

COLLATON ST. MARY C. of E. (V.A.) PRIMARY SCHOOL

School Policy

Anti-Racism and Cultural Diversity

Papers

1. Church of England overview – the National Society
2. Church Schools Toolkit
3. Draft policy
4. Record sheet for incidents of racial harassment
5. Torbay Council package 18/03/02
6. Torbay Council Guidelines 11/10/01

Valuing cultural diversity: a self-evaluation kit for schools

Introduction – the Church of England perspective

The Stephen Lawrence Enquiry Report focused attention once again of the extent to which the evils of racism still persist within our society. Long before the enquiry published its findings, Church of England had been taking a leading role in tackling the issue. Among the initiatives one stimulated by a visit of a representative of The Committee for Minority Ethnic Anglican Concerns to the Diocese of Hereford. During this visit the challenges faced by rural primary schools in educating children to live in a culturally diverse society were highlighted. As a result the Church of England set up a working group drawn from :

- The Committee for Minority Ethnic Anglican Concerns
- The Board of Education
- The Church's Rural Officers
- The Board of Mission
- The National Society
- and a number of rural dioceses.

The group felt that there was a significant level of resources available to urban schools. For this reason they chose to focus on the issues raised in Hereford, namely, "how can rural primary schools be helped and supported to make a proper contribution towards enabling pupils and families to recognise and value the cultural diversity of our country".

This was seen as appropriate not only because of the needs identified in Hereford and other dioceses, but also because the Church of England has a large number of rural primary schools and, therefore, a major responsibility in this area.

Despite problems obtaining grants to support this work, funding was found from the Central Church Fund and from the budget of several Diocesan Boards of Education.

In the first instance the group commissioned a study carried out by researchers from Durham and Cambridge Universities. The report of this pilot study, called “Valuing Cultural diversity in Rural Primary Schools”, was presented to the working group in the autumn of 1999. Following discussions of the study nationally and in the dioceses, the group has turned its attention to providing support for schools. For this reason they choose to focus on rural schooling, where the Church of England has a large number of schools and therefore a particular responsibility. This new resource is directly derived from the work of that study and a series of courses and conferences at which the findings were discussed.

It is presented as a resource for school self-evaluation, although this may not be the only way in which the material can be used effectively.

A key document from the National Society, published in 1996, is *Respect for All*. It will be helpful to have a copy of this booklet available in school. It is important that at least the leaders and facilitators of any school review process are familiar with this text.

What have other people and organisations said on this issue?

Valuing Cultural Diversity in Rural Primary Schools, 1999

“The decision to use the term ‘valuing cultural diversity’ rather than multicultural or anti-racist education is deliberate. The term was felt to be more inclusive in that it affords teachers in many primary schools, situated in predominantly white areas, the opportunity to consider the social diversity of their own localities as well as broader multicultural and racist issues. This approach may have greater immediacy for primary school children in that it can be related more closely to their everyday experience. At the same time, we wish to point out that a curriculum designed to value cultural diversity therefore, is to be seen as a more global term, which includes both multicultural and anti-racist education.”

Stephen Lawrence Enquiry Report, 1999

“If racism is to be eradicated there must be specific and coordinated action both with agencies themselves and by society at large, particularly through the education system from pre-primary upwards and onwards.” (par. 6.54)

Vinette Melbourne in a speech to a Church of England school in Liverpool

“Students in your schools are the future landlords, custom officers, airport clerks, immigration officers, politicians, shop assistants, accountants, teachers, bank managers, employers, bosses and policemen or other law enforcement officers, and bureaucratic personnel to name but a few. They are the future policy makers. They will be our future leaders and will hold powerful positions and they must be educated in such a manner that they know about, understand, respect and value the cultural diversity of this multicultural society and the strength of value and richness of that diversity.”

Colour and Spice, Southwark Diocesan Board of Education, 1994

“Schools and their governing bodies have a significant role to play in addressing racism in schools. A prerequisite of this task is for schools to formulate and adopt clearly-stated policies which will be owned and proclaimed by all those connected with the school. A successful strategy will require participation of all those involved in the life of the school.”

