

Race Equality Policy

Great Dunmow Primary School

Reviewed on:

Named Governor for Race Equality:

Race Equality Co-ordinator: Miss Claire Robinson

Why do schools need a Race Equality Policy?

It is a legal requirement. According to the Race Relations (Amendment) Act 2000, every school must prepare and maintain a Race Equality Policy (by 31 May 2002). The policy should explain the actions the school will take to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

In addition, the Race Relations (Amendment) Act 2000 requires schools to:

- implement the actions described in their Race Equality Policy (from 31 May 2002);
- monitor and evaluate the impact of all their policies (including their Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels;
- ‘take such steps as are reasonably practicable’ to publish annually the results of the monitoring activities.

What happens if a school does not prepare a Race Equality Policy?

Firstly, this will be reported the next time the school is inspected by OFSTED. From 31 May 2002, OFSTED inspectors are required to “evaluate the quality and impact of the school’s policy and practice in promoting race equality”.

Secondly, if a governing body fails to comply with the general and specific duties, the Commission for Racial Equality (CRE) can issue a ‘compliance notice’. This is a legal document that orders the governing body to meet the duties within a certain time scale. If the governing body still fails to comply, the CRE can apply to the High Court for a court order compelling it to do so. If the governing body still fails to comply, it will face legal action for contempt of court.

The Race Relations (Amendment) Act 2000 refers to different racial groups. What is meant by this?

Racial groups are defined in law by race, colour, nationality and ethnic or national origin. Recent legislation also provides protection for people of different religions.

Are Travellers a racial group?

The term ‘Traveller’ encompasses a number of different groups whose cultural heritage is traditionally nomadic, including Gypsies and Irish Travellers; circus and fairground people; barges; and New Travellers. Of these, Gypsies and Irish Travellers are recognised as racial groups under the Race Relations Act 1976.

What should the school Race Equality Policy contain?

Under the terms of the Race Relations (Amendment) Act 2000, the CRE is empowered to produce a statutory code of practice for schools. This is currently in draft form (May 2002). The code of practice contains detailed guidance as to what a school Race Equality Policy should contain. The CRE has also produced a framework for preparing a Race Equality Policy for schools. Both of these documents are available on the CRE website: www.cre.gov.uk

The Essex sample Race Equality Policy for schools adheres closely to guidance from the CRE. It also draws on guidance produced by Multicultural Teaching and the United Britain Trust and the following LEAs: Hertfordshire and Suffolk.

Can the Race Equality Policy form part of a wider school policy on equal opportunities and/or inclusion?

Yes; the Race Equality Policy can be combined with another policy, such as an equal opportunities or inclusion policy, which might also cover gender equality, SEN, disability, religion, age and sexuality. However, the Race Equality Policy should be clearly identifiable and easily available. The Race Equality Policy could therefore be included as a separate section (or series of sections) within a wider policy.

Why has Essex produced a sample policy for schools?

There are huge benefits to be derived from members of a school community collaborating to produce their own Race Equality Policy 'from scratch'; and ideally, this is the process we would like to see enacted. However, we recognise that in practical terms this is very difficult to achieve, particularly in view of all the other imperatives to which schools are having to respond and the short timescale allowed for the completion of a Race Equality Policy.

In order to help schools with the preparation of their own Race Equality Policies, we have written the accompanying sample policy. It is an aspirational policy covering many areas. The intention is not for schools to adopt the model as it stands, but to tailor the policy to their own particular situation and needs. We hope it provides a useful starting point.

Prue Reynolds
Andrew Scott
Peta Ullmann

Ethnic Minority Achievement Service

Great Dunmow Primary School

Race Equality Policy

Our mission statement for race equality

- *As a school, we are committed to the promotion of equality of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.*
- *We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will enable every pupil to:*
 - *participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty;*
 - *recognise and challenge racism, racial discrimination and stereotyping;*
 - *develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.*
- *We believe that these commitments are as important in the context of a school with limited ethnic diversity such as ours as in schools with a more ethnically diverse population.*

Contents

1. Our school
2. Why we have to address race equality issues
3. Why we want to address race equality issues
4. Our mission statement for race equality
5. The school environment
6. Use of language and terminology
7. How this policy relates to other school policies
8. Roles and responsibilities
9. Knowing our pupils and responding to their individual needs
10. Knowing what our pupils are achieving and setting appropriate targets
11. Teaching and learning
12. The curriculum
 - Two dimensions
 - Addressing these two dimensions through the curriculum
 - Ensuring that curricular resources are appropriate
 - Displays
 - Assemblies and collective worship
 - Visits and visitors
 - Our annual intercultural week
 - Intercultural links and contacts
 - The International School Award scheme
13. Attendance, behaviour, discipline and exclusions
14. Dealing with and reporting racist incidents
15. The role and responsibilities of the governing body
16. Staff and governor development and support
17. Parents/carers and the wider community
18. Recruitment, retention and employment
19. Monitoring
20. Evaluation
21. Publishing the results of monitoring activities
22. How this policy was drawn up and agreed
23. How this policy is communicated
24. When this policy is to be reviewed

Appendices

- Appendix A Extracts from the National Curriculum guidance/requirements for PSHE and citizenship
- Appendix B Essex LA policy statement on tackling racism and promoting multicultural awareness
- Appendix C Appropriate terminology
- Appendix D Pupil profiles
- Appendix E Some of the distinctive features associated with developing multicultural awareness and education against racism
- Appendix F Knowledge and understanding, skills and attitudes
- Appendix G Forms provided by Essex LA for completion in the event of a racist incident
- Appendix H Dealing with the perpetrators of racist incidents
- Appendix I Glossary of terms

Race Equality Policy

1. Our school

Great Dunmow Primary School is situated in the town of Great Dunmow in an area of mixed housing, some Local Authority housing and some owner occupied housing. The school has approximately 370 children and was built three years ago.

10% of the school population are from minority, ethnic backgrounds, including a small number of children who speak English as a second language. The percentage of pupils eligible for free school meals is 7% and 11% of pupils are identified as having Special Educational Needs.

2. Why we have to address race equality issues

Legal requirements

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of race, colour, nationality or ethnic or national origin. It identifies three types of discrimination: direct discrimination, indirect discrimination and victimisation.
- The Race Relations (Amendment) Act 2000 places a **general** duty on schools to:
 - *eliminate unlawful racial discrimination;*
 - *promote equality of opportunity;*
 - *promote good relations between persons of different racial groups.*
- In order to meet the general duty, the Race Relations (Amendment) Act 2000 places additional **specific** duties on schools to:
 - prepare and maintain a Race Equality Policy explaining how the school will meet the general duty (by 31 May 2002);
 - have arrangements in place for meeting their duties in respect of race equality (by 31 May 2002);
 - monitor and evaluate¹ the impact of all their policies (including the Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels;
 - take such steps as are 'reasonably practicable' to publish annually the results of its monitoring.

The National Curriculum

- The section on values, aims and purposes in the National Curriculum handbook attaches great importance to the need for schools to address issues related to race equality:
 - *education is ... a route to equality of opportunity for all.*

¹ The Race Relations (Amendment) Act 2000 uses the term 'assess' rather than 'evaluate'. Following advice from Essex LA, we take the word 'assess' to mean 'evaluate', which is the term used throughout this document.

- *education should reflect ... enduring values ... These include valuing ourselves, our families and other relationships, the wider group to which we belong, the diversity in our society.*
- *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.*
- *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.*
- *the school curriculum should develop [pupils'] knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.*
- *[the school curriculum] should promote equal opportunities and enable pupils to challenge discrimination and stereotyping.*
- The National Curriculum stresses the importance of inclusion and the need to provide effective learning opportunities for all pupils, including those from minority ethnic groups:
 - *when planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including ... pupils from all social and cultural backgrounds, pupils from different ethnic groups including Travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.*
- The National Curriculum identifies ways in which all subjects are expected to promote race equality. PSHE and citizenship have a particularly important contribution to make (see Appendix A for extracts from the guidance/ requirements for PSHE and citizenship at each key stage).

