



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

RACE EQUALITY AND EQUAL OPPORTUNITY POLICY

INTRODUCTION

We are committed to providing the highest possible standards of education for our pupils and will endeavour to meet the needs of all without unfair discrimination of any kind.

We will:

- oppose all forms of unfair discrimination, whether individual or institutional, direct or indirect, on the grounds of gender, colour, ethnicity or national origin, religion, disability, financial resources, social background, HIV status, age, appearance, ability, language, political views, size, marital status or sexual orientation.
- challenge prejudice or unreasonable beliefs about groups in society and endeavour to instil tolerance and acceptance of differences.
- promote and celebrate diversity within our community and beyond.
- seek to become an inclusive community, in the widest sense of the word.
- prepare pupils for adult life in a multi-cultural society.

LEGISLATION

This policy is written to comply with the following legislation:

The Sex Discrimination Act 1975
The Race Relations Act 1976
The Children Act 1989
The Disability Discrimination Act 1995
The Human Rights Act 1998
The Race Relations Amendment Act 2000
Special Educational Needs and Disability Act (2000)
Sexual Orientation Regulations 2003
Disability Discrimination Act 2005
Equality Act 2006

THE SCOPE OF THIS POLICY

This policy covers all our activities as a learning community, and all of those individuals who work here.

The main activities of the school affected by this policy are:

- provision of education services to pupils and their families.
- employment of staff and contractors

- collection of data and response to incidents of unfair discrimination.

AIMS & OBJECTIVES

The aims of this policy are:

- ♦ to put in place a framework which directs thinking and actions so that no-one in our school is disadvantaged by anything we do;
- ♦ to set out our standards for behaviour so that everyone is treated fairly and given equal access to learning and resources.
- ♦ to promote equality of opportunity and positive attitudes towards others.

The objectives of this policy are:

1. To develop a friendly and open ethos for our school where everyone feels, and is, respected and valued.

How?

OUR ATTITUDES AND LANGUAGE:

- All visitors to the school are welcomed and respected equally;
- Children are encouraged to greet visitors;
- Those involved in leadership in our school set an example by showing respect to others;
- Displays reflect diversity;
- All members of our school use appropriate language which does not confirm or transmit stereotypes and does not offend;
- All members of our school use appropriate terminology in referring to particular groups e.g. native Americans rather than Red Indians.

OUR BUILDINGS:

- The school provides physical access for those with disabilities.

TEACHING AND LEARNING:

- Every faculty handbook contains an equal opportunity policy;
- Assemblies are used as a vehicle to promote tolerance and celebrate diversity;
- Opportunities are provided for staff to have training in equality awareness.

2. **To develop a learning environment where there are consistently high expectations of all pupils regardless of age, gender, ethnicity, ability or social background.**

How?

OUR EXPECTATIONS:

- The different skills, qualities and aptitudes of all members of our school are valued and recognised;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place for all students;

OUR PLANNING:

- Planning takes account of the differing needs of pupils and their progression. This planning reflects a commitment to equal opportunities;
- Where children are separated into groups for learning this is done on objective grounds which can be justified by the intended outcomes.

3. **To develop a range of extra-curricular activities which are open to everyone in equal measure and meet the needs of all.**

How?

- The school provides genuinely equal access to all appropriate activities;
- Outside contributors to extra-curricular activities understand the school's commitment to equal opportunities and are provided with appropriate guidelines.

4. To develop a language policy which ensures that all pupils have equal access to the curriculum and which respects pupils' home languages.

How?

- The school undertakes to make appropriate provision to ensure access to the whole curriculum irrespective of the pupils' first language;
- The school seeks to make all communication accessible to parents and carers;
- Linguistic diversity is acknowledged in our curriculum planning and delivery.

5. To promote cultural diversity.

How?

- Members of minority groups within the school have opportunities to share their cultural identities with others;
- Opportunities are taken to introduce ideas and practices from other cultures and beliefs;
- Resources reflect a wide range of cultural diversity.

6. To prevent harassment, to challenge inappropriate discrimination and to put in place a process which allows reporting of harassment and prompt action to handle complaints and incidents involving pupils or adults.

How?

