

The Promotion of Race Equality Guidance for Schools



2004

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Introduction

In the wake of the Stephen Lawrence murder enquiry and the ensuing MacPherson Report (1988), the DfEE is renewing its commitment to eliminating racism in our society

Furthermore the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, places a general duty on public authorities including the Education Service to provide race equality and make it central to the way public authorities work. The duty means that authorities must have due regard to the need to:

- a. eliminate unlawful racial discrimination
- b. promote equality of opportunity; and
- c. promote good relations between people of different racial groups



North Lincolnshire LEA's response has been to update its Anti-Racism Policy Guidance for Schools and their Governing Bodies to provide additional guidelines for its educational establishments entitled 'The Promotion of Race Equality'.

It is recommended that alongside this policy guidance, schools should refer to the Commission for Racial Equality publication: Statutory Code of Practice on the Duty to promote Race Equality. In order to help schools fulfil their specific duties under the Act, the CRE have also published a Guide for Schools (Non-statutory) - not in itself a complete statement of the law as only the courts can give this, but which will help schools, through their Governing Bodies, comply with the law. Specific duties under the Act are outlined in Section 4 of the Guide to Schools and underline the need for each school to prepare and maintain a written statement of its policy and action plan for promoting race equality, what a good policy could be in terms of assessing its effectiveness,

monitoring of its impact and action to be taken in the overall context of the school's development plan.

For ease of reference, refer initially to Appendix 1 within these guidelines as taken from the Code of Practice : 6 Specific duties : educational institutions 6.1 to 6.22.

Multicultural Anti-Racist Education

North Lincolnshire LEA believes in a coherent approach to Race Equality with respect for the principles of Diversity, Equality and social inclusion and cohesion foremost in all schools and educational establishments.

However racism, when it occurs, in any of its forms can be damaging to the ethos of the school and work against the promotion of racial harmony in society. Institutional and personal racism are particularly damaging to individuals in the community. For this reason we give definitions of both personal and institutional racism as they are commonly described.

Definitions

Personal Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Institutional Racism is when organisations, systems, customs or routine practices have the effect, though not necessarily the intention, of excluding and disadvantaging individuals and groups on the basis of their culture, religion, ethnicity or appearance.

It is important that **ALL** schools prepare their pupils for life in a multi-cultural society, where racism is not tolerated, whether or not the school contains pupils from diverse ethnic or cultural backgrounds.

Good multi-cultural Anti-Racist education is good education. The LEA expects that every establishment will give appropriate consideration to this policy. Schools may use the document to explore the current state of the multi-cultural

dimension, ie incorporate it in future development plans.

This document can be used as a guide and resource in the shaping of individual school Race Equality policies and action plans.

The LEA is committed to providing an educational system which gives justice and equality to all. It is confident that the LEA policy on multi-cultural and anti-racist education will contribute to this goal.

Key Principles

Education is the key to creating a just society which values all the people living and working in it. It is important that in any educational establishment, the key principles are agreed with all adults, students, pupils, their parents and the communities to which they belong, and that everybody involved works towards a shared vision and common goals.

- i) All learners, irrespective of class, race, religion, culture, gender, sexual orientation or disability have an equal right to develop and achieve their full potential
- ii) Education curricula should have a broad global perspective, which validates world-wide contributions to knowledge and civilisations
- iii) Education should enable pupils to understand the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with racial discrimination and harassment. Pupils should be encouraged to reflect on the impact of social discrimination and the need to promote justice for all
- iv) Education is concerned with knowledge, skills, attitudes and values. All those involved in education must have a clear understanding of the non-discriminatory attitudes and values to be developed in children, through the educational opportunities and experiences offered
- v) Social, linguistic and cultural diversity are strengths to be utilised by teachers and educators in enriching and enhancing children's learning
- vi) The language or languages a child speaks are intrinsic to personal and cultural identity. The languages used in the home should be recognised and valued in school
- vii) All learners need access to the language that is the main medium of instruction in the school. An effective command of the main language is essential in order to ensure that learning and communication are not impeded.
- viii) All education establishments should implement an agreed policy on equality of opportunity, access and race equality. The effectiveness of strategies for tackling abuse, harassment and isolation on the grounds of gender, religion, race, sexual orientation or disability should be regularly monitored.
- ix) Education should be a partnership between schools and parents, recognising the existence of complementary expertise and knowledge. Schools need to build partnerships with the home, providing opportunities for parents to appreciate the values underpinning education and to develop a shared perspective on the importance of linguistic, racial, religious and cultural diversity.





North Lincolnshire LEA is committed to:

- ◆ maintaining an education system which is demonstrably fair to all pupils, students, users and employees of whatever race, religion, gender, sexual orientation or disability;
- ◆ fostering the principles of justice and equality in all students, users and employees;
- ◆ preparing pupils, young people and adults for life in the culturally diverse society to which they belong, and as citizens in an interdependent world;
- ◆ recognising the reality of racism in all its forms. Demonstrating that racism has no place in education by actively striving against it. Being aware that racism is damaging to society in general and more specifically to those individuals or groups against which it is directed;
- ◆ ensuring that the operating mechanisms and processes in LEA establishments and administration, including employment and recruitment, reflect a positive pro-equality, anti-racist standpoint;
- ◆ promoting the self-esteem, self-motivation and personal responsibility to self and others of all pupils, young people and adults, regardless of race, gender, religion or culture, within the educational system;
- ◆ encouraging all educational institutions and local communities to contribute to the development of education which is truly multicultural and anti-racist;

- ◆ ensuring an adequate level of professional development and training to enable all employees to recognise and address racism in all its forms and offering support in managing incidents of racism and harassment;
- ◆ providing an appropriate level of support to meet the specific learning needs of all young people with regard to their race, gender, culture and religion.

What is a Racist Incident?

Personal racism can be seen in name-calling, abuse, harassment and all forms of bullying and violence. Institutional racism and personal racism often involve the perpetrators in making sweeping statements and generalisations about the characteristics of people whose appearance and culture are different from their own. Perpetrators use such stereotypes to justify the exclusion of their victims from key resources, social groupings, opportunities or power.

For the first time in 2000/2001 the council was required to collect and publish information about the number of racial incidents occurring in all council establishments including schools and the percentage of such incidents that resulted in further action. The precise wording of the two Audit Commission performance indicators is as follows:

Best Value Performance Indicators for North Lincolnshire Council

Indicator AC-A2a - The number of racial incidents recorded by the authority per 100,000 population.

Definition - Racial incidents are any incidents regarded as such by the victim or anyone else. The indicator applies to all an authority's services including schools and to employment by the authority.

Indicator AC-A2b - The percentage of racial incidents that resulted in further action.

Definition - Further action must be recorded and would entail such things as:

- ◆ detailed investigations e.g. interviews with alleged perpetrator(s);

- ◆ referral to the police or other body (Commission for Racial Equality, Citizens Advice Bureau etc.);
- ◆ mediation;
- ◆ warning to the perpetrator, which if oral must be recorded at the time;
- ◆ relocation of the victim; or
- ◆ removal of graffiti.

Reporting Procedures and Mechanisms, Support and Advice

- a) When a racial incident occurs, or is alleged to have occurred, procedures can be undertaken in accordance with the suggested Pathway of Action (Appendix 2). If the incident is between adults, the school's existing procedures should be followed, eg staff disciplinary or intrusion on premises procedures.
- b) In the case of a racial incident occurring, the school acts in accordance with agreed policy. This may be a separate policy on Racial Equality but also an integral part of the school's diversity, anti-bullying, discipline or behaviour policy. Such a policy should determine the action to be taken, who needs to know and a clear means of recording all racial incidents.



