



Notting Hill Preparatory School

2.5 Policy for Education for Ethnic Diversity

(EYFS & KS1-3)

Reviewer responsible: **Deputy Head (Pastoral)**
Reviewed by: **HF**

Date of last review: **09/20**
Date of next review: **09/21**

POLICY FOR EDUCATION FOR ETHNIC DIVERSITY

A whole-school approach is used to promote racial equality and guard against racial discrimination. We support ethnic, cultural, religious, linguistic and social diversity and actively foster positive personal, community and race relations. Diversity is recognised as having a positive role to play within the school and the school recognises the importance of language to a person's sense of identity and belonging. Racial discrimination will not be tolerated at Notting Hill Prep. Responsibility for monitoring the Ethnic Diversity Policy rests with the Board of Governors, the Headmistress and the Deputy Head (Pastoral).

We recognise our duties under the Race Relations (Amendment) Act 2000 and the Equality Act 2010 and are committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities, showing respect and tolerance for the beliefs of others
- Eliminating unlawful discrimination

Guiding principles

In fulfilling our legal duties listed above, we are guided by three essential principles:

1. Every pupil should have opportunities to achieve the highest possible standards and best possible qualifications for the next stages of their life and education
2. Every pupil should be helped to develop a sense of personal and cultural identity, and in a confident and open manner, to embrace change and be receptive and respectful to the cultural identities of others
3. Every pupil should 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

Guiding Principals

At NHP, children are taught that people in Britain come from a variety of cultural backgrounds and ethnic origins and, as such, might have their own distinct language, religion, and culture – including such aspects as dress, food, music, literature and customs.

At a cross-curricular level, this permeates all aspects of life in school and is encompassed within the teaching of many subjects in the curriculum – notably Music, English, Drama, Art, Geography, History, PSHE, P4C and RE.

Through a variety of learning experiences, the children are able to explore the contributions of different cultural, racial and religious groups in our society and, at the same time, broaden their knowledge and understanding of such groups. In this way, we hope to cultivate the children's awareness and respect for cultural and ethnic diversity in the classroom, the school and the world outside.

This cross-curricular dimension is included in class and whole-school-based topics or themes. For example, topics such as, 'food' or 'light' focus on aspects of different communities' cultures and lives. Religious and secular festivals provide excellent opportunities to consider ethnic diversity and can be introduced in class and in school assemblies. A topic in Geography often allows the study of contrasting cultures and ethnic backgrounds. Literature (stories and poems) is a useful vehicle for understanding people from diverse races, cultures and religions.

Through the partnership that exists between home, school and the community, Notting Hill Prep hopes to enrich the curriculum by inviting representatives from a range of cultures, religions and ethnic backgrounds to visit the school and share their experiences with the children.

Teachers consider carefully the information they place before the children. Resources are selected to ensure that they do not display a cultural or racial bias nor show stereotyping or prejudice. Such resources, where possible, should reflect life in multicultural Britain. Attention must be drawn to cultural similarities as well as differences.

We promote attitudes and values at Notting Hill Prep that teach our pupils tolerance and harmony between different cultural traditions, so that they may show understanding of others and recognise the worth of every individual, however different from themselves. The children are encouraged to respect themselves and others, be it in pupil-pupil relationships, pupil-staff relationships or relationships with others in the school and wider community.

As a school, we acknowledge and respond to the differing needs of all individuals, whatever their cultural or ethnic background and experiences. Therefore, all individuals receive equality of opportunity. Aspects of the curriculum can be adapted to the particular needs of a group of children, for example where English is a second language. Additional EAL classes and support are available at the school from learning support or specialist staff.

Staff try to eliminate any bias towards, or against, any particular group or individual. They are asked to respond positively in their approach to incidents relating to race or religion, be it in the classroom or the playground or with parents. We strive to ensure that our practices and procedures do not discriminate in any way.

Diversity Committee and Schools Inclusion Alliance

NHP is a member of the Schools Inclusion Alliance, which means we are committed to their charter as follows:

- *Identifying a Senior Management Team Leader who has responsibility and accountability for inclusion*
- *Collecting data across the school to identify where barriers to thriving might be present*
- *Setting an annual action plan, implementing the right strategy for their own organisation*
- *Report on progress against the action plan each academic year, supporting the transparency and accountability needed to drive change*
- *Having in place a CPD programme in place for staff that supports inclusion being embedded into behaviours and practices*
- *Having in place a programme to educate students about the diversity of the society around them and how to be inclusive leaders of the future*
- *Having in place procurement and partnership standards that ensure the school influences and has a positive impact on society*

As part of our commitment to embracing diversity and equality, we have formed the NHP Diversity Committee, made up of a selection of staff members across the school. The group focuses on areas including, but not limited to:

- Pupil Voice
- Parental Involvement
- Opportunities to celebrate the diverse spiritual, moral, social and cultural (SMSC) experiences of our children and wider community
- Staff education and training
- Curriculum opportunities
- Assemblies
- Community projects and links with local schools

School policies and practice

We ensure that the guiding 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
- Dealing with bullying
- Pupils' personal development and pastoral care
- Teaching and learning
- Admissions and attendance

- The content of the curriculum
- Staff recruitment and professional development

Identifying Racist Behaviour

Should a child or adult exhibit racist behaviour towards another person, this is dealt with swiftly.