PREVENTION:

- Steps are taken to ensure that everyone in our school understands the nature of unacceptable harassment or discriminatory behaviour – through discussion in PSE, staff training, information home to parents/carers about the school's values, rules and policy;
- We use resources which do not reflect stereotypical views and ideas of society.

CHALLENGE:

- Inappropriate language or behaviour is challenged immediately or reported to a member of staff for immediate action;
- All types of discriminatory behaviour are challenged when they occur e.g. unwanted attention, verbal or physical, unwelcome or offensive remarks or suggestions about character or appearance;
- Staff training is used as a means of challenging preconceptions and misconceptions.

REPORTING PROCEDURE:

- The school has in place a procedure for reporting harassment or bullying, whether racial, sexual or of a general nature. Steps are taken to ensure that all members of our school community are aware of this procedure;
- Incidents of racist harassment are recorded and dealt with according to the recommended procedures in CRE's 'Learning for All' in order to comply with the legal requirement.

7. To operate fairly and provide equal opportunities for all with regard to staff selection and staff development.

How?

- Have a specific recruitment, promotion and training policy which covers equal opportunities issues. Use approved proforma and selection procedures for all staff appointments;
- Recognise the need for positive role models and distribution of responsibility among staff;
- Check that job criteria are genuinely objective and job related;

- Take positive steps to encourage under-represented groups to achieve positions of responsibility through career guidance, supported staff training and mentoring arrangements;
- Provide training for all members of staff to ensure that they understand the issues and implications, especially of the law regarding race, gender and disability.

8. To incorporate equality of opportunity into all aspects of the school's operations.

How?

- Through regular review and revision of existing policies;
- Through planning which takes account of the different needs of pupils and of their progression;
- Through resources which:
 - are of equivalent good quality for all user groups;
 - reflect the reality of our ethnically and culturally diverse society in Wales, Britain, Europe and the world;
 - reflect a variety of viewpoints and offer opportunity for consideration of a range of attitudes and values;
 - show positive images of males and females in society, including disabled people;
 - reflect non-stereotypical images of people;
 - include materials which raise awareness of equal opportunities;
 - are equally accessible to everyone who may wish to use them;
 - do not include specifically racist or sexist materials except for purposes of illustrating these issues;
- Through day-to-day activities and organisation which provide examples of good practice e.g. allocation to teaching groups which is objective and purposeful, based on educational and pastoral principles, listing for registration and marking alphabetically, lining up randomly, seating according to educational or pastoral need and not by social group other than through pupil choice etc.;
- Within the constraints of resourcing and capability, ensuring that the curriculum is accessible to all, especially to those for whom English is a second language.

9. To monitor and review the operation of this policy on a regular basis.

How?

- Through collection and analysis of appropriate pupil focused data e.g.
 - KS3 assessment levels;
 - Participation in extra-curricular activities;
 - Exclusions and truancy;
 - Continuous assessment of children's learning;
 - Racist and sexist incidents;
 - Results from screening for specific learning needs;
 - Attendance;
 - Parental involvement;
- Through collection and analysis of staffing and other data e.g.
 - gender and ethnicity profile of teaching and other staff;
 - correlation between grades of seniority, gender and ethnicity;
 - analysis of job applications;
- Through provision of data to the LEA
- Through appointment of an officer responsible for co-ordinating and overseeing the strategy and action plan;

- Through appointment of a governor with responsibility for this policy.

MANAGEMENT AND ORGANISATION

Responsibilities:

The Governing Body must:

- ensure that the school complies with the relevant legislation;
- ensure that the policy and its procedures and action plans are carried out.

The Head Teacher should:

- implement the policy, procedures and action plan
- ensure that all staff are aware of their responsibilities and suitably trained to meet them
- take appropriate action where policies are not adhered to.

All staff should:

- be able to identify and deal with incidents of unfair discrimination according to this policy and challenge bias and stereotyping when it occurs
- promote racial equality and good race relations,
- promote equality of opportunity regarding gender and disability
- keep up to date with legislation and school policy, attend training when offered and incorporate the requirements of the policy into all aspects of teaching and learning.

Visitors and contractors should:

- be aware of and comply with the requirements of this policy and current legislation regarding race equality, gender and disability.

