

School Policies for Race Equality and Cultural Diversity

Notes for Discussion

This discussion paper is issued jointly by the journal Multicultural Teaching and the Uniting Britain Trust. It contains:

- **A draft school policy statement on race equality and cultural diversity, for discussion and improvement.**
- **Background notes about the draft statement.**
- **Notes towards a school action plan.**

It is hoped that schools and local authorities will find this paper useful in their discussions about the policies and arrangements that have be in place in all schools in connection with the Race Relations (Amendment) Act.

Schools and local authorities are welcome to revise the material in this paper, to make it more relevant and suitable to their own circumstances.

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Multicultural Teaching is published by Trentham Books, Westview House, 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire ST4 5NP.

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A draft school policy for race equality and cultural diversity

For discussion and improvement

1. Legal duties

This school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- promoting equality of opportunity;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful discrimination.

2. Guiding principles

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

- 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.
- 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.
- 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 wider context of an interdependent world.

3. 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

4. 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 Islamophobia, and against Travellers, refugees and asylum-seekers.

5. 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 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.

6. 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.

7. 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.

8. Action plan

We draw up an annual action plan for the implementation of this policy, and for monitoring its impact.

9. 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 headteacher and governing body.

10. Monitoring and evaluation

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

Date approved by the Governing Body:

A draft policy statement on race equality and cultural diversity

Background notes

1. Under the Race Relations (Amendment) Act, every school in Britain is required to prepare and maintain a written race equality policy. This may be a freestanding paper or else may be part of a wider policy, for example on equal opportunities generally. If part of a wider policy, the race equality component must be easily identifiable

2. The draft policy statement in this paper has been compiled in accordance with the Code of Practice on the Duty to Promote Race Equality issued by the Commission for Racial Equality in December 2001, and Preparing a race equality policy for schools, issued in March 2002. The CRE's handbook Learning for All is also a helpful guide. There is full information about these publications on the CRE's website at www.cre.gov.uk.

3. In addition, the draft policy statement reflects concerns and concepts in The Future of Multi-Ethnic Britain ('The Parekh Report'), 2000, and The Stephen Lawrence Inquiry ('The Macpherson Report'), 1999. Both these argued that the promotion of race equality necessarily involves also the recognition of cultural diversity. The draft reflects these arguments both in its overall title and in several of its detailed references.

4. Further, the draft statement is consistent with the requirements and expectations of Ofsted, as presented in Evaluating Educational Inclusion: guidance for inspectors and schools, issued in 2000, and Raising the Attainment of Minority Ethnic Pupils: school and LEA responses, issued in 1999.

5. It is recommended that a senior member of staff at each school should be designated to lead on the development of the policy, and that he or she should establish appropriate procedures for consulting and involving others, both within the school and outside. The same person could be responsible for ensuring that the policy is kept under review and that its impact is evaluated, and for co-ordinating the school's action plan to implement it.

6. It matters a great deal, of course, what a policy statement actually says. But also the processes of discussion and deliberation that lead to it are of great importance, as are processes of keeping it under review, and as are the arrangements and action plans that are made to implement it.

7. The headings in the draft statement are recommended, not statutory. There are further notes on them below.

i) Legal duties

It is useful to start by recalling the legal obligation. The form of words in the draft statement expands slightly on the words in the Race Relations Act, in order to emphasise the importance not only of equality but also of diversity.

ii) Guiding principles

Most or all schools have already formulated a statement of guiding principles and values. It is appropriate to re-state them in the policy on equality and diversity. The form of words in the draft statement is taken from Equality Assurance in Schools, first published by the Runnymede Trust in 1993 and frequently reprinted.