Racist behaviour can take a variety of forms. Some are more blatantly offensive than others; however, some apparently harmless incidents can be damaging in the long term. Below are examples of the kinds of incidents which, should they arise, we would expect to address.

1. Derogatory name-calling, insults, racist jokes and language
2. Racist comments during discussion in lessons
3. Ridicule of an individual for cultural differences, for example food, music, dress
4. Refusal to co-operate with others because of their ethnic origin
5. Verbal abuse and threats
6. Physical assault against a person or group because of colour and/or ethnicity
7. Racist graffiti
8. Inciting others to behave in a racist way
9. Bringing racist material, such as leaflets, comics or magazines into school
10. Provocative behaviour, such as wearing racist badges or insignia
11. Attempts to recruit other children to racist organisations and groups

Breaches of the policy

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headmistress, the SMT and the Board of Governors.

(Repeated racist incidents or a single serious incident would lead to consideration under the procedures set out in the **Safeguarding and Child Protection Policy**.)

Incidents Involving Staff

An allegation of racist behaviour by any member of the teaching or non-teaching staff is a serious disciplinary matter. There are specific procedures for dealing with racial harassment which are detailed in the in the **Staff Employment Manual**.

Where the victim of alleged racist behaviour is a pupil, the Deputy Head (Pastoral) and Headmistress must investigate carefully and seek to resolve the matter. The school will consider the case fully and take the appropriate action: if necessary, formal disciplinary procedures. External agencies may be approached for advice and support.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned and the pupil(s) dealt with as set out in **Appendix 1**.

Racial Tension

It is vital that teachers are sensitive to any sign of possible victimisation of individual pupils or groups of pupils and report this to the Deputy Head (Pastoral)/Headmistress, even where there is no discernible incident. Similarly, behaviour that can be viewed as possibly indicating racial tension within the school as a whole must be reported; for example, small groups of pupils forming isolated groups within the playground or the classroom.

Supporting the Victims

It is imperative to create a climate in which victims of racial incidents feel able to report them. All staff and pupils must report incidents that they witness, and all such reports must be investigated. The particular vulnerability of pupils with special educational needs (especially those with SEN and EAL language needs), who might also be prey to racism within the school, must be considered, as they could find communicating their position and feelings difficult.

Staff dealing with such incidents must be alert to the issue of retaliation by the victim, which can be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

Parents will need to be involved when offering support to victims. It could be appropriate, in some cases, to involve the Local Safeguarding Children Partnership (LSCP) and other agencies. We need to recognise that the victims of racial incidents might require pastoral support over a lengthy period in order to regain self-confidence. The school must demonstrate its willingness and ability to address the issue of racial harassment.

Wider Implications

In dealing with a racial incident, it is important to recognise the wider implications for the school and the local community. Clear lines of internal communication from the Senior Management ensure that all appropriate members of staff are aware of any incident (see **Critical Incident Policy**). Governors must be kept informed of all such matters and would become involved as appropriate.

Notting Hill Prep may take advice from a range of advisory bodies and advice from appropriate RBKC advisory bodies (safeguarding) before responding to approaches by the media over alleged racial incidents.

School Records

All incidents that are perceived to be racially motivated must be recorded and action taken by the school logged. The frequency of any such incidents must be monitored as a means of ascertaining how effectively the school combats such behaviour should it occur.

Reporting Racial Incidents

A report of any racial incidents will be presented to the meeting of the Board of Governors closest to an incident, if appropriate.

Responsibilities

The Board of Governors

- Responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The Headmistress

- Responsible for overall implementation of the policy

The Deputy Head (Pastoral)

- Responsible 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

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
- To incorporate principles of equality and diversity into all aspects of their work