A co-ordinator for equal opportunity with specific responsibility for Racial Equality issues has been appointed to oversee the implementation of this policy and to draw up and co-ordinate the action plan.

The E.O. Co-ordinator should:

- be part of the PHSE team and in these meetings draw up/review policy
- co-ordinate the agreed action plan
- co-ordinate and supervise the collection of data and provide it as required to the LEA or County Council
- monitor the impact of this and other policies
- keep records of incidents where the policy is contravened
- publish the results of monitoring and review as required.

Implementing the policy:

An action plan will be drawn up biannually and will be an integral part of our whole School Review.

- Relevant data will be collected, including the data required by the LEA. The Equal Opportunity Co-ordinator will be responsible for analysing and publishing school data. Such an analysis will be disseminated through regular reports to the Leadership Group, the Governing Body, and team leaders.
- The Equal Opportunity Co-ordinator will monitor the impact on equal opportunities issues of new policies, projects or plans from the date of their implementation.

- Responsibility for disseminating this policy, for teaching about equal opportunities within and through the curriculum and in setting high standards in operating the policy is shared by all staff. This will be done through formal and informal contact with parents, as well as through the school prospectus and the governors' annual report.

Monitoring and evaluation

The Equal Opportunity Co-ordinator will take the lead in the following activities and in conjunction with the Senior Learning Coordinator:

- annual review of the policy and its impact in achieving its stated objectives;
- data collection to meet statutory requirements;
- use of monitoring data to assess the attainment and progress of target groups e.g ethnic minority groups, boys and girls, pupils with disabilities;
- use of data to monitor exclusion, sanctions and rewards, attendance etc. for these groups;
- undertake an annual training needs analysis, and liaise with the Staff Development Officer on implementing any resulting action plan.

The school's normal monitoring and review procedures will be applied to Equal Opportunities. In addition to this the E.O. Co-ordinator may carry out surveys, interviews or discussion as necessary to provide additional information about effectiveness.

All staff have a responsibility to include these issues in their subject or department monitoring and keep written records of their findings and consequent actions.

OUR RESPONSIBILITIES AS AN EMPLOYER

The School will contribute to the County Council's role as an Equal Opportunity Employer and will meet its obligations under the Race Relations Amendment Act:

- * by collecting data in order to comply with the County Council's requests for such information regarding its employees;
- by using the County Council's employment procedures in recruiting and appointing all staff;
- by using the County Council's grievance and complaint procedures.

The school will be pro-active in providing training to its staff to enable them to take advantage of career and promotion opportunities on equal terms.

SPECIFIC ASPECTS: RACE, GENDER, DISABILITY

Wherever possible, we will seek to ensure that school communication is accessible to all.

PROCEDURES FOR DEALING WITH AN INCIDENT OF UNFAIR DISCRIMINATION

An incident of unfair discrimination is any incident or event occurring within our school, which anyone regards as being contrary to our policy. This means that if a child or parent (or anyone else) describes something which has happened and says that they feel it is a racial or discriminatory incident then it will be treated as such until resolved or proven to be otherwise. All such reports will be recorded as described.

Action following the reporting of such an incident will come under 4 headings:

- action for the victim(s)

- action towards the perpetrator(s)
- recording of events
- assessing the circumstances to prevent further problems

Action for the victim: anyone reporting an incident of unfair discrimination will be supported to make a full report of the event to a senior member of staff.

Action towards the perpetrator: unfair discrimination whether verbal, physical or other, will not be tolerated. Appropriate action will be taken in relation to our Behaviour Policy.

Recording of events: written records of all such incidents and resulting actions will be maintained.

Assessing the circumstances: whenever such an incident is reported, consideration will be given to its cause and action taken as necessary to prevent further problems.

Where adults are concerned the normal disciplinary procedures will be instituted.

This policy complies with the appropriate national legislation, the Carmarthenshire County Council Standards for Equality and the LEA Strategy for Equal Opportunities.