OFSTED

- The current OFSTED Framework (published in 2003) requires that inspectors assess:
 - *the relative achievement of different groups and individuals, especially those from different ethnic backgrounds, and those whose home language is not English (p33);*
 - *the extent to which pupils are free from bullying, racism and other forms of harassment (p34);*
 - *the extent to which the school deals effectively with incidents such as bullying, racism and other forms of harassment (p34);*
 - *the extent to which the school actively enables pupils to appreciate their own and others' cultural traditions (p34);*
 - *the extent to which teachers promote equality of opportunity (p36);*
 - *the extent to which the school is inclusive, by ensuring equality of access and opportunity for all pupils (p37);*
 - *the extent to which the governing body ensures that the school fulfils its statutory duties, including promoting inclusive policies in relation to race equality (p41);*
 - *the extent to which leaders are committed to running an equitable and inclusive school, in which each individual matters (p41).*

3. Why we want to address race equality issues

As a school with limited ethnic diversity, we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- fostering respect for all groups and individuals;
- promoting positive non-discriminatory behaviour;
- ensuring appropriate support for isolated individuals of different ethnic groups within the school;
- ensuring high expectations of all;
- ensuring representation of a wide range of heritages within our curriculum and school community;
- encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

4. Our mission statement for race equality

Our mission statement for race equality, which appears on the front cover of this policy statement, affirms our commitment to the general duty placed upon us by the Race Relations (Amendment) Act 2000 and to Essex LEA's policy statement on tackling racism and promoting intercultural awareness (see Appendix B). The mission statement was agreed after consultation with staff, governors, pupils and parents/carers. The statement is permanently displayed in the school entrance foyer.

5. The school environment

The spirit of our mission statement for race equality is reflected throughout the school premises, where we constantly seek to convey an impression of 'the richness and variety of the world's racial, ethnic, cultural and religious groups' without reinforcing stereotypes.

This is achieved through 'Welcome' posters in many different languages are displayed in the school entrance. Artwork and artefacts from different countries; displays of pupils' work; and a wide variety of books and texts, including dual language texts and fictional and factual texts reflecting the wider multi-ethnic world.

The extent to which the appearance of the school reflects the multi-ethnic world in which we live is kept under constant review by the Race Equality Co-ordinator – Claire Robinson.

6. Use of language and terminology

All members of the school community are expected to try to pronounce each other's names accurately and to exercise sensitivity towards members of minority ethnic groups in their use of language. This may be perceived by some to be a relatively minor and unimportant matter; but we believe that by attending to issues such as language we create a consciousness and an awareness that extends to wider issues around race equality. It is therefore incumbent on all members of the school community to be aware of the terms they are using and to politely draw attention to insensitive and inappropriate use of language and terminology by other members of the school community.

Examples of insensitive and inappropriate use of language and terminology include using the term 'Christian name' rather than 'first name' or 'forename'; 'coloured' rather than the generally preferred 'Black'; and 'half caste' rather than 'of dual/mixed heritage'. See Appendix C for further examples.

7. How this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for race equality apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities and inclusion;
- pupils' progress, attainment and assessment;
- behaviour, discipline and exclusions;
- pupils' personal development and pastoral care;
- teaching and learning;
- induction (all staff, governors and pupils);
- admissions and attendance;
- the curriculum;
- all subjects;
- teaching and learning;
- staff recruitment and retention;
- governor/staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors;
- display.

One of the specific duties placed upon us by the Race Relations (Amendment) Act 2000, is to monitor and evaluate the impact of all our policies (including the Race Equality Policy) on pupils, staff and parents of different racial groups, including the impact on attainment levels. Monitoring and evaluation are systematically undertaken at our school (see section 16. of this policy (Monitoring) and section 17. (Evaluation)).

8. Roles and responsibilities

The governing body¹ is responsible for ensuring that:

- the school complies with legislation related to race equality, including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000;

¹ See section 15. of this policy for a more detailed explanation of the governing body's role and responsibilities.

- the school's Race Equality Policy is maintained and regularly updated;
- that procedures and strategies related to the policy are implemented.

The named governor for race equality is responsible for maintaining:

- regular contact with the school Race Equality Co-ordinator;
- awareness of current responsibilities and requirements in relation to race equality issues by attending appropriate professional development activities.

The Race Equality Co-ordinator is a senior member of staff responsible for the:

- provision of leadership and vision in respect of race equality;
- practical implementation of the Race Equality Policy;
- co-ordination of all activities related to race equality, including action planning, monitoring and evaluation.

The headteacher is responsible for:

- supporting the Race Equality Co-ordinator in all aspects of the role;
- ensuring that all members of the school community and relevant private contractors are aware of and comply with our Race Equality Policy;
- ensuring that all staff (including supply staff) understand their responsibilities and are given appropriate training and support;
- taking appropriate action in response to racist incidents and cases of unlawful discrimination.

All staff are expected to:

- understand and comply with the school's Race Equality Policy;
- deal with racist incidents that may occur;
- know how to identify and challenge racial and cultural bias and stereotyping;
- support pupils in their class for whom English is an additional language;
- incorporate principles of equality and diversity into all aspects of their work.

Pupils, parents/carers, supply staff, visitors and contractors are expected to:

- be aware of and comply with the school's Race Equality Policy.

We take our Race Equality Policy seriously and we will respond promptly to any alleged breaches of policy by any member of the school community. If a breach constitutes a racist incident, we will follow LA guidance on dealing with and reporting racist incidents (see section 14. of this policy).

9. Knowing our pupils and responding to their individual needs

Our current school admissions form records data for each pupil on preferred name, names of siblings, previous educational experience and further information including medical needs, special needs and dietary requirements. We do not ask about a child's ethnicity when an application for a school place is made. Consistent with guidance from the DCSF, we consider it is only appropriate to ask questions about ethnicity once a child is on roll.

Once the pupil is on roll, ethnicity data is collected in accordance with DCSF guidance, together with information on the pupil's religion and language(s) used within the home.

This information is appended to the admissions form. We also collect comprehensive Pupil Level Annual School Census (PLASC) data.

In order to make appropriate pastoral and academic provision, it is important for our school to have as complete a picture as possible of each pupil's cultural and linguistic heritage and background. This is also important in terms of developing effective communication between the school and home so as to maximise the participation of parents/carers in the education of their children. We therefore keep profiles of all our pupils throughout their time at our school. These are 'living' profiles. They are regularly updated to maintain accuracy and can be accessed by pupils and parents/carers on request. See Appendix D for the profile form which we use.

As has already been stated, not all the information given on the profile can be gathered when a child first enters a school. Some types of information will be gathered over a period of time through regular contact with the child and their parents/carers; other relatives and friends; and possibly through the support of an interpreter/community development worker.

The information recorded on the pupil profile enables us to respond appropriately and sensitively to pupils' individual needs in areas such as:

- diet;
- religious observance;
- dress;
- medical treatment;
- language;
- teaching and learning.

10. Knowing what our pupils are achieving and setting appropriate targets

As part of an ongoing process, we collect individual and group data on attainment and achievement by ethnicity. We analyse and evaluate this data to:

- measure our performance and effectiveness against local and national benchmarks;
- identify trends and patterns in progress and development;
- identify successful learning and effective teaching strategies;
- identify under-achievement and barriers to pupil attainment and progress;
- set appropriate individual and group targets and inform future planning.

11. Teaching and learning

In accordance with our teaching and learning policy, we ensure that:

- parents/carers are actively involved as partners in pupils' learning;
- the classroom is an inclusive environment where contributions from all pupils are encouraged and valued;
- teaching methods and styles take full account of pupils' needs, background and experiences;
- homework tasks are set appropriately taking into account pupils' linguistic competence in English and prior educational experience;
- access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups;

- teaching methods encourage positive attitudes to difference, cultural diversity and race equality;
- diverse learning styles are taken into account;
- culturally appropriate tools/mechanisms are used at all stages of assessment;
- the skills to learn in a range of different styles and contexts are developed and encouraged;
- the diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning;
- staff receive training and guidance on strategies for helping bilingual and multilingual pupils to improve their English;
- all pupils are fully aware that all staff have very high expectations of them and are appropriately challenged to achieve higher standards;
- a positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe;
- learning is a collaborative and co-operative enterprise.

12. The curriculum

The school mission statement for race equality

Our mission statement for race equality (see the front cover of this policy statement for the full statement) states that we will enable every pupil to:

- *participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty;*
- *recognise and challenge racism, racial discrimination and stereotyping;*
- *develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.*

Two dimensions

In relation to race equality, the curriculum may be seen as having two dimensions:

- One that is concerned with **the development of intercultural awareness**. This entails developing understanding and appreciation of different cultures and promoting positive perceptions of cultural diversity.
- One that is concerned with **education against racism**. This entails raising awareness of and teaching pupils how to combat racism in its various manifestations.

