



ANTI-RACISM POLICY (INCLUDING A WRITTEN STATEMENT OF POLICY FOR PROMOTING RACE EQUALITY)

Agreed:	Autumn 2014
Frequency of review:	Annual
Next review date:	May 2020
Lead:	Curriculum Committee

Aims and Guiding Principles of Our School

At Arnett Hills School we believe that each child is a success story – safe, happy and learning. We aim to produce responsible, respectful children, who have a love of learning. We aim to provide an excellent all-round education, so that each child achieves his or her potential. The Arnett Hills team work in partnership with parents and the wider school community to foster an atmosphere in which each child may flourish and achieve, whatever his or her ability. Together we aim to ensure that our children are happy, well-educated, respectful, self-disciplined individuals, with the confidence to make the transition to secondary school and beyond.

Purpose

The Race Relations Act 1976 (as amended by the Race Relations (Amendment) Act 2000) places new general (statutory) duties on public authorities (including schools) to promote race equality.

At Arnett Hills JMI School we believe in equal opportunity for all members of our community whatever their gender, age, race, religion and ability.

Policy

Staff Recruitment and Retention

The school recognises the value of diversity in the school staff and governing body and will ensure that

- It does not discriminate against minority ethnic groups
- All involved in recruitment and selection understand how to ensure race and gender equality in the process

Staff Career structure and development, guidance and support

We will ensure that all staff have equal access to professional development opportunities, to support and guidance as appropriate and to career progression opportunities.

Attendance, exclusion and behaviour

The school recognises the right of pupils to take time off for religious/ cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for these reasons.

Our Aims

- To make school a safe and welcoming place for all its members
- To instil in pupils a positive awareness of the value of all pupils
- To establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem
- To ensure all pupils, irrespective of their ethnic origin, achieve the level of success and self respect which they deserve, whilst retaining their cultural identity
- To provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspects of all cultures
- To give children the knowledge, that racism can and must be eradicated
- To teach children that they have a responsibility, as citizens of our society, to eradicate racism

School Practices and Organisation to achieve our aims

Classroom organisation

- Non-segregation on ethnic grounds
- Teachers providing good role models
- Teachers' awareness of how their practices should reflect the needs of the bi-lingual learners
- Language support when appropriate
- Specific teaching against racism. Teachers should exploit such opportunities as they arise

- Classrooms and other common spaces in the school (where pieces of work/ resources are displayed) will be used, where appropriate, to present positive images that are non-stereotypical and reflect our multiethnic, multilingual society
- PSHCE/ circle time lessons to provide a forum for discussion and the development of skills and attitudes consistent with our aims, preparing children for a life in a multi-cultural community
- Access to extra curricular activities is fair and equitable across all ethnic groups

Use of assemblies

- To promote and encourage positive attitudes to cultural diversity
 - To emphasise unacceptable nature of racist behaviour
 - As an opportunity to celebrate religious holidays and festivals from the six major world religions
- Community
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
 - All parents will be encouraged to become involved in school life
 - Speakers come in and talk to pupils

Racist Behaviour

The definition of a racist incident:

“A racist incident is any incident which is perceived to be racist by the victim or any other person.”

Taken from The Stephen Lawrence Enquiry – The McPherson Report, 1999.

The definition of institutional racism:

“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 and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people”.

Taken from The Stephen Lawrence Enquiry – The McPherson Report, 1999.

The Scope of Racist Behaviour

The following incidents could be regarded as racist:

- **Subtle** isolation, ignoring, negative body language.
- **Verbal abuse** name calling, teasing, comments about family members, offensive humour, inciting others, gangs vicious threats.
- **Violence** jostling, intimidation, punching/ kicking, fighting.
- **Abuse of personal property**
- **Graffiti** (This must be removed immediately it is found.)
- **Racist materials** e.g. badges and notes. These should be confiscated immediately and returned to the child's parent. In doing so, it is important to explain to the parent, the school's stance on this type of behaviour.

This list is not exhaustive, it must be remembered that any behaviour, which is perceived as being racist should be treated as such.

- All forms of racist behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A 'victim' does not have to be present or targeted for an incident of racist behaviour to have occurred.
- Harassment includes 'subtle' behaviour such as isolation, ignoring, teasing and negative body language.
- All incidents of racist behaviour should be challenged, not to respond may be seen to condone the behaviour and may result in serious incidents of retaliation.

Responding to Racist Incidents

Members of staff should apply the policy consistently. The perception of the person who has experienced harassment should be given priority.

All racist incidents must be taken seriously and investigated immediately, using the following procedures.

The children should be initially spoken to individually. On some occasions, at a later stage, it may be appropriate to sit all concerned round the table for a discussion of what happened and for each to share their feeling.

The Victim:

Give the victim an immediate, sensitive and supportive response to the incident

Take their complaint seriously

Record in writing or other appropriate form (e.g. drawing)

Person initially dealing with incident;

Allow a full expression of feelings

Find out what happened, at least in general terms

Record in writing

Agree with the individual(s) what will happen next and/ or when you will next talk to them

Refer onwards.

Head or member of Senior Management Team or class teacher

- Inform the parents of the child/ children involved as appropriate
- Keep the victim informed throughout the process
- Ensure that they know that you have dealt with the incident seriously
- Report back to parents on the outcome of the investigation
- Consider what further support/ counselling may be needed and can be afforded beyond the specific incident.

The Offender/ Perpetrator

- Person initially dealing with incident find out what happened, at least in general terms
- Make known to them the complaint and ask for their response
- Agree with the individual(s) what will happen next and/ or when you will next talk to the;
- Speak to all those who may have witnessed the incident and ask them to give an account of what they personally saw and heard
- Refer onwards.

Head:

- Interview all those involved
- Record incident in 'Racist Incident Log-book' housed in the Headteacher's office.

If it is clear that the complaint is upheld (including where it was unintentional);

- Define the unacceptable behaviour and explain to the perpetrator why it is unacceptable
- State clearly what change in behaviour you expect. Check the perpetrator understands what you have explained
- Agree what the child is going to do, to help redress the situation
- If appropriate/ necessary notify the parents in writing of the school's expectations and possible consequences if the behaviour is repeated.

No child will be deemed 'guilty' on the uncorroborated word of another child. However, all incidents must still be recorded by the Headteacher.

The broader school community:

Ensure that the children more broadly involved in incidents, e.g. bystanders or witness, are actively involved in understanding:

- what has happened
- their responsibility
- their feelings about the incident.

This is often best dealt with through circle time. Remember, when issues of this nature are being dealt with by a class, individuals' names are not used. It is the behaviour which we are rejecting not the child.

Unintentional Racist Comments

Definition:

Comments made by a child which were not meant to be hurtful, but may be perceived to be racist by another person.

Action:

- Discuss issue with all parties involve;
- Discuss with parents of both parties as relevant
- Record incident in 'Racist Incident Log-book' housed in the Headteacher's office.

The Head will monitor the number and type of incidents every term and report in the Headteacher's termly report to Governors, for discussion and action when appropriate.

The records will be provided to the LEA on request.