This policy should be read in conjunction with all appropriate school policies, especially the following:

- ♦ **SEN;**
- ♦ **Assessment;**
- ♦ **Curriculum;**
- ♦ **Behaviour;**
- ♦ **Staff Selection;**
- ♦ **Staff Development;**
- ♦ **PSE.**

Appendix 1 – OUR ACTION PLAN

| Action |
|---|
| Continue to Identify and improve the appropriate means of monitoring our Equal Opportunity Policy – PSHE/CWW Board. |
| Communication of the policy. This should include provision for explaining what the school is doing and why, looking at how the school could communicate best with all concerned, and considering how to involve all stakeholders in planning and decision making. |
| Identify training priorities within the annual staff development cycle. |
| Draw up a revised Action Plan with objectives, targets, dates and resource implications, specific responsibilities in response to the findings of each of the above – audit, monitoring, training needs assessment and policy review. |
| Review policy with the Governing Body. |
| Publication and dissemination of the revised policy and final Action Plan. |

Appendix 2 – CARMARTHENSHIRE LEA STRATEGY FOR EQUAL OPPORTUNITIES (INCLUDING RACIAL EQUALITY)

Carmarthenshire County Council is committed to providing an education service which will ensure equal access to high quality educational opportunities of all children, young people and adults, thus enabling the achievement of their full potential within the context of the unique bilingual nature of the county.

Our strategic statement directly reflects the government agenda of moving towards inclusive education set out in the 1997 Green Paper *The BEST for Special Education* and the follow-up *Shaping the Future for Special Education – An Action Programme for Wales (1998)* and in raising standards and promoting Social Inclusion. It also takes full account of the principles and direction enshrined in 'The Learning Country' and in 'Learning for All' – Standards for racial Equality in School produced by the Commission for Racial Equality.

Inclusion in Carmarthenshire LEA is based on the following principles:

- We believe in a policy of equal opportunities for pupils
- We are committed to achieving high quality educational opportunities for ALL pupils and for the majority in their local school.
- We believe in the value of diversity in an integrated learning and social community
- We believe in the principles of good teaching and learning being able to meet the needs of all
- We believe in the value of learning with and from each other
- We believe that inclusive education is the key to social inclusion

These values and beliefs form the basis of the Education Strategic Plan and thus inform and guide every action by the LEA. Further detailed references to equal opportunities (including Race Equality) can be found in the Education Strategic Plan itself.

Equal Opportunities for All - Policy and Good Practice in Education in Carmarthenshire

A statement of intent:

This Authority is committed to providing a high quality education service to all members of its community regardless of gender, age, race or other individual or circumstantial differences. This Local Education Authority will encourage mutual respect and understanding, celebrate and value diversity and prepare everyone for membership of a multi-cultural society based on fairness and inclusion.

We will work in close partnership with children and young people, teachers and governors, parents and the wider community to support all aspects of Equality of Opportunity, remove unfair discrimination be it direct or indirect, and protect its members against harassment of any kind, both as an employer and as a service provider.

An action plan will support this statement. It will:

- cover all issues of equality including race, gender and disability.
- deal with employment and service delivery
- provide guidance to schools in drawing up their policies and action plans and in meeting LEA requirements for data collection.
- comply with/reflect the Carmarthenshire County Council's Local Authority scheme.
- specify its proposals to support schools in carrying out their responsibilities e.g. advice, training, guidance etc.
- make a clear commitment of resources to support its plans.
- include targets for improvement in its Education Strategic Plan.

- demonstrate good practice in its arrangements for monitoring this and related policies.
- specify data to be collected, the reasons for this and the ultimate destination and use of such data.

Support Available to Schools from the LEA

A) The LEA will arrange **Governor Training** to raise awareness of this issue from the employer's perspective, as a provider of educational services and of the County Council's own policies and plans.

B) Training is available for teachers through **the GEST menu**. An initial day is provided to support school co-ordinators in their role. Further consultancies are available for whole staff, members of Leadership Group or school working parties as they begin to implement the requirements. The CRE also provides speakers who may form part of a staff training event.

C) **Link advisers** will receive training to enable them to support schools in following Carmarthenshire County Council policy and in complying with legislation. They will provide pre-inspection support to schools wishing to review their Equal Opportunities Policy or any constituent part of it.