- c) In cases of rumour, suspicion or minor verbal incidents, the school keeps an informal record of concern in accordance with agreed school policy.
- d) The Police can be contacted merely to request or to make an official report of a crime. If contacted, they will assess each incident on its own merits and will give appropriate advice or, in serious cases, take appropriate action. The Police will need details of any previous incidents involving either party even if this is the first involvement of the Police. There are no hard and fast rules as to what action may ensue if the Police are requested but the following issues will be considered by them in making any decision:
 - ◆ the severity of the incident, eg has a criminal offence been committed - if not then the Police may still want to give appropriate advice?
 - ◆ if a crime has occurred, are there any aggravating factors, eg how old is the victim/perpetrator; is there any previous history involving either parties?
 - ◆ will there be further implications as a result of any Police action?
 - ◆ the views of the injured party
 - ◆ the views of the school.
- e) The LEA and Chair of Governors should be informed immediately of serious or sustained racial incidents in writing (see Racial Incident Form points 1 - 5) (Appendix 3). Schools should complete a RI (Racial Incident) form and return it to the named officer. Schools may wish to monitor low level minor incidents of a racist nature as part of their behaviour policy. There will be an opportunity to discuss the frequency and nature of racist incidents at the school's review meeting with the LEA.
- f) On receipt of the RI form, the LEA may contact the school and offer support where appropriate. A database of all racial incidents will be maintained by the LEA. This will be reviewed termly by the Race Equality Co-ordinator and include

consideration of the number and nature of incidents. A report will be given to the Director of Education and Personal Development. Where necessary, support or professional development will be offered to schools. Such a database will also inform

education development planning priorities if appropriate.

g) The LEA will collate the data included on RI forms together with returns from other non-education establishments in compiling its Audit Commission racial incident performance indicators.



Dealing with Racist Incidents - A Checklist

The checklist below highlights some specific areas of school activity that schools may wish to consider in dealing with, and preventing racist incidents and may be useful as a focus for discussion at a staff or governors' meeting.

- ◆ Are all reports of racist incidents and harassment treated seriously and consistently by all staff. Are pupils, in particular, believed?
- ◆ Are staff provided with opportunities to discuss racism and racist incidents to ensure that they are sensitive to their causes and effects?
- ◆ Are there opportunities for all pupils to discuss racism and racist incidents and to develop strategies for countering them?
- ◆ Do pupils, parents, governors and staff all take responsibility for dealing with racism in school and reporting racist incidents?
- ◆ Is there a range of appropriate sanctions, understood by all, for pupils and students who undertake racist activities in school?
- ◆ Is it understood and accepted that any act of racial discrimination or harassment carried out by a member of staff is a matter of professional misconduct?
- ◆ Do the governors regularly monitor

developments with regard to policy and practice in this area, and the responses to any racist incidents that occur?

- ◆ Is there a member of staff of the senior management team responsible for ensuring that policy and practice in this area is carried out effectively on a day to day basis?

Checklist for the Supportive School: Ethos and Principles, Policies and Curriculum

Ethos and Principles

- ◆ All pupils know that everyone in the school is valued equally
- ◆ The school strives to provide simple basic justice
- ◆ Racist comments/jokes are recognised and challenged by staff and pupils
- ◆ The school values and aims to nurture the identity of all pupils whatever their culture and origin
- ◆ Schools make a difference by celebrating the achievements, both of individuals and groups. The pupils see a range of cultures positively valued
- ◆ The school acknowledges the individual's yearning for significance and aims to help achieve this
- ◆ The school's ethos permeates the whole approach to dealing with harassment and everyone involved (staff, governors, parents and pupils) understand their responsibility to implement the policy.

Policies

- ◆ The school has a Racial Equality Policy which shows that racist incidents or racial harassment will not be tolerated
- ◆ Clear procedures exist within the school policy and its action plan to deal with racist incidents when they occur
- ◆ The whole school approach for dealing with incidents extends to all members of the school community - governors, staff (teaching and non-teaching), parents, pupils, students and visitors



- ◆ Everyone in the school community has the clear understanding that they have a responsibility to monitor and tackle racial harassment and racist incidents
- ◆ There is a consistency of approach so that everyone involved is aware of what is expected of them
- ◆ It is understood that a response to an incident should be made at the time the incident occurs or is reported
- ◆ Any follow-up responses to an incident are made within an agreed timescale
- ◆ The school endeavours to develop positive anti-racist language, awareness, images and strategies in order to create policies, practices and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- ◆ Policies are written in a way so that all adults and children in the school community understand what is being said
- ◆ Monitoring and recording of incidents are used to inform and guide a school's own approach and development in this area.

The Role of the Curriculum

- ◆ The school believes that there are a wide range of strategies which teachers can adopt in the classroom to support a school's approach to dealing with and addressing racism and discrimination with all children
- ◆ The school provides positive images and role models in resources and displays which

reflect the experiences and backgrounds of all children in our multicultural society

- ◆ There is a critical examination of existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetrated
- ◆ The curriculum has a global dimension which values contributions of all people to world culture and critically addresses issues of world development and inter-dependence
- ◆ Staff explore with children at the appropriate level, issues of diversity, racism and equality in a range of personal, community and global contexts, and invite them to develop strategies for promoting justice and challenging injustice
- ◆ The school encourages co-operative and collaborative approaches to learning and ensures that the cultural and linguistic experiences of all pupils are reflected and built upon positively in the classroom
- ◆ The school is building positive links with community groups and uses support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- ◆ The school has high expectations of all its children and makes known to them the school's confidence in their ability to achieve, and strives to ensure that each child's individual learning and social needs are met.

Within all of the above

- ◆ Positive efforts are made to recognise racial, cultural, religious and linguistic differences and to give all pupils /students/users the right to find these accurately reflected and clearly and equitably represented in their education
- ◆ Education is conducted in a manner which undermines racism and in this respect actions are taken to remove practices and procedures which, intentionally or not, have the effect of being discriminatory
- ◆ All policies are unbiased and reviewed on a

regular basis; a conscious effort is made to challenge stereotyping and the spreading of myths

- ◆ There is an establishment policy to ensure that recognised procedures and guidelines exist to deal with racist incidents, ie racial abuse, racial violence, graffiti and racist badges and literature
- ◆ Pupils are encouraged through their studies to reflect upon the impact of social discrimination on the life chances of others and the need to promote social justice for all
- ◆ All staff have the same high and realistic criterion of expectations of the all round potential of individuals, irrespective of their backgrounds
- ◆ Staff are encouraged to monitor the progress of all learners and the group categories into which they fall against national benchmarks for achievement
- ◆ The contributions which result from linguistic, cultural and religious diversity are fully recognised
- ◆ Where at all possible, the ethnic mix of staff is fairly represented in committees and decision-making bodies
- ◆ The establishment's provisions are accessible to all ethnic groups and individuals and the establishment is aware of individual needs.