- iii) The full range of policies and practices
The list in the draft statement is based on CRE guidance. Schools can of course add to it or re-order it, if they wish.
- iv) Addressing racism and xenophobia
The logic of the Stephen Lawrence Inquiry report, and of the Ofsted guidance relating to inclusion, is that schools should make an explicit commitment to opposing racism. The form of words here adds the term 'xenophobia' to reflect European usage, and to refer to the full range of issues requiring attention.
- v) Responsibilities
The CRE recommends that the responsibilities of governors, headteachers and other staff should be explicitly stated.
- vi) Information and resources
There is a legal obligation that policy statements should be publicly available, and that staff should be supported by resources and training.
- vii) Religious observance
A reference to religious observance is not obligatory under the Race Relations Act. But the materials issued by the CRE in December 2001 included several incidental references to religion, and reasonable adjustment in employment issues for religious observance will become obligatory from December 2003 throughout the EU.
- viii) Action plan
The CRE stresses that statements of policy should be linked to an action plan. The next section of this paper contains a list of items that might be included in such a plan. Of course, not all the items in the list are equally relevant or urgent in all schools.
- ix) Evaluation and monitoring
There must be a commitment to collecting and using data. The data must include, but need not be limited to, statistical information about attainment and pupils' experiences.
- x) Breaches of the policy
The CRE recommends that there should be a statement in writing about what steps will be taken if there are breaches of the policy. The draft statement suggests that it is sufficient to indicate that the same procedures will be adopted as for any other breach of school policy.

Items for a School Action Plan, 2002-2003

Please Note

This list is partly based on guidance provided in March 2002 by the Commission for Racial Equality. Not all the items in it are equally relevant for all schools. Even if they were all relevant, schools would still of course have to prioritise amongst them.

School development plan

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

Professional development and inservice training

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.

Refer to the climate of opinion in the school and in the neighbourhood on issues relating to race equality and cultural diversity, and to the school's priorities over the next 12 months.

Auditing and review

Assess the impact of current policies through consultation, evaluation and auditing tools, for example the Commission for Racial Equality's Learning for All. (There are also valuable auditing materials in Equality Assurance in Schools by the Runnymede Trust, Toolkit for Tackling Racism in Schools by Stella Dadzie, and Inclusive Schools, Inclusive Society by Robin Richardson and Angela Wood. All these are published by Trentham Books.)

Ensure that the results of auditing are reported to the governing body and made available, as appropriate, to other interested parties.

Monitoring of results

Use data on attainment, broken down by both ethnicity and gender, to review the school's progress over time and in comparison with other schools, and to identify areas for improvement and development.

Fulfil the duties which schools have to take reasonable steps to make available annually the results of assessments and monitoring.

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

How do we ensure that we have and communicate high expectations of all pupils?

How do we recognise and value a wide range of achievement?

Are our procedures for monitoring attainment by ethnicity and gender satisfactory, and how do we use the results of such monitoring?

What action have we taken and are we taking to reduce and remove disparities between pupils from different communities and backgrounds?

Curriculum content

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?

In which areas of the curriculum do pupils explore concepts and issues relating to identity, racial justice and racism?

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?

In which areas of the curriculum do pupils study global issues and the interdependence of the modern world?

How do we monitor and evaluate our effectiveness in providing a curriculum that reflects and communicates respect for pupils all backgrounds and communities?

How do we ensure that learning about cultural diversity includes personal encounter with other cultures?

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

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?

How are all pupils encouraged to consider a wide range of career and post-16 options?

Are work experience opportunities monitored by ethnicity to ensure that there is no stereotyping in placements?

How do we support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood?

Teaching and learning

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?

How does teaching take account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles?

How are different cultural and religious traditions valued in their own terms and made meaningful to pupils?

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?

Are all staff assisted to support pupils in their class(es) for whom English is an additional language?

Partnerships with parents and communities

What action do we take to encourage the involvement and participation of all parents in the school?

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?

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

How do we publicly promote good personal and community relations?

Are our procedures satisfactory for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators?

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?

How do we ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents and harassment?

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

How are posts, including those for administrative and support staff, advertised? Are all posts open to the widest possible pool of applicants?

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?

How do we ensure that good equal opportunities practice operates throughout the selection and recruitment process?

Do we appropriately and satisfactorily monitor the composition of the staff by ethnicity, gender and seniority or grade?