D) The LEA will provide **a template** on which schools can record data electronically:

- records of incidents of discrimination or harassment
- policies and action plans
- data regarding gender, ethnicity or disability of pupil body, staff and governors.

E) The LEA will publish county wide **data analysis** showing progress against targets. Further advice will be available to schools regarding publication of school data, targets and progress.

Appendix 3 - THE LAW

A brief overview of the legislative framework relating to Equality of Opportunity.

Introduction

Because of the nature of legislation in this area, it is not easy to provide a simple list of DO's and DON'T's for schools. Much of the law around gender and racial discrimination, as well as provision for disability requires 'reasonableness' and relies on judgements made about the relevance of an issue to educational requirements, genuine need for discrimination etc.

For example, the school rule requiring boys to wear caps was judged as indirect discrimination against Sikh boys whose religion required them to wear turbans. This judgement was based on the non-educational nature of the requirement to wear a cap. In other words, as it made no difference educationally, it was not reasonable to enforce it in these circumstances.

For further clarification, see 'Education Code of Practice for England & Wales', Commission for Racial Equality.

Legislation

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Children Act 1989

The Disability Discrimination Act 1995

The Human Rights Act 1998

The Race Relations Amendment Act 2000

Special Educational Needs and Disability Act (2000)

Sexual Orientation Regulations 2003

Disability Discrimination Act 2005

Equality Act 2006

Sex Discrimination

It is unlawful under this act to discriminate against a person on the grounds of sex, either directly or indirectly.

a) Employment Discrimination

With specified exceptions **it is unlawful** to discriminate between men and women in arrangements for recruiting staff, in the terms under which employment is offered, by refusing or deliberately omitting to offer employment, by the way access is given or not given, with regard to promotion, transfer or training or other benefits etc. and by dismissing a person or submitting him or her to any other detriment, on the grounds of sex. **It is lawful** to discriminate where sex is a genuine occupational qualification for a job.

b) Discrimination in Education

It is unlawful for an LEA, Governing Body or Proprietor of an educational establishment to discriminate against a pupil on grounds of his or her sex:

- in the terms of an offer of admission
- by refusal or deliberate omission of acceptance of an application for admission
- in the way in which they afford access to any benefits, facilities or services, or by

refusing or deliberately admitting to afford access to them, or by excluding him or her from the establishment, or by subjecting him or her to any other detriment, or by way of victimisation.

Racial Discrimination

The Race Relations Act 1976 places a duty on every local authority to stop racial discrimination. The Race Relations Amendment Act 2000 includes a duty for all public authorities to promote race equality.

Do Caribbean and other black pupils find their identity, culture and experience well reflected in the school curriculum in examples that are realistic, up to date and non-stereotypical?

a) Employment Discrimination

The law against racial discrimination in employment follows closely that relating to sex discrimination. It is unlawful to discriminate on racial grounds unless there are genuine occupational qualifications that are required.

b) Discrimination in Education

There is a general duty applying to LEAs and Governing Bodies to provide facilities for education and ancillary benefits and services without racial discrimination.

How is the progress of the school's ethnic minority pupils monitored and how is their achievement measured?

Disability Discrimination

The Disability Discrimination Act 1995 makes it unlawful for an employer to discriminate unjustifiably against employees or prospective employees in recruitment, training, promotion, dismissal and other aspects of the relationship. It also places a duty on employers to remove substantial disadvantage to disabled persons by making reasonable adjustments to their premises and arrangements generally.

a) Employment Discrimination

By virtue of the Disability Discrimination Act 1995 employers are not to discriminate unjustifiably against employees or prospective employees in recruitment, training, promotion, dismissal and other aspects of the relationship. Furthermore, employers are to make reasonable adjustments to their premises and arrangements generally to remove substantial disadvantage to disabled persons.

b) Discrimination in Education

Provision of education is not encompassed by the Act. However LEAs and Governing Bodies are not to discriminate against disabled persons, those being persons who have a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day-to-day activities, when providing non educational services. This would include the provision of goods and facilities, in particular access to schools, which may for example be required by parents at the meetings of the Governing Body, and for the use of sports facilities and fund raising events. Responsibility for complying with rights of access falls on the service provider which may be the School Governing Body, the LEA or some other Department of the Local Authority or Parent Teacher Association.

