Race Equality in East Sussex Schools

Valuing difference, promoting resilience and challenging stereotypes

Guidance for Schools
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1 East Sussex County Council
This guidance has been developed by the Children’s Services department for the schools in East Sussex. It supports a preventative and whole-school approach to promote race equality.

It is important for all pupils in East Sussex schools to be aware of and comfortable with differences of race, culture and language that they will encounter throughout their lives. We live in an increasingly globalised world, and want to ensure all our children and young people understand this context. Many of our schools in East Sussex are doing this very well; we hope this guidance will help bring together some of the good practice and also help provide a positive challenge so good can become even better practice!

This guidance marks a shift from a focus on identifying racist incidents to instead focusing on preventing and responding to negative perceptions about differences in race and culture. It focuses on:

- positive approaches to identity and belonging; and
- promoting a shared understanding of culture and identity.

In East Sussex, as the majority of pupils and teachers identify with coming from a White British background, this guidance implicitly addresses the following question: why are issues of racial and cultural equality in the curriculum and in a whole-school approach relevant for schools in which most children and teachers are White British?

The answer is simple: if pupils are not in contact with diverse people because their schools are majority White then cultural diversity must be embedded in the curriculum to ensure pupils are aware of cultural and racial differences and the impact of difference and inequality in people’s lives. It is therefore even more pressing in majority White schools than in those schools in which cultural diversity is already the norm.

We hope the principles raised in this guidance, the examples of activities and links to resources will help schools in East Sussex take forward this work.

Matt Dunkley
Director, Children’s Services
1. Who is the guidance for?
This guidance aims to support schools in East Sussex to implement excellent practice in delivering equality, particularly ‘race’ equality, through the curriculum and through a whole-school approach. This guidance supports schools to challenge and overcome the complacent attitude of ‘no problem here’ that may be prevalent in schools in which the majority of pupils are from a White British background.

It is designed to be read and used by school governors, head teachers, teachers, teaching assistants, parents, members of the school community and others who are committed to preparing all children and young people to live in a diverse society.

A quote from consultation with schools
“Great Britain is very much ahead of other countries in its approach to cultural diversity and this is something to be celebrated”

Teacher, East Sussex school

2. What does the guidance provide?

**Practical advice and ideas**
The guidance aims to support schools in implementing the Equality Act 2010 and in responding to the duties for schools to promote community cohesion. Offering practical ideas and scenarios, it complements the East Sussex Equality Exemplar Policy for Schools which offers support for devising a policy that brings together all the equality duties around race, disability, gender, sexual orientation, age and religion.

https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/examplepolicies.aspx

**Legislative requirements**
Recent legislation that impacts on racial and cultural equality is cited. Exemplars and audit guides are referenced, many of which have been produced locally.

**Research and evidence**
In addition, the guidance uses local research and quotes from consultations with schools and young people to bring to life the complex and nuanced issues which impact on the delivery of race equality practice and procedures in our schools. The guidance ends with useful resources to further explore how to promote race equality.

The consultation document for the new OFSTED Framework (2011) identifies the importance of the “spiritual, moral, social and cultural development of pupils” as well as “giving more emphasis to reporting on pupils’ behaviour....and each pupil’s safety from bullying and harassment”.

The new framework is due to be implemented from January 2012.

By discussing some of the key issues, referring to the legislative framework and sharing good practice, the intention of this guidance is to contribute towards realising this vision in East Sussex schools.

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2 Chris Gaine, has written books about ‘race equality in mainly White schools whose titles reflect the common attitude that race is not an issue in these schools ‘No Problem Here’ (1987) and ‘Still No Problem Here (1995)
This guidance document supports the personalised learning agenda, which is identified as being a key aspect of SEAL (Social and Emotional Aspects of Learning). The development of social and emotional skills is crucial to creating an environment of inclusion in schools, free from bullying or harassment in which the opportunities to achieve are accessible to every child.

3. Why do we need this guidance?

Diversity in East Sussex
In schools in East Sussex, there are increasing numbers of pupils from minority ethnic backgrounds, including significant percentages of young people from Eastern Europe and from Traveller backgrounds. The notion of ‘cultural diversity’ is therefore a broad one, which includes young people from widely different backgrounds, ranging from those who are newly arrived in the UK to those whose families have been in the UK for three or four generations whose experience around diversity will be totally different. In addition to this there are also White and mixed heritage British young people who within their own families or networks will have varying experiences of cultural diversity.

Supporting all pupils to understand race equality in East Sussex, the majority of pupils still identify with coming from a White British background, as will the majority of teachers.

This guidance implicitly addresses the following question: why are issues of racial and cultural equality in the curriculum and in a whole-school approach relevant for schools in which most children and teachers are White British?

In East Sussex, the opportunity for children and young people to explore cultural differences and incorporate these into their own outlook is clearly not available for pupils in schools with relatively little cultural diversity.

In order for pupils to be aware of cultural and racial differences and the impact of difference (and inequality) in people’s lives, the implementation of a cultural diversity curriculum may be even more pressing in majority White schools than in those schools in which cultural diversity is already the norm. Learning about difference and diversity can help challenge stereotypes and negative assumptions that may otherwise emerge.

The focus of this guidance is to support all pupils to be comfortable with diversity, understand inequality and to understand their place in the world around them.

This perspective will resonate even more in schools in which the majority of pupils are White British because they are not situated, as multi-racial schools are, in the context of cultural and racial differences that are lived and experienced on an everyday basis. Therefore specific attention needs to be given to ensure that these issues are stressed in the whole-school ethos and specifically addressed through curriculum delivery.

Improving behaviour and safety

The OFSTED inspections propose to judge pupil’s behaviour and safety by giving particular attention to: “their conduct in lessons and around school;...their behaviour and attitudes towards others, and respect for other young people and adults, including the way pupils treat one another...”

Ref: Inspection 2012 – Proposals for inspection arrangements for maintained schools and academies from January 2012 – For consultation March 2011
The following are key elements that schools should have in place in order to demonstrate they are actively promoting race equality:

1. Appropriate teaching and learning
2. Ensuring participation and involvement
3. Promoting resilience, a positive sense of identity and belonging
4. Developing teacher confidence
5. Addressing racist incidents and racist bullying
6. Appropriate audits, monitoring and self-evaluation

1. Appropriate teaching and learning

**Pro-active measures** to recognise and explore cultural diversity and race equality should be integral to the overall process of teaching and learning.