Do we appropriately and satisfactorily monitor by ethnicity and gender all applications for employment, training and promotion?

Behaviour, discipline and exclusions

How do we ensure that our procedures for managing behaviour are fair and equitable to pupils of all backgrounds?

Do all staff operate consistent systems of rewards and sanctions?

How are exclusions of all kinds monitored to establish patterns and trends?

Do strategies for integrating long-term truants and excluded pupils address the needs of pupils from all backgrounds?

Admissions and attendance

Are the admissions policy and criteria equally open to pupils from all communities?

How is the admissions process monitored to ensure that it is administered consistently and fairly to pupils from all backgrounds and communities?

Do we monitor pupil attendance by ethnicity and community background?

Race Equality and Cultural Diversity in Schools Resources on the Internet

Legal requirements

In December 2001 the Commission for Racial Equality issued the Code of Practice on the Duty to Promote Race Equality, and also non-statutory guidance for schools and institutions of further and higher education. These documents are on the CRE website at www.cre.gov.uk. In March 2002 the CRE issued more detailed guidance to schools on the creation of race equality plans. This can be downloaded from www.cre.gov.uk/duty/pdfs/duty_rep.pdf

A commentary on the legal requirements was provided in February by the Commission on British Muslims and Islamophobia in the form of a booklet entitled Changing Race Relations. The Commission's arguments were based on the Parekh Report. It maintained that the term 'race equality' is not sufficient on its own to summarise all the issues that need to be addressed, and recommended that schools should use a longer term, for example 'race equality and cultural diversity'.

Ofsted is legally required to inspect the ways in which schools implement policies on race equality and cultural diversity. In this connection it is valuable to study the criteria which Ofsted uses, as set out in *Evaluating Educational Inclusion: guidance for inspectors and schools*, issued in 2000. This can be downloaded from the Ofsted website at <http://www.ofsted.gov.uk>.

There is a special home page at the Home Office website dealing with the Race Relations (Amendment) Act 2000. The address for this is <http://www.homeoffice.gov.uk/raceact/welcome.htm>.
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Major reports

Stephen Lawrence Inquiry ('The Macpherson Report')

The whole of the Stephen Lawrence Inquiry report is at <http://www.official-documents.co.uk/document/cm42/4262/sli-06.htm>. The section dealing with institutional racism is Chapter 6 and is well worth downloading, printing and studying. There is also much valuable material about the Stephen Lawrence Inquiry on the Guardian site, <http://www.guardian.co.uk/race>, and the site of the 1990 Trust, <http://www.blink.org.uk>.

The Ofsted document mentioned above at www.ofsted.gov.uk, *Evaluating Educational Inclusion: guidance for inspectors and schools*, contains a useful four-page annex entitled 'Issues for Inspection arising from the Macpherson Report'. This quotes and explains the recommendations in the report that apply to schools, and refers also to the valuable OFSTED report issued in 1999, *Raising the Attainment of Minority Ethnic Pupils: school and LEA responses*.

General resources and links

Dr Paul Connolly, based at the School of Social and Community Sciences, University of Ulster, has developed a range of valuable web pages dealing with issues of race equality, prejudice in young children, equal opportunities and fair treatment in Northern Ireland, and so on. The address is <http://www.paulconnolly.net>

For extensive bibliographies and resource lists, it is worth visiting the Centre for Research in Ethnic Relations at the University of Warwick at http://www.warwick.ac.uk/fac/soc/CRER_RC/ The Forum Against Islamophobia and Racism (FAIR) has set up a valuable media service. At least once a week it sends out the texts of important reports and articles which have appeared in the press. Send a message to fair@fairuk.org to find out more.

Much valuable information about projects and policies in local authorities is available from the Local Authorities Race Relations Information Exchange (LARRIE) at <http://www.lg-employers.gov.uk>

The Blacknet site is lively and interactive, and contains an eclectic and fascinating collection of materials, including not only much of historical interest and but also valuable information about the present. Its address is <http://www.blacknet.co.uk>. There are extensive links to other relevant sites.