Staff Development

In conclusion, schools should ensure that:

- ◆ all staff, both teaching and non-teaching are aware of North Lincolnshire Council's Diversity Policy and the LEA policy on multicultural/anti-racist education and of their responsibility to implement and develop that policy
- ◆ all staff recognise the underlying principles behind the school's own Race Equality policy and they model appropriate behaviour with regard to tackling racism and harassment
- ◆ staff respond to the policy by:
 - reviewing and enriching the curriculum
 - monitoring teaching materials and aids
 - contributing to the writing and instigating of an action plan
 - monitoring the effectiveness of the plan
- ◆ staff are offered opportunities and encouraged to attend courses or conferences on multicultural/anti-racist education
- ◆ all staff receive some training on multicultural/anti-racist issues
- ◆ staff are encouraged to seek the support of colleagues and the LEA when following the Race Equality policy
- ◆ staff are confident in dealing with sensitive issues
- ◆ staff are encouraged to visit establishments showing good practice



Appendix 1**Promoting race equality****Specific duties:****educational institutions****Race Equality (Amendment) Act 2000****Introduction**

6.1 This part of the code is written mainly for education providers. They are as follows.

- a. The governing bodies of maintained schools (see glossary) and other educational institutions maintained by a local education authority (LEA) - in other words, all community, foundation and voluntary schools, and special schools maintained by the LEA.
- b. The governing bodies of City Technology Colleges, City Colleges for Technology or the Arts, and City Academies.
- c. The governing bodies of further education institutions (see the glossary).
- d. The governing bodies of higher education institutions (see the glossary).

6.2 Schools and further and higher education institutions must all meet the general duty. Chapter 3 explains what they need to do to meet the duty. The Home Secretary has also placed specific duties on schools (see 6.7 - 6.22), and on further and higher education institutions (see 6.23 - 6.44), to help them to meet the general duty.

6.3 The specific duties on employment, described in chapter 5, do not apply directly to schools. The main responsibility for monitoring employment rests with LEAs. All schools are expected to give their LEA ethnic monitoring data on their staff from their regular returns, so that the LEA can meet the duty.

6.4 Further and higher education institutions have other employment duties, which are described in paragraphs 6.39 to 6.41. As well as these duties, further and higher education institutions will have to give bodies such as the higher education funding councils (see 6.14 - 6.48 for details of the specific duties placed on these bodies), monitoring information about their teaching staff.

6.5 The aim of the general duty is to make race equality central to the way public authorities carry out their functions (see the glossary). Promoting race equality should be a central part of all policy development, service delivery and employment practice.

Benefits of the duty

6.6 Meeting the duty will help the educational institution to do the following.

- a. Make sure that the needs of all pupils and students are met and that they are able to achieve their full potential. The duty will help to raise standards across the whole institution.
- b. Target action (including resources and support) to remove inequalities between racial groups in their levels of achievement and progress; their experience of disciplinary measures (such as exclusion); admissions; or assessment.
- c. Create a positive atmosphere where there is a shared commitment to value diversity and respect difference.
- d. Challenge and prevent racism and discrimination, and promote good relations between people from different racial groups.

- e. Prepare pupils and students to be good citizens, living and working in a multi-ethnic society.
- f. Create and retain a workforce that represents different ethnic backgrounds.
- g. Attract a motivated and loyal workforce, where employees from all racial groups are valued and can reach their full potential.
- h. Make full use of the skills and different perspectives in the community when running the institution (for example, as governors or board members), delivering the curriculum, and supporting pupils, students and staff.

Schools

6.7 Articles 3(1), 3(2), 3(3), and 3(5) of the Race Relations Act 1976 (Statutory Duties) Order 2001 place specific duties on governing bodies of schools (see the glossary). Such a body shall:

3(1) ...before 31st May 2002,

(a) prepare a written statement of its policy for promoting race equality (referred to in this article as its "race equality policy"), and

(b) have in place arrangements for fulfilling, as soon as is reasonably practicable, its duties under paragraph (3) ...

3(2) Such a body shall,

(a) maintain a copy of the statement, and

(b) fulfil those duties in accordance with such arrangements.

3(3) It shall be the duty of [such] a body ... to -

(a) assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of such pupils; and

(b) monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies including, in particular, their impact on the attainment of such pupils.

3(5) Such a body shall take such steps as are reasonably practicable to publish annually the results of its monitoring under this article.

Race equality policy

6.8 Schools must prepare and maintain a written statement of their race equality policy, and have arrangements in place for meeting their duties as soon as reasonably possible. Both the statement and arrangements had to be ready by 31 May 2002 (see 6.7).

6.9 A race equality policy will help the school to prevent racial discrimination, and to promote equality of opportunity and good race relations across all areas of school activity. The policy should be part of the planning arrangements the school already makes.

6.10 The race equality policy should be a written statement of responsibilities and commitments. It could be linked to an action plan for putting the policy into practice. A good policy would:

- a. be part of the school's development plan;
- b. give details of how the school will put the policy into practice and assess how effective it is;
- c. clearly define roles and responsibilities, so that people know what is expected of them; and
- d. explain clearly what the school will do if the policy is not followed.

6.11 The race equality policy can be combined with another policy, such as an equal opportunities or

diversity policy. However, to meet this duty, the race equality policy should be clearly identifiable and easily available.

- 6.12 The race equality policy should reflect the character and circumstances of the school, and deal with the main areas that are relevant to promoting the general duty. For example:
- a. pupils' attainment and progress;
 - b. curriculum, teaching and learning (including language and cultural needs);
 - c. promoting good race relations in the school and in the local community;
 - d. care and assessment;
 - e. staff recruitment and career development;
 - f. the school's values;
 - g. pupil behaviour, discipline and exclusion;
 - h. racial harassment and bullying;
 - i. admission and transfer procedures;
 - j. membership of the governing body;
 - k. involving parents and the community in the school.

Assessing the impact of policies

- 6.13 Under the duty, schools must assess the impact their policies (including their race equality policy) have on pupils, staff and parents from different racial groups. In particular, schools should assess whether their policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups (see 6.7).
- 6.14 The school should assess how effective its race equality policy is through the arrangements it has already made to develop and review policies.

Assessing impact on pupils, staff and parents

- 6.13 The main questions for assessing the impact of a school's policies, including its race equality policy - giving special attention to pupils' attainment levels - could include the following:
- a. Is the school making sure that its policies, for example on exclusion, bullying, the curriculum, parental involvement, community involvement, and race equality, are not having an adverse effect on pupils, staff or parents from some racial groups?
 - b. How does the school help all staff to develop and reach their full potential?
 - c. How does the school encourage all parents to take part fully in the life of the school?
 - d. Does the school help all its pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
 - e. How does the school explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English language difficulties?
 - f. Does each relevant policy include aims to deal with differences (or possible differences) in pupils' attainments between racial groups? Do the policy's aims lead to action to deal with any differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
 - g. What is the school doing to raise standards, and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
 - h. What is the school doing to:
 - (i) prepare pupils for living in a multi-ethnic society;

- (ii) promote race equality and harmony in the school, and in the local community; and
 - (iii) prevent or deal with racism?
- i. Is the action the school has taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
 - j. What changes does the school need to make to relevant policies, policy aims, and any related targets and strategies?

6.16 To answer these questions, schools could consider:

- a. collecting and analysing relevant monitoring and other data;
- b. talking to pupils, parents and staff to find out their needs and opinions; and
- c. carrying out surveys or special research.

6.17 Schools could use the results of these assessments to:

- a. rethink their race equality objectives (where necessary); and
- b. influence and guide their planning and decision making.

