

CHALLENGING AND DEALING WITH RACISM

Guidance for Schools



Reading
BOROUGH COUNCIL

CHALLENGING AND DEALING WITH RACISM REVISED VERSION

Contents

	Page
Foreword	2
The context and implications for schools	3-7
What is a racist incident?	8
Policy Development and Implementation	9
What to do if a racist incident is reported in school	10-14
Appendix 1: Forms for Reporting and Recording Racist Incidents	15-21
Appendix 2: 2001 Census Ethnic Classifications	22
Appendix 3: The Macpherson Recommendations for Education	23
Appendix 4: The Reading Declaration: Reading's response to Macpherson	24-25
Appendix 5: The Legal Case for Race Equality	26- 27
Appendix 6: Valuing Cultural Diversity: The New National Curriculum	28 -32
Appendix 7: Sources of Information and Support	33 -35

Foreword

Our pupils attend school in one of the most ethnically diverse boroughs in the South East. The richness that this diversity brings to the school community is a cause for celebration.

Sadly, however, we know from the Stephen Lawrence Inquiry and from our own research, that this difference and diversity is not always valued, and that many of our young people face racism and prejudice, both within school and the wider community.

Schools play a vital role in changing attitudes and behaviour of young people of today and generations to come, by teaching them that racism is wrong and will not be tolerated in any shape or form.

This guidance is part of Reading Borough Council's wider race equality strategy. It is intended to provide schools with practical support and advice in the key role that they play in this area.

A handwritten signature in black ink, consisting of a vertical oval shape on the left and a long, slightly upward-sloping horizontal line extending to the right.

Andrew Daykin
Director of Education and Community Services

The Context

" The Macpherson Report challenges us all; not just the police service... to tackle discrimination wherever it is found...it places a responsibility on each of us. We must make racial equality a reality"

Rt. Hon Jack Straw, Home Secretary

The murder of Stephen Lawrence and the subsequent inquiry into his death have been uncomfortable reminders of the endemic nature of racism in Britain and that many in our society, old and young, alike, hold racist views.

The Macpherson Report* pointed out that racism is not necessarily overt, but often implicit within the systems, policies, procedures and culture of organisations. It calls this institutional racism.

The Report also established a new definition of racism as: 'any incident which is perceived to be racist by the victim or any other person.' It went on to say that whenever a racist incident occurs it must be reported, recorded and investigated with equal commitment.

The Report makes a series of recommendations that have important implications for schools. It highlights the vital role schools and teachers play in:

- educating young people that racism is unacceptable and will not be tolerated.
- ensuring that all children and young people learn with confidence in an environment that is free from racism, stereotyping and racist bullying.
- ensuring that all children have an equal share in the rising standards of educational attainment.

It also raises a number of concerns for education:

- the failure of the National Curriculum to reflect the needs of a culturally and ethnically diverse society.
- the disproportionate number of Black and ethnic minority exclusions.
- the 'divide between policy and practice, rhetoric and reality' on matters of race equality (The Macpherson Report paragraph 54.14.).

* *The report of Sir William Macpherson's inquiry into Stephen Lawrence's death*

In response to the recommendations made by the report the Home Secretary asked schools and all other public agencies, to adopt "The Code of Practice on Reporting and Recording Racist Incidents", issued by The Home Office in May 2000. For schools this means that:

- all schools behaviour policies should cover racial and sexual harassment and make clear how staff and pupils should deal with it.
- all teachers should be trained to deal with racist incidents and that all such incidents should be monitored and reported to parents, governors and the local education authority.
- schools should always advise the Police of any criminal activity; this includes racist incidents that are categorised as crimes.

OFSTED

The framework for the inspection of schools and the supporting guidance makes explicit references to race equality issues. It states that inspectors should:

- assess the impact of the school's statutory behaviour policy in promoting respect and tolerance towards others and towards their beliefs, cultures and ethnic backgrounds.
- check that the policy makes clear the school's intolerance of bullying or racial or sexual harassment.
- check that policies for recording the pattern and frequency of racist incidents are in place, and that such incidents and the actions taken are reported annually to the governing body, parents and the LEA.
- use observation and discussions with pupils to evaluate how the school eliminates oppressive behaviour, bullying and harassment.
- ask for records of incidents in the last 12 months and pay particular attention to the measures that the school takes to prevent incidents.
- check that no groups or individuals are treated unfairly or disadvantaged.

The framework lists significant levels of racial tension or harassment as a factor which inspectors must take account of when deciding whether a school requires special measures because it is failing, or likely to fail to give pupils an acceptable standard of education.

RACE RELATIONS AMENDMENT ACT 2001

The Race Relations Amendment Act 2001 came into force on 2nd April 2001. The new act amends the Race Relations Act 1976 and strengthens its application to public authorities in several important ways:

- It extends the scope of the Race Relations Act 1976 to cover areas that were previously excluded, and makes it unlawful for public authorities to discriminate on racial grounds in carrying out any of their functions.
- It places a general duty on a wide range of public authorities to promote racial equality and prevent racial discrimination.
- It gives the Home Secretary power to impose specific duties on all, or some public authorities and it empowers the Commission for Racial Equality to enforce these duties by serving compliance notices, backed up by court orders, if necessary.
- It gives the CRE powers to issue Statutory Codes of Practice, providing practical guidance to public authorities on how to fulfill both their general and specific duties to promote racial equality.