Section 3 of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness' (Essex CC 2001) provides a helpful summary of the distinctive features of each of these dimensions (reproduced in Appendix E of this document).

Addressing these two dimensions through the curriculum

- Every subject policy contains a statement on how it contributes to the development of intercultural awareness and education against racism.
- For each key stage, we have identified and agreed appropriate knowledge and understanding, skills and attitudes for the development of intercultural awareness and education against racism. These were taken from the lists provided in section 5. of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001 (see Appendix F).
- Schemes of work for every subject identify opportunities for the development of appropriate knowledge and understanding, skills and attitudes.

- Selected units of work in every subject have been modified to ensure that some of the identified learning objectives relate specifically to the development of anti-racist and intercultural knowledge and understanding, skills and attitudes (section 6. of the purple ring binder entitled 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001, provides examples of such units).
- As part of the process of monitoring and evaluation, every year selected units of work are evaluated in order to establish how successful they have been in developing anti-racist and intercultural knowledge and understanding, skills and attitudes.

Ensuring that curricular resources are appropriate

We ensure that teaching and learning resources:

- reflect a multi-cultural, multi-racial and multi-ethnic world;
- present people of different cultures, races or ethnic groups as they themselves would wish to be presented;
- show positive and realistic images of minority ethnic groups and their contribution to British and global development;
- show some of the harsh realities of life in economically developing countries;
- depict characters with whom pupils from minority ethnic groups can identify;
- have realistic illustrations, not caricatures;
- contain a variety of languages and scripts;
- provide factual information which is accurate and up-to-date.

We ensure that resources do not (unless they are being deliberately shared with pupils in order to make them more aware of issues such as stereotyping, tokenism, bias and prejudice):

- show evidence of stereotyping, tokenism and bias in their language or illustrations;
- convey prejudice by the use of words like primitive, backward and native;
- lead pupils to make negative judgements about other cultures, races and ethnic groups against British or western European cultural norms.

As part of the process of monitoring and evaluation, our resources are kept under constant review. The above criteria are used as a guide when purchasing new resources for every area of the curriculum.

Displays

We ensure that our classroom and other displays

- reflect the cultural diversity of contemporary British society and the global dimension of the curriculum;
- reflect the ethnic diversity within the school, the local community, the wider British community, the European community and the global community;
- give an accurate image of variety among and within ethnic groups;
- avoid stereotyping and tokenism;
- convey the message that the school is an inclusive community welcoming people from all cultures and ethnic groups ('Welcome' posters in many different languages (designed by the pupils) are placed at all entrances to the school);
- are kept under constant review, as part of the monitoring and evaluation process.

Assemblies and collective worship

We ensure that the annual cycle of assemblies includes:

- celebration of the major festivals and events of different cultural, religious and ethnic groups (especially those relating to pupils and other members of our school community);
- prayers and songs from a variety of religions are used in collective worship;

- presentations and discussions by members of different cultural, religious and ethnic groups;
- opportunities to address specific anti-racist and intercultural issues;
- flexibility to respond to particular local and national topical issues.

We keep a log of the content of our assemblies and collective worship. As part of the monitoring and evaluation process, the log is regularly examined by the Race Equality Co-ordinator to ensure that the intercultural dimension is accommodated.

Visits and visitors

During their time at our school, we ensure that every pupil has the opportunity to visit places of worship associated with the different world religions studied in RE. We also invite members of different faiths to lead assemblies and classroom discussions.

Visitors from a variety of races, ethnic groups, cultures and religions visit the school.

As part of the monitoring and evaluation process, records are kept of all of the above.

We ensure that educational visits and visitors to the school:

- reflect the cultural and ethnic diversity of society;
- extend the pupils' awareness and understanding of different races, ethnic groups, cultures and religions.

In order to achieve this, we:

- are clear about the specific anti-racist and intercultural learning objectives that will be met through the activity;
- ensure all visitors are aware of our Race Equality Policy;
- visit places or contact individuals in advance and evaluate their appropriateness in light of the school anti-racist and intercultural policy;
- prepare pupils by gathering and presenting accurate background and contextual information;
- enable pupils to understand and use forms of address, greeting, and behaviour appropriate to different racial, ethnic or cultural situations.

Our annual intercultural week

When organising special events or visitors to the school we focus on the following:-

- guard against tokenism by engaging in activities in depth, avoiding stereotyping and the presentation of complex issues in a simplistic, generalised manner;
- set the event in the broader context of anti-racist and intercultural activities in which the school engages;
- ensure equal access to all activities;
- involve members of the local community where possible;
- engage with individuals and organisations that are genuinely representative;
- ensure all providers are aware of the school's Race Equality Policy;
- prepare pupils by providing background and contextual information;
- include specific anti-racist and intercultural learning objectives in the planning;
- introduce and address visitors and providers in their preferred cultural manner;
- explain and observe the appropriate cultural protocols of the providers.

Intercultural links and contacts

We believe that there is much that we can learn from the ways of life, traditions, customs, values and world views of different people. Pupils will benefit greatly in terms of the development of anti-racist values and intercultural understanding through the sensitive development of appropriate links with people from countries, races, ethnic

groups, cultures and religions different from their own. This is especially important for pupils in our catchment area, which has relatively few residents from minority ethnic groups.

When setting up links, we consider the following questions:

- are we clear about the reasons for linking?
- how can we work as equal partners?
- in what other ways – apart from by donating money – can we work in partnership with those with whom we are linking?
- are we willing to listen and respond to our partners?
- what do we have in common on which we can work together?
- can we sustain the link?

We are linked to an orphanage in Madagascar through one of our Governors who regularly visits the orphanage; we raise money for the children in Mumbai through a local resident and one of our teachers is visiting Sri Lanka.

The International School Award scheme

We are currently seeking accreditation through the 'International School Award' scheme which is run by the Central Bureau. This will acknowledge the progress we have made in developing an international dimension to our work. Our application gives us the opportunity to achieve recognition for:

- developing a whole school framework for our international activities;
- enriching the ethos of our school;
- embedding international work into our curriculum;
- reviewing our progress against defined objectives.

13. Attendance, behaviour, discipline and exclusions

We recognise that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusions, numbers of pupils with individual support plans and the use of rewards and sanctions are monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion. Parents/carers are seen as essential partners in this process.

Where the pattern of a pupil's undesirable behaviour is being monitored, the background to that behaviour is thoroughly investigated in order to address any possible racial harassment and institutional racism. We recognise that understanding pupils' behaviour involves taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.

The process for excluding a pupil is fair and equitable to pupils from all ethnic groups. The school recognises the right of the parents/carers to have an advocate when dealing with matters relating to the proposed exclusion of their child. Reintegration strategies are culturally inclusive and responsive to pupils' racial, ethnic, cultural and religious backgrounds. We monitor the exclusion of ethnic groups from both the classroom and the school and we will address any discrepancies.

The school recognises the right of pupils and staff to have leave of absence for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for this reason.

14. Dealing with and reporting racist incidents

The legal position

- The Race Relations Act 1976 prohibits schools from discriminating on grounds of colour, race, nationality or ethnic or national origin.
- The Race Relations (Amendment) Act 2000 requires schools to take active steps to eliminate unlawful racial discrimination.
- The Code of Practice on reporting and recording racist incidents (issued by the Home Office in 2000) states:
 - *Schools should themselves handle low level, daily occurrences.*
 - *Each school should record all racist incidents, including the date, the names of perpetrators and victims, the nature of the incident and action taken in response.*
 - *Parents and governors should be informed of the number and nature of such incidents and the action taken to deal with them.*
 - *Governing bodies should inform LAs annually of the pattern and frequency of any incidents.*
 - *Schools should always advise the police of any criminal activity; this includes racist incidents that are categorised as crimes.*
 - *Schools should pass on information about serious and/or persistent incidents or perpetrators to the police as this may provide useful intelligence.*
 - *Although minor incidents may not result in court proceedings, it is still important to log these incidents.*

What do we understand by a racist incident

As advised by the LA, the school accepts the following definition of a racist incident, contained in the Stephen Lawrence Inquiry report: *Any incident which is perceived to be racist by the victim or any other person.*

An expression of racism in whatever form can be considered to be a racist incident. Perpetrators of a racist incident could be any member of the school community. A racist incident may not have a specific target or victim and may include the telling of a racist 'joke', chanting, graffiti or wearing racist insignia. A racist incident can be distinguished from a 'racial' incident which involves conflict between individuals or groups perceived to be 'racially' different.

