3) Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?
- 4) What action have we taken and are we taking to reduce and remove disparities between pupils from different communities and backgrounds?

Curriculum content

- 1) In each subject, and in the curriculum as a whole, how do we ensure opportunities are taken to teach about race equality and cultural diversity?
- 2) In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism?
- 3) In which areas of the curriculum are pupils challenged to consider issues of prejudice, racism and Islamophobia, and bias and negative stereotypes of all kinds?
- 4) In which areas of the curriculum do pupils study global issues and the interdependence of the modern world?
- 5) How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils all backgrounds and communities?
- 6) How do we ensure that learning about cultural diversity includes personal encounter with other cultures?

- 7) How do extra-curricular activities and events cater for the interests and capabilities of all pupils, and take account of parental concerns related to religion and culture?

Personal development and pastoral care

- 1) How do we ensure that pastoral support takes account of religious and cultural concerns, and the experiences and needs of particular groups of pupils, for example Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers?
- 2) How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood?

Teaching and learning

- 1) How do we create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued?
- 2) How does teaching take account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles?
- 3) How are different cultural and religious traditions valued in their own terms and made meaningful to pupils?
- 4) How are all pupils helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities?
- 5) Are all staff assisted to support pupils in their class(es) for whom English is an additional language?

Partnerships with parents and communities

- 1) What action do we take to encourage the involvement and participation of all parents in the school?
- 2) How do we ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate?
- 3) How do we ensure that premises and facilities are fully accessible to and used by a wide range of local groups and communities?

Racism, racial harassment and school ethos

- 1) How do we publicly promote good personal and community relations?
- 2) Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?
- 3) What training, guidance and support do we provide for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying?
- 4) How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?
- 5) How do we work with the local authority and other partners to tackle racist behaviour, abuse and harassment within the school and the local area?

Staff recruitment and professional development

- 1) How are posts, including those for administrative and support staff, advertised?
- 2) Are all posts open to the widest possible pool of applicants?
- 3) How do we ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious racial discrimination?
- 4) How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?
- 5) Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?
- 6) Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion?

Behaviour, discipline and exclusions

- 1) How do we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds?
- 2) Do all staff operate consistent systems of rewards and sanctions?
- 3) How are exclusions of all kinds monitored to establish patterns and trends?

Admissions and attendance

- 1) Do we monitor pupil attendance by ethnicity and community background?