



BISHOP CORNISH SCHOOL



POLICY FOR RACE EQUALITY AND 'BRITISHNESS'

This policy should be read in conjunction with our policy on equal opportunities and Exploring What is 'Britishness' advise 2014.

Philosophy

STATEMENT ON THE PROMOTION OF RACE EQUALITY

At Bishop Cornish School we are committed to promoting equality of opportunity and tackling racial discrimination in all its forms. This includes overt acts of racism and institutional racism. We recognise the importance of promoting good relations between people of ethnic groups and preparing pupils for life in our culturally diverse society. Education plays a vital role in influencing pupils' views and attitudes. At Bishop Cornish School we recognise the need to ensure pupils leave school with the knowledge and understanding to promote racial harmony within our society.

Definition of Racism

The theory that human abilities, etc. are determined by culture or race (human variation or colour of skin). Racist attitudes manifest themselves in a variety of ways and should always be challenged. Racism is unacceptable and such unacceptability includes racist statements made by staff, pupils, parents or visitors to the school even when the school has no one from an ethnic minority. It should be noted the Gypsy Travellers are included here in the definition of an ethnic minority. Governors and teachers will be aware that there are some in Cornwall who identify themselves as racially and/or ethnically Cornish. Governors and teachers should be sensitive to those feelings. Racism of any sort will not be allowed at Bishop Cornish School.

The School recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

The School is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Aims

To create a school where members of all ethnic groups can live and work in harmony. Under the duty in the Equality Act 2010, to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.

Monitoring progress

- The school has a small number of minority ethnic pupils and recognises that the group is statistically too small to make judgements about their attainment as a whole. They also come from widely different backgrounds. Therefore, the school will track individual minority ethnic pupils using SATs and optional SATs data to measure progress against that expected for all pupils in the school, as is undertaken for all pupils. Where concerns about the progress of minority ethnic pupils arise the school will seek the most appropriate intervention in consultation with parents.
- Teachers will be alert to early signs of disaffection or a drop in attainment or progress. When this happens the SENCO will investigate and intervene to enable progress to be resumed.
- The school will assess all minority ethnic pupils for their proficiency in English. Where support is needed the school will contact the appropriate County officer to seek the appropriate assistance and support.

- The Head Teacher will report to the Governing Body on the acceptance and attainment of minority ethnic pupils.

Working with parents

- The school supports the parents of ethnic minority pupils.
- If there is any evidence at parent consultation evenings that a pupil is experiencing racism at school but not reporting it to teachers, action will be taken and the parents will be informed of the action taken in light of the information given. Where there is a language barrier for the parents the school will contact the office of the Inspector for Special Education to solicit support.
- Parents will be warmly welcomed into school, as are all parents.

Approaches

- A positive attitude towards people of different races and colour will be fostered not only as part of our RE/PSHE/Citizenship curriculum but also as part of the basic ethos of the school, believing in equality of opportunity for all and based and founded on Christian principles.
- The school will support the Local Authority in its specific employment duties under the Race Relations Amendment Act (2000) and ensure that the appropriate data is supplied.
- Pupils from diverse ethnic backgrounds will be warmly welcomed into our school. We shall approach the LA for support in helping pupils learn English as their first language.
- Information about the country of origin of a pupil from a minority ethnic group will be used as a relationship forming exercise.
- The school's policies on bullying and behaviour management should be constantly observed.
- The school prospectus states that racism and racist attitudes are unacceptable at Bishop Cornish School.
- The Home/School agreement reflects this.
- Incidents of racist behaviour/attitudes will be challenged.
- Incidents of racism should be reported to the Head Teacher or Deputy Head.
- Staff will be encouraged to go on exchanges to countries abroad and in this country.
- Links are made with schools in the Midlands and London.
- Visitors from overseas will be warmly welcomed.
- Links will be forged with students from overseas studying at Marjon.