Examples of types of racist behaviour

- Physical assault includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.
- Physical intimidation includes persistent 'minor' intimidation which may be cumulative in effect, such as jostling in a queue or using offensive gestures and mimicry.
- Verbal abuse includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture (including a person's dress, smell, appearance and diet).
- Insensitive/inappropriate remarks/comments/jokes includes thoughtless remarks and general comments; jokes which reinforce negative stereotypes; and insensitive or inappropriate use of terminology and language.
- Racist graffiti includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

- Written comments/drawings (other than graffiti) includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books, emails or on mobile phones (text messaging).
- Abuse of/damage to personal property includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.
- Non co-operation/disrespect/ostracism includes failing to show respect to someone because of their race. Forms of disrespect may relate to cultural and religious differences regarding food, music, dress, etc. Such forms of disrespect are sometimes inadvertent, resulting from a lack of awareness or knowledge on the part of the perpetrator. Perpetrators could also be expressing received messages from the media, parents/carers and other groups in the wider community. Other examples include wearing racist badges or insignia and turning away from or ostracising a person.
- Other incidents may include bringing racist material such as leaflets, comics, magazines or computer software into school, or attempting to recruit others to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

Key actions following a racist incident

In response to any incident perceived as racist, we follow current LA guidance contained in the purple ring binder entitled 'Dealing With and Reporting Racist Incidents' (Essex CC, 2003). The following are identified as key actions:

- Take appropriate immediate action to deal with the incident.
- Refer the alleged incident to the member of the senior management team with responsibility for racist incidents through completion of Form RI 1 (see Appendix G).
- Record the investigation and actions taken in response to substantiated incidents on Form RI 2 (see Appendix G).
- Speak with those involved and take signed written statements as appropriate.
- Refer incidents of a serious and/or persistent nature to the school's link EMAS adviser through completion of Form RI 3 (see Appendix G).
- Always advise the police of racist incidents that are categorised as crimes (see 'Dealing With and Reporting Racist Incidents in School' 3.3 - 3.5)
- Provide support for the victim(s).
 - Explain to the victim the actions taken in dealing with the offender and express our attitude towards such behaviour allowing the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary.
 - In serious cases, the headteacher informs and talks with the parents/carers of victims to explain the action taken and discuss the matter with them.
- Counsel and discuss the incident with perpetrator(s).
 - Explain to the perpetrator(s) why their behaviour is racist and why it is unacceptable.
 - In serious cases and where the perpetrator repeatedly behaves in a racist manner, the headteacher informs and meets with the parents/carers of perpetrators to explain the action taken and discuss the matter with them.
- Take appropriate action in accordance with the school's behaviour and discipline policy and deal appropriately with perpetrators (see Appendix H).
- Address specific issues that have occurred through the curriculum.

Monitoring and reporting racist incidents

We monitor racist incidents closely, and respond appropriately through our curricular and pastoral programmes to what the data tells us about the nature of the incidents that are taking place in our school.

At the end of every academic year, we complete and return an electronic version of Form RI 4 as required by the LA. Form RI 4 records details of all racist incidents that occurred during the year, including nil returns.

As part of the annual report to parents, governors inform parents/carers of the number and nature of racist incidents in our school and the actions taken to deal with them.

15. The role and responsibilities of the governing body

The governing body is responsible for ensuring that the school complies with all relevant race equality legislation, including the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, so as meet its general duty to:

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

The governing body is responsible for ensuring that the general duty is met in relation to all school functions that impact on race equality. This includes functions carried out by private contractors. The governing body therefore ensures that private contractors used for functions such as catering comply with the general duty as described above. This is made clear in service specifications; in contracts and agreements; and in the process by which private contractors are chosen.

The governing body is responsible for ensuring that a written statement of the school's Race Equality Policy is maintained; and that arrangements are in place for the monitoring and evaluation of the impact of this and other school policies on pupils, staff and parents/carers, including pupils, staff and parents/carers of different racial groups.

The governing body ensures that the results of monitoring activities are published annually via the school profile and that appropriate actions identified through the monitoring and evaluation process are incorporated into the school development plan.

The Race Equality Policy is discussed regularly at governor meetings in relation to:

- its impact on all members of the school community, including pupils, staff and parents/carers;
- staff training needs;
- racist incidents and the effectiveness of actions taken;
- the school development plan;
- revisions and amendments of the policy that might be required in the light of the monitoring and evaluation process.

16. Staff and governor development and support

We ensure that all staff have access to professional development opportunities. Awareness of issues related to cultural diversity and staff effectiveness in dealing with

issues of race equality are directly addressed with individual members of staff through our performance management process.

These issues are addressed with all members of staff and governors through:

- staff induction;
- staff training sessions;
- staff meetings;
- governor training.

We recognise the potential isolation and vulnerability of members of staff from minority ethnic groups and we provide appropriate support and networking opportunities for them. We are vigilant in ensuring that members of staff from minority ethnic groups are not discriminated against in any way by any member of the school community and that any expressions of racism directed at such members of staff are treated extremely seriously, in line with the procedures outlined in section 14. of this policy (Dealing with and reporting racist incidents).

17. Parents/carers and the wider community

We actively encourage all parents/carers to be involved as partners in their children's learning and to participate in the life of the school. We ensure that all parents/carers can access parent consultation meetings. Parental involvement is monitored to ensure the participation of all groups.

We ensure that information and materials for parents/carers and members of the local community are accessible in user-friendly language and we endeavour to meet all reasonable requests for information and materials to be made available in different languages and formats.

We actively promote good personal and community relations. We work in partnership with parents/carers, the community and local minority ethnic community organisations to develop positive attitudes to diversity and to address specific issues.

We recognise the challenge of expanding pupils' contacts and insights into cultural diversity. As such, we actively seek to involve representatives of minority ethnic communities and diverse cultures and faiths in the life of the school and in the delivery of the curriculum.

We make use of the expertise, skills, and knowledge of people from the local community. Minority ethnic parents/carers and members of local community groups are involved in curriculum delivery by, for example, giving talks, contributing to projects, story-telling, contributing to assemblies and acting as mentors and role models for pupils.

The school's premises and facilities are available and accessible for use by all groups within the community, in accordance with our letting policy.

18. Recruitment, retention and employment

Schools are not directly bound by the employment duties contained in the Race Relations (Amendment) Act 2000. However, according to the statutory Code of Practice issued by the Commission for Racial Equality, schools need to take account of employment matters to meet their general duty under the Act.

We recognise the value of diversity in the school staff and governing body and we therefore ensure that our school's recruitment policy reflects this. We do not discriminate against minority ethnic groups and we take appropriate action to:

- seek staff and governors from a diversity of backgrounds;
- ensure that cultural bias is removed from the recruitment and selection process.

We monitor applications for employment, training and promotion by ethnicity in addition to monitoring the current staff profile.

On request, we provide the LA with the necessary data to meet its specific duties under the Race Relations (Amendment) Act in relation to employment.

We monitor staff retention rates according to ethnicity.

19. Monitoring

As required by the Race Relations (Amendment) Act 2000, as part of our regular review process, we monitor the impact of all our policies, including our Race Equality Policy, on pupils, staff and parents/carers. In particular, we monitor the impact of our policies on the attainment levels of pupils from different ethnic groups. In order to do this, we:

- collect information about pupils' performance and progress by ethnicity;
- use it to examine patterns and trends and to inform future planning.

In addition, we monitor other areas that could have an impact on attainment including:

- admission and induction procedures;
- attendance;
- exclusions;
- racist incidents, including bullying;
- the content of the curriculum;
- the content of assemblies;
- pupil participation in extra-curricular activities;
- the range and use of resources;
- displays;
- the number of occasions when visitors and representatives of minority ethnic groups are invited to the school;
- opportunities provided for pupils to develop intercultural awareness through visits;
- the frequency of staff/governor training sessions in relation to race equality.

20. Evaluation

As required by the Race Relations (Amendment) Act 2000, as part of our regular review process, we evaluate the impact of our policies by analysing data to inform future planning, training needs and actions, including possible revision of current policies and practice. We evaluate the impact of all our policies, including our Race Equality Policy, on pupils, staff and parents/carers. In particular, we evaluate the impact of our policies on the attainment levels of pupils from different ethnic groups.