This is equally important in schools or classes with little diversity, because it is in contexts with little actual experience of cultural difference that stereotypes are most likely to develop.

**Core values or key concepts** need to be recognised by the whole-school community for effective equality practice to be delivered. This requires concerted commitment in the form of training and ongoing discussions that involve the whole staff team, the pupils, parents and carers, and in many cases, the wider community. The School’s **Governing Body** has an important role to discuss and commit to these concepts and engage with the processes of reviewing existing practice so that it brings to life its Equality Policy.

The following key concepts form the basis of this document and relate to both teaching and learning. They underlie all the suggestions for good equality practice that are made in this Guidance.

**Key Equality Concepts**

**Shared humanity:** We recognise that at the heart of our diversity are commonality and shared values, aspirations and needs. We value our fundamental similarities and unity

**Valuing differences and diversity:** We appreciate the richness of our differences and look for ways to celebrate them and to better understand them

**Interdependence, interaction and influence:** We appreciate that as they come into contact with each other, cultures, beliefs, language, and lifestyles will impact on and inform our relationship

**Social cohesion:** We recognise the need for active social interactions, exchanges and networks between individuals and communities across different backgrounds

**Excellence:** We aim to inspire and recognise excellent personal and collective achievement throughout our community, the UK and the wider world in all areas of the curriculum.

**Personal and cultural identity:** We will provide opportunities to explore and value the complexity of our personal and cultural identities

**Fairness and social justice:** We will develop our understanding of the inequality that exists in society and explore ways of collectively and individually creating a more equitable society
Using the new curriculum as a starting point, the school’s citizenship department has taken a lead in exploring cultural diversity and identity. The head of life skills (which includes citizenship) is working with all heads of department to embed citizenship across the school and integrate themes such as cultural diversity in all subjects. Staff questioned whether they were doing enough at school to enable the pupils to counter the negative views that they were hearing from some members of the local community.

A new citizenship scheme of work for year 7 pupils introduces the idea of identity. The pupils create collages of their own identities, find things that everyone has in common and begin to examine the meaning of ‘culture’. They explore and present their findings on what it means to be British, the reasons for migration, the changes to Britain over time and positive aspects of the mix of cultures in Britain today.

This understanding is then developed year on year. In year 8, pupils explore the experiences of refugees and asylum seekers through a citizenship unit linked with drama. They also tackle the theme of bullying, focusing on discrimination and exploring the meaning and effects of racism through the case study of Stephen Lawrence. Year 9 learners look at discrimination and stereotyping as part of a careers focus in life skills. In year 10, students go out into the local community to encourage communication between different ethnic groups.
Embedding diversity

The following extract from recent research carried out in local schools is taken from an interview with a teacher, who makes an important case for embedding cultural diversity in all aspects of the curriculum:

“The whole issue of equality needs to be implicit in all that we do and say, or we’ll be forever challenging and not moving on.

We need to keep revisiting the curriculum to consider how minorities are portrayed and to consider achievements by Black scientists, Asian writers etc, but to do so in a way that isn’t false

Themed assemblies are a good way to get whole-school engagement to raise awareness of the wider world, with the issues to be supported by follow-on work in the classroom.”

Teacher, East Sussex school

...”I think its very important that cultural diversity is actually addressed throughout the curriculum, both in terms of the overt curriculum that is specifically and consciously taught and planned for but also in terms of the hidden curriculum which actually would involve everything in terms of display, how a racist incident is actually mediated for example, how one talks to parents, how one welcomes them in induction etc, what it feels like to go through corridors, what it feels like to be in the playground, or be at lunch etc”

Teacher, East Sussex school

(Ref. Asare, 2010)

Addressing difference - Not ‘Treating everyone the same’

We are committed to promoting equality and community cohesion... We therefore ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

From Better outcomes for all, Equality Strategy for Children’s Services, East Sussex, October 2006 ‘Our principles for equality’

It is important to challenge the practice and commonly held but misconceived ideas that effective teaching should not notice or respond to differences between pupils.
Activities to introduce cultural diversity into Personal, Social, Health and Economic education [PSHE] Citizenship

**Activity**

**Discussing similarities and differences**
The following workshop activity suggests a way of discussing the idea of similarities and differences with children, in a fun and interactive activity.

**We are all different - stone/potato workshop (Primary School)**

**Objective:** getting young people to recognize their similarities, differences and connections with each other.

**Equipment:** bag of stones or potatoes.

**Time:** 30 minutes

**What to do**
Ask each young person to come to the front and select a stone or a potato out of the bag. Ask the young people to examine their stone/potato. To initiate the activity, create a story about your own stone/potato: it should contain certain physical characteristics i.e. it has an indent in the side where a badger was digging around and caught its claw on it.

Split the young people into small groups and ask them to introduce their object to the group, distinguishing individual features and similarities e.g. shape, size, colour, texture. Discuss whether all the objects are the same. This should create discussions around similarities, differences, uniqueness and individuality.

Ask the young people to put their stone/potato back into the bag and mix it up. Then carefully tip the bag out onto a table and ask each young person to try and identify their stone/potato. Explain that stones/potatoes come from the same sea shore/farmland but all have distinct features and experiences. Make a comparison to people; that we are all human and share similar needs in needing food and sleep for survival but we have many differences e.g. ethnicity, gender, language, religion, interests, the family unit. Explore how this session has enabled the young people to get to know each of their stones/potatoes just like getting to know each other in their friendship groups and valuing their differences and similarities without making judgments on their visual interpretations.

*Follow up:* SEAL NB .p7+12, GOFO p6, GTBM p6
(with thanks to Emmeline Newbold, East Sussex Race Equality Anti-Bullying Case Worker)

It is important that cultural difference and diversity is addressed in a way that does not portray stereotypical or ‘fixed’ notions of cultures or countries that are either exoticised or portrayed in terms of being inferior or in need of pity. It is crucially important to carry out preparatory work to explore the children's assumptions and conceptions of global differences, so that they do not view other cultures in a way which gives them a sense of superiority.