In addition to the general duty, the Home Secretary has also placed specific duties on some public authorities, including schools. The specific duties for school, which were required to be in place by 31st May 2002, are as follows:

- (1)
 - a) prepare a written statement of policy for promoting race equality
 - b) have in place arrangements for fulfilling, as soon as is reasonably practicable, its duties under paragraph (3)
- (2)
 - a) maintain a copy of the statements, and
 - b) fulfil those duties in accordance with such arrangements.
- (3)
 - a) assess the impact of its policies, including race equality, 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 levels of such pupils.

This document has been published to help Reading schools review and develop their policies and practice on racism and race equality within the new framework shaped by:

The Macpherson Report on the Stephen Lawrence Inquiry

The Home Office Code of Practice for Recording and Reporting on Racist Incidents

OFSTED's Framework for the Inspection of Schools.

Race Relations Amendment Act 2001

The situation in Reading

Reading is one of the most diverse Boroughs in the South East and a significant percentage (20.7%) of its school population is from Black, Asian, Polish and other ethnic minority communities. More than 60 world languages are routinely spoken by its pupils and a high percentage (12%) speak English as an additional language.

Reading's diversity is to be celebrated in our schools. Sadly, however, racially motivated offences are on the increase and a significant percentage of racially motivated incidents are perpetrated by school children aged between 5-17.

Figures for school exclusions show that whilst permanent exclusions of pupils of Black and Asian heritage are not disproportionate, fixed term exclusions, however, remain a concern to be addressed.

The Macpherson Report states: *"our education system must face up to the problems, real, and potential, which exist"*

What does race equality mean for Reading's schools?

General Principles

School governors and senior management should give detailed thought and consideration to how they plan, resource and deliver education, to ensure they do not discriminate against some pupils. They must pay particular attention to admissions, exclusions, assessment, setting and allocation to teaching groups, work experience and careers advice. Furthermore, the process of responding to institutional racism must be **active, regular and rigorous**.

The major points to address are:

- Does the school have a behaviour and discipline policy which covers racial harassment?
- Are policies and practices fair in terms of the outcomes they achieve for all groups of pupils?
- Is there meaningful consultation with all sections of the school community?
- Is there proper planning and implementation of race equality policies?

- Are all racist incidents recorded and parents/other interested parties informed about the action taken?
- Are there regular reports to governors and senior management team?
- Is there an annual report to the LEA on the pattern and frequency of racist incidents?
- Are race equality targets set with start and completion dates?
- Is data collected and analysed by ethnicity?
- Is there a strong monitoring and evaluation process for assessing any adverse impact on ethnic minority pupils' attainment, experience, and the benefits they gain from school?
- Do the policies include targets and actions for challenging racism and embedded effective race equality practice?

What is a racist incident?

The Commission for Racial Equality (CRE) defines a racist incident as: *"Any hostile or offensive act by a person of one racial or ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in:*

- *such a manner that it interferes with the peace and comfort of the aggrieved person*
- *that the person aggrieved fears for their safety*
- *that the quality of life of the person aggrieved is reduced."*

As a result of the Stephen Lawrence Inquiry, a new definition of a 'racist incident' has been established. This is: *"any incident which is perceived to be racist by the victim or any other person."*

"The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was racist or not (but) rather to ensure that investigations take full account of the possibility of a racist dimension to the incident." (Home Office Code of Practice).

Examples of racist incidents

- derogatory name calling, insults and racist 'jokes'
- verbal abuse and threats
- racist graffiti on walls and desks
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, e.g. food, music, dress, language, name etc.
- bringing racist materials such as leaflets, comics or magazines into the institution
- attempts to recruit other pupils and students into racist organisations
- physical assault against a person which is racially motivated
- damage caused to a person's property which is racially motivated
- incitement of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin.

Developing and Implementing Policy & Procedure: Effective Practice

Schools are required to have a policy and procedure for dealing with racist incidents and behaviour. This may be a separate policy or a distinct section of a behaviour or anti-bullying policy.

In addressing racism schools should:

- Assign responsibility for implementing and monitoring school policy to a senior member of staff.
- Assign a member of the Governing Board for overall responsibility for the racist incidents policy and procedure.
- Treat allegations seriously. Acknowledge the incident, listen sympathetically and keep accurate records.
- Support the victim and assure them that the school will not tolerate racist behaviour and will take the necessary action. Provide ongoing counselling as necessary.
- Deal firmly with the perpetrator if allegations of racism are corroborated. Counsel, as well as, sanction in order to prevent re-occurrence.
- In cases of serious incidents contact both sets of parents/guardians and explain the action taken and how this relates to the school's policy.
- Ensure that the whole school community (all staff, governors, parents and pupils) is familiar with the policy and procedure.
- Provide training for all staff, including ancillary staff, on how to deal with racist incidents and ensure that members of staff are aware of their individual responsibility in the implementation of the school policy and procedure.
- Establish clear procedures for dealing with parental complaints concerning racist incidents.
- Establish links with agencies that can advise and support both victims and perpetrators, e.g. Reading Victim Support, Education Welfare Officers, School Psychological Service and the Behaviour Support Team.
- Establish close working relationships with colleagues in the Education & Community Directorate who can help with developing and implementing the schools' policy and procedure.

- Record all racist incidents using Form 1 and 2 attached in Appendix 1.
- Monitor and report incidents to governors on a regular basis.
- Report annually to the LEA using the Form 3 attached in Appendix 1.

What to do if a racist incident is reported in the school

1. The Principles

The Home Secretary has laid down new requirements to schools to take the following action when an incident is reported in the school.