Monitoring the impact on policies

- 6.18 Under the duty, schools must monitor the impact of their policies on pupils, parents and staff from different racial groups. In particular, schools should monitor the impact of their policies on pupils' attainment levels (see 6.7).
- 6.19 To monitor their pupils' attainment, schools collect information about pupils' performance and progress, by racial group. They will need to analyse the information, and use it to examine trends. To help interpret this information, schools may find it useful to examine other areas that could have an impact on pupils' attainment.
- 6.20 Monitoring information will help schools to see what progress they are making towards meeting their race equality objectives. In particular, it will help them to:
- a. highlight any differences in attainment between pupils from different racial groups;
 - b. ask why these differences exist, and test the explanations given;
 - c. review how effective their current targets and objectives are; and
 - d. decide what further action may be needed to meet the three parts of the general duty (see 1.1), and to improve the performance of pupils from different racial groups.

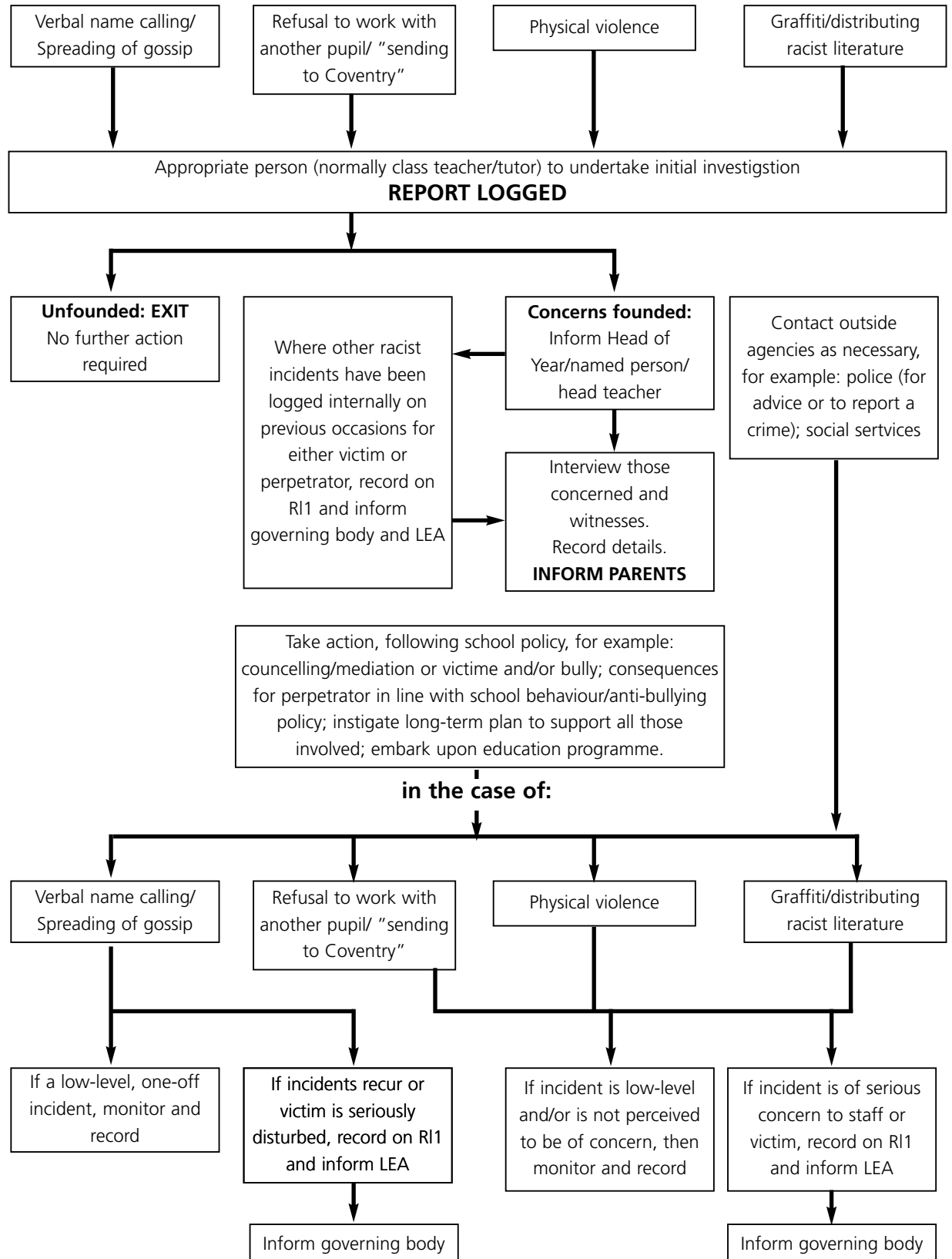
Publishing

- 6.21 Under the duty, schools must take reasonably practicable steps to publish the results of its monitoring each year (see 6.7).
- 6.22 The school should use the arrangements it already has in place to publish the results of the monitoring it carries out to meet the duty. Summaries of the results, highlighting trends and key issues and outlining the steps the school is planning to take, should be sufficient.

Appendix 2

SUGGESTED PATHWAYS OF ACTION FOR DEALING WITH RACIST INCIDENTS INVOLVING CHILDREN

All rumours and/or reports of incidents of racism may be investigated using the following flow diagram:



APPENDIX 3

RI1

RACIAL HARASSMENT AND RACIST INCIDENTS IN SCHOOLS

INCIDENT REPORT FORM

Name of School:

Names (and ethnic origin e.g. Asian, Afro-Caribbean, Traveller/Gypsy, European etc)
.....

Victim(s): Ethnic Origin

Perpetrators(s): Ethnic Origin

Names of Witnesses to the incident
.....
.....

Date, Time and Location of Incident:

Nature of Abuse (please ring):

- 1. Serious or sustained verbal abuse/name calling/joke making/spreading rumours or lies
- 2. Refusal to work/study with another pupil
- 3. Graffiti
- 4. Serious or sustained physical attack/fight or threat
- 5. Circulation of racist literature/wearing of racist badges and insignia

Others (specify):
.....

Was the incident reported by (please tick): Observer of incident? Victim of incident?

Other (please specify, e.g. parent, teacher etc):

Do you plan to discuss the incident with (please ring):

Those involved? Staff of school (staff meeting)? School senior management team?

External agencies? Governors? Pupil/s class(es)? Pupil's parents? PTA?

Please make brief notes of incidents and include effects on victim/recipients, medical treatment required, counselling undertaken, etc. If necessary, please attach additional sheet and any action taken, eg warning, removal of graffiti etc.

.....
.....
.....

Further advice and help required from Authority? (delete as necessary) YES NO

Signed: Post Held:

Date:

Signed (Headteacher):

**North Lincolnshire Council - Record of Racist Incidents in Schools
Return for the Summer Term 2003**

Name of School

Please complete the return even if you have not had any incidents during the term

Number of 'low level' incidents recorded and dealt with by the school

Please give a brief description of the nature of the incidents, e.g. name calling, and indicate, by ticking the relevant box, any action that was taken as a result.

Dealt with by school in line with school behaviour policy

Counselling given to those involved

Police advised/involved

Other action taken

Number of serious and sustained incidents recorded and dealt with by the school (these should have been reported immediately on form R11 to me and the Chair of Governors).

Nil Return

The school has had no incidents of a racist nature during the term.

Signed Head Teacher **Date**

The above information should be reported each term to the School Governors

Please return to Ruth Bohin at Hewson House as soon as possible, and before 24 October 2003.

Fax number: 01724 297242

APPENDIX 5

RACE EQUALITY MODEL POLICY FOR

SCHOOL**Introduction**

This policy sets out what racial equality means to our school. It defines what actions we take to promote racial equality and also how to deal with racist incidents. The policy explains how we monitor and promote equality within our school and how this is an exemplification of the values we uphold.

