



# CULTURAL DIVERSITY POLICY

## **St Peter's Community Primary School Cultural Diversity Policy**

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school.

We promote an understanding of different cultures through the work children do, the wide variety of resources we use and displays around the school. Our International Primary Curriculum reflects the attitudes, values and respect that we have for differing places, cultures, ethnic groups and religious beliefs.

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.

### **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.
- 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;
  - learning and teaching;
  - admissions and attendance;
  - the content of the curriculum;
  - staff recruitment and professional development;
  - partnerships with parents and communities.

### **Addressing racism and xenophobia**

St Peter's Primary 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.

Cultural Diversity Policy: June 2015

Monitoring: June 2018

SENC0

## **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. A record is kept of racial incidents in school. The Headteacher also records any racial incidents in her annual report to Governors.

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 (EAL); and to incorporate principles of equality and diversity into all aspects of their work.

## **Information and Resources**

We ensure that all staff and governors know the content of this policy. We will introduce and communicate the policy to parents through the, web site, admissions meetings with parents and on parents evenings.

We will use EMAS to support parents as and when needed.

In school we will have a range of resources to support race and cultural diversity, including SEAL. Our assemblies will also reflect the different races and cultural diversity in school.

## **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.

## **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.

**PROCEDURES FOR DEALING WITH AND REPORTING RACIAL INCIDENTS  
FOR CHILDREN AND ADULTS**

<b>Category</b>	<b>Management Suggestions</b>
(a) Racist comments in the course of discussion in school lessons	<ul style="list-style-type: none"> <li>▪ Racist remarks must not be allowed to go unchallenged.</li> <li>▪ Children or adults who persist in making inappropriate comments must be referred to a senior member of school staff.</li> <li>▪ Both sets of parents/carers should be informed.</li> <li>▪ Record on the Racial Incident Record Form.</li> </ul>
(b) Mockery of a child or adult in relation to cultural differences	<ul style="list-style-type: none"> <li>▪ Members of staff must not ignore any form of racist derision.</li> <li>▪ Explain to the child/adult why racist behaviour will not be accepted.</li> <li>▪ Individuals who persistently mock others must be referred to a senior member of school staff.</li> <li>▪ Both sets of parents/carers should be informed.</li> <li>▪ Offer support to the victim and advice to the child/adult.</li> <li>▪ Record on the Racial Incident Record Form.</li> </ul>
(c) Insulting taunts, insults, racist jokes and language	<ul style="list-style-type: none"> <li>▪ Explain to the child/adult that verbal racist insults will not be tolerated.</li> <li>▪ Adults or children who persistently insult must be referred to a senior member of school staff.</li> <li>▪ Both sets of parents/carers should be informed.</li> <li>▪ Offer support to the victim and advice to the child/adult.</li> <li>▪ Record on the Racial Incident Record Form.</li> </ul>
(d) Refusal to co-operate with other pupils because of their race, colour or ethnicity	<ul style="list-style-type: none"> <li>▪ Explain that children should work together. Every child has the right to be included in activities and schools should not exclude any pupil on racial grounds.</li> <li>▪ Children who persistently refuse to co-operate must be referred to a senior member of school staff.</li> </ul>
Appropriate education/training opportunities to be planned in to tackle any of the above behaviours should they be reported.	

# RACIAL INCIDENT RECORD FORM (internal)

## RACIST/BULLYING INCIDENT MONITORING FORM

**It is your responsibility** to ensure that a copy is immediately passed to **Michele AND Colette** as this data legally must be reported at the end of each term.

*Approaches for responding to racist incidents (Robin Richardson and Bernice Miles, 2008)*

- *Dismissive – for example ignoring or making light of incidents*
- *Punitive – expressing disapproval or punishing without complementary teaching and learning about why prejudice and racist bullying are wrong, or why comments/actions have caused unintended hurt*
- *Corrective – taking time to help children and young people understand why racism is wrong (though intellectual explanations may feed bitterness and other unhelpful feelings)*
- *Restorative and transformative – which includes: attending to the needs of those on the receiving end of racism; preventing re-offending by enabling offenders to assume active responsibility for their actions and reintegrating them into the school community; avoiding escalation; and, repairing and recreating the community damaged by the bullying.*

*This is a very helpful framework to bear in mind when responding to incidents and the book as a whole is an extremely valuable resource. Clearly the restorative/transformative approach is likely to be the most effective in the long term, though elements of the punitive and corrective approaches may be appropriate too. Racial incidents are very varied. Not all incidents are examples of bullying, as in a situation where racist comments are made without any victim/target being present.*

Name of person completing form	Name of victim(s)	Name(s) of offender /persons engaged in incident	Name(s) of any witnesses	Date /time /location of incident	Type of incident	Description of incident	Level of intention /distress caused	Action taken (support for victim, reprimand for offender)	Planned further action, if needed:	Need for review? (YES/ NO)	Have you actioned the following: Headteacher and Office Manager informed All adults working with all involved informed Parent(s)/Carer(s) informed? Other agencies informed/referrals XXXXXXXXXX?

Signed (person completing form): ..... Date: .....