- **Record** all racist incidents
- **Inform** the parents of all those involved
- **Inform** the parents of the actions taken to deal with the incident
- **Report** all recorded racist incidents to the LEA, detailing the frequency and pattern
- **Involve** other agencies when necessary and appropriate.

In response to the new requirements Reading Borough Council expects all schools and other establishments to comply with its corporate Racist Incident Monitoring Procedure.

At school level this should include the following actions.

- Assigning the responsibility for racist harassment monitoring to a senior member of staff.
This member of staff to:
 - keep a separate racist incident record book in which **all** incidents are logged
 - inform all staff of the steps to be taken in the case of a reported racist incident
 - organise the quick removal of racist graffiti
 - ensure that all relevant data is collected on a formal basis and forwarded to the LEA as agreed.
- Assign a member of the Governing Body to take overall responsibility for the racist incidents policy and procedure.
- Schools have the right and responsibility to deal with pupils for offences committed on the way to and from school. Pupils should not be forced to take different routes to and from school for fear of racist harassment.

- Schools must always inform the Police of any criminal racist activity such as physical assault, damage to property and distributing racist literature.

2. How to record and report a racist incident

The Home Office Code of Practice advises that schools should adopt a flexible approach, whilst recording, reporting and monitoring racist incidents. Three forms are suggested for this purpose.

1. **Form 1** (Appendix 1). A very simple form for recording all alleged racist incidents. This form initiates the investigation process.

This form is for internal use only and must stay, on file, in the school.

2. **Form 2** (Appendix 1). This is a more detailed form for recording allegations of repeat and all serious incidents.

If the incident is of a criminal nature, Form 2 will need to be submitted to the Police and the LEA designated officer responsible for monitoring racist incidents.

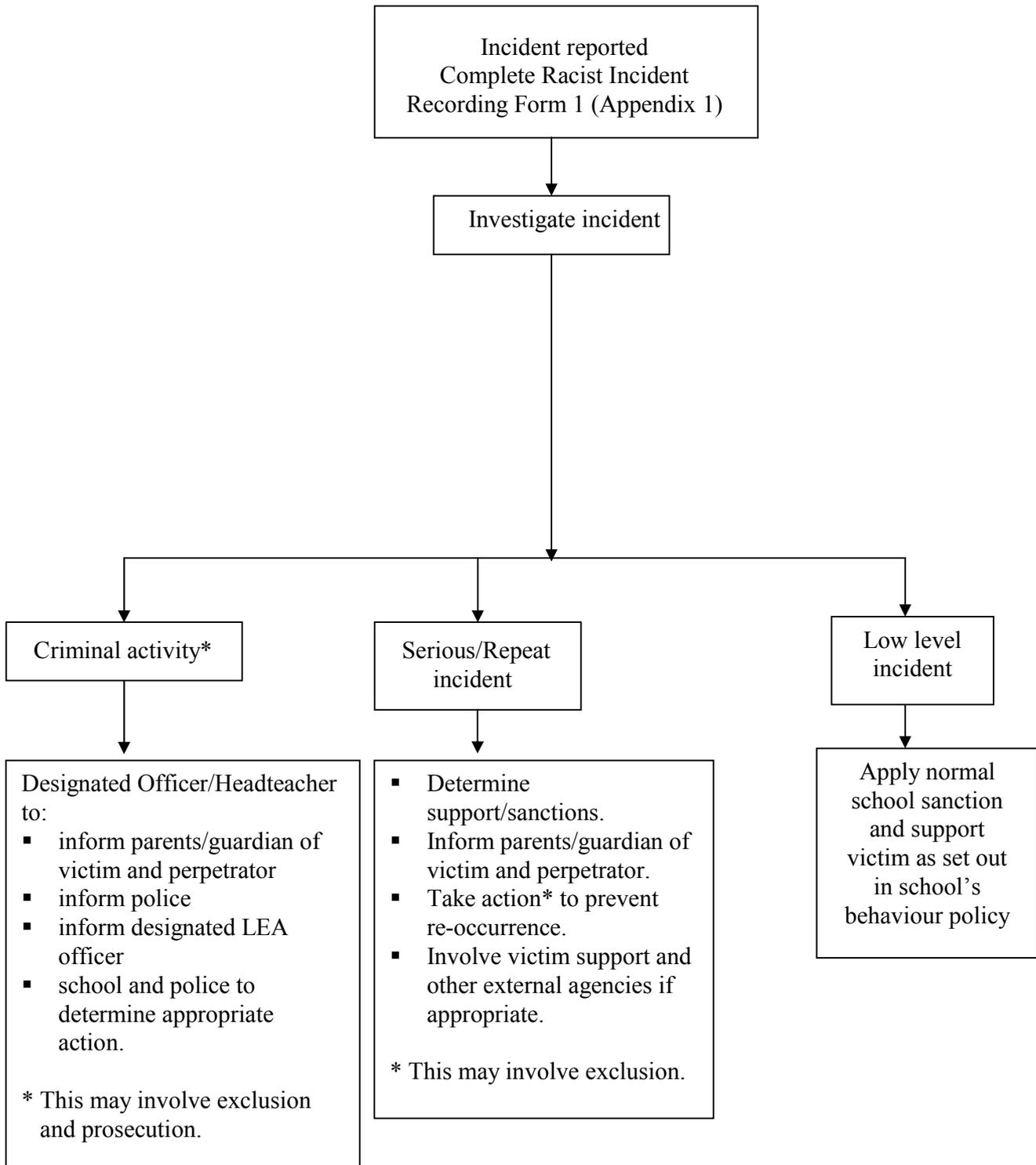
The proposed action for dealing with more serious or repeat incidents may require involvement of external agencies such as victim support, in which case the information on the form can be shared in a confidential manner.