...there needs to be a different way of thinking to avoid partnerships having these neo-colonialist... undertones, or being patronising about another belief system.... Only showing poverty or problems gives UK children a very biased impression, and it influences their views when they grow up.

(Dr Fran Martin, TES, 5th March, 2010)
Exploring terminology and addressing stereotypes
The language that we use to describe and talk about difference, and the language we encourage or challenge from pupils is an area of key concern to many teachers. There are often no easy answers or previously-prepared scripts as to what language to use, compounded by the fact that acceptable language varies over time and across different contexts.

“We encourage our staff to take name-calling seriously. Both staff and pupils need to feel confident to challenge inappropriate use of language, because only by challenging can change be created.”
Teacher, East Sussex school

It is important to make the effort to engage with these potential difficulties in a way that is sensitive and responsive, providing a clear message to pupils about what kind of language will be challenged as being unacceptable.

A pragmatic approach to language and terminology is to be sensitive and receptive to the effect using certain language has on others. The key lies in being receptive; listening, asking individuals and groups. Concern over using the right language can mean we do nothing for fear of causing offence.

Activity
An example of a suggested lesson plan in which terminology is debated is illustrated here:

Exploring Terminology – Lesson plan (for use with Year 9 to 11)

Ask the pupils to work in small groups and to consider what the following terms (as applied to people) mean to them?

Black, White, coloured, ethnic minority, mixed race, dual heritage

Allow some time for this discussion and ask the pupils in their small groups to consider the following questions:

Which terms would you feel comfortable using and in what context, and why?

Would you challenge the use of any of these terms by a friend, someone you don’t know very well, a teacher?

If so, how?

Take feedback on the discussion

Ask the students in small groups to define the following terms:

Racism, stereotype, prejudice

Ask them to give an example of how the terms work in practice

Take feedback

Display this definition of Institutional Racism from the Stephen Lawrence Inquiry Report:

“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 or behaviours which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people”

(Macpherson, 1999)

Discuss this definition and the distinction between institutional and individual racism.

(from Unfolding Identities, 2009)

There are many examples of introducing cultural diversity into other areas of the curriculum such as art, music, history, literature, sport, many of which can be found through Black History Month resources:

http://www.black-history-month.co.uk
2. Ensuring participation and involvement

Involving children and young people

Pupils need to be listened to and engaged with in order for any curriculum interventions or whole-school policies on equality to be truly effective.

In recent research carried out in local schools, the general feedback from pupils who were interviewed and who participated in focus groups confirmed the view that schools were not adequately addressing cultural diversity through the curriculum, as one interviewed student in Year 11 suggested:

"Educate people more on (cultural diversity), because we’re not really educated about that at all really."

Year 11 student (Ref. Asare, 2010)

The following extract from a focus group indicates how a group of Year 9 pupils is able to debate carefully the implications of various ways in which racist incidents can be dealt with. The conclusion of their discussion is that there needs to be an engagement with the thought processes that lead to racist remarks. It is in this respect that many schools may need to engage more thoroughly with issues of cultural diversity and incorporate discussions about diverse identities throughout the curriculum as a long-term response to racist incidents.

(Miriam, George, Jack and Chloe are all Year 9 students. Miriam is of an ethnic minority background; the other pupils are White British. AG, a former teacher, is the focus group facilitator).

AG: Right, the next question. Is anyone aware of any racist incidents in your school?

Miriam and George: Yeah

George: Yeah my friend. We were just throwing a tennis ball against the wall, me and my friend and they said ‘can we just use that’ and we said, ‘no, we’re using it at the moment’ and they just kept moaning but we were using it and then one of them goes like ‘f-ing Paki’ like that but we told a teacher.

AG: You did, oh good, good

George: And they spoke to him

Miriam: Teachers do do that but it doesn’t stop them just because they speak to them

George: But you can’t say they don’t do anything when they actually are because they did speak to him

Miriam: I’m not saying they shouldn’t tell the teachers, but the teachers should do more than saying ‘don’t do it again’

George: But what else can they do though?

Jack: Surely give him a detention

Chloe: But even if they do give him a detention, let’s just say half an hour, that’s only half an hour, it’s not going to stop them doing it again

Jack: Nothing they can do is going to stop them from doing it again, they’ve just got to make them realise, make the person realise not to do it

Chloe: But surely not by just talking to them, not by saying ‘don’t do that again’

Jack: But I think giving them a detention is just going to make them more angry

George: You can’t stop someone doing something, they have to do it by themselves

AG: So how would you do that, you’ve got to change their perceptions haven’t you?

George: The only thing that can change them is themselves, you can’t do anything

(Ref. Asare, 2010)

The research was carried out in two Sussex schools located in majority White areas
Thoughts for working with children and young people's voice in your schools

- Set Ground Rules to ensure that everyone is kept safe in classroom discussions
- Involve children and young people when designing and updating the school's equality policy

Involving parents and carers

Working in partnership with parents and carers is crucial if you are to embed this work in schools. The school should look for opportunities for involving parents and carers in this approach through newsletters, school websites, parents' evenings and importantly through the students showcase their work. Where a school has a Parent Information Contact (PIC), they also need to be well-informed about the school's approach to equality.

Parent information contacts

Parent information contacts (PICs) help parents and carers to access local and national sources of help, information and advice. They are based in some schools and Children's Centres.

The role of a PIC

PICs can act as the main contact for parents and carers who are looking for advice about local services and parenting support.

Parents and carers taking on supportive roles may be offered some basic equality training. An element of such a training workshop for both parents and staff may include information about the local picture, as well as historical and educational interventions in the field of cultural diversity.

