



# Anti-Racism Policy

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Zoe Rucroft	Governing body	August 2019	version 3	September 2020
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All pupils at Thorpepark Academy have the right to be treated with respect and to feel safe regarding their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression, or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help, and support will be given to all involved.

The member of the school leadership team responsible for the anti-racism policy is Zoe Rucroft. The designated Governor for anti-bullying is Sheila Wallace-Marshall.

In addition, protecting pupils from the risk of radicalisation is also part of the schools wider safeguarding duties. We will actively assess and monitor the risk of pupils being radicalised and drawn in extremism. Staff will be alert to changes in pupil's behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Hull Children Safeguarding Board as appropriate.

## **1 Introduction**

Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

## **2 Aims and objectives**

2.1 Our school community recognises and nurtures the identity of children of all races and cultures

2.2 Our school strives to develop positive anti-racist language, awareness, images, and strategies to create policies, practice and an environment which reflect that all people are equally valued, and that no harassment will be tolerated

2.3 Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued

2.4 Through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable

## **3 The role of the Governors**

3.1 The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed.

3.2 The number of racist incidents is reported to governors termly through the Head of School dashboard and report

3.3 Governors are responsible to challenge and question the number and types of racial incidents.

The Governing body will:

- support the Head of School and the staff in the implementation of this policy
- be fully informed on matters concerning racism
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

## **4 The role of the Head of School**

4.1 The Head of School is responsible for implementing the Anti-Racism Policy and under the Education and Inspections Action 2006

4.2 It is a responsibility for schools to record all racism incidents.

The Head of School will ensure that:

- racist behaviour is addressed in the behaviour and discipline policy
- racism is addressed as an issue in the curriculum
- a senior staff member is appointed to be responsible for the monitoring of the policy and anti-racism strategies. The named person is Zoe Rucroft.

## **5 The role of the teacher and support staff**

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum and within Jigsaw. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include: -

5.1 Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society

5.2 Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated

5.3 Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence

- 5.4 Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- 5.5 Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- 5.6 Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- 5.7 Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met
- 5.8 An equality action plan will be written by SLT each year and this will be published on the school website.

## **6 The process**

Racism of any form is not tolerated, and the sanctions will be employed.

- 6.1 All incidents of racism are recorded, monitored, and followed up. There will be consequences if pupils are found to be showing racist behaviours or attitudes.
- 6.2 All staff, teaching and non-teaching should always be vigilant in class and in the playground, in order that racist behaviour does not go undetected.
- 6.3 All staff should act as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group. Staff should remain calm and take time to listen impartially to all involved.
- 6.4 Staff should avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- 6.5 Time is spent talking to the child who has been racist, explaining to them why their action was wrong, teaching them about their actions and how they should change their behaviour in future.
- 6.6 All reports of racist incidences must be recorded on CPOMs which will alert specific members of the SLT. All racist incidences will be logged on CPOMs.
- 6.7 All reported incidents are investigated and in every case the school will contact the parent/carers of the pupils involved. A suitable consequence or next steps will be discussed with all parties.
- 6.8 In more extreme cases, or repeat offences the police may be contacted. The community PCSO will attend meetings with parents, pupils and staff. The police may make a referral for support for the pupil through the Youth Justice Team.

6.9 We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

6.10 We will signpost perpetrators and victims to support they may need.

6.11 Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However, the school collects this data to monitor patterns and trends using CPOMs.

## **7 The role of parents**

Parent/carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community. Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it and working with the school.

## **8 The role of pupils**

All pupils should adhere to our school's code of conduct (see Behaviour Policy). A pupil who perceive themselves to be the victims of racism, and pupils who witness incidents of racism have a responsibility to report this. Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate but should ask for help from staff.

A racism workshop created by the school will be completed by any pupils who have been involved with incidents.

### **Monitoring and review**

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions. Records of racist incidents are recorded on CPOMs and the Head of School and the Deputy Head will monitor patterns and trends. This policy will be reviewed annually, or earlier if necessary.