Through the evaluation process, we seek to answer the following questions:

- What is our school doing to prepare pupils for living in a multi-ethnic society?
- What is our school doing to promote race equality and harmonious relationships?

- What is our school doing to prevent or deal with racism?
- Are there differences in the attainment of pupils of different ethnic groups?
- If so, why do these differences exist?
- What actions will be necessary to meet particular needs and improve performance?
- Are clear targets set for underachieving groups in order to reduce attainment gaps?
- Is support appropriately targeted to raise achievement?
- Do we have clear information about the cultural, linguistic and ethnic backgrounds of our school community?
- Do we use our knowledge of our school community to inform our practice in all relevant areas?
- Are parents/carers involved as partners in the education of their children?

By evaluating the impact of all our policies on race equality, we are able to identify areas for further development. An action plan (incorporated into the school development plan) is then produced indicating how and when these issues will be addressed.

21. Publishing the results of monitoring activities

The Race Relations (Amendment) Act 2000 requires school governors to 'take such steps as are reasonably practicable' to publish annually the results of its monitoring activities in relation to race equality. This is done through the governors' annual report to parents.

22. How this policy was drawn up and agreed

This policy was written by the school Race Equality Co-ordinator after consultation with staff, governors, pupils and parents/carers. It draws extensively on the Essex model Race Equality Policy for schools.

23. How this policy is communicated

Parents/carers and members of the local community are informed of the existence of the policy through the school newsletter and the school prospectus. Copies of all our policies, including the Race Equality Policy, are available on request from the school office. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats.

Pupils are informed of the policy through:

- the curriculum;
- assemblies;
- circle time;
- tutor periods;
- class/school council meetings.

The school mission statement for race equality is permanently displayed in the entrance foyer.

24. When this policy is to be reviewed

The school Race Equality Policy will be reviewed annually. The review process will be incorporated into the school development plan.

Appendix A

Extracts from National Curriculum guidance/ requirements for PSHE and citizenship

From non-statutory guidance for PSHE and citizenship at Key Stage 1

Pupils should be taught:

- to realise that people ... have needs, and that they have responsibilities to meet them (2e);
- to identify and respect the differences and similarities between people (4c);
- to consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues ...] (5g).

From non-statutory guidance for PSHE and citizenship at Key Stage 2

Pupils should be taught:

- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities (2c);
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (2i);
- to think about the lives of people ... with different values and customs (4b);
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help (4d);
- to recognise and challenge stereotypes (4e).

From statutory orders for citizenship and non-statutory guidance for PSHE at Key Stage 3

Pupils should be taught:

- about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding (citizenship 1b);
- about the world as a global community, and the political, economic, environmental and social implications of this ... (citizenship 1i);
- to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own (citizenship 3a);
- to respect the differences between people ... (PSHE 1b);
- about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively (PSHE 3a);
- how to empathise with people different from themselves (PSHE 3b);
- to consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economic choices and environments] (PSHE 4g).

From statutory orders for citizenship and non-statutory guidance for PSHE at Key Stage 4

Pupils should be taught:

- about the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding (citizenship 1b);

- about the wider issues and challenges of global interdependence and responsibility ... (citizenship 1j);
- to use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own (citizenship 3a);
- about the diversity of different ethnic groups and the power of prejudice (PSHE 3a);
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support (PSHE 3c).

Appendix B

Essex LA policy statement on tackling racism and promoting multicultural awareness

- Essex as an LA asserts its opposition to racism and its total commitment to equal opportunities and to treating people fairly regardless of race, ethnicity and culture. The LA considers that all manifestations of racism are wholly unacceptable and will act positively to eradicate racism where it occurs. The LA will seek to identify the effects of racism and take effective and systematic action to address racial, ethnic and cultural inequalities.
- Essex LA recognises the implications and potential dangers associated with institutional racism, as highlighted by the Stephen Lawrence Inquiry, and commits itself to identifying and eliminating all manifestations of institutional racism.
- Consistent with the vision expressed in Every Learner: a Framework for the Curriculum in Essex, the LA is committed to ensuring that every learner participates in a curriculum that takes full account of the richness and variety of the world's cultures and racial groups, and which enables every individual regardless of ethnic or cultural background to fulfil his or her potential to the highest possible standard; so that all, for the benefit of all, are able to shape their destinies and create a better and more harmonious world.

These aspirations will be achieved through:

- The application of the principle of equal opportunities in all that the LA and maintained schools in Essex undertake,
 - so that regardless of race, ethnicity and culture, people and children are treated equally on a day-to-day basis, and in matters such as appointments, employment, funding, contracting, use of language, the school curriculum and teaching and learning.
- The systematic and rigorous monitoring and recording of racist incidents; exclusions of ethnic minority pupils; and ethnic minority achievement,
 - so that the LA can use the information gathered to act more effectively and target more appropriately in order to eliminate racist incidents, and exclusions and under-achievement of ethnic minority pupils.
- Multicultural and anti-racist education in schools,
 - so that all children and young people develop understanding of and respect for people of diverse racial, ethnic and cultural backgrounds; are able to recognise and challenge discrimination and stereotyping; and are appropriately prepared for life as citizens in a multicultural society and for the opportunities and challenges presented by increasing globalisation.
- Awareness raising through an extensive range of training programmes,
 - so that everyone working within the education service and in maintained schools in Essex is made aware of the genuine commitment of the LA to tackling racism and promoting multicultural awareness, and of the implications of this for each person in terms of their professional practice.
- Regular consultation with representative ethnic minority groups within the community,

so that members of ethnic minorities are actively involved in LA initiatives concerned with anti-racism and multicultural awareness, and the LA takes account of their sensibilities and views.

Appendix C

Appropriate terminology

The following guidance is taken from Appendix C of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001. The suggestions are not definitive, but are offered as general guidance. Individual members of minority ethnic groups may not be comfortable with these suggestions. It is important to be sensitive to this issue, and to try to use their own preferred terms.

Preferred terms	Less preferred/unacceptable terms
British plus origin: British African Caribbean, British Asian, British African, British Chinese, etc	immigrant, foreigner Paki, nigger, Chink, etc
Black, people of color (used in USA)	coloured, ethnic
dual heritage mixed heritage	half-caste mixed race
minority ethnic group	ethnic minority group
economically developing countries	third world countries, developing countries
Congolese, Kenyan, Zimbabwean, Nigerian, Senegalese, Sudanese, etc	African
indigenous peoples	natives
First Nation Americans Native Americans	(Red) Indians
Inuit	eskimos
Ba'aka	pygmies
Gypsy (Traveller)	gyppo, didikoi, pikey, tinker
forename, first name	Christian name
BCE (before the Christian or common era)	BC (before Christ)
CE (during the Christian or common era)	AD (Anno Domini – in the year of the Lord)

Appendix D

Pupil profiles

The following page shows the format of our 'living' profiles. The pupils identified on the grid (and the details about them) are entirely fictitious; but they serve to illustrate the nature of the profiles that we maintain.

Pupil profiles

Class	Pupil's name, preferred name & pronunciation	M/F	Father's name, languages known & other info	Mother's name, languages known & other info	Country of origin & religion	Languages spoken (& written) within the home	Child's preferred language	Other info: social factors, diet, dress, medical treatment, etc	Translation/ interpreting support, availability out of school, etc
Recep.	Um Bennett (Um rhymes with Kum as in 'Kum Ba Ya')	F	Harold Bennett Step father to Um. UK born. Speaks, reads and writes English. Travelling salesman - often away from home.	Wanna Bennett Speaks Thai as 1 st language. Reads & writes English but is not fluent. Works at Tesco's part-time.	Um was born in Thailand. Came to UK 1 month before joining the reception class. Step father is Christian. Mother is Buddhist.	Mainly English. Mother tries to speak in English most of the time but will sometimes explain things to Um in Thai.	Thai She also speaks Kampuchean. Has not yet developed literacy skills in Thai.	2 older brothers in Thailand who are living with grandparent in Bangkok. Is taking time to settle at school. Isolated at break times.	No support needed for father but mother quite often misunderstands key information.
4C	Rifat Gjershai (Gj sounds like a soft 'j' as in 'je' in French)	M	Not known.	Not known.	Kosovan Muslim	English as foster carer is an English speaker.	Albanian (spoken but limited literacy skills).	Came to UK Spring Term of Year 3. Had not attended school for 2 years in Kosovo. Withdrawn. Poor attendance due to bullying. Attends counselling/ support group once a fortnight.	Interpreting support needed for pupil. Contacts through social services.
6A	Rehana Begum (The first syllable of Begum (Be) is pronounced Bay, the second (gum) rhymes with Kum as in 'Kum Ba Ya')	F	Suhel Ali Speaks Bengali & Sylheti. Reads & writes Bengali. Speaks some English. Taxi driver.	Shamima Begum Speaks Sylheti. Speaks v little English. Came to UK 12 years ago.	Both parents come from Sylhet in Bangladesh. Rehana was born in London. Parents strict Muslims. Rehana complies with Islamic practice, eg daytime fasting during Ramadan & non-participation in mixed bathing.	Mainly Sylheti. Occasionally Bengali. Rehana is learning Arabic at weekends.	Sylheti, which is the only language used in the home. She has few opportunities to use English outside school.	Rehana attended a school in E London until she was 9. Was used to bilingual support. Has been on 2 extended visits to Bangladesh. Only eats halal food. Wears a hijab (head covering).	Support needed. Mother will not attend meetings alone.
9B	Michael Beckles Prefers to be called Mike.	M	Dad unknown. Believed to have come from Trinidad.	Michelle Beckles From Liverpool. Speaks, reads and writes English. Works as a nurse.	Mike was born in Birmingham. He then moved to Camberwell. He came to Essex when he was 9. No apparent religious affiliation.	English	English	In top sets for maths & science. Member of the school council and a mentor for Yr 7 pupils. Belongs to a local drama group.	No additional support needed.