3. **Form 3** (Appendix 1). This form should be used to report the pattern and frequency of any incidents to the LEA designated officer for monitoring racist incidents.

It is important to note that all staff have a responsibility for challenging any racist behaviour and ensuring that the appropriate forms are completed.

It is also important to note that the figures for racist incidents reported to the LEA will not be published in 'league table'.

Recording & investigating racist incidents at school level



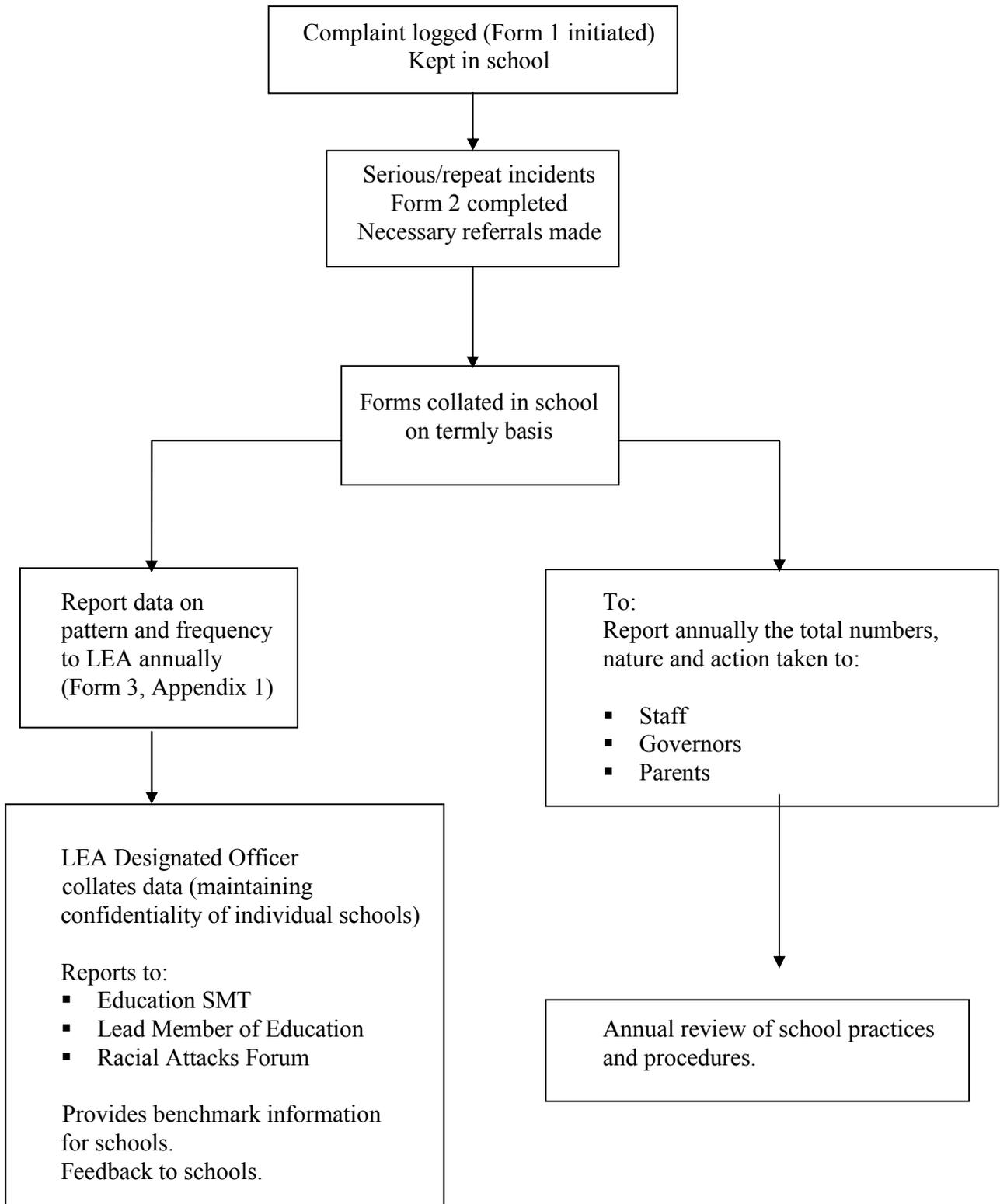
3. How to investigate an incident

Racist incidents, whether they take place between pupil and pupil, pupil and staff, or staff and staff, need to be investigated with consistency.

When investigating a reported racist incident, the following questions should be addressed.

- Who was involved? (apparent victim, alleged perpetrator)
- When and where did the incident take place?
- Who reported the incident to whom and when?
- Who witnessed it?
- What kind of racist incident was it? (see examples on page 6 of this guidance)
- What took place between the victim and the perpetrator? (sequence of events)
- Is there evidence to support the claim that this is a racist incident?
- Has the incident affected others and how?
- Has the victim been counselled and supported?
- Has the perpetrator been sanctioned and counselled?
- Is it clear to the perpetrator that this is unacceptable behaviour and will not be tolerated?
- Has the incident been logged/recorded according to school procedure?
- If the incident is established as racist have the parents/guardians of all parties been informed of the offence and the support given/sanctions used?

