

MONKSDOWN PRIMARY SCHOOL

ANTI RACISM POLICY

INTRODUCTION/RATIONALE

Monksdown Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school anti-racist policy and practice helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, ethos, nationality or ethnic origin.

Monksdown Primary School Aims

Our aims are –

- To provide a curriculum which shows breadth, balance, continuity, progression and integration within quality programmes of study;
- Achieve a higher level of attainment at an earlier age and continue to meet targets;
- Assess pupils progress effectively, keeping appropriate records and reporting to parents;
- Ensure learning and teaching guarantees inclusion in a motivating environment, encourage all children to be responsible and independent in their learning enabling them to be valuable citizens;
- Establish a positive ethos based on a climate of mutual respect, encouraging equality and fairness through strong partnerships, therefore creating a welcoming happy atmosphere;
- Comply with all Health & Safety regulations;
- Allocate staff, resources and materials appropriately ensuring effective learning and teaching;
- Provide annual reviews, financial support and staff development opportunities to enable staff to meet the challenges of the future;
- Foster good relationships and team work through consultation, development planning and high quality leadership
- Attain a high level of achievement and celebrate success

Aims of Anti Racism Policy

- It is the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential
- Monksdown 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
- Monksdown Primary School will support equality, justice and mutual respect

Good Practice

- 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.

Racial Harassment

This can include:

1. Physical assault
2. Derogatory name-calling, insults and racist jokes
3. Racist graffiti
4. Wearing racist badges
5. Carrying or distributing racist material such as leaflet comics or magazines
6. Verbal and non-verbal abuse and threats
7. Incitement of others to behave in a racist manner
8. Racist comments in the course of discussion in lessons*
9. Attempts to recruit for racial organisations or groups
10. Ridicule an individual for cultural differences
11. Refusal to co-operate with others because of their colour, ethnicity or language
12. Written derogatory remarks
13. Accessing racist material on the Internet*

*unless part of a study of racism within curriculum

Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying must be recorded. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the

possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

Racist Incidents Involving Staff

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the headteacher must seek advice from School Improvement Liverpool.

Incidents Occurring in the Local Community

When racist incidents occur outside school and are brought to the attention of staff via a third party the Headteacher may consider discussing such situations with the police.

Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone and this will be followed up with a letter. Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents will be responded to in an appropriate manner. Some parents can prevent staff from carrying out a detailed review of an incident by refusing to allow their child to participate in the process. *Senior Management will stress that lack of co-operation. This will not prevent SIL from reviewing and resolving the alleged incident.*

Violence against Staff

Staff who are threatened by a parent or pupil must report the incident immediately.

Access to Translation/Interpreting Services

Some parents may require interpreting/translation support in order to engage in a meaningful way with discussion and decision making. **Senior Management should endeavour to ensure that appropriate support is provided.** Parents should always be informed of their right to be supported by translation/interpreting services where needed.

Supporting Pupils through Positive Intervention

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. Senior Management are responsible for deciding how to respond to particular incidents and should seek cognisance of;

- the age of the individuals
- the nature of the incident

- whether there are any behavioural needs which could affect an individual's behaviour towards others
- whether there have been any previous racist incidents involving those individuals
- what action should be taken
- their duty of care to all pupils involved (both victim(s) and perpetrator(s))

FLOW DIAGRAM

This flow diagram gives a summary of the actions which education establishments must follow whenever an allegation of a racist incident is reported.