Appendix E

Some of the distinctive features associated with developing intercultural awareness and education against racism

The following is taken from section 3. of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

Developing intercultural awareness	Educating against racism
<p style="text-align: center;"><i>Celebrates the positive</i></p> <p>Develops positive perceptions of cultural diversity.</p> <p>Develops understanding and appreciation of the richness and diversity of different cultures.</p> <p>Develops understanding of ways in which the pupil's own culture has been influenced by interaction with other cultures (and vice versa).</p> <p>Develops understanding of ways in which the pupil's own culture has been enriched by the contributions of other cultures through the arts and sciences (and vice versa).</p> <p>Enables us to appreciate the extent to which we are all culturally determined.</p> <p>Develops understanding and appreciation of the lifestyles, customs, traditions, beliefs, culture and values of different cultures.</p> <p>Prepares pupils for life in the 'global village'.</p>	<p style="text-align: center;"><i>Counters the negative</i></p> <p>Develops awareness of and enables pupils to combat racism in its various manifestations.</p> <p>Develops awareness of and enables pupils to combat racist language.</p> <p>Develops awareness of and counters negative media images.</p> <p>Develops awareness of and combats racial stereotyping.</p> <p>Develops awareness of and combats racial prejudice.</p> <p>Develops awareness of and counters racist myths.</p> <p>Develops awareness of the consequences of racism.</p> <p>Develops understanding that every person in the world belongs to one closely related human race with the same basic needs and rights.</p> <p>Develops understanding of laws against racism and of the work of bodies such as the Commission for Racial Equality.</p>

Appendix F

Knowledge and understanding, skills and attitudes

The following is taken from section 5 of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

Foundation Stage

Knowledge and understanding

1. To understand that there are similarities and differences in:
 - a) physical appearances;
 - b) speech, languages, accents and dialects;
 - c) lifestyles, circumstances and homes;
 - d) faiths, cultures and traditions;
 - e) the way special events are celebrated.
2. To understand that certain words are racially/ethnically hurtful.

Skills

1. To recognise and discuss similarities and differences in:
 - a) physical appearances;
 - b) speech, languages, accents and dialects;
 - c) lifestyles, circumstances and homes;
 - d) faiths, cultures and traditions;
 - e) the way special events are celebrated.
2. To respond positively and creatively to:
 - a) multicultural literacy and art forms;
 - b) new and different multicultural experiences.
3. To recognise, discuss and challenge appropriately:
 - a) racist remarks, comments or jokes;
 - b) stereotyping and/or racist attitudes;
 - c) what is fair and unfair.

Attitudes

1. To value and respect oneself as a unique individual.
2. To value and respect others as unique individuals.
3. To be willing to learn from each other and the wider community.

Key Stage 1

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage by developing the following:

Knowledge and understanding

1. To understand ways in which all human beings are fundamentally the same: we are all members of a single human race with the same basic needs.
2. To understand that there are similarities and differences between people in physical appearance, including skin colour and type of hair.
3. To understand people speak in different languages, accents and dialects.
4. To understand people have different types of homes.
5. To understand that people's circumstances differ.
6. To understand certain words are racially/ethnically derogatory and offensive.
7. To understand that people's names are important to them.
8. To understand that the United Kingdom is made up of many ethnic and cultural groups.
9. To identify some of the groups and communities to which they belong, and to identify some of the groups and communities to which others belong.
10. To understand people do similar things but often in different ways.
11. To have some understanding of faiths and cultures other than their own.
12. To understand the food we eat, the clothes we wear and the products we use come from all over the world.

Skills

1. To recognise, discuss and appropriately challenge racist statements, comments or jokes.
2. To recognise when stereotyping occurs, and to discuss and challenge stereotyping.
3. To recognise when people can be offended or hurt by misrepresentation, stereotyping or racist attitudes.
4. To pronounce people's names accurately.
5. To recognise what is fair and unfair.

Attitudes

1. To value and respect oneself for one's uniqueness and special qualities.
2. To value and respect others for their uniqueness and special qualities.
3. To respect other people's feelings, their belongings and things that are important to them.
4. To value and respect differences in lifestyle practised by people from different communities and environments around the world.
5. To be willing to learn from people different from oneself.

Key Stage 2

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage and Key Stage 1 by developing the following:

Knowledge and understanding

Years 3 and 4

1. To understand that everyone has the same basic human rights.
2. To understand that some people are discriminated against by others for a variety of reasons, including physical appearance and the way that they dress; lifestyle and personal circumstances; religion and culture; mannerisms and accent.
3. To understand that some people suffer from oppression and persecution.
4. To understand that language is dynamic and developmental, and influenced by other cultures.
5. To understand why people have different types of homes, environment, culture, history and economic circumstances.
6. To understand why people's circumstances differ and are subject to change.
7. To understand that people move from place to place for different reasons.
8. To understand that certain words are racially/ethnically derogatory and to appreciate why it is insensitive/offensive to use them.
9. To understand the origins of the names of people and places.
10. To understand what constitutes racist behaviour.
11. To understand that different cultures influence and take things from each other.

Years 5 and 6

1. To have some understanding of the United Nations Convention on the Rights of the Child and its implications for themselves and other children.
2. To have some understanding of the term 'racism'.
3. To understand some of the causes of racism, prejudice and stereotyping.
4. To understand that some groups oppress others, often on grounds of race/ethnicity, and know of specific instances of racial/ethnic oppression, both historical and contemporary.
5. To understand something of the historical and present-day persecution of certain groups in the United Kingdom and elsewhere on racial/ethnic grounds.
6. To understand that attitudes may change over time as people gain greater awareness of other cultures.
7. To understand that continents such as Africa are made up of many different countries.
8. To understand that countries are made up of different ethnic and cultural groups.
9. To understand that some groups of people are struggling to retain their cultural identity, heritage and environment.

All years

1. To understand how the local community and British society have acquired their present ethnic composition.
2. To have some understanding of the faiths, history, values and achievements of a number of groups and cultures, one's own and others.
3. To understand the role of voluntary organisations, such as Save the Children, Comic Relief, Oxfam, Christian Aid, the Red Cross and the Green Crescent.
4. To understand the interdependence of nations.

Skills

Years 3 and 4

1. To recognise, discuss and appropriately challenge racism, stereotyping and other forms of prejudice and discrimination.
2. To empathise with victims of racism, prejudice and discrimination.
3. To be able to resist peer pressure to engage in racist behaviour.
4. To make others aware of what one finds insensitive, hurtful or offensive (“I don’t like it when you call me ...”).

Years 5 and 6

1. To recognise oversimplification and generalisation.
2. To recognise media stereotypes and be able to explain their negative repercussions.
3. To recognise inaccurate and misleading information, including racist myths.
4. To present rational arguments to refute prejudice or misinformation.
5. To be sensitive to how others (particularly those belonging to minority groups) wish to be described, showing awareness of terms which may be insensitive or offensive, and using the preferred and more acceptable alternatives (see Appendix C).

