# Haynes Lower School
# & Nursery

# Anti-Racism Policy

**Policy Review:**

**This Policy will be reviewed bi-annually.**

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| **Reviewed** | **March 2025** |
| **Next Review** | **March 2027** |

## Statement of Intent

Haynes Lower School & Nursery recognises the importance of addressing the issue of racism in schools and wider society. The school curriculum and environment aims to ensure that all pupils and staff understand the importance of embracing and celebrating diversity and difference within society.

No pupil should have their education tainted by racist behaviour and staff members should be able to attend work without the fear of being discriminated against – school should be a safe and supportive environment for everyone. This policy aims to cement the school's approach towards anti-racism and how a whole-school approach towards this will be achieved.

The key aims of this policy include, but are not limited to, the following:

- Ensuring no pupil's education is impacted by racism
- Cementing the school's view that racism in any form is entirely unacceptable
- Challenging the normalisation of any forms of racism
- Empowering pupils and staff from ethnic minority communities can feel empowered to explore and express themselves and their identities
- Challenging racial inequalities, misinformation, and oppressive racial assumptions
- Enforcing a whole-school approach towards anti-racism
- Helping pupils and staff understand race and racism
- Ensuring that pupils' ideas about race are explored and discussed within educational contexts
- Providing pupils and staff with access to opportunities to learn about and understand racism and the form it can take, how such beliefs are formed and how to challenge them
- Incorporating anti-racist teaching into the curriculum through the exploration of historical racism, patterns of power imbalances and discrimination, in an age-appropriate manner

## Definition

Our definition of a racist incident is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

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

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or youth worker overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

Our definition of racial harassment is that of the CRE (Commission for Racial Equality):

'Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.'

Racist acts can be both overt and covert, and all staff need to be aware of both.

### Overt racial acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable on the basis of race
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Racist name-calling, insults or racist joke-making or language
- Racist comments
- Damage to property
- Written abuse
- Provocative behaviour such as wearing racist badges or insignia'
- Racist graffiti
- Expressing prejudices or deliberate misinformation on racial or ethnic distinctions
- Distributing racialist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin
- Recruiting other young people to racist organisations or groups

### Covert racism

This is racial discrimination that is disguised and subtle, rather than public or obvious. It can be concealed in the fabric of society, covert racism discriminates against individuals through often evasive or seemingly passive methods. It often works subliminally, and often much of the discrimination is being done subconsciously. Teachers need to be very aware of this type of racism and challenge stereotypes. Examples are:

- Colour blindness and believing we live in a ‘post-racial’ society
- Saying "it’s just a joke" when making a racially insensitive comment
- Racial profiling or stereotyping
- Tokenism
- Comments like ‘All lives matter’
- Denying white privilege
- Assumptions about people based on their culture, nationality, ethnicity
- Portraying other cultures or nationalities as impoverished

## Curriculum

The school’s curriculum will provide pupils with the opportunity to learn about racial equality in an age-appropriate manner through each KS.

The core goals of the school's curriculum will be to:

- Challenge racial inequality.
- Achieve cultural inclusion.
- Respond to the differences in people's lives caused by racism, poverty and discrimination.

We will incorporate cross-curricular links wherever possible to improve pupils' knowledge and understanding of racial equality. Pupils will learn how to define 'race' and 'ethnicity' and how these terms form an integral part of an ethnic minority individual's identity, values and traditions.

Our curriculum will ensure that pupils are taught about the key values that support an anti-racist curriculum, including:

- Equity – fairness in access, opportunity, experience and outcome.
- Justice – fairness and non-discrimination, safety and security.
- Inclusion – belonging and feeling relevant and involved.
- Voice – representation, participation and the power to affect decisions.
- Respect – enabling and protecting personal and cultural dignity, enabling truthful histories, and destigmatising communities.
- Wellbeing – understanding how racism damages victims' physical, mental and emotional wellbeing.

We will develop strategies which take into account the views of ethnic minority individuals in the school community to provide all pupils with an environment in which they feel comfortable exploring and discussing race within educational contexts.

We will make use of third-party providers to help raise awareness of racist behaviour, develop tools for prevention and to undertake casework with pupils, where necessary.

The evaluation of curriculum plans will incorporate the views and ideas of teachers and pupils and action will be taken to improve the school's anti-racist curriculum accordingly.

The curriculum design will be a collaborative effort which endeavours to avoid ethnocentrism by ensuring pupils are provided with the opportunity to learn about a variety of cultures, practices, behaviours, values, beliefs and people.

The curriculum will aim to challenge cultural assumptions which perpetuate racist behaviour by providing pupils with the opportunity to learn about British and global history, the power dynamics within racism, bias, and racial hierarchies.

Pupils will discuss contemporary and historical issues surrounding racial inequalities in society and the reasons why people feel the need to take action.

## Staff Awareness & Training

The views of all staff members will be listened to and considered when implementing this policy and the whole-school approach to anti-racism.

Staff members will be supported to develop cultural competency in relation to the communities the school serves.

Training will enable staff members to have open discussions about race and racism in a positive environment.

We will look at ways to continuously improve the CPD and training provided to its staff members, and take action on any feedback received.

We will implement and communicate clear procedures and guidelines for reporting and dealing with incidents of racist behaviour, and all staff members will be expected to understand this.

Ethnic minority staff members will be supported and encouraged to access CPD opportunities to progress in their career.

