

Nelmes Primary School



Anti –Racism Policy

July 2016

Our mission statement 'Opportunities for Achievement' applies to all our pupils. We aim to offer all groups of pupils opportunities to achieve their very best in all aspects of school life.

This policy forms part of the inclusive practices of Nelmes Primary school. We aim to create a school ethos which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices. We will foster a culture where there is zero tolerance of racism and prejudice of any kind and where cultural differences are celebrated and shared.

Rationale

Under the Race Relations Act of 2000 schools have a legal obligation to have a written anti-racist policy. The implementation of this policy should therefore: promote racial equality, promote good race relations and eliminate unlawful racial discrimination.

Definition of Racist Behaviour

The MacPherson Report of the Stephen Lawrence Inquiry defines a racist incident as: "Any incident which is perceived to be racist by the victim or any other person."

The inquiry recognised that racism can take many guises. Some racist incidents are deliberate but others may be unintentional. Both are equally unacceptable.

Racial harassment may include:

- Physical abuse
- Verbal abuse – including derogatory comments/jokes/name calling/insults
- Graffiti/written abuse/display of offensive material
- Differential negative treatment
- Refusal to co-operate with people from ethnic groups
- Display of racist insignia, literature, leaflets, recruitment or encouragement of others to join a racist group
- Racist comments about people (or the work in hand) during the course of a lesson or breaktime

- Ridicule over cultural individuality/diversity
- Unwelcome gestures and aggressive body language
- Damage to property
- Incitement of others through any of the above

Roles and responsibilities

Governors:

Governors reviewed this policy and took a major role in auditing current practice. They have a responsibility to monitor its effectiveness. This will be done through regular school visits as well as termly feedback on the number of racist incidents which have been logged. A committee of Governors also has a responsibility to hear any complaints made by parents or staff.

Governors and the Headteacher will also ensure that no discrimination is evident when recruiting staff and will follow equal opportunity guidelines.

Headteacher

The Headteacher worked closely with the Governors and teaching staff on the review and amendments to this policy. It is her responsibility to ensure all staff have regular training on combating racism.

Subject Leaders

As well as their role as class teachers subject leaders must ensure that the resources used in the teaching of their subject are free from bias and reflect our multi-cultural society. Subject coverage should include specific anti-racist lessons (and assemblies) and the celebration of a range of cultures. They should also ensure, through data analysis and monitoring of pupil work, that no groups of pupils from an ethnic minority background are perceived to be under-achieving.

Class teacher

Each class teacher has a responsibility to report any racist incidents they observe or have reported to them by pupils. They also have a responsibility to ensure they show no bias in the way they teach and that their lessons reflect our multi-cultural society. Through assessment of pupils' work they should ensure there is no pattern of underachievement.

All support staff

All staff in the school have a responsibility to report any racist incidents that they see or have reported to them. They have a responsibility to act in a non-biased way and to reflect the ethos of the school.

Pupils

Pupils, have a responsibility to act in a non-racist way and to embrace the diversity, of all kinds, to be found in our school. Pupils have a responsibility to report any racism that they experience, or observe.

Implementing the Policy

Dealing with racist incidents

All incidents need to be acknowledged, challenged, investigated and reported. Incidents may involve pupils, employees or visitors to the school, as either victims of perpetrators.

The action to be taken will be:

- Deal with the incident as immediately as possible
- Acknowledge that the incident has happened and express clear disapproval
- Support the victim by apologising for the fact that they are having to suffer this
- Ask both the victim and perpetrator for their account of events, separately (this may be verbal or written)
- Report the incident (copy in appendix) to the Deputy Headteacher or Headteacher
- Fill in an incident form – ensure this is filed in the folder
- The Deputy Headteacher (or Headteacher or Senior Teacher) will then decide on further action to be taken. This will include discipline in line with the school's behaviour policy and will be determined by the seriousness of the incident, their age and whether this has happened before. It is very likely that the perpetrator's parents will be informed. The victim may need counselling which can be provided within school or by an outside agency.

Creating and anti-racist environment

Action to be taken will include:

- Dealing with racist incidents seriously as shown above
- Sharing our anti-racist policy with parents (on school website)
- Ensuring all staff have had training and that this becomes part of the induction of new staff
- Classroom management which ensures there is mutual respect and trust between pupils of all ethnic groups
- Classroom management which ensures pupils from different ethnic groups work together
- KS2 pupils will be made aware that racism is a criminal offence
- Assemblies will re-visit this issue regularly
- Circle time, RE and PSHE lessons will allow for discussion regarding racism and cultural diversity and reinforce the need to be tolerant of each other

- Monitoring the ethos of the school to ensure there is no discrimination of any kind
- Set procedure for integrating new pupils into the school – extra support available where the child's or parents first language is not English
- Displays that show pupils from varied ethnic backgrounds
- Outside speakers who broaden pupils' knowledge of other cultures
- Being sensitive to parents whose English is not fluent – arranging for translators when necessary
- Removal of any anti-racist graffiti within 24 hours

Ensuring pupils are not disadvantaged through their religion or culture

Here are some of the actions to be taken to ensure we offer a truly inclusive education:

- RE will include the study of religions other than Christianity
- As many religious festivals as possible will be celebrated/studied
- School uniform policy will allow the wearing of trousers for girls
- Any communication home can be translated if necessary
- Awareness that some videos or entertainments offered to pupils may not be seen as appropriate to some religions
- Do not base classwork on an assumption that all pupils are allowed to watch popular TV programmes or listen to pop music
- All parents may not be able to help their children with their homework – class teachers need to take this into consideration
- Pupils will be allowed time for religious observance
- Pupils with poor English skills will be offered a structured EAL programme with support from the school EAL learning mentor
- Dual language books will be purchased for those that need them
- Catering offered in school will accommodate pupils' dietary needs

Teaching Multi-cultural Awareness

One strand of combating racism is to educate our pupils to be aware of the many cultural differences that exist within our community and the wider world. We aim to help our pupils become more tolerant of each other, and the people they meet outside of school, as well as broadening their understanding and knowledge of the world.

We will do this by:

- Ensuring all subjects include a study of people, literature, arts or artefacts from a variety of ethnic backgrounds
- Including studies of different countries and different ways of life within our Topics
- Offering pupils books which include stories, poems and illustrations from a variety of cultures

- Playing music in assemblies and music lessons that reflect a wide range of styles and nationalities
- Arranging visits to places of worship – and other places of interest
- Using a wide range of stories and facts in assemblies
- Inviting parents, or other family members, to share their religion, background or customs with pupils
- Visiting speakers and theatre groups will reflect different cultures
- Up-dating resources to ensure they reflect our multi-cultural society
- Displaying artwork, posters and pupil work that celebrate a wide range of cultures
- Discussing news from around the world e.g. natural disasters – ensuring pupils appreciate the effect on people's lives
- Establishing e.mail links with other countries
- Ensuring the school has a whole school approach in the teaching of British Values which promotes and expects tolerance of all cultures and religions

Monitoring Achievement

Parents are requested to complete an ethnic monitoring form when their child joins the school. This means that we have details of ethnic background and religion of all pupils. This information can be combined with our pupil progress software and it is therefore possible to monitor the academic achievement of individual pupils as well as groups of pupils.

Historically, there has not been a perceivable difference between the attainment of ethnic groups at this school. However, every July the results from end-of-year tests will be analysed and should under-achievement by any groups of pupils be noted action will be taken in the next academic year to remedy this.

Attendance figures will also be monitored monthly to see if any trends can be identified.

Cross Reference to other policies

This policy is part of our Inclusion strategy. Our Equal Opportunities statement encapsulates this policy, the Disability Discrimination scheme, the SENs policy, our Gender Equality scheme and our Behaviour policy.

All of these policies detail the practices in place in our school to ensure all pupils achieve their full potential and have equal access to opportunities to succeed.

All other policies will also detail how equal opportunities are fostered and encouraged.

Outside Agencies

This policy can be supported by outside agencies as and when needed. These include:

- The Behaviour support service (including a Mediation Service)
- The Educational Psychologist
- The school nurse
- The EAL support tem
- The SENs advisory service
- The Parent Information Directory
- The school library service
- The Governing Body Support Unit
- Outside providers for training
- The local police
- Local clergy

Pupil Behaviour

Racist incidents will be logged in the designated folder. Other behaviour incidents are recorded in the 'time out' book. These records will be analysed for trends and/or any indication that any groups of pupils in the school are more likely to be victims of perpetrators of unacceptable behaviour. The Senior Management Team would then have to determine why this situation has arisen and look to put remedial action into place.

Admissions Policy

The admissions policy of the school will not discriminate against any ethnic group. A sibling already at the school is the main criteria for admission – with proximity to the school the next criteria. Looked after children are given top priority. If there are vacancies in any year group places are offered according to the waiting list.

Staffing

A copy of the CRE's Code of Practice for the elimination of racial discrimination and promotion of equality of opportunity in employment is available in the Headteacher's office.

Members of the Governing Body are aware of the need to refer to this code of practice when recruiting and promoting staff. All job advertisements, short-listings and interviews will be carried out in line with good Equal Opportunities practices.

Parents, governors and community partnerships

No racial prejudice will be evident in any dealings with parents of the school. Equally all parents are eligible for election as a parent governor and the school would welcome a Governing Body which reflected the cultural

diversity of the school. The school will also look to foster links with all members of the local community and would be pleased to hire the school facilities to any religious group if feasible.

Complaints Procedure

The school has a written complaints procedure. Any parent or pupil wishing to make a complaint pertaining to racism or prejudice should complete an official form. The Chair of Governors would consider the complaint and offer to meet the complainants with other designated members of the Governing Body. The complaints sub-committee of the Governors would then decide on the best way to proceed.

Monitoring the Policy

The effectiveness of the policy will be monitored on a day-to-day basis by the Headteacher. Governors make frequent visits to the school and will be able to monitor the ethos of the school. Governors will also receive a termly feedback relating to any racist incidents. Governors will work with the Headteacher and Deputy to identify any patterns and strategies for eradicating this.

The policy will be reviewed within three years. Any changes in legislation or outcomes of training would be incorporated into the policy.

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