

Paper 10: Towards a framework for review

This paper

This paper consists of statements about good practice that might appear in a report by Ofsted about an individual school. It can be used by schools as it stands for self-evaluation purposes, or can be converted into a set of questions. Either way a purpose is to identify matters requiring development and improvement.

1. There is shared understanding amongst staff – including support and administrative staff as well as teachers – of ways in which bullying based on background, colour, religion or heritage is *both* similar to *and* different from other kinds of bullying.
2. There is the same shared understanding amongst pupils, parents and governors.
3. There is a code of practice which clearly outlines specific procedures to be followed for recording and dealing with racist incidents, as also with other kinds of abuse and bullying, on the school premises, and on journeys to and from school.
4. Documentation about dealing with racist incidents includes reference not only to prejudice around colour and appearance but also to prejudice around religion and culture, for example Islamophobia and antisemitism.
5. Documentation about dealing with racist incidents has been thoroughly discussed by, and is kept under review by, pupils and parents as well as by staff.
6. Documentation about dealing with racist incidents has been thoroughly discussed by, and is kept under review by, administrative and support staff, including lunchtime supervisors, as well as by teaching staff.
7. The governors take seriously their responsibility to report regularly to the local authority the number and nature of racist incidents at their school, and they indicate in their reports how the incidents were dealt with.
8. There is a history of taking racist incidents seriously and following them up.
9. A user-friendly leaflet has been provided for pupils and their parents on what to do if they experience racism against them.
10. Pupils are involved in mediating in disputes, and in making clear that racist remarks and behaviour are unacceptable. They support each other in being assertive, as distinct from aggressive or submissive, when incidents occur.
11. All staff are vigilant with regard to behaviour amongst pupils, and ensure that they are as familiar as possible with pupils' experiences of bullying and racist incidents, both at school and elsewhere.
12. Pupils have opportunities to report racist incidents anonymously, if they wish.
13. There are periodic surveys of pupils' experiences and perceptions of racism, using questionnaires and discussion groups, and involving people from outside the school if appropriate.

14. Staff accept that they have a responsibility to help ensure that play and leisure areas encourage and promote positive and co-operative behaviour amongst pupils.
 15. The general ethos of the school (displays, assemblies, some of the examples across the curriculum) reflects and affirms diversity of language, culture, religion and appearance.
 16. The school is involved from time to time in national projects such as *Kick Racism Out Of Football*, *Islamic Awareness Week*, *One World Week*, *Black History Month*, *Anti-Bullying Week* and *Refugee Week*.
 17. There is coverage within the curriculum of interpersonal behaviour amongst pupils, including racist name-calling and bullying, and this is linked with wider issues of citizenship and participation in society.
 18. There is coverage within the curriculum of key concepts such as colour racism and cultural racism, and institutional and individual racism, and of measures and campaigns to build racial justice.
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Source: Adapted from *Aiming High: Understanding the Needs of Minority Ethnic Pupils in Mainly White Schools*, DfES, 2004