Case study: working effectively with parents and the community in Bexhill and Hastings

This case study highlights the positive experience of working closely with parents and the community as important resources to promote race equality. Black and minority ethnic members of the community in Bexhill and Hastings, including the local Imams from the mosques and parents, raised concerns to Hastings Borough Council about their families' experiences in schools. They invited the Director of Children's Services at the County Council to meet with local community representatives, where they discussed: responses to racist incidents; admissions to the all-girls secondary school; and religious education in the classroom. It was agreed that a series of events, some of which had already been planned, would contribute to addressing some of these issues. These included the Anne Frank exhibition, Black History Month community and schools events and St Paul School Cultural Diversity project. Through a national charity, the Anne Frank exhibition brought together a range of schools and community groups to contribute to a touring exhibition focused on the story of Anne Frank, making the link between WW2 history and current difficulties faced by local minority communities. Black History Month events were organised to include schools' work with minority ethnic artists, community music, film and theatre performances, and a series of debates. The joint work between the county and borough councils, schools and Academies, and community groups helped to improve the communication between schools and parents. It was agreed to develop a regular face to face "Meet the Community" tea party, where headteachers and senior school staff can have chance the chance to directly speak with community group leaders and parents, allaying misconceptions and fears on both sides, with the opportunity to addresses concerns about barriers to accessing services. The headteachers are planning on working with the local mosques, Imams and community group representatives to learn from each other, understand the community and parents' experiences of school. The revised race equality guidance is shared with the community leaders and interested parents so that they are aware of the support that is available to schools from the local authority.
Focus on Identity

‘...one of the most important educational conditions in schools and in other learning contexts ...is that a place should be provided for a dialogue with and between young people on questions of identity and of values’

(Aluffi-Pentini, 1996, p55)

What is Identity?
Identity is an important concept in the Citizenship curriculum, providing a focus through which people can consider their experiences, cultural affiliations and outlooks on the world.

Identity – From a position of first considering their own identities, further steps can be taken from which pupils can embark on exploring the experiences and identities of other people.

Young people in particular are preoccupied with their own developing and shifting identities as they grow towards adulthood and as such, an engagement with the idea of identity and the opportunity to consider other people’s identities is a process that can help to build cohesion and mutual empathy.

I think that every identity is flexible.
I believe that everyone changes over time whether it be for better or worse. People change as often as fashion.

(Sarah, year 11 pupil
Unfolding Identities, 2009)

Considering Identity

Prescribed and chosen:
Identity is the sense of self, which arises from our family background, our cultural allegiances, our gender and sexuality, our age, our mother tongue and myriad other factors that are dictated largely by our circumstances but also by the life choices we have made.

In considering identity we need to realise that some aspects of identity are imposed by factors we have no control over and others we have selected.

Discussion:
Think about the most important aspects of your own identity, which aspects are imposed and which aspects have you chosen?

Undermining identity:
Our identities are not only defined by our own imaginations but also by the way that other people see us.

This is particularly the case with racial and ethnic identities. Other people’s perceptions, particularly if built on stereotypical notions, can have the effect of undermining someone’s pride or confidence in their racial or ethnic identity.


Leading educational academics have made a significant claim for the importance of exploring identity and values, which they suggest should form the basis for classroom engagement.

The principle being emphasised is of starting from the pupils’ own experience that seeks to engage with their own identities rather than setting up a contextual framework of ‘us’ and ‘them’. For example, within any group, one child’s identity may include her experience of family involvement in one of the Lewes Bonfire Societies while another may explore her belonging to a Muslim family. Both have strong “identities” - the identity position, the life experiences and the interests of every pupil should be valued.

In order to facilitate a pedagogy in which ‘us’ and ‘them’ become incorporated into a unified ‘we’ that is not colour-blind, but aware of difference... it may be useful to explore the personal and social context of ‘Whiteness’ and to use this to frame explorations of identity and diversity.

(Asare, 2010)
Thoughts about focusing on identity

Focus on the identity formation of each young person in a way that engages with the creativity of young people, using imagery, sound and words. Through the exploration of what makes them unique, encourage them to make connections with the unique identities of other people.

In the case of majority White schools in which the experience of cultural diversity may be limited, film resources can be used to initiate work around identity, which can include discussions of beliefs, values, belonging, prejudice and injustice.

Activity
Belonging
In carrying out classroom work that focused on discussions of belonging, the following work was produced by a group of Year 11 pupils. Their documentation of what makes them feel that they belonged or don’t belong, gives evidence of a good level of engagement with the topic.

The next step of the work in this class was to build empathy among the pupils with the young people portrayed in the film *One of Us*[^4], and to consider pro-active strategies to encourage a sense of belonging among the whole pupil population.

[^4]: *One of Us*, 2004, featuring the testimonies of young people in East Sussex, produced by East Sussex County Council
Using film resources

The films *One of Us* and *Unfolding Identities* have been specifically designed to stimulate classroom discussions and exercises around identity and belonging.

*Unfolding Identities*, also produced locally, features young people of various ethnicities, including White British, who discuss how they experience their identities and their sense of belonging. These films were made in partnership with the young people themselves, who decided how they wished to portray themselves. The films are intended for use in the classroom (Year 6 to Year 11) to initiate a response from the pupils watching the films, as regards their own identity positions.

The following extract is from the film that features Mrisi, a young man of mixed heritage, discussing how he is seen (and stereotyped) by others:

“How people see me, it’s weird because you’ve got my friends and my family, they see me how anyone who knows me sees me I suppose, but then it’s kind of annoying, because I’ve had experiences where I’ve met a new person, it tends to happen with a lot of White people and adults as well as children, they expect that I’m a troublesome person or I’m going to go out and rob someone. Like I’ll be walking down the street and I see a group of teenagers and they’ll all move out of the way, out of my path, even if I move to the side to let them pass, they’ll still kinda seem wary, seem difficult around me, just because they’ve never seen me before and I’m mixed race.”

(*Unfolding Identities*, 2009)

East Sussex Pupils in Year 9 and Year 11 pointed to the experience of watching the *One of Us* film as being particularly useful:

**George:** *In PSE ... we watched a video, I actually thought that was really good, because they were real people and it actually showed us how they were coping in school because of their race or whatever and it showed how they like were picked on or bullied really and it wasn’t really fair, just because of something they believe in or something they were.*

**Miriam:** *I thought it was good because it wasn’t just some made-up story that we had to try and empathise with, it was genuine empathy.*

(Ref. Asare, 2010)
4. Developing teacher confidence

Some teachers lack confidence in engaging with diversity issues and lack the training opportunities to improve in this area.


