



# Thorpepark Academy

## Anti-Racism Policy



1	Summary	Anti-Racism Policy			
2	Responsible person	Caroline Knight			
3	Accountable SLT member	Tracey Johnson			
4	Applies to	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Governors			
7	Approved by and date	1 <sup>st</sup> August 2024			
8	Version number	7			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Behaviour Policy Anti-bullying Policy Equality Policy/ action plan			
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	2 <sup>nd</sup> September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



## **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.

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 Tracey Johnson (Deputy Principal). The designated Governor for anti-racism 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 (EHASH) as appropriate.

## **1.Aims and objectives**

- 1.1 Our school community recognises and nurtures the identity of children of all races and cultures
- 1.2 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.
- 1.3 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.
- 1.4 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 Executive Principal 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 Executive Principal 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 Executive Principal**

- 4.1 The Executive Principal 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 Executive Principal 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 Tracey Johnson.

#### **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, within Jigsaw and through assemblies. 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 perceives 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.

### **9. 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 Executive Principal and the Deputy Principal will monitor patterns and trends. This policy will be reviewed annually, or earlier if necessary.