Attitudes

All years

1. To recognise that people hold a range of viewpoints and beliefs, and to respect their right to adhere to these.
2. To be sensitive to the effects of prejudice, discrimination and stereotyping.
3. To value the achievements and contributions of people from other cultures, both individually and collectively.
4. To value cultural diversity and to appreciate how it enriches society.
5. To display openness to things that are outside one’s own culture and experience.
6. To appreciate that different dialects and accents are culturally enriching.
7. To react against racism.

Key Stages 3 and 4

Pupils should build on the knowledge, understanding, skills and attitudes identified for the Foundation Stage and Key Stages 1 and 2 by developing the following:

Knowledge and understanding

1. To have some understanding of the Universal Declaration of Human Rights, the United Nations Convention on the Rights of the Child and the Human Rights Act 2000 and their implications.
2. To have some understanding of the meaning of terms such as the following: race, ethnicity, culture, stereotype, prejudice, discrimination, oppression, persecution, apartheid, institutional racism, nationalism, xenophobia, jingoism, multicultural, intercultural, positive discrimination.
3. To understand that theories of race and racial difference have no scientific validity.
4. To understand that theories of racial difference have always been problematic; scientific Darwinism and notions of racial difference between upper and lower class Whites are examples of such theories.
5. To understand how discredited scientific theories have been and still are used to justify racist attitudes and actions.
6. To understand the meaning of genocide, and know of specific instances, both historical and more recent.
7. To understand some of the causes and effects of poverty and global warming.
8. To know that there are laws against racial discrimination and to have some understanding of these.
9. To have some understanding of the work of bodies working for racial justice such as the Commission for Racial Equality (CRE).
10. To have some understanding of the role of political and economic institutions such as the United Nations (UN), the Commonwealth, the World Trade Organisation (WTO), the International Monetary Fund (IMF), the World Bank and multinational companies.
11. To understand the role of pressure groups, such as Greenpeace and Amnesty International.
12. To have some understanding of the problems caused for economically developing countries by 'third world debt'.
13. To understand that some banks and financial companies operate ethical investment policies.
14. To understand that cultures are dynamic, changing and never static.
15. To understand how the local community and British society have acquired their present ethnic composition, with particular reference to British involvement with other communities since the 18th century.
16. To understand some of the effects of economic, social and political pressures on ethnic and cultural groups, both historically and in the world today.
17. To understand that prejudice, discrimination and oppression exist within, as well as between, different ethnic and cultural groups.
18. To understand something of the power, potency and persistence of nationalism, and how it can act as a force for good and bad.
19. To understand how easy it is for minority ethnic and cultural groups to be used as society's scapegoats, and to have some knowledge of the consequences of such scapegoating with reference to historical and contemporary examples.
20. To understand the power and potency of peer pressure in perpetrating and perpetuating racism.
21. To understand the extent to which we are all culturally determined.

22. To understand that providing equality of opportunity means responding to each person's individual differences and needs rather than treating people as though they are all the same.

Skills

1. To recognise how the media convey subtle as well as overt stereotypes.
2. To present rational, well informed argument to refute prejudice or misinformation.
3. To be aware of inaccurate or distorted use of statistics in relation to race and ethnicity.
4. To assertively oppose racism.
5. To develop critical skills necessary for the recognition and analysis of institutional racism.
6. To recognise one's own prejudices and their origins (such prejudices are often inculcated through institutional racism), and to seek to combat these.

Attitudes

1. To relate positively to members and products of other cultures.
2. To be willing to engage in new experiences without distrust or feeling threatened.
3. To have confidence in one's own sense of identity.
4. To appreciate the legitimacy and acceptability of multiple loyalties within a society.
5. To take an interest in race related issues.
6. To appreciate the notion that all human beings are ultimately of equal value.
7. To appreciate the notion of equal rights and justice for all.
8. To appreciate the damaging effects of prejudice and discrimination on all groups in society.
9. To feel empowered to challenge instances of prejudice and discrimination.
10. To appreciate the seriously harmful effects of media stereotyping.

Appendix G

Forms provided by Essex LEA for completion and return in the event of racist incidents

These forms are contained in the revised version of 'Dealing With and Reporting Racist Incidents', Essex CC 2003.

CONFIDENTIAL

RACIST INCIDENT REFERRAL FORM (internal school use only)

Form RI 1

Used to notify headteacher/named member of SMT as soon as possible after incident has taken place.

Each incident to be referred separately. Forms to be collected from/returned to school office.

Ref. no.

(Office to enter ref. no.)

Details of alleged incident

Name(s) of alleged victim(s)

Name(s) of alleged perpetrator(s)

Alleged victim(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Name(s) of possible witness(es)

Type of incident
Tick (✓) all boxes in table below that apply.
See over (lower part of page) for explanation of categories.

Possible witness(es)	✓	M/ F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

Physical assault	
Physical intimidation	
Verbal abuse	
Insensitive/inappropriate remarks/comments/jokes	
Racist graffiti	
Written comments/drawings (not graffiti)	
Abuse of/damage to personal property	
Non-co-operation/disrespect/ostracism	
Other	

Date/time of incident

Place where incident occurred

What happened?
If there is insufficient space below, further sheets may be attached to this form.

Action already taken. Please provide brief details, if known.
If there is insufficient space below, further sheets may be attached to this form.

Person reporting incident

A third party may need to complete this form on behalf of the pupil/person reporting the incident.

Name of person completing form

Name of person reporting incident (if different)

How person reporting incident can be contacted (if not at school)

Person reporting incident	✓	Gender (M or F)	Ethnicity *	Further information (e.g. year group of pupil)
Pupil				
Teaching staff				
Other staff				
Parent				
Governor				
Visitor				
Other				

* Ethnicity should conform to one of the categories identified in Appendix 4 of *Dealing With and Reporting Racist Incidents in School*, Essex County Council, 2003

- Did the person reporting the incident witness the incident? Yes No
- Was racist behaviour directed at the person reporting the incident? Yes No
- Did the person reporting the incident hear about it from someone else? Yes No

If 'Yes' to the last question, who informed the person? How did the person get to hear about it?

.....

- Has the person reporting the incident notified anyone else? Yes No
- If 'Yes' to the last question, who else has it been referred to?

.....

Signed by person reporting incident Date

Types of incident

Physical assault includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.

Physical intimidation includes persistent 'minor' intimidation which may be cumulative in effect, such as jostling in a queue or using offensive gestures and mimicry.

Verbal abuse includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture (including a person's dress, smell, appearance and diet).

Insensitive/inappropriate remarks/comments/jokes includes thoughtless remarks and general comments; jokes which reinforce negative stereotypes; and insensitive or inappropriate use of terminology and language.

Racist graffiti includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

Written comments/drawings (other than graffiti) includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books, emails or on mobile phones (text messaging).

Abuse of/damage to personal property includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

Non co-operation/disrespect/ostracism includes failing to show respect to someone because of their race. Forms of disrespect may relate to cultural and religious differences regarding food, music, dress, etc. Such forms of disrespect are sometimes inadvertent, resulting from a lack of awareness or knowledge on the part of the perpetrator. Perpetrators could also be expressing received messages from the media, parents/carers and other groups in the wider community. Other examples include wearing racist badges or insignia and turning away from or ostracising a person.

Other incidents may include bringing racist material such as leaflets, comics, magazines or computer software into school, or attempting to recruit others to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

CONFIDENTIAL

RACIST INCIDENT RECORDING FORM (internal school use only)

Form RI 2

Used to record actions taken by the school in response to allegations of racist incidents reported through Form RI 1.

Ref. no.

(Same as that on Form RI 1)

Does the alleged incident reported on Form RI 1 constitute a child protection issue? Yes No

If 'Yes', then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for child protection and procedures identified in The Blue Book (the Essex child protection guidelines) followed. The incident will need to be logged as a racist incident if substantiated.

If 'No', then the rest of this form can be used to log actions taken in response to the alleged incident.

Details of those involved	Name(s)	Ethnicity *	Further information
Person reporting incident			
Alleged victim(s)			
Alleged perpetrator(s)			
Possible witness(es)			

* Ethnicity should conform to one of the categories identified in Appendix 4 of *Dealing With and Reporting Racist Incidents in School*, Essex County Council, 2003

1. Investigation of alleged incident

1.1 How was the allegation investigated?

If there is insufficient space in the grid below, further sheets may be attached to this form.

