



Anti-Racism Policy

May 2023

INTRODUCTION/RATIONALE

Scott Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school anti-racist policy and practice helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, ethos, nationality or ethnic origin.

Aims of Anti-Racism Policy

- *It is the right of every child to an education that is aimed at developing their personality, talents, mental and physical abilities of the individual to their fullest potential
- *Scott Primary School will promote race equality and all pupils will be provided with opportunities to study their own values and those of others, appreciate diversity and develop respect for others
- *Scott Primary School will support equality, justice and mutual respect

Good Practice

- *Senior Management and staff show a strong commitment to equality and fairness.
- *Senior Management provide clear guidance and support for staff in taking forward race equality.
- *The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
- *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.
- *Staff have high expectations of pupils' achievements and pupils have high expectations of themselves and others.
- *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.

Racial Harassment

This can include:

- *Physical assault
- *Derogatory name-calling, insults and racist jokes
- *Racist graffiti
- *Wearing racist badges
- *Carrying or distributing racist material such as leaflet comics or magazines
- *Verbal and non-verbal abuse and threats
- *Incitement of others to behave in a racist manner
- *Racist comments in the course of discussion in lessons
- *Attempts to recruit for racial organisations or groups
- *Ridiculing an individual for cultural differences
- *Refusal to co-operate with others because of their colour, ethnicity or language
- *Written derogatory remarks
- *Accessing racist material on the Internet (unless part of a study of racism within curriculum)

Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying must be recorded on Behaviour logs. 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 effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved

Racist Incidents Involving Staff

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 Teacher may seek advice from Bedford Borough Council's Human Resources Department.

Incidents Occurring in the Local Community

When racist incidents occur outside school and are brought to the attention of staff via a third party the Head teacher may consider discussing such situations with the police.

Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone and this may be followed up with a letter. Concerns from parents will be responded to in an appropriate manner. Some parents can prevent staff from carrying out a detailed review of an incident by refusing to allow their child to participate in the process. Senior Management will stress that lack of co-operation will not prevent the Education Services from reviewing and resolving the alleged incident.

Supporting Pupils through Positive Intervention

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. Senior Management are responsible for deciding how to respond to particular incidents and should seek information about:

- *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))

Equal Opportunities

Scott Primary School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination

Scott Primary School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
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