School Context

E.g. The primary school is set in a predominantly white area. The specific challenges to the school and the community in relation to racial equality are, therefore, particularly important. The school has a number of Traveller children who attend but only occasionally children identified as belonging to an ethnic minority group and for whom English is an additional language.

Parents are very involved in the school and there is an active parent teacher association.

Moral and Values Framework (from own Mission Statement)

The school strives to ensure that the culture and ethos of the school is one in which, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect.

Aims

(Ref: Guide for School CRE non-statutory; North Lincs Race Equality Guidance for Schools 2003; Race Relations (Amendment) Act 2000; Learning for All (CRE Publication)

It is our aim to:

- ◆ Ensure that children learn that every individual is of value regardless of race
- ◆ Ensure that no child is made to feel unwelcome or inadequate in our school
- ◆ Educate our pupils to play a positive part in our multicultural society
- ◆ Develop an understanding of global citizenship
- ◆ Develop relationships between all children inclusive of those from other countries and communities
- ◆ Understand the power of language particularly relating to the verbal abuse of someone because of their race and/or ethnicity, background and/or ability*
- ◆ Develop an understanding of their rights, the rights of others, and their responsibilities to each other
- ◆ Develop an understanding and appreciation of religious beliefs and practices
- ◆ Recognise and challenge racist attitudes and behaviour
- ◆ Develop emotionally and intellectually
- ◆ Encouraging support and help all pupils and staff to reach their potential.

Statement of Policy on Race Equality

This school believes that each child and adult within the school community is unique, has rights and responsibilities and should be treated equally and with respect.

The school also understands that the development of understanding regarding racial and ethnic diversity is progressive and will work with staff, parents and the LEA in order to develop its understanding and ability to work with children particularly in relation to racial incidents.

The personal and educational progress of children will be monitored in order to ensure that children's development is not hindered by the school's policy and practice in relation to racial equality.

In the interest of all children the school will encourage positive appreciation of diversity within the parent community and take a robust stance against discrimination and abusive behaviour. Statements within Welcome Pack; Admission Policy; How received in the school; Whole staff approach.

See also Legal Requirements

Admission

The school follows the LEA Admission Policy, which relates to equality of opportunity for all, which does not permit sexual orientation, race, colour or disability to be used as criteria for admission.

Registration

Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from other cultures.

The Management of Race Related Incidents on School Premises

The school has due regard to the health and safety of all children and the management of related incidents:

The physical and mental well being of children is fundamental to the practice of this policy. The school will work to ensure that children feel able to express their concerns about verbal and/or physical abuse in order that the issues can be dealt with in a constructive and coherent way. A child's concerns will always be taken seriously.

Pastoral Care and Support for Pupils

A member of staff will be nominated and will be responsible for the pastoral care and support of pupils (both the perpetrators and the victims) who have experienced racial abuse and/or physical abuse and for the support and progress of the children involved.

Discrimination and the Process of Discipline - Following the Race Equality Guidance and the Authority's suggested pathway for racial incidents.

All forms of discrimination by any person within the school are to be treated seriously. A careful note must be kept of such incidents, whether they take place in the corridors of teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

If there are any subsequent incidents, then the appropriate senior staff member should be informed. Racist symbols, badges and insignias on clothing are forbidden in school. Graffiti should be immediately removed. The Headteacher/ or nominated member of staff may involve parents. The Headteacher or nominated member of staff will at their discretion, in the first instance, and always in repeated incidents involve parents when written, verbal and/or physical racial abuse occurs. Each incident will be treated individually but with equity.

Parents will be made aware of the school's commitment to equal opportunities.

Staff

The school values diversity amongst the staff.

In all staff appointments, the best candidate will be appointed, based upon a strict professional criteria.

All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of ethnic minority pupils, including travellers, and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes, which have caused, and may continue to sustain, racism. Close liaison with families in the school is necessary and beneficial to all concerned. Support and advice is available from the Race Equality Advice Team*. The school's pastoral care organisation should be used, particularly with regard to home/school liaison and or dealing with any situations of discrimination or harassment.

Language

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by pupils and their families. Staff must be conscious of any racist or sexist connotations in the language that themselves use.

Pupils and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.

Resources

The school's aim is to provide for all pupils according to their needs, irrespective of gender, sexual orientation, ability or ethnic origins.

Whenever possible, staff must ensure that the resources used in all curriculum areas are accurate in their portrayal of communities portrayed and are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Pupils should have access to accurate information about similarities and differences between cultural groups.

LEGAL REQUIREMENTS

Following the Race Relations (Amendment) Act 2000, specific duties on the governing bodies of schools are to:

- ◆ Prepare a written statement of its policy for the promoting of racial equality
- ◆ Have in place, as soon as it is reasonably practical, its duties
- ◆ Assess the impact of school policies including its racial equality policy, on pupils, staff and parents of different racial groups including, the impact on attainment levels of such pupils
- ◆ Monitor the impact of those policies on pupils, parents and staff of different racial groups, in particular on the attainment of pupils

(Further details of the Commission for Racial Equality's draft statutory code of practice are to found in the CRE race equality standard "Learning for ALL").

Comments of School

We are committed to:

- ◆ Actively tackling racial discrimination, promoting equal opportunities and good race relations
- ◆ Encouraging, supporting and helping all pupils and staff to reach their potential
- ◆ Working with parents and guardians and with the wider community, to tackle racial discrimination, and to follow and promote good practice
- ◆ Making sure the race equality policy and its procedures are followed.

Promoting Equal Opportunities

- i. The school will compile and annually update information on the ethnicity of its students.
- ii. The school will celebrate the diversity of languages and cultures, including travellers, known by its pupils and staff.
- iii. All members of staff shall have a duty to consider the language and culture of all students when a) monitoring the attainment and progress of students, b) when planning schemes of work and individual lessons and c) when organising teaching groups.
- iv. Teachers shall ensure that differentiated materials and adequate support are made available to students who require them and that there is liaison with the Learning Support Department and the curriculum leader, as appropriate.
- v. The school shall designate a member of staff responsible for implementing the Race Equality Plan and shall draw up an action plan.
- vi. The school shall establish systems for monitoring the effectiveness of the policy, including consultation with parents and guardians.
- vii. Performance Management procedures and interviews currently in place shall be used to provide all members of staff with opportunities to discuss their career development needs, taking account of race, culture and language as appropriate to each individual.
- viii. Visiting contractors shall be made aware of the Racial Equality Policy and requested to comply with it.

Promoting Good Relations Between People of Different Racial Groups

- i. This policy will be displayed on all parent notice boards.
- ii. Guidance on behaviour discussed with pupils in assembly PUSE and circle time.
- iii. The school shall publicly acknowledge the major festivals of the religions and cultures represented within the school, whilst continuing to follow the guidance of the LEA's policy for RE.
- iv. A spirit of justice and quality between races and cultures shall be promoted in all areas of the curriculum. Opportunities to learn about other traditions and values and to consider topics such as equality, prejudice, bullying and relationships will be provided in Religious Studies, PSHCE and will be written into schemes of work. All staff will seek to dispel the notion of racial stereotypes.
- v. Role play will include items from other cultures, e.g. Indian restaurants, multi ethnic dolls, clothing for dressing up - taking care not to stereotype.
- vi. A range of books that include references to the cultural diversity within our country.
- vii. The school shall undertake to make all visitors to the school feel welcome and shall display welcoming notices in the languages spoken as a mother tongue by students, staff and parents.
- viii. Where necessary, the school shall endeavour to provide language support to parents in staff/parent interviews.
- ix. We shall undertake to ensure that the religion and culture of students, their parents families and other visitors to the school, is treated with respect and consideration.
- x. We shall invite members of all ethnic groups represented in the wider local community to participate in curriculum development, e.g. dance, cooking, religious celebrations.
- xi. The school's admission policy shall take account of the ethnic diversity of applicants.
- xii. The Behaviour Policy and the Anti-bullying Policy shall be equally applied to all students, with regard to both rewards and sanctions. Procedures for dealing with unacceptable behaviour are clearly outlined here.