Staff and governor training
Embedding an approach in the school to incorporate a positive attitude to cultural diversity and equality requires the involvement of the whole staff team and this can be encouraged through workshops and training that provide opportunities to discuss key principles and suggest strategies.

The following exercise in a training programme for school staff and governors is an example of how an icebreaking session can help to raise awareness and initiate discussion about the local dynamics of race, identity and culture.

Activity – Opening up discussion
Ice-breaker: Human bingo
Find someone who:
- Does voluntary work in the local community
- Has connections to other parts of the UK
- Has connections to foreign countries
- Runs a business in the local community
- Is a member of a faith group
- Is a member of a different faith group from you
- Has different ethnic origins from you
- Has connections with elderly folk locally
- Is from a different socio-economic group than you
- Is employed
- Is unemployed
- Supports a different political party from you

Reflect:
How representative is the governing body of the local community? How does this affect the school? How might this impact on the decisions made by the governing body? What can the school do to increase representation from different sections of the community?
The following exercise, adapted from work carried out with student teachers at Brighton University, could be included in a staff-training day on equality practice. The participants are asked to consider preconceptions that they might hold in their approach to cultural diversity, to identify how they can challenge this to avoid commonly-held assumptions about cultural and national differences.

**Activity – Learning about difference**

**How do we learn about difference?**
In small groups, discuss how you were ‘taught’ about cultural difference in Primary School, and if this had an impact upon your understanding of difference. Think of some examples and investigate the approach.

In feedback consider the extent to which this learning experience can be placed within one of the following ‘lenses’

- difference as ‘exotic’ or strange
- different culture as ‘fixed’, unchanging or traditional
- other cultures as being impoverished
- difference as being ‘normal’

**The impact of difference**
In group discussions of experiences of being different at any time during your life

Consider and discuss

- the context
- how it felt

How does this experience relate to children in schools who may be perceived as being different? Pay particular attention to the impact on the child of the whole-school approach.

**Activity – Sharing ideas**

A further example from a training programme for governors and staff suggests how a proactive strategy of sharing ideas can seek to embed cultural diversity in curriculum planning.

**Action planning:**
Identify a ‘buddy’ in the school – work together on your curriculum to identify where you can incorporate activities to promote community cohesion through enriching the cultural diversity curriculum.

Include timescales.

Plan a time to email your ‘buddy’ to report on progress.

From ‘PSHE and Citizenship: Cultural Diversity in the Curriculum’ training

Staff training should be linked to policies and OFSTED. Audits are a good basis to start from.
5. Addressing racist incidents and racist bullying

Responding to racist incidents and racist bullying

Schools should recognise that prejudice-based harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, ageism or sexism. Schools should commit to take action to prevent, challenge and eliminate any such behaviour.

It is important to recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through the school ethos and curriculum, teachers, pupils/students, and parents should be helped to better understand the diversity that exists in society. It should provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. Schools should address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through actions and responses.

Schools should monitor all racist incidents and have processes in place to record the response and support the individual pupils involved.

Addressing and responding to racist incidents and racist bullying

In East Sussex schools, where there are relatively few Black and Minority Ethnic (BME) pupils, intervention needs to be sensitive to their feelings of being isolated following a racist incident, and should not further isolate the pupil. Professional judgment and sensitivity need to be applied as to the nature of the intervention. Regardless of this, it is recommended that all racist incidents need to be logged, so there is a clearer understanding of the issue within the school.

Guidance on how to include racist incidents and bullying into a wider recording system of all bullying and hate incidents including those in relation to disability and sexual orientation is available from the Equality & Participation Team.

The response to racism must be understood as an educational issue.

There should be some form of reaction or response from the school to every incident that is seen or overheard.

New Department of Education Anti-Bullying Guidance states that successful schools openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Schools can also teach children that using any prejudice-based language is unacceptable.

Ultimately, the rationale underlying the reaction to racism is to work towards building and maintaining a culture of respect within the school.

What are the barriers to school staff dealing effectively with such incidents?

- The extra work and commitment needed for the follow-up, including the completion of appropriate paperwork
- Staff do not feel equipped to deal with these incidents
- Lack of a common language to respond to such incidents in schools
- Insufficient support from the top in some schools
- The fear of intimidation or threatened court action from the parents
- The inexperience of NQTs and lack of induction package to support a consistent reaction

What are the implications of not dealing effectively with such incidents?

- To seem to be condoning what has been said
- If you don’t respond the comments are likely to get worse
- You will lose the trust of the pupils
- You will be perceived as being a racist
- Low self-esteem of the person the incident was aimed at
- Negative impact on OFSTED judgement for the school
Opinions of East Sussex pupils

In your opinion, how well do young people from different ethnic, faith or cultural backgrounds mix or get on in East Sussex? The majority (75%) of students responded positively to this question, though the 2010 figure represents a 4% decrease on 2009. 19% said that they did not know, while 5% felt that young people from different ethnic, faith or cultural backgrounds did not mix or get on, a slight increase of 1% on the previous year.

Do you have friends from different ethnic, faith or cultural backgrounds? In 2010, 69% of students said they have friends from different ethnic, faith or cultural backgrounds, representing a 1% decrease on 2009, 17% did not know and 14% stating that they did not.

(Results from the Safer Schools Survey)

Anti-Bullying Casework for Race Equality

Anti-Bullying casework for race equality is embedded within the Education Support, Behaviour and Attendance Service, which provides:

- Direct support for the school and for children and their families following a racist incident or racist bullying.
- Support for individual pupils who have been affected by a racist incident or bullying, including one-to-one support work exploring identity issues and building personal resilience.
- Help with developing a preventative and whole school approach to address racist incidents and bullying and promote race equality.

In addition, to providing direct support for the children/young people, mediation between parents and schools is also offered by the Equality & Participation Team where communication as become difficult or where relationships have broken down completely. Contact: Tel: 01273 335446

Anti-Bullying toolkit

To support this work the Anti-Bullying Service has produced a practical anti-bullying toolkit for schools and other professionals outlining how to prevent racist bullying and activities to offer one-to-one support for pupils who have been affected by racist bullying.