Respect for All – Developing Anti-Racist Policies in a Church School, The National Society, 1996

“The whole school must be committed to and involved in the effort to eliminate racial violence and the promotion of Christian standards in personal relationships. Schools should involve everyone connected with the school in the formulation of a whole school policy for this purpose. It should be made clear that racial abuse and harassment will not be tolerated.

The Churches – individually and ecumenically – should continue to make a public commitment eliminating racism and racial violence through education. This commitment should be given at national, regional and local levels.”

Why should we discuss this issue in our school?

1. In Church schools, in response to the gospel imperative, there must a commitment to base relationships on the teachings of Christ to love “your neighbour as yourself”.
2. Church schools should seek to be a model of excellence in pursuing racial justice and equality.
3. Schools must provide opportunities for the spiritual, moral, social and cultural education for the pupils. There is an imperative derived from each of these dimensions severally and collectively to ensure that pupils are led to understand and value social and cultural diversity in Britain and the world.
4. Schools must be committed to the prevention of bullying, racism and other forms of violence, whether physical, intellectual or emotional. They must be safe places in which pupils and adults can work, learn and grow together.
5. Schools are required by law to prepare pupils for the experiences of adult life. An essential part of preparation for adult life is preparation to live in a multi-ethnic, multicultural and multi-faith society.
6. The Stephen Lawrence Enquiry Report 1999 has challenged the country to tackle “institutional racism” defined in the report as “*The collective failure of an organisation provide an appropriate and professional service to people because of their colour, cultural or ethnic origin*”.

It is important for schools to take steps to ensure that they are not trapped into unjust patterns of behaviour and thought. With respect to educating children and young people the evidence given by Chief Constable Burden (South Wales Police) in the

Stephen Lawrence Inquiry is relevant “... *racism exists within all organizations and institutions, and infiltrates the community and starts amongst the very young. Recent research in Cardiff showed that 50% of the racist incidents considered by the Race Equality Council involved young people under 16 years old and 25% of these incidents involved children between ages of six and ten years. The problem is thus deeply ingrained*”.

7. OFSTED has the following question in its framework for inspection: “Does the school teach pupils to appreciate and develop their own cultural traditions and appreciate the diversity and richness of other cultures?”

What resources/experiences have we that we could draw on to develop our work in school?

This section should be tackled in three stages :

- First: Brainstorm answers to each question;
Second: Discuss how the resources and people you have identified could be used to best effect in the school;
Third: Move on to the three concluding questions at the end.

What resources are there:

1. In our library? e.g. Stories drawing on diverse cultural heritages
Books with multicultural illustrations
2. In our classrooms? e.g. Teaching about worldwide Christianity
Evidence of teaching and learning that reflects our global scale. Posters, illustrations and children’s work reflecting our multicultural society
Events with a special focus
Justice and good neighbour themes in collective worship
3. Among our staff? e.g. Staff who have worked in multi-ethnic areas, or in other parts of the world.
4. In our local church? e.g. Twinning arrangements between churches in other parts of the country
Links with overseas Anglican dioceses or churches in other parts of the world.
5. In our local community? e.g. People with experience of living in other cultures
Local minority ethnic people

What help can be obtained from:

6. Our Diocesan Board of Education e.g. Advisors Resource centres
7. Our LEA? e.g. Resource Centres

8. Specialist agencies? e.g Community Relations Council
Local (nearby) minority ethnic projects
Local police force
9. National agencies? e.g Racial Equality Councils

Concluding questions

How can we make better use of these resources?

Reflecting on pupil experience

Most resources available are written from within an urban context. This set of questions is more adapted to our context.

What experience do our children have of people who are different from themselves?

- In the town?
- In the local rural area?
- On the TV programmes and videos that they watch?
- From magazines and comics they read?
- From the internet?
- In other forms of media?
- From reading graffiti?
- From visiting friends or relations in other parts of the country?
- From going on holiday?
- From a visit to London?

Does our town perpetuate or encourage prejudiced attitudes to other people? What about?

- Gypsies/travellers?
- People who have recently moved into the village?
- University students?
- Asylum seekers?
- Teenagers in the bay?
- Supporters from football teams in other parts of the country?
- Tourists?