Eliminating Racial Harassment

- i. All students should be encouraged to take pride in their language, religion and culture and to develop a sense of self-esteem.
- ii. The steps outlined in the Behaviour and Anti-bullying Policies clearly indicate the actions, which will be needed to deal with racial harassment and abuse, both of which constitute forms of bullying. Members of staff should be alert to the sign of bullying likely to be observed in the victims, whether there is a racial element or not.
- iii. Staff have a duty to take immediate steps to halt the use of inappropriate or offensive terms.
- iv. Members of staff must record incidents of racial harassment, including lunchtime supervisors, on the "Record of a Bullying Incident" form and/or "Racial Incident" form. This form shall be passed to the Headteacher who will keep a record of racially motivated incidents.
- v. The Headteacher is required to report termly to the governing body on
 - * the number of racist incidents which have occurred
 - * the action taken to deal with the incidents
 - * progress in implementing the Race Equality Plan.
- vi. The Headteacher shall send a termly report to North Lincolnshire LEA on the number of racist incidents and the action taken. (Nil returns required).

The role of the Headteacher and Governing Body

The Headteacher and governing body must be responsible for maintaining records, reporting incidents and reviewing policy and be pro-active in the practice of promoting racial equality.

Action Plan - see Development Plan

- ◆ The school will monitor all racial incidents, with one member of staff allocated to this role
- ◆ The school will set up a working party to monitor and further develop policy and practice in the light of any further government or LEA guidance
- ◆ The school will develop strategies to educate, involve and support parents
- ◆ The school will review its resources in order to ensure the availability of an appropriate range in both language and content.

Monitoring the Impact on Policies

The school will annually assess and monitor the impact of this and other school policies on pupils, parents and staff of different racial groups and particularly in relation to pupils' attainment through the procedures within its own Development Plan. (Monitoring and assessment procedures).

ACTION PLAN

(within the School Development Plan)

PRIORITY

Pupil Outcomes: Pupils encouraged by all staff to take pride in their language, religion and culture - helped to develop a sense of self-esteem.

AREA OF ACTIVITY

To raise staff awareness of the Race Relations (Amendment) Act 2000

Success Criteria	Staff aware of new legislation and its implications. Parents and Governors aware of procedures in place.
DfES/LEA Focus of the activity Choose one or more from below*	1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input checked="" type="checkbox"/> 13 <input checked="" type="checkbox"/>
At whom is the activity aimed?	All school staff - inclusive of lunchtime supervisors starting with teaching staff. Inform parents (policy displayed on notice boards, reference in prospectus).
Strategies for implementation: Autumn Term staff meeting Detailed proposals; Spring Term 2004 staff meeting Timescales: 2 x 1 hour sessions Deadlines;	To introduce staff to the Race Relations (Amendment) Act 2000 and "Learning for All" as a reference for auditing the school against standard for race equality.
Responsibility	Co-ordinator for development of Race Equality and Cultural Diversity.
Resources: People, time, materials etc	Co-ordinator to write school policy and discuss with staff and governors. Copy of Code of Practice "Duty to Promote Race Equality.
Budget	Payment of non-teaching staff to attend training 2 hrs per person approx £200 half a day for co-ordinator in school cover.
Monitoring Strategy	Named governor for Race Equality and Cultural Diversity to discuss action plans and progress with co-ordinator to identify implementation in teachers' planning.
Evaluation Strategy	Evaluation of class and lunchtime supervisors. Records of Racist incidents. All staff aware of personnel with responsibility for Race Equality / Learning for all. All staff aware of own responsibility. Policy written and displayed. Useful resources listed and texts purchased made available to all staff. Procedures in place.

*The 'focus of the activity' should be drawn from 3 key areas:

- 1 Direct action to raise attainment and progress;
- 2 improving the quality of teaching;
- 3 improving the quality of leadership and management, including school self review; and from;
- 4 improving literacy and numeracy;
- 5 raising standards of underachieving pupils;
- 6 supporting pupils with special educational needs and gifted and more able pupils;
- 7 school self review;
- 8 dissemination of good practice;
- 9 use of ICT;
- 10 broad and balanced curriculum;
- 11 enhance literacy resources;
- 12 Citizenship;
- 13 Supporting parents and pupils for whom English is an additional language;

Sample 3A

ACTION PLAN

(within the School Development Plan)

PRIORITY

Pupil Outcomes: Improved provision in teaching and resources to enable pupils to take pride in the diversity of their language, religion and cultures.

AREA OF ACTIVITY

To begin to implement the guidelines of the Race Relations Act. Resulting in improved practice.

Success Criteria	Improved resources. Improved teacher planning.
DfES/LEA Focus of the activity Choose one or more from below*	1 <input checked="" type="checkbox"/> 2 3 4 5 <input checked="" type="checkbox"/> 6 7 8 9 10 11 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> 13
At whom is the activity aimed?	Teaching and support staff.
Strategies for implementation: Summer Term Detailed proposals; Reviewed planning - resources shared staff	To begin to review subject resources for culture bias. To ensure resources promote diversity and challenge racism. Audit classroom books (support staff) to determine multi-cultural coverage (including travellers). Audit form to include all genders.
Timescales: Ready for use end of Summer Term Deadlines; All planning in use Sept	To purchase dual language texts for use in the literacy hour. To purchase a range of texts required in light of audit.
Responsibility	Co-ordinator and year teachers. Literacy co-ordinator (working closely with bilingual support staff).
Resources: People, time, materials etc	2 x half day for above group. Additional books (non-sterio type) that provide information about different cultures and for use in PHSE to promote discussion.
Budget	£500 for books. £410 supply cover.
Monitoring Strategy	Headteacher to identify PHSE lessons and use of resources (e.g. guided reading). Governor to discuss resources and use with co-ordinator.
Evaluation Strategy	Useful resources purchased and others listed. Complete audit. Reviewed planning given to all teaching staff. Literacy Co-ordinator aware of audit needs.

*The 'focus of the activity' should be drawn from 3 key areas:

- 1 Direct action to raise attainment and progress;
- 2 improving the quality of teaching;
- 3 improving the quality of leadership and management, including school self review; and from;
- 4 improving literacy and numeracy;
- 5 raising standards of underachieving pupils;
- 6 supporting pupils with special educational needs and gifted and more able pupils;
- 7 school self review;
- 8 dissemination of good practice;
- 9 use of ICT;
- 10 broad and balanced curriculum;
- 11 enhance literacy resources;
- 12 Citizenship;
- 13 Supporting parents and pupils for whom English is an additional language;

Sample 3A
 Part 2

ACTION PLAN

(within the School Development Plan)

PRIORITY

Pupil Outcomes: Improved provision in teaching and resources to enable pupils to take pride in the diversity of their language, religion and cultures.

AREA OF ACTIVITY

To begin to implement the guidelines of the Race Relations Act. Resulting in improved practice.