For information about this service or toolkit please contact the Education Support, Behaviour & Attendance Service on Tel: 01273 481967.
When issues around cultural diversity, race equality and racism are addressed in a proactive and positive way in the early years, children accept difference and aren’t threatened by it.

The statutory framework
The guidance documentation from the Early Years Foundation Stage (EYFS) (DfES 2007) suggested that at this age children should “begin to know about their own cultures and beliefs and those of other people” (DfES, 2007, p88). The consultation document for the revised EYFS states that by the end of the foundation stage children should “know about similarities and differences between themselves and others and among families, communities and traditions” (DfE, 2011, p43).

Resources
In 2006 East Sussex County Council produced *Waking Up Early*, a training DVD for early years practitioners which supports discussion about good practice in working with young children to develop respect and understanding of cultural diversity.

“The child must see herself or himself reflected in imagery rather than invisible. We must have ourselves reflected back to us in our complexity. The classroom must reflect man’s diversity throughout the world and in a non-patronising way.”
Robin Richardson, Director of INSTED, in *Waking up Early*

Some young children tend to be very conformist and regard anything that is different from their family background with suspicion. It is part of our role as educators to help children see difference as interesting, not threatening. By having a wide range of resources that reflect diversity, and by acknowledging those differences in a positive way, we can support children and young people to develop that interest.

“Be careful not to give children a picture of other societies that is based entirely on traditional life, and in particular traditional crafts [...] Craft activities and the use of traditional forms of clothing for dressing-up activities are fun and can provide a useful introduction to different lifestyles. You should complement these with pictures and story books that illustrate people with different cultural backgrounds living in modern settings” (Baldock, 2010, p64).

While it is important that settings have resources that reflect other cultures, it is by modelling interest in and acceptance of difference, and use of appropriate language, that practitioners have the most significant impact.

Language: “I am Black; if you can’t say that... what are you saying about me?”

Research shows that children are aware of difference from a very early age. The words we use, and the way we say them, have significant impact on shaping the way young children form their views of the world.

When Black children grow up in mainly White environments, their Black identity needs to be nurtured, so that they develop a positive sense of their own racial identity and don’t self-identify as being White. Unless a Black child is nurtured to feel positive about their identity, they may grow up to deny or feel ashamed of their colour (Maxime, 1986)

It is important not to draw attention to minority ethnic children if they would be made uncomfortable by this attention. It is possible to find other creative strategies to discuss with the children ways in which we are different from each other and ways in which we all share similarities.
Celebrating Festivals
Festivals should always be acknowledged if they are relevant to practitioners or children in the setting. If a festival that is not part of their background is to be celebrated, connections need to be found between one or more aspect of the festival and things that are part of their usual experience (Baldock, 2010). For instance, play in a dark-den with torches may inspire discussion of Diwali – the Hindu festival of lights.

Points to consider

- *Do you ensure that you have access to a wide range of good quality books and stories – free from negative stereotypes and promoting positive role models of people from a wide diversity of backgrounds?*

- *Do you provide opportunities for children to share experiences and explore issues of fairness, tolerance and forgiveness through circle-time activities, for example, using Persona Dolls as well as through play and everyday situations, drama, role-play and carefully chosen books and stories?*

- *Do you deal with questions about race and ethnicity honestly, sensitively and openly?*
7. Audits, monitoring and self-evaluation

How do you know it’s working?
Audits are an effective tool for schools to reflect on their practice and to review what needs to improve or change in order to achieve excellence. Key audit questions with relevance for race equality and the community cohesion agenda can be downloaded for schools to consider the extent to which they are fulfilling their obligations to implement good practice.

Race equality audits for Early Years to Key Stage 3 can be downloaded from Show Racism the Red Card http://www.srtrc.org/educational/teachers-area/home

Measuring attitudinal changes is a challenge, and involves identifying at the start of a project a clear set of attitudes and perceptions. These can be tracked again at the end of the project in order to measure what pupils think about different issues in relation to race equality. There are useful references in the appendix to this guidance about ideas for evaluation.

<table>
<thead>
<tr>
<th>Activity – Measuring understanding of diversity</th>
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<tr>
<td>Who would you choose to be your friend?</td>
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<tr>
<td>(Extract from How do we know it’s working? a toolkit for measuring attitudinal change in global citizenship from early years to KS5, Reading International Solidarity Centre, 2008)</td>
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Learning objective
- Decide on which you would like to measure:
- To challenge stereotypes of people and places and offer pupils a more balanced view
- To encourage pupils to focus on the similarities between people and value the common humanity shared by us all
- To develop an understanding that people may be treated less fairly because of their race, gender, disability, sexual orientation, age and class
- To develop in pupils a positive sense of their own identity, and a respect for the identity of others

What you need
- Photos of six children/young people of similar age to those undertaking the activity – three boys and three girls. For each gender, choose one of white European heritage, one of South Asian, and one of Black African heritage. Use photos where the children have level eye contact with the camera and are smiling, and crop them to avoid any background scenery. Include if possible at least one with a visible disability
- A question sheet asking: “Who would you choose to be your friend?”
- One small coloured sticker for each pupil

What to do
- Ask the pupils to look carefully at each photo and choose the one they would most like to have as a friend
- When they have all chosen, ask them to put their sticker on the photo, and then go round and say why
- Record the explanations given

How to analyse and interpret the results
- Count the number of times each is chosen
- Evaluate the reasons for the choices

What to look for
- Whether pupils’ choices of friends may be based on stereotyping by gender, race, ethnicity and disability; look at the distribution and at the comments

How to know if your teaching has been effective
When you repeat the activity you are looking for
- A more even distribution of choices between genders and across race/ethnicity
- The extent to which pupils are able to challenge the activity itself, on the basis that it’s impossible to choose a friend from their appearance. Do they recognise the act of choosing any of the pupils/young people from a photograph involves making assumptions about them?
Conclusion

This guidance has set out the key areas where schools should consider embedding approaches to race equality. It is a starting point for schools to consider their current practice and think about ways forward. Using the references and further information in the appendices will be important for giving more practical examples.