How would our village community react if:

- Our family doctor was Indian?
- A Chinese or Indian takeaway opened?
- An Afro-Caribbean family moved into a council house in the village?
- A local woman married a Turkish waiter?
- A local family adopted or fostered a child of a minority ethnic group?

Is it possible to ascertain that our pupils are not exposed to or learning racist attitudes from people in our community?

Developing an action plan for our School

1. Share your reasons for tackling this work with each other, parents, governors, and the community.
2. Identify key people and resources. Have a governor with a specific focus on this area.
3. Consider using in-service education opportunities including whole school in-service data.
4. Reflect on responses so far.
5. Visit schools who have established good practice in this area.
6. Discuss with all staff (including support staff) and governors.
7. Disseminate as appropriate to parents and local community.
8. Ensure a proper budget allocation.
9. Develop links with schools in other areas (regional, nationally, internationally) – use e-mail, web sites, letters, photographs and shared project initiatives as part of this work.
10. Consider the possibility of exchange visits.
11. As you progress through this work you will find at least the following areas of your curriculum and classroom practice changed by the developments that you initiate:
 - The visual images that you use
 - Your use of language
 - The books that you display
 - Schemes of work that you develop
 - The contacts you develop within the community
 - The contacts you develop with other schools
 - Your understanding of good practice
 - Develop new, or review existing, policies: behaviour, equal opportunities, anti-bullying, admissions.

Set a timetable for regular monitoring and review.

When done well you will find that **Valuing Cultural Diversity** becomes so embedded in the way of your school that you will wonder how things could ever have been different. The aim should always be to enrich the pupil's experience.

Collaton St. Mary C of E (VA) Primary School

School Policy Statement on Anti-Racism and Cultural Diversity

Rationale

We believe that all children share an equal right to an appropriately matched broad and balanced curriculum in a Christian context. They should be treated to the same degree of concern for their education and development and to have the same chance to benefit from the resources available to their school irrespective of their gender, ethnicity, colour, religion, language, level of ability or disability, or social circumstances.

Our commitment to equality reflects the moral view that all people are of equal value and should receive equal opportunities, access and treatment.

Purpose

- To increase understanding among all staff, parents, carers, governors and visitors about equal opportunities and anti-racism and to increase knowledge of the law regarding the Sex Discrimination, Race Relations (Amendment) Act 2000 and Disability Acts.
- To promote social inclusion, equality, cultural respect and rule of law.
- To give children support to develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society and in the wider context of an interdependent world.

Guidelines

1. We ensure that the purposes and principles outlined above apply to the full range of our policies and practices, particularly 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
 - Curriculum content
 - Staff recruitment
 - Staff development
 - Partnerships with parents and various communities
2. Being aware of our Christian foundation we will reflect equality in our classroom practice.

3. Resources (i.e. finance, facilities, support and guidance) need to be distributed fairly.
4. Staff need to ensure that all incidents or racial, cultural, sexual or other harassment, including verbal abuse, are reported to the Headteacher in accordance with Council Guidance.
5. This school is opposed to all forms of racism and xenophobia, including those forms directed towards mainstream religious groups and communities e.g. Islamaphobia, against travellers, refugees and asylum seekers.
6. There should be a celebration of differences and equal value must be given to all cultures and both sexes.
7. As part of its commitment to a broad and balanced curriculum, the school will ensure that all pupils have an awareness of positive role models and have equitable teacher time commensurate with their needs.

Responsibilities

1. The Governing Body is responsible for ensuring that the school complies with this legislation and that this policy and its related procedures and strategies are implemented.
2. The Headteacher is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities and given appropriate support and for taking appropriate action in any cases of unlawful discrimination.
3. All staff are expected to deal with racist incidents that may occur; 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.
4. Visitors to the school will be made aware of this policy.

Links to other policies :

Equal Opportunities, Admissions, Teaching and learning

Breaches of this Policy

Breaches of this policy will be dealt with in the same ways as other breaches of school policies, as determined by the Headteacher and Governing Body.

Agreed:

Review Date - Annually