Staff members will be trusted to use their own judgement when dealing with incidents of racist behaviour; however, they will be expected to act in accordance with the 'Reporting and recording' section of this policy.

## Behaviour

Pupils will act in accordance with the school's Behaviour and Equality Policy at all times.

Staff failing to uphold this policy will be required to attend additional training and CPD as appropriate and will be disciplined in accordance with the school's Disciplinary Policy and Procedure if they refuse to uphold the school's anti-racist approach.

The school's Staff Code of Conduct and Disciplinary Policy and Procedure make clear that discrimination of any form will not be tolerated and will be disciplined accordingly.

Racist behaviour in any form will not be tolerated by the school and any incidents will be dealt with on a case-by-case basis.

The school will not tolerate any of the following behaviour from any member of the school community:

- Physical assault because of an individual or group's ethnicity
- Use of derogatory names, insults and racist jokes.
- Racist graffiti
- Provocative behaviour, e.g. displaying racist emblems
- Bringing racist material or propaganda into the school
- Verbal abuse and threats, or online abuse and threats, relating to an individual or group's ethnicity
- Encouraging others to behave in a racist manner or recruiting others to racist organisations and groups
- Making racist comments during discussions
- Statements of cultural bias or racial micro aggressions
- Ridiculing a cultural difference, e.g. food, music, religion, dress or traditions
- Refusing to co-operate with others because of their ethnicity
- Any attempts to practice racist behaviour through other means

Staff and pupils will know to look out for any of the above behaviour and will bring any incidents of racist behaviour to the Head Teacher's attention and the appropriate action will be taken.

Pupils and staff will treat their peers and colleagues with respect and dignity at all times, and will actively promote the school's anti-racist approach by challenging any racist views or behaviours.

In accordance with the school's Anti-bullying Policy, and the Staff Bullying and Harassment Policy, pupils and staff will be aware that bullying of any form, including cyberbullying, will not be tolerated and the Head Teacher will decide the type of sanction a perpetrator of racist bullying will receive.

Allegations of racist behaviour made against staff members will be handled on a case-by-case basis.

The school will exercise its right to discipline pupils for any incidents of racist behaviour taking place outside the school gates in accordance with section 90(2)(a) of the Education and Inspections Act 2006, where it is reasonable for the school to impose a penalty or regulate the pupils conduct at such a time, e.g. during the commute to and from school.

## Dealing with Racist or prejudice Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.

They should make explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos.

If a member of staff is unable to resolve the matter, it should be referred to the Head Teacher.

The action to be taken will depend on whether the perpetrator is known and whether he/she is a young person, a member of staff or an outside perpetrator.

Where the perpetrator is a young person or pupil, staff should explain why racist behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the Positive Behaviour Policy.

The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Racial harassment or any form of racist behaviour from any member of staff towards any pupil, young person, parent or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedure. We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving racial harassment, they will face disciplinary sanctions up to and including dismissal.

Where there is an outside perpetrator, staff should inform the Head Teacher.

## Recording and Reporting Incidents

We record all racist incidents on CPOMS, including the following details:

- Date

- Names of perpetrators and victims
- The ethnicity of all individuals involved Nature of incident
- Action taken in response
- Name of the person reporting the incident

The Head Teacher is alerted to all incident records.

All incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked.

Although some incidents may seem minor, it is still important to log them, as repeat incidents often mean that earlier reports assume greater importance and further action in the form of resolution and education is needed.

Governors are informed of the number and nature of racist incidents and the action taken to deal with them through the Head Teachers' Report to Governors on a termly basis.

The pattern and frequency of racist incidents are analysed in order to inform future whole school planning and/or individual pupil support.

The Police will be advised of any racist incidents that may be categorised as crimes.

## Support

When dealing with racist incidents involving pupils or young people, staff will:

**Listen attentively**

Indicate they are pleased that the young person has been able to tell them. Remain calm and reassuring.

Accept their language and terminology.

Remember that to confide in a member of staff may need considerable courage.

**Acknowledge**

Acknowledge the feelings of the young person. Confirm they were right to make the disclosure.

Show they understand the difficulty in discussing the matter. Establish whether the incident is part of a pattern.

Reassure while explaining the need to take the matter further.

**Report**

Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim, e.g. age or self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

**Support for the victim**

Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

Ensure that parents/carers are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide support or encourage parents/ carers to seek support for themselves and other members of the family.

We recognise that members of staff can also experience racial harassment from pupils/young people, from other staff, from parents/carers, and from visitors or members of the public. We will support them in the same way as we would pupils/young people.

**Support for the perpetrator**

Perpetrators of racist incidents may also need to be supported and appropriate action should always be taken. This may involve engaging them in discussion around why their behaviour was unacceptable and/or alerting their parents to the incident and action taken to resolve the issue. A perpetrator may feel anti-social feelings (guilt, sadness) as part of this response but should be left with pro-social feelings (respect, positivity) to reduce the risk of further incidents. When a perpetrator will not accept their behaviour or use of language was unacceptable, further guidance and advice may be sought for external support.

## Monitoring and Review

The Head Teacher has overall responsibility for monitoring the recording and reporting of racist incidents. In collaboration with the designated Equality Governor (or any other identified Governor), they will analyse report forms on an annual basis. This analysis will inform reports to parents, Governors and the LA on an annual basis.