

# ASHTREE PRIMARY SCHOOL & NURSERY

## Anti- Racism Policy

Date of Policy	March 2023
Next Review Date	March 2024
Person/s Responsible	Staff and Governing Body

### 1. DEFINITIONS

The definition of a racist incident:

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

Taken from “The Stephen Lawrence Enquiry - The Macpherson Report” 1999.

The definition of institutional racism:

*“The collective failure of an organisation, to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”*

Taken from “The Stephen Lawrence Enquiry - The Macpherson Report 1999.

- All forms of racist behaviour should and must be dealt with as a serious matter.
- Lack of intent does not excuse behaviour. Unintentional harassment should also be dealt with as a serious matter.
- A “victim” does not have to be present or targeted for an incident of racist behaviour to have occurred.
- Harassment includes “subtle” behaviour such as isolation, ignoring, teasing and negative body language.

**All incidents of racist behaviour should be challenged, including that of adults, not to respond may be seen to condone the behaviour and may result in serious incidents of retaliation.**

### 2. OUR AIMS

- To make school a safe and welcoming place for all its members.
- To instil in pupils a positive awareness of the value of all pupils.
- To establish within the school an atmosphere of respect, which reduces prejudices and raises self-esteem.
- To ensure all pupils, irrespective of their ethnic origin, achieve the level of success and self respect which they deserve, whilst retaining their cultural identity.
- To provide an environment in which racist assumptions are constantly challenged.
- To provide a curriculum which encourages the valuing of cultural diversity and prevents racism, in order to reflect better the needs of a diverse society and which emphasises the positive aspects of all cultures.
- To give children the knowledge, that racism can and must be eradicated.
- To teach children that they have a responsibility, as citizens of our society, to eradicate racism.

### 3. **IN-SCHOOL PRACTICES AND ORGANISATION TO ACHIEVE OUR AIMS:**

- Classroom organisation - displays and teaching materials used should reflect positive images of other cultures.
  - Links with parents.
  - Links with the community - speakers to come in and talk to pupils.
  - Main signs and labels (minimum of public areas) in different languages.
  - Assemblies promote and encourage positive attitudes to cultural diversity and emphasise unacceptable nature of racist behaviour.
  - Opportunities to celebrate religious holidays and festivals from the six major world religions.
  - Teachers providing good role models.
  - Language support across the curriculum.
  - Teachers' awareness of how their practices should reflect the needs of the bi-lingual learners.
  - PHSE & C/circle time lessons to provide a forum for discussion and the development of skills and attitudes consistent with our aims, preparing children for a life in a multi-cultural community.
  - Specific teaching against racism. Teachers should respond to such opportunities as they arise.
  - A variety and a choice of meals offered by the school cook to ensure all needs are catered for.
- (See also the School's Teaching and Learning Policy and Behaviour Policy).

### 4. **THE SCOPE OF RACIST BEHAVIOUR**

- The following incidents can be regarded as racist:
  1. **Subtle** isolation, ignoring, negative body language.
  2. **Verbal Abuse** name calling, teasing, comments about family members, offensive humour, inciting others, gangs, vicious threats.
  3. **Violence** jostling, intimidation, punching/kicking, fighting, abuse of personal property.
  4. **Graffiti** (this must be removed immediately if it is found)
  5. **Racist Materials** e.g. badges, notes, text messages and emails.

This list is not exhaustive, it must be remembered that any behaviour, which is perceived as being racist should be treated as such.

### 5. **RESPONDING TO RACIST INCIDENTS**

Members of staff should apply the policy consistently.

The perception of the person who has experienced harassment should be given priority.

All racist incidents must be taken seriously and dealt with immediately, using the following procedures.

The children should be initially spoken to individually. On some occasions, at a later stage, it may be appropriate to sit all concerned round the table for a discussion or what happened and for each to share their feelings.

## 5.1 The Victim:

Give the victim an immediate, sensitive and supportive response to the incident.  
Take their complaint seriously.

*Person initially dealing with the complaint*

- Allow a full expression of feelings.
- Find out what happened at least in general terms.
- Agree with the individual(s) what will happen next and/or when you will next talk to them.
- Refer onwards using the CPOMS system.

*Head (or Key Stage Manager in Head's absence)*

- Inform the parents of the child/children involved.
- Keep the victim informed throughout the process.
- Ensure that they know that you have dealt with the incident seriously.
- Report back to parents on the outcome of the investigation.
- Consider what further support/counselling may be needed and can be afforded beyond the specific incident.
- Record actions on CPOMS.

## 5.2 The Offender/Perpetrator:

*Person initially dealing with the incident*

- Find out what happened at least in general terms.
- Make known to them the complaint and ask for their response.
- Agree with the individual(s) what will happen next and/or when you will next talk to them.
- Speak to all those who may have witnessed the incident and ask them to give an account of what they personally saw and heard.
- Refer onwards using the CPOMS system.

*Head (or Key Stage Manager in Head's absence)*

- Interview all those involved.
- Record incident on CPOMS.

*If it is clear that the complaint is upheld (including whether it was intentional)*

- Define the unacceptable behaviour and explain to the perpetrator why it is unacceptable.
- State clearly what change in behaviour you expect. Check the perpetrator understands what you have explained.
- Agree what the child is going to do, to help redress the situation.
- Inform the parents of the child/children involved.
- If appropriate/necessary, notify the parents in writing of the school's expectations and possible consequences if the behaviour is repeated.

No child will be deemed "guilty" on the uncorroborated word of another child.  
However, all incidents must still be recorded and the report sent to the Headteacher.

## 5.3 The Broader School Community

Ensure that the seriousness and unacceptability of any incident is communicated to all who have knowledge of it.

Ensure that the children more broadly involved in incidents e.g. bystanders or witnesses, are actively involved in understanding:

- What has happened
- Their responsibility
- Their feelings about the incident.

This is often best dealt with through circle time. Remember, when issues of this nature are being dealt with by a class, individual's names are not to be used. It is the behaviour which we are rejecting not the child.

## **6. UNINTENTIONAL RACIST COMMENTS**

Definition:

Curious comments, questions or observations made or asked by a child which were not meant to be hurtful, but may be perceived to be racist by another person.

Action:

- Discuss issue with all parties involved.
- Discuss with parents of both parties.
- Inform the Headteacher.
- Record on CPOMS.

The Head will monitor the number and type of incidents every term and report in the Headteacher's termly report to Governors, for discussion and action when appropriate.

The records will be provided to Ofsted on request.