Do you challenge inappropriate language around issues of disability, such as 'the disabled'?

Are all school trips/excursions fully physically accessible?

Do you make time allowances for children to complete certain tasks?

Schedule 2 of the Children Act 1989 deals with, amongst other things, Local Authority responsibilities for the support of children and their families. It imposes a duty upon local authorities to provide services for children with disabilities so as to minimise the effect of those disabilities and give such children the opportunity to lead lives which are as normal as possible.

Appendix 4 – DUTIES AND REQUIREMENTS OF SCHOOLS

Section 71 (1) of the Race Relations Act 1976 as amended in 2000 places a general duty on public authorities (including schools) to promote race equality. This **general duty** means that in everything they do, schools must:

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

The specific duties of schools in this regard are:

- to prepare and maintain a written statement of their race equality policy and have arrangements in place for meeting their duties [including an action plan] as soon as reasonably practicable.

Schools in Carmarthenshire are advised to have an Equal Opportunities Policy of which the Race Equality Policy is a part. Where the Race Equality Policy is not a separate document, it must be clear which actions apply to this aspect. There is no requirement to have an action plan which covers all aspects of Equal Opportunities, though it would be good practice to ensure that other aspects of the policy are operational and that there is regular review in place.

The guidance applies to all aspects of Equal Opportunities. However, schools can meet their legal obligations to the Race Relations Amendment Act by putting in place policy and action plan for issues of race alone.

An important requirement of the duty on schools (and other public bodies) is that of **reviewing** ALL policies in order to **assess and monitor** their impact on pupils, staff and parents; in particular the impact on pupils' attainment, and to ensure that they comply with the general duty above. Some areas of school life will have a more immediate impact on racial issues than others and it is recommended that these be dealt with first e.g.

- * employment policy, staff recruitment and career development
- * admissions and transfer,
- * assessment,
- * communicating with parents/guardians
- * pupil attendance, behaviour, discipline and exclusion
- * curriculum delivery

Schools are required to **collect and analyse data** in order to monitor the impact of their policies. They will also need to provide some data to the County Council to allow it to meet its obligations in this respect.

Appendix 5 – THE SCHOOL'S RESPONSIBILITIES AS AN EMPLOYER

[See also the section in this guidance on 'The Law']

Carmarthenshire County Council Equal Opportunities Policy Framework makes clear its intention to be an equal opportunities employer. Schools and their governing bodies should be aware of these provisions and follow the same procedures, use the same styles of advertising, application forms and job descriptions.

The Disability Act 1995 requires that all physical barriers to access be removed by October 2004. **This will apply to schools.** [See Carms. C.C. Disabled Access Strategy] This also provides guidance on access to information, communication systems, staff training and awareness, consultation with clients (i.e. pupils and parents in the case of schools), access to meetings, buildings etc. There is specific reference to Education in this document.

Race Relations Amendment Act:

The Local Authority (Carms. C.C.) must produce Race Equality Scheme that addresses the duty to monitor by reference to the racial groups the numbers of staff –

- in post
- apply for employment, training or promotion
- who receive training
- who benefit/suffer detriment as a result of performance assessment procedures
- are subject to grievance procedures
- are subject to disciplinary procedures
- cease employment

To met the specific duty on employment, the County Council must:

- collect ethnic monitoring data
- analyse the data to find any patterns of inequality
- take any necessary action to remove barriers and promote equality of opportunity
- publish the results of the monitoring each year.

Black

Black is sometimes used as a general term for people of African, Caribbean, South Asia and other Asian origin. Black is also one of the ethnic monitoring categories used in the census. 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 an ethnic group, including, for example, the English, Irish, Scottish and Welsh.

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 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 and 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".

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.

Parent

The term 'parent' is used to include those who have parental responsibilities, including the local authority in the case of looked after children.

Race

A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth 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 CRE 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. 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

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

Travellers

Travellers refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term covers Gypsies (who are recognised as a racial group under the Race Relations Act), Bargees, circus people, and New-Age Travellers.

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Reviewed on: 11th November 2009

Review date: 11th November 2010