



ANTI RACISM POLICY

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Purpose

A racist incident is deemed to be *'any incident which is perceived to be racist by the victim or any other person'*. (Macpherson Report on the Stephen Lawrence Inquiry, 1999)

All members of the school community should be aware that racism can take different forms. 'Racism' or 'racialism' is a form of discrimination based on race, especially the belief that one race is superior to another. Racism may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races.

Types of racist incidents that can occur are:

1. Physical assault
2. Derogatory name-calling, insults and racist jokes
3. Racist graffiti or written derogatory remarks
4. Wearing racist badges
5. Carrying or distributing racist material such as leaflet comics or magazines
6. Verbal and non-verbal abuse and threats
7. Incitement of others to behave in a racist manner
8. Racist comments in the course of discussion in lessons'
9. Attempts to recruit for racial organisations or groups
10. Ridicule an individual for cultural differences
11. Refusal to co-operate with others because of their colour, ethnicity or language

Aims

The aim is for every child, whatever their background or their circumstances, to have the support they need so they are able to learn and develop in a safe environment. Accordingly Scott lower School has a deep commitment to:

- Providing a safe, secure and happy learning environment in which all children feel valued and respected.
- Developing a respect and understanding of the cultural diversity within the school and its community is actively promoted.
- Taking appropriate action to combat any incidents deemed to be racist in nature.

This policy is closely linked to other school policies which underpin the school's caring whole school approach to the education of all children. We recommend that the following policies are read in conjunction with this policy;

- Inclusion policy.
- Equal opportunities policy.
- Anti-bullying Policy
- Behaviour policy
- Curriculum policies and schemes of work which have relevance are: - PSHCE and RE.

The importance of working as a whole school to ensure that all children are given the opportunities to work and play free from racism cannot be stressed strongly enough. It is through taking a proactive approach to implementing all the policies that children's education will be fair, safe, secure and will encourage them to be good citizens

Responsibilities

The school's senior management team are responsible for ensuring that all staff, including recently recruited staff, are aware of procedures to deal with racist incidents and support to tackle racial bias and stereotyping. The school's Governing Body has a legal obligation to ensure that the school fulfils its duties with reference to anti-racism policies and procedures. The governors will also ensure that these are effective and monitored regularly. Incidents of racism are reported at each meeting of the full governing body.

A whole school approach to equal opportunities creates a positive ethos whereby all children feel that they are safe from any form of bullying or harassment including racism;

- All staff show a strong commitment to equality and fairness.
- Clear guidance and support is provided for staff in taking forward race equality.
- The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
- Staff have high expectations of all pupils' achievements and pupils have high expectations of themselves and others. Pupils' progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their potential.
- Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed.
- All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality.
- Pupils have self-respect, show respect for others and recognise and value diversity.
- Positive steps are taken to encourage and enable all parents to participate effectively in their children's care and education.
- Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.

Assessment, Recording and Reporting

All racist incidents, including those which could be deemed to be racist bullying must be recorded on the Bedford Borough Racist incident form and reported to the Head Teacher and the LA. Allegations of racist behaviour should be thoroughly investigated and the educational task of reducing racist bullying should be taken extremely seriously.

We believe that it is important that schools should react quickly and decisively to a single incident of racism if and as it occurs,

rather than waiting until a pattern of bullying can be detected in a series of incidents. Racist bullying can take the form of a series of apparently unrelated incidents affecting the same child. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effects of bullying and should ensure that adequate support is put in place in line with the school's Anti-bullying policy. The steps taken to resolve alleged racist and bullying incidents are the same; review the situation, provide support to, and challenge the behaviour of, those involved.

Teaching and Learning

It is important that all pupils understand that they have a responsibility to deal with racism and racist incidents in their school. Good ways to achieve this include discussions in citizenship lessons, through circle-time, school assembly or at a school council meeting. The curriculum will also be used by staff as an effective means of promoting an understanding of cultural diversity and equal opportunities. It is important to consider during the planning stage of-work, the implication for equality of opportunity and taking advice on resources available through colleagues and the LA and to involve the community.

Our religious education takes account of the teaching practices of other principle religions through stories and the celebration of a variety of festivals during the year in assemblies. Use should be made of discussion times (formal or informal) for children to raise concerns about their feelings (circle time is an ideal opportunity as well as PSHCE lessons).

Management Support

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. All incidents should be dealt with sensitively and in the context in which they occur. It is better to record instances of unintentional racism than not to record them, as in this way a school can build up a picture of any emerging patterns.

Senior Management are responsible for deciding how to respond to particular incidents and should seek understanding of;

- the age of the individuals
- the nature of the incident
- whether there are any behavioural needs which could affect an individual's behaviour towards others
- whether there have been any previous racist incidents involving those individuals
- what action should be taken
- their duty of care to all pupils involved (both victim(s) and perpetrator(s))

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the head of establishment must seek advice from the Borough LA. Staff who are threatened by a parent or pupil must report the incident immediately.

Pupils may be subject to racist bullying and harassment on their journeys to and from school. Head teachers, governors and staff will be aware that the actions of pupils outside the school affect the reputation of the school. Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct; this rule of law has been clarified and put on a statutory basis by section 90(2)(a) of the Education and Inspection Act 2006. 3.

Children are encouraged to report such incidents to school staff, and these should be followed up, recorded and reported. If necessary, the school will report the incidents to the police, e.g. to the community safety officer. Alternatively, they may work with local multi-agency partners to deal with incidents and prevent them recurring.

Parents of alleged victims and perpetrators will be informed of allegation by the class teacher verbally or by telephone and this will be followed up with a letter. Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents will be responded to in an appropriate manner.

Equal Opportunities

Some parents may require interpreting/translation support in order to engage in a meaningful way with discussion and decision making. Senior Management should seek advice immediately from the LA who will endeavour to ensure that appropriate support is provided. Parents should always be informed of their right to be supported by translation/interpreting services where needed.