

# Introduction

This pack is designed to help schools assess, monitor and develop their policy, procedures and practice in terms of promoting race equality and cultural diversity.

Educational inclusion is part of the national agenda to promote social inclusion. A feature of the drive for educational inclusion is the 'mainstreaming' of race equality issues. The Race Relations (Amendment) Act 2000 came about in large part as a result of recommendations in *The Stephen Lawrence Inquiry Report (The Macpherson Report)* (1999). The Report suggested that the Race Relations Act 1976 be extended and strengthened. It also contained recommendations for tackling racism in all areas of public life. The Report identified education as a key factor:

*It must be a major concern of Governments that our education system must address the issues of racism observed amongst children of primary and even pre-school age.*

The Report contained three specific recommendations for education:

- The National Curriculum should be amended, to focus on valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.
- LEAs and school governors should create and implement strategies to prevent racism (schools should record all racist incidents and report them to the pupils' parents/carers, governors and the LEA).
- OFSTED inspectors should examine the implementation of strategies to prevent and address racism.

These recommendations have been adopted and put into practice since the publication of the Report, so that the National Curriculum now has:

- a statutory statement on inclusion
- an aims and values statement
- more emphasis on promoting race equality and cultural diversity, for example, through the introduction of Citizenship and Personal, Social and Health Education (PSHE).

In addition, the Qualifications and Curriculum Agency (QCA) and Department for Education and Skills (DfES) have established Web sites which exemplify and disseminate good curriculum practice in promoting inclusion, cultural diversity and challenging racism (see *Resources*, pages 82 to 86, for details). Schools are now expected to record, monitor and report on all racist incidents.

Since 2000, all OFSTED inspectors have had to undertake training to ensure they can evaluate the quality of educational inclusion in schools, including schools' policy and practice in promoting race equality and cultural diversity.

# 5 Ethnic monitoring

## What is ethnic monitoring?

Ethnic monitoring is the process of collecting, recording and analysing data about people's ethnic backgrounds. The information gathered can be analysed to see whether ethnicity is a factor in pupils' academic performance and what patterns emerge. It is similar to monitoring by gender, where statistics are broken down to see whether differences emerge for boys and girls (DfES, 2002). Monitoring should inform policy, planning and practice. It involves finding out how the school can improve.

## Why should we collect data by ethnicity?

There are several reasons for collecting data by ethnicity:

- There is a statutory requirement to record and report this information. In order to comply with the *Code of Practice*, schools need to show that they are undertaking ethnic monitoring.
- The DfES now requires all schools to collect and record data on the ethnic background of every pupil as part of the core data set for the Pupil Level Annual Schools Census (PLASC) and statutory Common Transfer Form.
- The DfES has adopted the 2001 Census ethnic background categories (see page 27), with the addition of specific categories for Irish Travellers and Roma Gypsies. The PLASC issued from January 2003 onwards obliges schools to use these ethnic categories. Records based on the old classifications will not be accepted by the PLASC software. The benefits of having new ethnic background categories as part of the standardised core data set linked to PLASC include:
  - better information at the school, local and national level on the attainment of pupils from different ethnic backgrounds. The information will help schools to identify barriers to achievement and to establish strategies to raise standards
  - more effective allocation and targeting of funding
  - in the long-term, burdens on schools will be reduced as the information should be passed on when pupils transfer schools.
- In addition, it is good practice to collect data by ethnicity. By recording and monitoring ethnic information, including home language (where appropriate), it should be possible to identify:
  - different patterns of attainment or behaviour by different groups
  - comparative underachievement of pupils from particular ethnic groups
  - comparatively high rates of exclusion of pupils from particular ethnic groups
  - performance against targets and against performance in other schools.

## The new ethnic background categories

The ethnic categories are shown on the next page. Note that some LEAs have added subcategories to reflect local conditions, but these will map back to the groups given here. This may affect records on pupils joining your school. The DfES recommends that authorities do not define categories with fewer than 100 pupils within the authority as a

Headteachers should emphasise that the aim of policy and procedures for dealing with racist incidents is to prevent such incidents from occurring and not to get people into trouble.

It is essential that parents/carers understand, have confidence in and support the school's commitment to challenging racism. Explicit references within the documentation which you send home can be helpful in this respect, and you should consult and involve parents/carers as much as possible in developing policy and practice.

Your procedures for dealing with racist incidents and racial harassment may be part of your race equality, behaviour and/or anti-bullying policies or you may have a stand-alone policy. There are model policy statements on dealing with racist incidents in *Section 4*. A summary of procedures which is in line with national guidance is provided as **Handout 3** (page 45). This may be displayed in schools, sent home to parents/carers and/or provided for staff or governor training purposes.