School Visits and Visitors to Cornwall

The school recognises that many of its pupils have little contact with racial minorities and therefore:

- When going on trips pupils will be reminded of their responsibility to act appropriately. The issue of living in a multi-cultural society will be brought up and pupils reminded that racial abuse or the exhibiting of racist attitudes will be dealt with severely by the school.
- When studying Cornwall, its history and geography, mention will be made of the different sorts of people who come to visit the county and who have settled here.

It will be made clear that racism is unacceptable and that we have a duty of hospitality to all those who come here on business or for a holiday.

Minority ethnic teachers

- The school welcomes applications from all qualified teachers irrespective of race, ethnicity, or gender.
- The Head Teacher will speak to minority ethnic teachers about the issue of race as part of an annual review.

Reporting, monitoring and evaluation

The Head Teacher will monitor the effectiveness of the policy on an annual basis. This will be done in the following ways:

- Monitoring the number of exclusions of ethnic minority pupils.
- Monitoring the effect of any PSHE/C module which has had a focus on combating racism.
- Talking with the parents of minority ethnic pupils to ensure they are happy with the workings of the school.
- Talking with minority ethnic pupils to ask them about their successes.
- Talking with minority ethnic members of staff along with colleagues on the workings of the policy.

A report to the governors will be made annually on the effectiveness of the policy and amendments made where necessary.

All racially motivated incidents will be recorded and reported to the governors and the LA as they occur on Form DIV-1.

Policy Review

This policy will be reviewed after 12 months in the first instance and every two years after that. The Governing Body will undertake the policy review as it recognises that it is its statutory responsibility and not that of the Head Teacher or staff to do so.

Agreed by staff and adopted by Governors
Reviewed November 2014
Next review 2016

Exploring what is ‘Britishness’: learning outcomes

Introduction

Exploring the meaning of ‘Britishness’ is gaining importance, and schools should be including it as a curriculum topic on their websites.

Schools are being asked to devise a curriculum subject to focus their pupils and to develop (through their own inquiry) learning through the process of exploring ‘what it means to be British’.

Schools are being encouraged to develop a focus of inquiry with pupils and through peer group interaction encouraging learners to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person’s identity is unique and can change; and
- begin to understand the idea of stereotypes.

Activities

1. Students/pupils discuss the different groups to which they belong and how they might describe themselves to other people? Where are they from? What do they like doing? What are they good at? What are their beliefs? What clubs do they attend?
2. The whole class gather ideas of what it is to be British. Can they identify a celebrity who they think is typically British? How does Britishness differ from being English, Scottish, Irish or Welsh?
3. Developing Britishness cards: can they choose qualities they believe best represent Britishness? They must be prepared to justify their choice
4. Feedback
5. Students/pupils are asked where they form their opinions from (media, family, holidays, etc.)
6. Teacher looks at each card and asks the students/pupils if the attributes listed are a making a fair statement about Britishness? For instance, are they realistic?
7. Do we all share the same values?
8. Do we all eat roast beef or consume alcohol?
9. The teacher explains that when we make over-generalisations about people we are ‘stereotyping’.
10. The teacher explores some examples of what other people say about the British - which of the stereotypes are negative? Can a stereotype be positive?
11. Use resources to examine what others have to say about the British and examine stereotypes of Britishness from other countries: are they positive? Which are negative?
12. Why do they think other people have these stereotypes of Britishness? Are they fair? Are they realistic?
13. Students/pupils create and produce a report which will examine and explore the question of Britishness.

14. Each student/pupil has a different audience for their report (for example a year three child, a visiting student from overseas, etc.)

Anyone who wants to become a British citizen needs to show that they know about life in the UK. They can do this in two ways - study and be tested on a book called *Life in the UK: A journey to Citizenship*, or by taking English for speakers of other languages (ESOL) classes. Most pupils in schools are British citizens, but they may find it difficult to answer some of the questions in the test, which can be downloaded from the internet.

Class/subject leaders can further develop this and tweak their approach to suit their pupils. Durham University has developed a range of topics to extend our understanding of Britishness. For example, how migration has influenced the British citizens we are today over centuries of history and understandings of how our heritage has evolved and how it has been recorded over time, builds a solid foundation for learners.

Exploring what is 'Britishness' - October 2014
NAHT