Appendix 1

Procedures for Dealing with and Reporting Racial Incidents

Category	Suggested Actions
1. Derogatory name-calling, insults, racist jokes and language	<ul style="list-style-type: none"> ▪ Explain fully to the perpetrator that verbal racist abuse is not tolerated. ▪ Any individuals who are verbally abusive must be referred to the Deputy Head (Pastoral)/Headmistress. ▪ Parents must be informed. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Record the events in the pupil's behavioural file
2. Racist comments during discussion in lessons	<ul style="list-style-type: none"> ▪ Racist statements must not go unchallenged. ▪ Pupils who persist in making inappropriate comments must be referred to the Deputy Head (Pastoral)/ Headmistress. ▪ Parents/guardians must be informed. ▪ Record the events in the pupil's behavioural file
3. Ridicule of an individual for cultural differences, for example food, music, dress, etc	<ul style="list-style-type: none"> ▪ Members of staff must not ignore any form of ridicule. ▪ Explain fully to the perpetrator that racist behaviour is not tolerated. ▪ Individuals who are abusive must be referred to the Deputy Head (Pastoral)/Headmistress. ▪ Parents/guardians must be informed. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Modify the planned curriculum to address this matter through a PSHE or assembly session. Where applicable it might be necessary to suspend the timetable to deliver a carefully constructed teaching and learning session. ▪ Record the events in the pupil's behavioural file.
4. Refusal to co-operate with others because of their ethnic origin	<ul style="list-style-type: none"> ▪ Explain that pupils must work collaboratively. Every pupil has the right to take part in school activities and the school must not exclude any pupil on racial, cultural or linguistic grounds. ▪ Pupils who refuse to co-operate must be referred to the Deputy Head (Pastoral)/ Headmistress. ▪ Parents/guardians must be informed. ▪ Offer support to the victim and counselling to the perpetrator ▪ Draw other pupils into being proactive in situations where co-operation is possible and highly visible. ▪ Record the events in the pupil's behavioural file ▪ Call an urgent meeting with parents/guardians if the incident is very serious and implement the staged procedure that may lead to temporary or permanent exclusion.
5. Verbal abuse and threats	<ul style="list-style-type: none"> ▪ Members of staff must not ignore any form of verbal racist abuse in the school. ▪ Explain fully to the perpetrator that verbal racist abuse is not tolerated. ▪ Individuals who persist must be referred to the Deputy Head (Pastoral)/ Headmistress. ▪ Parents/guardians must be informed. ▪ Offer support to the victim and counselling to the perpetrator.

	<ul style="list-style-type: none"> ▪ Record the events in the pupil's behavioural file ▪ Call an urgent meeting with parents/guardians if the incident is very serious and implement the staged procedure that may lead to temporary or permanent exclusion
6. Physical assault against a person or group, because of colour and/or ethnicity	<ul style="list-style-type: none"> ▪ Full report to the Deputy Head (Pastoral) and Headmistress ▪ Full report to parents/guardians. ▪ Act to prevent recurrence. ▪ Offer support to the victim and counselling to the perpetrator. ▪ Record the events in the pupil's behavioural file ▪ Call an urgent meeting with parents/guardians as the incident will be regarded as very serious and implement the staged procedure that may lead to temporary or permanent exclusion
7. Racist graffiti	<ul style="list-style-type: none"> ▪ All racist graffiti in the school must be reported to the Deputy Head (Pastoral)/ Headmistress and must be removed immediately. ▪ Regular checks must be made and steps taken to discourage reappearance of graffiti. ▪ Record the events in the pupil's behavioural file
8. Inciting others to behave in a racist way	<ul style="list-style-type: none"> ▪ Pupils must be referred to the Deputy Head (Pastoral)/Headmistress. ▪ Offer support to the victim, if one exists, and counselling to the perpetrator. ▪ Record the events in the pupil's behavioural file ▪ Call an urgent meeting with parents/guardians if the incident is very serious and implement the staged procedure that may lead to temporary or permanent exclusion ▪ Contact external <i>Prevent</i> lead for the Borough for advice
9. Bringing racist materials, such as leaflets, comics or magazines into school	<ul style="list-style-type: none"> ▪ All forms of racist literature and materials must be confiscated. ▪ Pupils must be referred to the Deputy Head (Pastoral)/Headmistress. ▪ Parents/guardians must be informed. ▪ Depending on the nature of the material, consider calling in the local Community Relations staff and/or the police. ▪ Record the events in the pupil's behavioural file ▪ Contact external <i>Prevent</i> lead for the Borough for advice
10. Provocative behaviour, such as wearing racist badges or insignia	<ul style="list-style-type: none"> ▪ Pupils wearing such badges or insignia must be referred to the Deputy Head (Pastoral)/Headmistress. ▪ Parents/guardians must be informed. ▪ Record the events in the pupil's behavioural file ▪ Contact external <i>Prevent</i> lead for the Borough for advice
11. Attempts to recruit other children to racist organisations and groups	<ul style="list-style-type: none"> ▪ Report immediately to the Deputy Head (Pastoral)/Headmistress. ▪ 'Recruiter' must be interviewed. ▪ The parents/guardians must be informed. ▪ Record the events in the pupil's behavioural file ▪ Call an urgent meeting with parents/guardians if the incident is very serious and implement the staged procedure that may lead to temporary or permanent exclusion ▪ Contact external <i>Prevent</i> lead for the Borough for advice