Recording and Managing Racial Incidents School/LEA System



FORM 1

Racist Incident Recording Form (Confidential and for School use only)

Date of Incident: **Date recorded:**

Type of Incident: (please tick)

1. Derogatory name calling, insults and racist 'jokes'		2. Verbal abuse and threats		3. Racist graffiti	
4. Provocative behaviour such as wearing racist badges or insignia		5. Racist comments in the course of discussions		6. Ridicule of an individual's cultural differences, e.g. food, music, dress, language etc.	
7. Bringing racist materials such as leaflets, comics or magazines into the institution		8. Attempts to recruit other pupils and students into racist organisations		9. Physical assault against a person's property which is racially motivated	
10. Damage caused to a person's property which is racially motivated		11. Incitement of others to behave in a racist way		12. Refusal to co-operate with other people because of their ethnic origin	
13. Ridicule of an individual's religious belief.		14. Other please specify			

Location of Incident: (please tick)

Classroom		Other area in school, for example: Dining room Corridor Staff room	
Playground			
Outside the School			

1. Perpetrator:..... Age:..... M / F

*Ethnic Group:.....

Pupil/Parent/Staff/Governor/Visitor (circle as applicable)

2. Perpetrator:..... Age:..... M / F

*Ethnic Group:.....

Pupil/Parent/Staff/Governor/Visitor (circle as applicable)

1. Victim: Age:..... M / F

*Ethnic Group:.....

Pupil/Parent/Staff/Governor/Visitor (circle as applicable)

2. Victim: Age:..... M / F

*Ethnic Group:.....

Pupil/Parent/Staff/Governor/Visitor (circle as applicable)

***NB: Please see the suggested categories from 2001 census on page 22 of this guidance.**

1. Witness:..... Age:..... M / F

*Ethnic Group:.....

2. Witness:..... Age:..... M / F

*Ethnic Group:.....

Action taken:

Low level incident:

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

Form 2 to be completed
Serious/repeat incident:

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

Form 2 to be completed
Criminal activity incident:

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

Completed by:

Signature:

Status in School:.....

FORM 2

**Racist Incident Recording Form
PRIVATE & CONFIDENTIAL**

1. Complainant/Victim Details

Name: Sex: Male/Female

D.O.B.:

Address:

.....

.....

Telephone No: Post code:

Parents of complainant/victim
Home language (if not English):

2. Ethnic origin of victim(s), please specify using the suggested 2001 census categories on page 22.

.....

.....

3. Witness reporting:

Please complete the following if a witness reported the incident.

Name: Sex: Male/Female

Address:

.....

.....

Telephone No: Post code:

3. Parents/guardians of perpetrator(s)

.....

4. Have any agencies been informed? YES / NO

If yes, please specify which (tick all that applies):

Victim Support		Citizens Advice Bureau	
Social Services		Housing Association	
Health Services		Racial Attacks Forum	
Police		Other, please specify	
LEA Officer			

Contact person for the ticked organisation:

.....

Have you parental/guardian consent for sharing this information with other agencies? YES / NO

If no, please give reasons:

.....

.....

Signature of victim/complainant:

.....

Do you require further support from the LEA? YES / NO

5. Action to be taken:

.....

.....

Signature of assigned Staff:.....

Print name please:

Headteacher:.....

Signature:

FORM 3

Annual Reporting Form: School to LEA

It is proposed that this form should be used to report all racist incidents termly to the LEA.

NAME OF SCHOOL:
ACADEMIC YEAR & TERM:

Please indicate the total of all racist incidents that occurred during the current year in your school.

TYPES OF INCIDENTS	TOTAL
Derogatory name calling, insults and racist 'jokes'	
Verbal abuse and threats	
Racist graffiti	
Provocative behaviour such as wearing racist badges or insignia	
Racist comments in the course of discussions	
Ridicule of an individual's cultural differences, e.g. food, music, dress, language etc.	
Bringing racist materials such as leaflets, comics or magazines into the institution	
Attempts to recruit other pupils and students into racist organisations	
Physical assault against a person's property which is racially motivated	
Damage caused to a person's property which is racially motivated	
Incitement of others to behave in a racist way	
Refusal to co-operate with other people because of their ethnic origin	
Ridicule of an individual's religious belief.	
TOTAL	

Break down of incidents:

Perpetrator	Victim					Total number of incidents occurring:	Total
	Pupil	Parent	Staff	Governor	Visitor		
Pupil						In the classroom In the playground Other areas	
Parent							
Staff						Outside school	
Governor							
Visitor							

WERE THERE ANY EXCLUSIONS AS A RESULT OF RACIST INCIDENTS? YES OR NO					
IF YES, PLEASE INDICATE HOW MANY					
FIXED TERM		PERMANENT		TOTAL	

Ethnic Groups

The DfEE uses categories based on the census. It is, therefore, proposed that the new 2001 census categories should be used by all schools.

It is important that all information on ethnicity is provided by the pupil's parents/guardian or, in the case of secondary school pupils by self-classification. Staff must not guess or decide the pupil's ethnicity, no matter how apparent the ethnicity may seem to them.

There will be instances where pupils, parents, visitors etc. might refuse to provide information on ethnicity. In such instances this should be recorded as such, instead of classifying them as 'other'.