For further support advice and advice:

Atiya Gourlay,
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Children’s Services
atiya.gourlay@eastsussex.gov.uk
Appendix 1

The Landscape of Policy and Requirements
This section highlights key legislative requirements in relation to race equality.

What are the frameworks that have compelled schools to teach about and encourage engagement with diversity, and addressing behaviour and bullying?

• The Race Relations (Amendment) Act (2000)
• The PSHE Non-statutory curriculum guidance (2000)
• Every Child Matters (2004)
• The Citizenship Curriculum
• Developing the Global Dimension (2005)
• Community Cohesion Standards for Schools (2007)
• Early Years Foundation Stage Framework (2007) (Amended 2008)
• Equality Act (2010)
• Consultation on new OFSTED Framework (2011)
• Consultation on new Early Years Foundation Stage Framework (2011)

Equality Act 2010
The Equality Act harmonises and streamlines previous equality legislation, including the Race Relations Amendment Act.

There is no longer a duty for schools to develop a Race Equality scheme, but there is a duty to publish information and set objectives in relation to the wider equality protected characteristics which include race; disability; gender; sexual orientation; pregnancy; marital status; gender identity.

Schools are subject to the public sector equality duty which requires them to comply with the general equality duty and have due regard to the need to:

• eliminate discrimination, harassment, victimisation
• advance equality of opportunity
• foster good relations in the course of developing policies and delivering services.

Schools are required to publish information to demonstrate compliance with this duty not later than 6 April 2012, (and at least annually after that, from the first date of publication). They must also prepare specific and measurable equality objectives by this date and subsequently at intervals of not greater than every 4 years.

The Citizenship Curriculum
Citizenship was introduced into the National Curriculum in 2000 and also includes the recommendation for pupils to study human rights. The National Curriculum framework on Citizenship sets out key concepts concerning what is covered by Citizenship in Key Stage 4 (Citizenship, 2009). A key part of the Citizenship strategy is in outlining the ways that students should be equipped by the citizenship curriculum to relate to difference; the words and phrases used to determine this process include ‘respect for difference’, ‘engage critically’, ‘explore diversity’ (Citizenship, 2009). The strategy also includes facilitating a critically-active approach to social problems and teaching the skills ‘to challenge injustice, inequalities and discrimination.’

The Citizenship programme of study at Key Stage 3 provides for pupils to be taught about:

‘the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding’

and at Key Stage 4, the 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’
Developing the Global Dimension
In 2005, a DfES publication, ‘Developing the global dimension in the school curriculum’ was issued to schools. The publication suggests that there should be a ‘global dimension’ to education, encapsulated in eight key concepts which include ‘Values and perceptions’, ‘Diversity’, ‘Social justice’ and ‘Human rights’.

The DFES guidance further suggests that these concepts should be integral to all the subjects in the curriculum as well as informing the whole-school ethos.

Current OFSTED requirements include:

- a discussion with senior staff about how the school is promoting its relationships with parents and learners in ‘hard to reach’ communities.
- a discussion with pupils, which should help to evaluate the effectiveness of the school’s strategy to promote equality. This includes its initiatives to combat bullying and deal with any racist incidents and can be compared with evidence about the exclusion of particular groups.

Legislation requires schools to have due regard to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using school facilities. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Inspectors should discuss with each school whether it is meeting statutory requirements and should evaluate and report on the impact of the school’s actions. An overview of the different legislative duties that schools must fulfil can be found at: http://www.gtce.org.uk/networks/reays/legal/

For a school to be judged at least satisfactory in promoting equality, inspectors must check that the school produces:

...a written race equality policy identifying action to be taken to tackle discrimination and promote equality and good race relations across school activity.

From OFSTED Equalities Guidance for Inspectors, Inspecting Equalities, (Guidance for section 5 inspectors) Jan 2010

NOTE: ESCC guidance to schools says that schools should develop an all-inclusive Equality Policy – which includes elements in relation to the other equality protected characteristics e.g. disability, gender, religion etc.

OFSTED 2012
Proposes to assess how well schools take account of the spiritual, moral, social and cultural development of pupils and the extent to which the education provided enables every pupil to achieve his or her potential. It also gives more emphasis to reporting on pupils’ behaviour, with particular attention to conduct in lessons and around the schools, and each pupil’s safety from bullying and harassment. It proposes to judge pupils’ behaviour and safety by giving particular attention to ...their behaviour and attitudes towards others, and respect for other young people and adults, including the way pupils treat one another; how well they are protected from bullying; and the views of pupils, parents and carers.

Education Policies and Interventions in the field of cultural diversity

- Late 50s to early 60s, a laissez-faire approach to cultural diversity education
- mid 1960s, an attitude of assimilation in schools
- 1966, Section 11 (of The Local Government Act) funding for pupils learning English as a second language
- 1971, Bernard Coard publishes ‘How the West Indian Child is made Educationally Subnormal in the British School System’
- 1965 - mid 1970s, a policy of busing Black children to schools in areas with less ethnic diversity
- 1988, Education Reform Act amid critiques of a new assimilationist curriculum
- 2000, Race Relations (Amendment) Act, and new duties for schools
- Community Cohesion Standards for Schools, 2007
- Equality Act, 2010
Appendix 2

Achievement according to ethnicity in ‘mainly White’ schools

Research in urban and inner city schools indicates variations in attainment levels according to pupils’ ethnicity. However there has been comparatively little documented research in Britain relating to the underachievement of minority ethnic pupils in majority White schools. Research has instead focused on their experiences of isolation and harassment (such as that carried out by Connolly and Keenan, 2002; Gaine, 1995; Troyna and Hatcher, 1992). Research that has been carried out to examine the experience of minority ethnic children in mainly White schools suggests that the attainment level of minority ethnic pupils in secondary schools is not significantly different to that of White British pupils.

Children’s Services data tells us that the picture in East Sussex is mixed and minority ethnic children can not be considered one homogenous group. Some ethnic groups underachieve at Foundation Stage but go on to perform as well as their peers at later stages. However, Gypsy, Roma Traveller children underachieve at every key stage. This remains however something that schools need to continue to monitor and evaluate in their own school.

