

Orchard Community Primary School



Anti-Racism Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed  Chair of Governors

Version	Date	Author	Reason for Change
0.1	9/2018	FS	New Policy
0.2	9/2020	FS	Review
0.3	9/2023	FS	Review

Review Frequency	Next Review Date
Every 3 years	9/2023

General Statement

Orchard Primary School will not tolerate any form of racism or racist behaviour and is committed to the development of an anti-racist ethos.

Orchard Primary School will not tolerate any intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another origin, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced.

All pupils at Orchard Primary School have the right to be treated with respect and to feel safe with regard to 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.

Aims of our 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
- Orchard 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
- Orchard Primary School will support equality, justice and mutual respect

Definition of racism

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.

Categories of racist behaviour

- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Provocative behaviour, e.g. racist badges or insignia
- Bringing racist materials such as leaflets into school
- Verbal abuse and threats including name-calling, insults and racist jokes
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridiculing of an individual or group for cultural differences
- Refusal to co-operate with others because of their ethnic origins
- Posting any racist comments onto a computer
- Carrying or distributing racist material such as leaflet comics or magazines
- Attempts to recruit for racial organisations or groups
- Written derogatory remarks
- Accessing racist material on the Internet

Good practice

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

- Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated.
- 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.
- Through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable.
- 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.

The role of the staff

- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- No member of staff should ignore any form of racist behaviour anywhere in the school. It should be explained why this behaviour is unacceptable. (Also see anti-bullying policy).
- All incidents of racist behaviour by anyone in the school should be reported to the Headteacher, who will record it in the relevant referral system.
- The school will contact the parent/carers of the pupils involved. A suitable consequence or next steps will be discussed with all parties involved.
- All incidents are followed up with the victim(s) after 2-4 weeks to ensure the racism has stopped.
- 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.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. 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: -

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated

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

The role of the pupil

- 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.

The role of the parent

- Parent/carers support the schools 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

The role of the governors

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

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

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 and the Headteacher will monitor patterns and trends.