White: British
Irish
Travellers of Irish Heritage
Gypsy/Roma
Any other white background
Please specify

Mixed: White and Black Caribbean
White and Black African
White and Asian
Any other mixed background
Please specify

Asian or Asian British: Indian
Pakistani
Bangladeshi
Any other Asian background
Please specify

Black or Black British: Caribbean
African
Any other Black background
Please specify

Chinese or Other Ethnic Group: Chinese
Any other group
Please specify

The Macpherson Recommendations

" The evidence we have heard and read forces us to the conclusion that our education system must face up to the problems, real and potential, which exist. We therefore make a number of recommendations aimed at encouraging schools to address the identified problems

67. consideration be given to amendment of the National Curriculum aimed at valuing cultural diversity and preventing racism, in order to better reflect the needs of a diverse society.

68: Local Education Authorities and School Governors have the duty to create and implement strategies in their schools to prevent and address racism. Such strategies to include:

- *schools record all racist incidents;*
- *all recorded incidents are reported to the pupils' parent/guardians, school governors and LEAS;*
- *the number of racist incidents are published annually, on a school by school basis; and*
- *the numbers and self defined ethnic identity of 'excluded' pupils are published annually on a school- by- school basis.*

69: Ofsted inspections include examination of the implementation of such strategies."

The Government accepted recommendations 67 and 69 in full and recommendation 68 in part.

The Home Secretary identified a lead responsibility for the DfEE on recommendations 67 and 68. DfEE was asked to ensure that:

- the new curriculum for schools properly reflected the needs of a diverse society.
- schools have in place procedures and practices for preventing and dealing with all incidents of racist harassment and bullying, as well as, clear reporting and monitoring of exclusions by ethnicity.

Clear responsibility was given to Ofsted to include race equality and racism in its new Framework for school and LEA inspections and to have in place appropriate training for its inspectors.

Reading Borough Council's response to Macpherson

Following publication of the Macpherson Report, Reading Borough Council, in June 1999, led a multi agency conference. This included major public sector and voluntary organisations, who all committed themselves to action to challenge institutional racism and remove inequalities in service provision.

This commitment was formalised a year later through the signing of The Reading Declaration which says:

"We in Reading are proud of our multi-racial and diverse cultural heritage, which we regard as a source of cultural, social and economic strength. We will work vigorously to combat all forms of racism, to rid Reading of racial discrimination and to enshrine the principle that the indivisibility and universality of human rights are the foundations of justice and peace."

An inter-agency group has since been established to ensure the Reading Declaration is implemented, to monitor progress on action plans and also to share good practice.

As a key partner in the Declaration, the Education and Community Services Directorate has given its commitment to the following principles which acknowledge that Reading pupils and other learners have a right to:

- A high quality education which enables them to acquire the knowledge, skills and qualifications to participate fully in society and to maximise their social and economic opportunities
- A learning environment free of racism, bullying and negative stereotypes.
- Confidence that racially-motivated bullying will be tackled seriously and that there are appropriate and effective support mechanisms for both children and their parents
- An affirmation of their social, cultural and religious backgrounds
- An education that celebrates linguistic diversity and recognises the academic and cultural value of all community languages
- A curriculum that promotes tolerance and respect between diverse groups in society
- A curriculum that meets individual and additional learning needs and promotes genuine and equal access to the learning environment as a whole
- Appropriate advice on education and careers post-16 that recognises cultural diversity

- An inclusive education system that welcomes an equal partnership with all learners and with children's parents.

The Education Service in Reading recognises that:

- The promotion and implementation of equality in education
Is the responsibility of all engaged within it.
- The teaching workforce and other personnel must reflect the ethnic composition of Reading.

The Directorate has also developed an action plan that includes the following guidance and support for schools on:

- Challenging and dealing with racist incidents
- supporting ethnic minority pupils at risk of exclusion
- developing equal opportunities policies, including race equality

It has also included race equality actions for the Directorate. These include:

- applying the CRE Equality Standards for race equality in service provision and customer care
- monitoring the representation of Black and Asian groups in the Directorate workforce.

The Legal Case for Race Equality

The Race Relations Act (1976)

This makes it unlawful to discriminate on racial grounds in relation to employment, training, education, the provision of goods, facilities and services and certain other specified activities. The Act applies to discrimination by public authorities in these areas. Discrimination on racial grounds is defined in Section 3 of the Act as discrimination on the grounds of colour, race, nationality (including citizenship) or ethnic or national origins.

The Race Relations Act makes employers liable for acts of racial discrimination committed by their employees in the course of their employment, subject to a legal defence that the employer took such steps as were reasonably practicable to prevent the employee discriminating.

The Act gives individuals a right of direct access to the civil courts and industrial tribunals for legal remedies for unlawful discrimination. The Race Relations Act is quite detailed and complex, and includes a number of exceptions and elaborations.

The Commission for Racial Equality (CRE) was established under the Race Relations Act to help enforce the legislation, and to promote equality of opportunity and good relations between people of different racial groups. The CRE is a principal source of information and advice for the general public about the Act.

Racial discrimination in education

Section 17 makes it unlawful:

- To discriminate in the terms on which a person is offered admission as a pupil, by refusing admission
- In the way a pupil is given access to benefits, facilities or services by excluding a pupil.
- By which a pupil is subjected to any other detriment.

Examples:

- It is direct discrimination if black pupils are excluded for a disciplinary offence when white pupils with similar behaviour records are not excluded for the same offence.
- It is indirect discrimination if a school's rules regarding uniforms and appearance do not take account of cultural needs. For instance if the rules requires all boys to wear their hair short and

wear a school cap, then some groups of pupils, for instance Sikhs, may not be able to comply with this requirement.