The challenge for schools in East Sussex is to create spaces in both the formal and hidden curricula to support pupils in the process of understanding the social implications of racial and cultural differences. Simultaneously, our schools need to explore curriculum and whole-school interventions that do not over-simplify difference or resort to stereotypes or cliché when discussing racial and cultural difference.
Appendix 3

References


Coard, B. (1971) How the West Indian Child is made Educationally Sub-Normal in the British School System, New Beacon Books


Community Cohesion Standards for Schools, 2007


DfE, Statutory Framework for the Early Years Foundation Stage Draft for consultation, 6 July 2011

DfES, 2007 Diversity and Citizenship Curriculum Review

DfES, 2007, The Practice Guidance for the Early Years Foundation Stage

East Sussex Adult Social Care Equality and Diversity Standards Toolkit, 2009

East Sussex 2010 Equality Exemplar Scheme for Schools


Minority Ethnic Pupils in Mainly White Schools, (2002) University of Luton, DfES

OFSTED Equalities Guidance for Inspectors, Inspecting Equalities, (Guidance for section 5 inspectors) Jan 2010
OFSTED, Inspection 2012 Proposals for inspection arrangements for maintained schools and academies from January 2012 – For consultation, March 2011

One of Us (2004), a film exploring diversity in the educational experiences of young people, produced by Last Bus, East Sussex County Council


TeacherNet.com

Times Education Supplement (TES), 5th March, 2010


Appendix 4
Useful resources and support

INSTED – Equality & Diversity in Education
http://www.insted.co.uk/

INSTED – curriculum concepts and classroom activities
http://www.insted.co.uk/curriculum-concepts.pdf

Race equality in education – Good practice in schools and local education authorities, OFSTED, 2005 HMI 589

This survey report illustrates good practice in work on race equality and education in schools and local authorities in England. The survey found that effective incorporation of matters on race and diversity into the curriculum can contribute to teaching and learning and support pupils’ attainment.

Black History Month – BBC website
http://www.bbc.co.uk/1xtra/blackhistory/

Addressing racist incidents and racist bullying – A toolkit for schools
East Sussex, November 2010
john.khan@eastsussex.gov.uk

Reading International Solidarity Centre - Global citizenship and race equality in education
http://www.risc.org.uk/education/risc_publications.php

Training, advice and guidance to schools, individual teachers and local authorities.

Show Racism the Red Card
Show Racism the Red Card is an anti-racism charity, which aims to produce anti-racist educational resources, which harness the high profile of professional footballers to combat racism.

Show Racism the Red Card's new guidance for Initial Teacher Trainers has been endorsed by both the NUT and NASUWT is now available to download. The resource has been designed to be an accessible guide, packed with advice and activities that will help institutions to prepare student teachers to tackle racism and promote equality in the classroom.

http://www.srtrc.org/home

Who Do We Think We Are?
Time dedicated to Who Do We Think We Are? has the potential to excite schools to get involved.

This could include:
- Whole-staff (including support staff) involvement in training, preparation and delivery
- Local authority support
- Local projects e.g. History, Geography fieldwork
- Investigations of Who Do We Think We Are? with a local/national focus
- The cross-curricular concept of diversity explored through subject ‘join up’, e.g. collapsed timetables, extensive enrichment activities
- Links established between schools
- Cultural celebrations
- Debates around values, identities and diversity
- Accessing a range of resources including museums, archives and libraries
- A national media focus on Who Do We Think We Are? as a nation

Schools anti-social behaviour, bullying and hate incident recording and reporting guidance
Feb 2012, ESCC

Using SIMS to record anti-social behaviour, hate incidents and bullying
Jan 2012, ESCC
Unfolding Identities:
This is a resource of 5 films and 2 training manuals for use in INSET or in the curriculum, featuring young people of diverse ethnicities in Brighton and East Sussex exploring aspects of their identities, including Britishness, Belonging, their Passions, Experiences of Injustice. Accompanied by a manual for teachers consisting of a scheme of work and lesson plans to explore the pupils’ own identity, using the films as a ‘call and response’ tool. Available from Brighton University, School of Education.

East Sussex Example Equality Policy and Action Plan for Schools
This document provides a practical tool to support schools in amalgamating their individual policies relating to equality, to develop and customise their own single equality policy.
https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/examplepolicies.aspx

Human Rights:
Exploring Human Rights and in particular the United Nations Convention on the Rights of the Child is an effective way to explore equalities and diversity. It foregrounds ideas of human dignity and relates to the concept of fairness and social justice that children and young people often seem to have an immediate relationship with.

‘Putting the human being at the heart of equalities and engagement work’. (British Institute of Human Rights).

Human rights can be perceived as a tool to promote social justice and tackle inequalities. For further information contact the British Institute of Human Rights,
Tel: 020 7848 1818,
email: gcreaven@bihr.org.uk

Right Here, Right Now: Free resource for Key Stage 3 citizenship teachers.

One of Us:
East Sussex County Council,
DVD resource

Britkid
A website about race, racism and life – as seen through the eyes of the Britkids. It is intended as an educational tool for use mainly in areas where young people do not have frequent contact with minority ethnic groups.
http://www.britkid.org/ts.html

Teachernet website:
Includes community cohesion pages which promote some useful audits and guidance.

The Cultural Diversity Resource for Primary Schools, East Sussex County Council:
This resource has been written with mainly White British East Sussex schools in mind. It recognises that where the pupil population is less diverse, more will need to be done to provide opportunities for interaction between children and young people from different backgrounds.

The Cultural Diversity resource will help children reflect and discuss differences and similarities in ways which will help them identify what unites us as well as what makes us different from each other. It will encourage children to consider issues of fairness, equality and social justice. Very importantly it focuses on exploring and developing our common sense of belonging. Such knowledge, skills and understanding helps prepare children and young people to make informed decisions about playing an active role in their school, the wider community and also the global community.

The resource was distributed to all Primary Schools in East Sussex in 2008. For more information contact the PSHE Team on 01323 466854.

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United Nations Convention on the Rights of the Child
www.unicef.org.uk
Getting more copies of this booklet
You can get all our leaflets in large print, easy read format, in Braille, on audio tape or CD, or in other languages. They are also available in PDF form, which you can download from our website at eastsussex.gov.uk

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