Date/time	Action	Outcome

1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged victim(s)/perpetrator(s); parents/carers; the person who reported the incident):

.....

1.3 As a result of the investigation, was the allegation substantiated?
If the allegation was substantiated, section 2. overleaf should be completed

Yes No

2. Actions taken in response to substantiated incident

2.1 Record of actions taken.

If there is insufficient space in the grid below, further sheets may be attached to this form.

Date/time	Action	Outcome

2.2 Victim(s) spoken with Yes No

2.3 Perpetrator(s) spoken with Yes No

2.4 Witness(es) spoken with Yes No

2.5 Parents/carers spoken with Yes No

2.6 Others seen or contacted:

.....

Signed **Name (printed)** **Date**

3. Conforming to the Home Office code of practice (checklist)

3.1 Does the incident fall into the category of 'low-level, daily occurrences', in which case (according to 4.11 of the code of practice) the school itself should handle it? Yes No

3.2 Was the incident of a more serious nature, or was it one in a series of incidents involving either the victim(s) or perpetrator(s)? Yes No

3.3 If the answer to 3.2 is 'Yes', has a copy of Form RI 3 been sent to the appropriate EMAS adviser? Yes No

If 'Yes', date sent

3.4 If the answer to 3.2 is 'Yes', did the incident constitute a possible crime? Yes No

3.5 If the answer to 3.4 is 'Yes', have the Police been informed? (According to 4.12 of the code of practice, schools should **always** advise the Police of any racist incidents that may be categorised as crimes.) Yes No

If 'Yes', date sent

3.6 Has this incident been included in the Headteacher's termly report to governors? (According to 4.11 of the code of practice, governors should be informed of the number and nature of racist incidents, and the actions taken to deal with them.) Yes No

3.7 Has this incident been included in the governors' annual report to parents? (According to 4.11 of the code of practice, parents should be informed of the number and nature of racist incidents, and the actions taken to deal with them.) Yes No

3.8 Has this incident been included on Form RI 4, which is the annual return to the LEA (as required by 4.11 of the code of practice)? Yes No

CONFIDENTIAL

RACIST INCIDENT REPORT FORM (for reporting to outside agencies) Form RI 3

To be used by schools to report serious and/or persistent racist incidents to EMAS advisers (acting for the LEA) and through them, to Racist Incident/Hate Crime Panels and possibly the Police Ref. no.

(School to enter ref. no., corresponding to that on Forms RI 1 and RI 2)

School reporting incident

Name of school Phone number of school

Address of school

Name of school contact Position in school

Signed Date

Details of incident

Date/time

Place

Have the Police been informed? Yes / No
Other agencies that have been informed:

Type of incident	✓
Physical assault	
Physical intimidation	
Verbal abuse	
Insensitive/inappropriate remarks/comments/jokes	
Racist graffiti	
Written comments/drawings (not graffiti)	
Abuse of/damage to personal property	
Non-co-operation/disrespect/ostracism	
Other	

Please state whether the incident is a 'one-off' or one in a series involving the same perpetrator(s) or victim(s):

Description of incident
No personal names are to be used, apart from the name(s) of the perpetrator(s)

Action taken in response to incident
No personal names are to be used, apart from the name(s) of the perpetrator(s)

Details of perpetrator(s)

In the status column, please use the appropriate letter:

P - pupil TS - teaching staff OS - other staff P/C - parent/carer G - governor V - visitor O - other

Name(s) of perpetrator(s)	Gender (M or F)	Status	Ethnicity *

If perpetrator is a pupil, have parents/carers been informed that the incident has been reported to LEA representatives and through them to Racist Incident/Hate Crime Panels and the Police? Yes No

Details of victim(s)

Only to be provided with the permission of the victim(s) or, in the case of children under the age of 15, their parents/carers.

Victims (and parents/carers of victims under the age of 15)

Please sign in right hand column to indicate that you give permission for the personal details provided below to be shared with representatives of the Local Education Authority, Racist Incident/Hate Crime Panels and the Police.

In the status column, please use the appropriate letter:

P - pupil TS - teaching staff OS - other staff P/C - parent/carer G - governor V - visitor O - other

Name(s) of victim(s)	Gender (M or F)	Status	Ethnicity *	Signed

* Ethnicity should conform to one of the categories identified in Appendix 4 of *Dealing With and Reporting Racist Incidents in School*, Essex County Council, 2003

Appendix H

Dealing with the perpetrators of racist incidents

(based on an actual school example)

Physical bullying or assault	<ul style="list-style-type: none">• Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy.• Complete Form RI 1 (copies held in school office).• Full report to the headteacher/ pastoral senior manager.• Full report to parents/carers.• Report to police if assault constitutes a criminal offence.
Verbal abuse, including racist comments, ridiculing another on the basis of their cultural practices, derogatory name-calling, insults and racist 'jokes'	<ul style="list-style-type: none">• Members of staff must not ignore any form of verbal racist abuse.• Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy.• Complete Form RI 1 (copies held in school office).• Explain fully to the perpetrator that verbal racist abuse will not be accepted.• Persistent offenders must be referred to the headteacher/ pastoral senior manager.• Report to police if abuse constitutes a criminal offence.
Racist graffiti	<ul style="list-style-type: none">• All racist graffiti must be reported to the headteacher/pastoral senior manager.• All racist graffiti must be removed immediately.• For each graffito, Form RI 1 (copies held in school office) is to be completed.• Report to police if any graffito constitutes a criminal offence.

<p>Incitement to other to behave in a racist way, including attempts to recruit to racist organisations and groups</p>	<ul style="list-style-type: none"> • Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school behaviour policy. • Complete Form RI 1 (copies held in school office). • Full report to the headteacher/ pastoral senior manager. • Full report to parents/carers. • Take necessary action to prevent recurrence. • Report to police if activity constitutes a criminal offence.
<p>Refusal to co-operate or work with others because of their race, ethnic background, culture, religion or language</p>	<ul style="list-style-type: none"> • Report to appropriate member of staff, who will ensure the matter is dealt with in accordance with school policy. • Complete Form RI 1 (copies held in school office). • Full report to the headteacher/ pastoral senior manager. • Full report to parents/carers. • Take necessary action to prevent recurrence. • Report to police if activity constitutes a criminal offence.

Appendix I

Glossary of terms

The following is taken from Appendix B of 'Tackling Racism and Promoting Multicultural Awareness', Essex CC 2001.

Black

Black is sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. It includes Caribbeans, Africans and others who wish to describe themselves as Black.

Ethnicity

Ethnicity refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to at least one ethnic group, including, for example, the English, Irish, Scottish and Welsh. An individual's ethnic identity is often complex, for example, a person may be Scottish, Black and Roman Catholic.

Ethnic monitoring

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and the use of services, and parental involvement in the school.

Institutional racism

The Stephen Lawrence Inquiry report defines institutional racism as:

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 amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

Interculturalism

Interculturalism is to do with mutually enriching interactions between different cultural groups in ways that respect and seek to maintain the distinct identity and integrity of the cultures involved.

Multiculturalism

Multiculturalism is about recognising the value and importance of diverse cultures and treating people from different ethnic and cultural backgrounds as one's equals.

Race

A term used to describe a class of people distinguished by their skin colour and other physical characteristics. There is no scientific basis for the 19th century belief that people could be divided into four basic 'races' and that some were superior to others.

Racial group

The Race Relations Act 1976 defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin.

Racial harassment

The Commission for Racial Equality defines racial harassment as verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

Racial prejudice

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin, based on false assumptions or inadequate evidence.

Racial stereotyping

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport' or 'keep to themselves'.

Racism

The Stephen Lawrence Inquiry report defines racism as:

Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form.

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the *Race Relations Act 1976*. Some groups of people (for example, Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism. Racism is sometimes used to refer to the power relationship between White people and Black people. The basis for this viewpoint is that most of the social, economic and political decisions are made by White people and that these decisions may systematically disadvantage Black people. 'Black' is used politically in this context to unite people who are not White or who are likely to be subjected to racism (for example, Jewish people).

Racist incident

The Stephen Lawrence Inquiry report defines a racist incident as:

Any incident which is perceived to be racist by the victim or any other person.

Travellers

The term 'Traveller' encompasses a number of different groups whose cultural heritage is traditionally nomadic. Many Travellers now live in houses or on permanent caravan or mobile home sites. The term covers Gypsies and Irish Travellers (who are recognised as

racial groups under the *Race Relations Act 1976*), circus and fairground people, bargees, and New Travellers.