Success Criteria	Improved resources. Improved teacher planning.
DfES/LEA Focus of the activity Choose one or more from below*	1 <input checked="" type="checkbox"/> 2 3 4 5 <input checked="" type="checkbox"/> 6 7 8 9 10 11 <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> 13
At whom is the activity aimed?	Teaching and support staff.
Strategies for implementation: Summer Term 2004 Detailed proposals; Timescales; Deadlines;	To audit resources for home/role play corners for multi cultural representation.
Responsibility	Co-ordinator for provision of audit and resources. Class teachers for use of resources.
Resources: People, time, materials etc	Purchase home/role play resources. Half day supply cover for Co-ordinator to audit.
Budget	£80 supply cover. £500 to purchase home/role play cover resources.
Monitoring Strategy	Co-ordinator and governor to visit classrooms and see resources in use.
Evaluation Strategy	Useful resources in place Use of resources by class teachers

*The 'focus of the activity' should be drawn from 3 key areas:

- 1 Direct action to raise attainment and progress;
- 2 improving the quality of teaching;
- 3 improving the quality of leadership and management, including school self review; and from;
- 4 improving literacy and numeracy;
- 5 raising standards of underachieving pupils;
- 6 supporting pupils with special educational needs and gifted and more able pupils;
- 7 school self review;
- 8 dissemination of good practice;
- 9 use of ICT;
- 10 broad and balanced curriculum;
- 11 enhance literacy resources;
- 12 Citizenship;
- 13 Supporting parents and pupils for whom English is an additional language;

APPENDIX 6

SAMPLE

CURRICULUM ENRICHMENT TO PROMOTE RACE EQUALITY

Racial Harassment and racist incidents are a reflection of racist views and practices in society, and research shows that children “learn” racism from a very young age. Thus, even if apparently positive views are held about ethnic minority friends and their families, racist views about ethnic minority people or other groups in general may still be held and children may still resort to racist actions or name-calling when a conflict arises.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum, as an integral part of a whole school approach to policy development in this area. Overt curricular areas may be: Religious Education, Citizenship, Personal and Social Education. However, opportunities should not be missed in the teaching of History and Geography for example.

There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include:

- ◆ Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- ◆ Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetrated
- ◆ Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- ◆ Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts, and inviting them to develop strategies of promoting justice and challenging injustice
- ◆ Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- ◆ Building positive links with the community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- ◆ Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve, and ensuring that each child's individual learning and social needs are met

APPENDIX 7

Race Equality & Multi-Cultural Resources for Schools

For further information or enquiries please contact June Sherlock, Race Equality Co-ordinator
Tel: 01724 280207

Show Racism the Red Card [football] Annual Review
2003
PO BOX 141
WHITLEY Bay
NE26 3YH
Tel: 0191 2971555
Website: www.TheRedCard.org

The Festival Shop Ltd - 2-Day Delivery if required
56 Poplar Road
Kings Heath
Birmingham B147AG
Tel: 0121 444 0444
Fax: 0121 441 5404
Email: info@festivalshop.co.uk

Minority Group Support Services
PUBLICATIONS
Prior Deram Walk
Canley
Coventry
CV4 8FT
Tel: 024 7671 7800
Fax: 024 7671 7900

Mantra Lingua
5 Alexandra Grove
London N12 8NU
Tel: 0044 (0) 20 8445 5123
Fax: 044 (0) 20 8446 7745
Email: info@mantralingua.com
Website: www.Mantralingua.com

Articles of Faith
20th Anniversary Edition
RESOURCE HOUSE
Kay Street
BURY
BL9 6BU
Tel: 0161 763 6232
Fax: 0161 763 5366
Website: www.articlesoffaith.co.uk
Email: sales@articlesoffaith.co.uk

Letterbox Library
71-73 Allen Rd
Stoke Newington
LONDON N16 8RY
Website: www.letterboxlibrary.com
Tel: 0207503 4801/4803/4804/4805
Fax: 020 7503 4800

Scholastic Ltd
Westfield Road
Southam
Warkwickshire
CV47 0RA
Tel: 01926 813910 Fax: 01296 817727

Madeline Lindley Ltd
Book Centre
Broadgate
Broadway Business Park
Chadderton
Oldham
OL9XA
Great Manchester

PCET 2003 - * New & excellent as regards DIVERSITY
Visual Resources for Schools & Colleges
27 Kirchen Road
London
W13 0UD UK
Tel: 020 8567 9206
Fax: 020 8566 5120
Email: info@pcet.co.uk
Website: www.pcet.co.uk

Millenium People, from HIBISCUS BOOKS [secondary]
122-126 High Road
LONDON
NW6 4HY
Tel: (0044) 0207 6920643
Fax: (0044) 0207 692 0683
Email: hibiscusbooks@hotmail.com

RDS
8 Merton Road
LONDON E179DE
Tel/Fax: 020 8521 6969
Email: r.desalvo@tesco.net
Website: www.rdsbooks.com

Avanti Books
Resources Guide
8 Parsons Green
Boulton Road
Stevenage
SG1 4QG
Tel: 01438 350155 or 745876 or 745877
Fax: 01438 741131
Email: avanti@aol.com

Shanta Rao
Annapurna Dance Co.
12 Stafford Square Halifax
HX3 0AU
Tel: 01422 365103
Website: www.Annapurnadance.cpm

Roop Singh - Storyteller
Contact: Surinder Kaur - Service Co-ordinator
57 Austhorpe Road
Crossgates
Leeds LS15 8EQ
Tel: 0044(0) 113 260284 or 0793 286585

Apna Sahara
39 Laneham Street
Scunthorpe
Tel: 01724 330073

South Humber Race Equality Council
Contact: Farzana Khanum
167 Frodingham Road
Scunthorpe
DN15 7NH
Fax: 01724 852205
Email: southhumber@racialequaliescouncil.fsnet.co.uk

Multi-Faith Partnership
Contact: Linda Smithson, Canon Derek Brown
C/o Pittwood House
Ashby Road
Scunthorpe
DN16 1AB
Tel: 01724 296001

Reading List

The Duty to promote the Race Equality (The statutory Code of Practice and Non-statutory Guides for Public Authorities) (Commission for Racial Equality)

Aiming High: Raising the Achievement of minority Ethnic Pupils (DfES Publication)

North Lincolnshire Council: Creating a Climate for Learning - Inspecting Schools - A New Framework (DfES: OFSTED Summary Criteria 2003)

Unlearning Discrimination in the Early Years
Babette Brown (Trentham Publications)

Travellers in Education Elizabeth Jordan
(Trentham Publications)

Refugee Children in the Classroom Jill Rutter
(Trentham Publications/Refugee Council)

Teaching Racism - or Tackling it Multicultural stories from white beginning teachers Russel Jones (Trentham Publications)

Equality Assurance in Schools-Quality, Identity, Society-Runnymede Trust (Trentham Publications)

Black Masculinities and Schooling-How black boys survive modern schooling: Tony Sewell (Trentham Publications)

Equality: Iram Siraj-Blatchford

Helping Refugee Children in Schools-Refugee Council

Routes of Racism Roger Hewitt (Trentham Publications)

Aiming High Traveller Education DfES Publication

Working Towards an Inclusive Education (Travellers) DfES Publication

Learning for All (Commission for Racial Equality)

Managing Support for the Attainment of Ethnic Minority Groups HMI Publication 2002

Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools (DfES, May 2004. Ref: DfES/0416/2004 DfES (2003) Good Practice Guidance on the Education of Asylum Seeking and Refugee Children

Aiming High: Raising the Achievement of Gypsy/Traveller Pupils (DfES 2003)

Cumbria Education Service: Valuing Diversity and Challenging Racism Through Literacy (Cumbria County Council, 2004)

Acknowledgements

Thanks to all the members of the Race Equality Awareness Groups past and present who have been involved in the production of the original North Lincolnshire Anti Racist Policy Document 1999 and its revision to the present form:

Di Billups
Angela Briggs
Zub Hyder
Firoza Kapasi
Jo Moxon
Karen Parsonage
Fe Robertson
June Sherlock
Helen Tasker
Paul Winter

Additionally:
Katrina Burgoyne
Lynne Goodall
Farzana Khanum
Sue Robson

APPENDIX 8

North Lincolnshire Bilingual Support Service

Additions to 'Concepts and Terminology', page 57 in Equality Assurance in Schools - Quality, Identity, Society, Trentham Books with the Runnymede Trust

Current Terminology

The general rule is accuracy. We must take care to understand that terms can mean different things to different people. As with any other elements of our language, terms can lose their 'currency', ie go out of fashion as people seek to define and redefine themselves and their identities.

