

# **United Against Bullying School Case Study: Cultural awareness across school**

## **How [school] developed cultural awareness across school**

### **Context of our anti-bullying work**

The school has over 1800 students from Y7-13 and represents a diverse population with 9 different registered religions, speaking over 50 languages. Most students live close to the school (within 1.5 miles) and can walk to school each day, therefore they are representative of the local community around the school as well.

### **What we hoped to achieve**

Students and staff have a good overview of different cultures and are inclusive in their approach at all times. Everyone (staff, students and parents) feel valued and respected at all times and understand the expectations about how people treat each other. This will be evidence via the parent and student surveys completed by the school each year.

### **The action we took**

- All staff received cultural awareness training at the start of the year as part of their Continuing Professional Development INSET day.
- Multi Faith Conference held for students each year.
- Students receive assemblies on Respect each year, Black History Month, Islamaphobia, etc.
- Parents receive letters from the school regarding all of the above and what is being delivered in school. In particular, we have kept them up to date on the progress made by the school in relation to diversity in the curriculum.
- The school has a prayer room and separate areas for the observation of fasting during Ramadan. The local Iman visited the school and met with the headteacher to discuss the support measures being put in place and offered advice.
- Policy written and approved by the Trust on the wearing of the Kirpan and procedure to follow by the school, in the event, that a parent or student requests this.
- The school opens its doors on a Saturday morning to an Islamic School, which use its facilities.

## Impact and outcomes of the work

- All staff have a greater understanding of the different traditions related to each religion and these are activity celebrated in our school.
- Year 11 students have been leading prayer every Friday after school and this has become embedded in the school routine.
- The local community use our facilities and we have built good relationships with local religious leaders and sought their advice when required. The local religious leaders have sometimes come to speak to small groups of students with whom we have concerns.
- All major religious festivals are celebrated and are built into the school calendar.
- Students ask questions of each other and seek a greater understanding of each other's cultures.
- Students hold each other to account over any non-inclusive language and seek the support of staff when appropriate.
- Moving forwards we are tracking any incidents related to non-inclusive language and we wish to have no reoffending students. We aim to re-educate wherever possible.

## What we have learned

- Link in with local religious leaders, they have offered very valuable advice and also supported the school in speaking to students when required.
- Ensure staff have a good knowledge of all of the different religions.
- Ensure a multifaith event happens each year, where students can ask questions.
- Ensure there is a separate room for fasting, but younger students require organised activities to reflect on why they are fasting.
- Create a dedicated room for prayer activities.
- School website automatically converts into the information on its pages into different languages so that all parents can access the information they need.