### **Examples of racist behaviour**

A racist incident may include:

- derogatory name-calling, insults, racist jokes and language
- verbal abuse and threats
- physical assaults
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language
- refusal to cooperate with others because of any of the above differences
- stereotyping on the basis of colour, race, ethnicity, etc
- racist comments
- racist graffiti
- written abuse
- damage to property
- incitement of others to act in a racist manner
- provocative behaviour, such as wearing racist badges or insignia
- bringing racist materials, such as leaflets, magazines or computer software, onto the premise
- recruiting other young people to racist organisations or groups.

### **Dealing with racist incidents**

You should bear the following points in mind:

- No incident that is or appears to be racially motivated should go unchallenged. Every member of staff has a responsibility for responding to the situation.
- You should make explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos.

Once a racist incident has occurred, a procedure for dealing with it might run as follows:

- If the member of staff is unable to resolve the matter, it should be referred to a designated senior member of staff (in line with the behaviour policy).

## The Race Relations (Amendment) Act 2000: Information for parents and carers

The Race Relations (Amendment) Act 2000 places a positive duty on all schools, irrespective of whether they have pupils from minority ethnic groups on roll, to promote race equality. There is a **general duty** to:

- eliminate unlawful racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial groups.

The aim of the general duty is to help the school:

- meet the needs of all pupils and raise standards generally
- remove inequalities between racial groups in terms of attainment, progress, disciplinary measures and admission
- create a positive atmosphere which values diversity and respects difference
- prevent racism and promote positive relations between different racial groups
- prepare pupils to be good citizens living in a multi-ethnic society
- create a workforce representing different ethnic backgrounds
- make full use of skills and different perspectives in the community.

### Specific duties

Schools also have specific duties which are intended to help them meet the general duty and achieve the three key objectives listed above. The specific duties are to:

- produce and implement a **race equality policy**
- assess** the impact of all policies on pupils, parents/carers and staff from different racial groups
- monitor** the impact of all policies on pupils, parents/carers and staff from different racial groups
- publish** the results of the monitoring each year.

#### a Race equality policy

This policy covers:

- pupil assessment, attainment and progress
- personal development and pastoral care
- the school's values
- teaching and learning
- membership of the governing body
- involving parents/carers and the local community in the school.
- promoting good race relations
- the curriculum
- staffing and professional development
- pupil behaviour, discipline and exclusions
- racial harassment and bullying

Parents and carers should be familiar with the policy and should support the school in putting the policy into practice. If you have not seen a copy, please ask us for one.

- Look at photographs of different types of homes (including nomadic homes) from around the world. What can the pupils find that is the same as in their home, and what can they find that is different?
- Find out where food comes from and locate these places on a world map to develop the concept of near and far.

Further details about the materials mentioned here can be found in *Resources*.

## Key Stage 2: Plaits and braids

The following primary school activities require the use of the 'Plaits and Braids' poster, produced by CMES, Team for Traveller Education following project work in local primary schools. The poster is a useful resource for developing pupils' understanding of diversity within the context of the curriculum. It is available from Margaret Wood, Team for Traveller Education, CPDC, Foster Road, Trumpington, Cambridge CB2 2NL, Tel 01223 508700, Fax 01223 506013, email [margaret.wood@cambridgeshire.gov.uk](mailto:margaret.wood@cambridgeshire.gov.uk).

Suggestions for use:

- **Speaking/writing skills** – Sequencing: cover up writing and sequence process of plaiting hair as depicted in pictures.
- **Describing texture** – Length, nature of hair, ie thick, fine, curly, straight, wavy, colour.
- **Listening** – Use another language to describe the process of plaiting hair. See how much pupils understand and identify how much they could follow. Repeat exercise with more body language, pointing, expression, odd words which pupils might identify with, etc.
- **Recording** (eg on a graph) different types of hair pupils have.
- **Imaginative** – Why is this girl getting her hair done? Where could she be going to?
- **Comparisons** – Picture display on varieties of hairstyles and relating this to similarities and differences with an emphasis on diversity giving you choice.
- **Extension** – Accessories to suit hair worn as plaits or braids and other forms of hair styles.
- **Time-keeping** – How long would you take to plait hair?
- **History** – How hair styles have changed over different periods in history.
- **Discuss** different hairstyles for different occasions/settings.
- **Art and Design** – Using textures of wool for braiding hair.
- **Local communities** – Investigate how hair is traditionally worn in various communities, eg Rastafarian, Sikh men, Hassidic Jews, etc, and why.

## Plaits and braids – PSHE Year 6

### Aims

- To develop friendships and working relationships involving new pupils.
- To raise levels of confidence and self-esteem.
- To explore and value the custom of plaiting and braiding hair in different social groups.