Travellers

Gypsies are recognised as a minority ethnic group in Britain under the Race Relations Act. Other groups of travellers are campaigning for their ethnic identity to be recognised, eg Irish Travellers.

Travellers encompass groups such as Gypsies (on the Continent, gypsies may be known as Roma), show people and New Travellers (often described as 'New Age').

Ethnic Minority Group/Minority Ethnic Group - exactly that; a group who are numerically in a minority within the wider community.

Ethnic Group - we all belong to an ethnic group according to legal definitions. Some people equate 'ethnic' with the word Black, a common inaccuracy.

Bilingual - a person with the potential to speak two or more languages fluently. The term does not indicate a degree of competency or literacy (cf variations among monolingual English speakers).

Monolingual - in English schools usually referring to an 'English/British' person who only speaks English in a context where there are bilingual speakers of other languages. There are several official languages spoken in India and the Indian Subcontinent. There are also many religions. The following definitions refer to the main ethnic groups residing in the Scunthorpe area.

Pakistani - a person or whose family originates from Pakistan. The main language spoken is Urdu but some families speak Pushtu and Gujerati.

Punjabi - the language spoken by the people from the Punjab region. These people may originate from India or Pakistan.

Sikh - a person or whose family follow the Sikh faith. They usually originate from the Punjab region of India.

Hindu - a person or whose family follow the Hindu faith. They usually originate from India. Hindi is the main language spoken in India.

Bengali - a person who originates from the state of Bengal in India or from Bangladesh (formerly East Pakistan). It also refers to the national language spoken in these areas.

Bangladeshi - a person or whose family originates from Bangladesh. The main language spoken is Bengali but Sylethi is a dialect most commonly used by Scunthorpe Bangladeshi people.

Additionally, Somali families live in Scunthorpe.

Somali - a person who originates or whose family originates from the geographical area of Somalia, part of which may be spoken of as Somaliland. Somali is also the name of the language spoken.

Most common languages and dialects spoken by ethnic people in Scunthorpe who are bilingual:

Bengali, Sylethi, Hindi, Urdu, Pushto, Punjabi, Tamil, Gujerati, Somali, Italian, Polish, Cantonese.

Offensive terms - racist name calling is offensive because some names recall colonial contexts and oppressive practices resulting from power. Some people who use these words can be surprised that they are taken seriously in terms of abuse or insult; the reaction may be a 'last straw' reaction after frequent name-calling and harassment.

APPENDIX 9

Self Evaluation Document for a School Race Equality Action Plan

Standards	Targets (Policy Statement)	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/Monitoring evidence
Attainment, progress and assessment	We have and communicate high expectations of pupils	Weekly assembly briefing with positive feedback on achievement	There is no shortage of achievement news to give out in assemblies	All teachers	Annually at end of year staff meeting	£ for supply cover for target-setting interviews	Assembly log book Individual pupil target sheets
	We recognise and value a wide range of achievement	Individual target-setting interviews	Pupils make good progress against their individual targets				Termly progress check on pupil target sheets
	We have satisfactory procedures for monitoring attainment by ethnicity and gender	Termly update of EAL and EMAG data by EMAG co-ordinator for the school's central monitoring system to ensure accuracy of the school's central base	No discrepancy between annual pupil survey date for the LEA's Research and Statistics Unit and information provided for central LEA EMAS by the EMAG co-ordinator	EMAG co-ordinator	By January before the annual pupil survey		
	We use the results of such monitoring	Targets are set to raise attainment of our underachieving groups at a rate to reduce the differential attainment gaps					
Curriculum	Opportunities are taken to teach about race equality and cultural diversity in the curriculum						
	Pupils explore concepts and issues relating to identity, racial justice and racism in the curriculum						
	Pupils are challenged to consider issues of prejudice, racism, and Islamophobia, and bias and negative stereotypes of all kinds						
	Pupils study global issues and the interdependence of the modern world						

Standards	Targets (Policy Statement)	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/ Monitoring evidence
	We ensure that learning about cultural diversity includes personal encounter with other cultures						
	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	We ensure that pastoral support takes account of religious and cultural concerns, and the experience and needs of particular groups of pupils, for example Gypsy/Roma, Travellers of Irish heritage, refugees and asylum seekers						
	All pupils are encouraged to consider a wide range of career and post-16 options						
	Work experience opportunities are monitored by ethnicity to ensure that there is no stereotyping in placements						
	We support victims of racist attacks, abuse and harassment, whether in the school or in the local neighbourhood						
Teaching and learning	We create an environment where all pupils feel safe and feel that they can contribute fully, and where all feel respected and valued						
	Teaching takes account of pupils' cultural and religious backgrounds, linguistic needs and varying learning styles						
	Different cultural and religious traditions are valued in their own terms and made meaningful to pupils						
	All staff are assisted to support pupils in their class(es) for whom English is an additional language						
Partnerships with parents and communities	We take action to encourage the involvement and participation of all parents in the school						
	We ensure that information and material for parents is accessible in user-friendly language, and in languages and formats other than English, as appropriate						
	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	We publicly promote good personal and community relations						
	Our procedures for recording, investigating and reporting incidents of racism, and for supporting victims and dealing with perpetrators are satisfactory						

Standards	Targets (Policy Statement)	Action (taken/to be taken)	Success Criteria (outcomes)	Who is responsible?	Timescales/ Review dates	Resource Implications	Evaluation/ Monitoring evidence
	We provide training, guidance and support for staff to ensure that all can deal firmly, consistently and effectively with racist incidents and bullying						
	We ensure that pupils, parents and staff are aware of the procedures for dealing with racist incidents						
	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	Steps are taken to encourage people from under-represented ethnic minority groups to apply for positions at all levels in the school						
	We ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid conscious racial discrimination						
	We ensure that good equal opportunities practice operates throughout the selection and recruitment process						
	We monitor the composition of the staff by ethnicity, gender and seniority or grade						
	We monitor by ethnicity and gender all applications for employment, training and promotion						
Behaviour, discipline and exclusions	We ensure that all our procedures for managing behaviour are fair and equitable to pupils of all backgrounds						
	All staff operate consistent systems of rewards and sanctions						
	Exclusions of all kinds are monitored to establish patterns and trends						
Admission and attendance	Strategies for integrating long-term truants and excluded pupils address the need of pupils from all backgrounds						
	The admissions policy and criteria are equally open to pupils from all communities						
	The admissions process is monitored to ensure that it is administered consistently and fairly to pupils from all backgrounds and communities						
	We monitor pupil attendance by ethnicity and community background						

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