- It is victimisation if a teacher is denied the opportunity for training because of her support for a colleague's complaint of victimisation.

Institutional racism in schools

“The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people”. (Macpherson's new definition of institutional racism)

This occurs when:

- the school's practices and procedures makes racist attitudes and behaviour acceptable
- the needs of all the school community are not met
- the school does not recognise the discriminatory effect of ostensibly decorous policies
- there is a lack of understanding or pre-conceived ideas about the behaviour or cultural traditions of some pupils
- words and actions are well intended, but are demeaning
- there is unconscious racist stereotyping of pupils from a particular ethnic minority group as potential troublemakers or underachievers.

Valuing Cultural Diversity

In the foreword to the revised National Curriculum documentation the Secretary of State for Education and Employment and the Chairman of the Qualifications and Curriculum Authority state:

" An entitlement to learning must be an entitlement for all pupils. This national Curriculum includes for the first time a detailed, overarching statement on inclusion which makes clear the principles schools must follow in their teaching right across the curriculum, to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin the school curriculum and the work of schools. These also include the commitment to valuing ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live."

The relevant text with reference to equalities issues from the new National Curriculum is reproduced below.

The school curriculum and the National Curriculum: values, aims and purposes

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national Curriculum is an important element of the school curriculum.

Values and purposes underpinning the school curriculum

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common values and purposes that underpin the school curriculum and work of schools. Foremost is a belief in education, at home and at school, as a route to the spiritual, moral, social, cultural, physical and mental development, and thus the well being of the individual. Education is also the route to equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. Education should reflect ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live. Education should reaffirm our commitment to the virtues of truth, justice, honesty, trust and a sense of duty. At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communication technologies.

Aims for the school curriculum

If schools are to respond effectively to these values and purposes, they need to work in collaboration with families and the local community, including church and voluntary groups, local agencies and business, in seeking to achieve two broad aims through the curriculum. These aims provide an essential context within which schools develop their own curriculum.

Aim 1: The school should aim to provide opportunities for all pupils to learn and to achieve

The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all pupils. It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.

The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social, and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. It should encourage pupils' to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.

By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better. It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens. It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

Aim 2: The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

The school should promote pupils' spiritual, moral, social and cultural development and, in particular, develop their knowledge, understanding and appreciation of their own and different cultures, and how these influence individuals and societies. The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.

It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It would develop their ability to relate to others and work for the common good.

It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

The interdependence of the two aims

These two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. Development in both areas is essential to raising standards of attainment for all pupils.

The national framework and the purposes of the National Curriculum

The two broad aims for the school curriculum are reflected in section 351 of the Education Act 1996, which requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepared pupils at the school for the opportunities, responsibilities and experiences of adult life.

The Act requires the Secretary of State, local authorities and the governing body and headteacher to take steps to achieve these requirements.

The revised National Curriculum provides opportunities subject by subject to promote pupils' spiritual, moral, social and cultural development. The examples for cultural development from the range of National Curriculum subjects are as follows:

Citizenship

..... understand the nature and role of the different groups to which they belong, and promoting respect for diversity and difference.

English

..... explore and reflect on the way that cultures are represented in their stories and poems, through introducing pupils to the English literary heritage, and through learning about language variation in English and how language relates to national, regional and cultural identities.

Maths

..... appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognising that mathematicians from many cultures have contributed to the development of modern day mathematics.

ICT

..... discussing how information arises out of a cultural context (for example, how the presentation of a site on the world wide web reflects the culture of its creators), discussing how ICT connects local, national and international communities, through learning about other cultures, through information on the internet.

Science

..... recognise how scientific discoveries and ideas have affected the way people think, feel, create, behave and live, and drawing attention to how cultural differences can influence the extent to which scientific ideas are accepted, used and valued.

Design and Technology

..... exploring the contribution of products to the quality of life within different cultures, and through valuing and reflecting on the responses of people from other cultures to design solutions.

Music

..... recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same.

Art

..... recognise how images and artefacts can have an influence on the way people think and feel, and to understand the ideas, beliefs and values behind their making, relating craft and design to its cultural context (for example, the use of icons in religious art, and corporate advertising).

Physical Education

..... experience and understand the significance of activities from their own cultures and other cultures (for example, folk dances and traditional games), recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

History

..... recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development.

Geography

..... finding out about the different traditions and activities of a family in a less economically developed country, or studying the way the school's local environment reflects the cultures of its inhabitants.

Modern foreign languages

..... insight into cultural differences and opportunities to relate these to their own experience and to consider different cultural and linguistic traditions, attitudes and behaviour.

Sources of Information and Support

Publications

Learning for All: Standards for Racial Equality in Schools, 2000. Obtainable from the Commission for Racial Equality (CRE).

Stephen Lawrence Inquiry: Home Secretary's Action Plan. March 1999. Obtainable from HMSO and the Home Office website: www.homeoffice.gov.uk

A Guide to the Race Relations Act 1976. Available as above.

Home Office Code of Practice on Reporting and Recording Racist Incidents. May 2000. Obtainable from the Home Office website.

DFEE Circular 10/99. Social Inclusion: Pupil Support.

Raising the attainment of ethnic minority pupils: School and LEA Responses. An OFSTED publication obtainable from its website.

Making the difference: Teaching and Learning Strategies in Successful Multi-ethnic Schools. DFEE Research Report Number 59.

Removing the Barriers: Raising Achievement Levels for Ethnic Minority Pupils. DFEE ref: 0012/0000, February 2000

Inclusive Schools, Inclusive Society: Race and Identity on the Agenda. Robin Richardson and Angela Wood. Trentham Books, 1999.