There is clear and useful information about cultural diversity in Britain at www.bbc.co.uk/londonlive. Click on the icon for United Colours of London. Basic facts are provided about ten separate communities: Bangladeshi, Caribbean, Chinese, Ethiopian, Greek, Indian, Irish, Pakistani, Turkish and West African. The focus is on London, but most of the information is relevant for the whole of Britain.

For information about Islam and British Muslims, it is valuable to visit the IQRA Trust at <http://www.iqratrust.org.uk>.

For a wide range of information and resources on refugees and asylum-seekers, the Refugee Council, <http://www.refugeecouncil.org.uk>

Suppliers and booksellers

Educational books, dolls, puppets, puzzles and posters can be ordered through www.positive-identity.com. It is also well worth visiting Multicultural Books, formerly Paublo Books, at <http://www.multiculturalbooks.co.uk> They have over 6000 titles and Blossom Jackson (blossom@multiculturalbooks.demon.co.uk) is pleased to welcome enquiries from teachers and to give advice.

The Willesden Bookshop has lists of multicultural collections (including many valuable materials imported from the United States) at <http://www.willesdenbookshop.co.uk>. Letterbox Library has an extensive list entitled 'Celebrating Equality and Diversity in the Best Children's Books'. Its website is at <http://www.letterboxlibrary.com>.

Links with schools in other countries

The British Council in Australia has set up the Montage Internet project to help schools make links with schools in other countries. The website is intended for pupils as well as teachers. Specific projects include Celebrations and Commemorations, Travel Buddies, Human Rights, The Common Good, Oceans Alive (on biodiversity) and Kids on the Net. The address is <http://www.bc.org.au/montage>.

It is in addition valuable to join the Montageplus project, similarly designed and run by the British Council in Australia. Membership is free of charge and members receive regular email mailings. The address is <http://www.montageplus.co.uk>

The Central Bureau for International Education and Training is at www.centralbureau.org.uk and Windows on the World provides assistance with finding partners in other countries. Its address is <http://www.wotw.org.uk>.

The Department for International Development funds a programme to encourage global awareness in UK schools through links with schools in Africa, Asia, Latin America and the Caribbean. It's at <http://www.wotw.org.uk/northsouth>. Amongst other things, it contains information about the financial resources that are available as grants. Such information can also be obtained by writing to world.links@britishcouncil.org.

Dealing with bullying and conflict

The website of Netta Cartwright Associates (www.peersupportworks.com) has links to several other sites similarly concerned with combating bullying through peer support and peer mediation. They include <http://www.bullyfreeworld.com/>; <http://www.childline.org.uk>; and <http://www.kidscape.org.uk/>

There is much interest in the United States in conflict management in schools, and a range of valuable materials for teachers and pupils has been developed. One useful site to go to, in the first instance, is that of the Ohio Commission on Dispute Resolution and Conflict Management at <http://www.state.oh.us/cdr/> - on the front page of their site click on 'New!' Also based in the United States there is the excellent newsletter for teachers about peer mediation, The School Mediator. In order to subscribe, send an email to sma@schoolmediation.com.

Language and bilingualism

The Intercultural Education Partnership organises conferences and events for teachers, particularly in relation to English as an Additional Language. Also, it provides consultancies for schools and local authorities, and offers a wealth of practical teaching ideas. Its website is at <http://atschool.eduweb.co.uk/collearn/index.html>.

The National Association for Language Development in the Curriculum (NALDIC) provides advice on a range of policy and practice matters relating to English as an additional language. The address is <http://www.naldic.org.uk>.

It is well worth joining the EAL-BILINGUAL mailing list. Teachers of EAL throughout Britain use it to share information, ideas and queries, all closely related to practice. The address for the web archives of all messages sent to the mailing list is: <http://forum.ngfl.gov.uk/eal-bilingual/> To join the list, send an email to majordomo@ngfl.gov.uk. Make sure to leave the space for 'Subject' blank. In the body of the message simply write the following words: subscribe eal-bilingual.

For information about software in community languages, go to <http://www.lingua-uk.com>.

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