National Organisations

The Commission for Racial Equality (CRE), St Dunsatan's House, 201 –211 Borough High Street, London SE1 1GZ. TEL; 020 7939 0000, Fax; 020 7939 0001. E-mail: info@cre.gov.uk Website: www.cre.gov.uk

Early Years Equality, PO Box 28, Wallasey CH45 9NP, E-mail: equality@tisca
A national network of professionals working to implement anti-racist practice in the education and care of young children.

Race on the Agenda (ROTA) , Bow House Business Centre, 153 –159 Bow road, London E3 2SE.
Tel: 020 8983 7144, Fax: 020 8983 7445 E-mail: rota@.org.uk
A policy development, information and research service for the Black and ethnic minority voluntary sector.

The Refugee Council, 3 Bond Way, Vauxhall, London SW8 1SJ. Tel: 020 7820 3000, Fax: 020 7582 9929

Advisory Council for Education (ACE) Ltd, 1c Aberdeen studios, 22 Highbury Grove, London N5 2DQ. Tel: 020 7354 8318 Fax: 020 7354 9069, E-mail: ace-ed@easynet.org.uk, Website: www.ace-ed.org.uk

The CHIPS UK Programme(Child line in Partnership with Schools Project), Child line, Studd Street, London N1 0QW. Tel: 020 7239 1000, Website: www.childline.org.uk
Chips was set up to link Childline with schools. It involves young people in anti-bullying and peer support work.

The Runnymede Trust, Suite 106, The Fruit and Wool Exchange, Brushfield Street, London E1 6EP, Tel: 020 7501m9992, Fax: 020 7377 6622, E-mail: info@runnymedetrust.org, Website: www.runnymedetrust.org

Working Group Against Racism in Children's' Resources. WGARCR, unit 63a, Eurolink Business Centre, 49 Effra Road, London SW2 1BZ, Tel/Fax 020 7501 9992 E-mail: wgarc.r@virgin.net

West Midland Consortium Education Service for Traveller Children, The Graisely Centre, Pool Street, Wolverhampton WV2 4NE. Tel: 01902 714646, Fax: 0190 2 714202

National Organisation on Islam and Islamophobia

IQRA TRUST, 24 Culross Street, London W1Y 3HE, Tel:020 7491 1572, Fax: 020 7493 7899, E-mail: info@iqratrust.org, Website: www.iqratrust.org.uk

The Muslim Council of Britain, POBox 52, Wembley, Middlesex HA9 0XW. Tel: 020 8903 9024, Fax:020 8903 9026, E-mail: admin@mcb.org.uk, Website: www.mcb.org.uk

National Organizations on Issues for Other Faiths

The Jewish Council for Racial Equality, 33 Seymour Place, London W1H 6AT. Tel:020 8455 0896

Holocaust Educational Trust, BCM Box 7892, London, WC1N 3XX., Tel: 020 7222 6822, Fax: 020 7233 0161, E-mail: info@het.org.uk

Inter- Faith Network, 5-7 Tavistock Place, London WCIH 9SN. Tel: 020 7388 0008, Fax: 020 73887124, E-mail: infet@interfaith.org.uk, Website: www.interfaith.org.uk.
Promotes good relationships between different faiths.

Local Organisations on Race Equality

Reading Council for Racial Equality(RCRE), 2-4 Silver Street, Reading RG1 2ST. Tel: 0118 9868755, Fax: 0118 9314786, e-mail: admin@rcrc.co.uk, Website: www.rcrc.co.uk

Equality Services, Reading Borough Council, Education and Community Services Directorate, Lydford Road, Reading RG1 5QH. Tel: 0118 901 5240

Reading Victim Support, Police Station, Castle Street, Reading RG1 7TH Tel: 0118 958 3616

Youth Connections, Watlington House, Watlington Street, Reading RG1 4RJ.
Tel: 0118 901 5658

Reading Racial Attacks Forum, Police Station, Castle Street, Reading RG1 7TH Tel: 0118 953 6241

No: 5 Counselling and Information Service, 2-4 Sackville Street, Reading RG1 1NT.
Tel: 0118 901 5668

Behaviour Support Team, Reading Borough Council, Education and Community Services Directorate, Orwell House, 23 Craven Road, Reading RG1 5LE. Tel: 0118 901 5400

Reading and Berkshire Refugee Support Group, RISC, 35-39 London Street, Reading RG1 4PS. Tel: 0118 950 5356, Fax: 0118 9585406, E-mail: rbrgs@btclick.com

Thames Valley Consortium, Traveller Education Service Wescott Annex, Wescott Road, Wokingham. RG40 2ER. Tel: 0118 9774910, Fax: 0118 9892073

Reading Inter-faith Group, All Saints Vicarage, 14 Downshire Square, Reading RG1 6NH. Tel: 0118 9572000.
Pastoral advice on awareness of inter faith issues.

Reading Jewish Society, 2b Tilehurst Road, Reading RG1 7TN. Tel: 0118 9571167

Church of God wide World wide Mission & Community Mission Project, The Globe Lovelock Road Reading RG30 1EJ 0118 9508534, Fax: 0118 9573924

Pakistan Community Centre, Park Community Hall, London Road, Reading. RG1 3PA. Tel:/Fax 0118 9269031

Reading Muslim Council, Bridge Hall, Oxford road, Reading RG1 7PE. Tel/Fax 0118 9504048 0118

