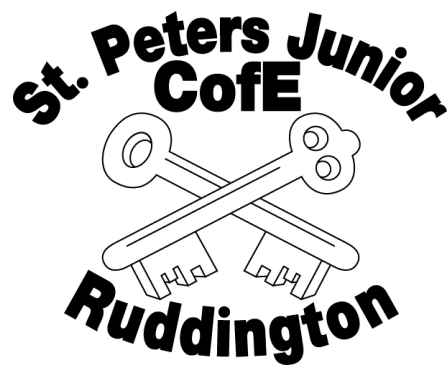




Anti-Racism Policy

Last Reviewed:	March 2024
Review Frequency:	Every 3 years
Due for Review:	March 2027

Introduction

St Peter's Cof E Junior School has a broad and inclusive ethos which is reflected in our school aim; 'To be a place for all to flourish'. Pupils who attend St. Peter's come from a wide range of socio-economic backgrounds.

At St. Peter's Junior School, in line with 'Keeping Children Safe in Schools' we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Policy Development

This policy was formulated to support our Anti-bullying and Behaviour Policy. It will be reviewed tri-annually by the whole school community with input from members of staff, governors, parents/carers, children and young people, and other partners where appropriate.

Pupils contribute to the development of the policy through the school council, circle time discussions, PSHCE lessons etc. Each class will participate in 'anti-bullying and anti-racism' activities during Anti-Bullying week in November of each academic year.

The Anti-Racism Policy will be displayed on the Schools Website.

Roles and Responsibilities

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Supporting the management of racist incidents
 - Supporting the reporting and recording of racist incidents
 - Assessing and coordinating training and support for staff and parents/carers where appropriate
 - Coordinating strategies for preventing racist behaviour

The nominated Governor with the responsibility for Anti-racism (Behaviour) is:
Sheila Johnson-Marshall.

What is racism?

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious.

Definition of Institutional racism:

“Institutional racism consists of 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 and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people. (MacPherson 1999)

Definition of a racist incident:

‘An incident is racist if it is perceived to be racist by the victim or any other person’.

Categories of Racist Behaviour

- Physical assault because of colour of skin and/or ethnicity
- Derogatory name calling, insults and/or racist jokes.
- Racist graffiti
- Provocative behaviour, such as wearing racist badges or insignia.
- Bringing racist materials, such as leaflets, comics or magazines into school.
- Verbal abuse or threats
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion in lessons or anywhere in school.
- Ridicule of individuals for cultural differences e.g food, music, dress etc.
- Refusal to co-operate with other people because of their ethnic origins.

Our Aims:

At St Peter’s Junior School, we believe that our school has the responsibility of working towards the aim of equality of opportunity. We strongly believe that through our curriculum we can challenge the prejudices which exist in society by creating a positive racial environment within our school.

We aim:

- To make our school a safe and welcoming place for all its members.
- To provide an environment in which racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum that emphasises the positive aspects of all cultures.
- To give children and adults the confidence that racism can and must be eradicated.
- To develop staff awareness of implicit racism within the school, community and society, by making them aware of correct terminology, customs, language etc.

- To enable staff to directly intervene with incidents of racism, by giving them guidance to efficiently deal with incidents of racial harassment.

Procedures to follow if there has been a racist incident:

- When a racist incident is reported staff should inform all parties that the incident will be taken seriously and investigated fully. The victim will be comforted and reassured.
- When a racist incident is reported the person dealing with the incident should always report it to the Head Teacher, or member of the Senior Leadership team in their absence. It may well be that if a racist incident is being reported to a member of staff they will need to record the facts in writing before being able to contact the Head Teacher.
- If a member of staff believes a racist incident has taken place, it should always be investigated by the Head Teacher or Senior Leadership team
- The investigator will listen to all parties' recall of events and the accused must be made aware of the importance and severity of their actions and the impact that their comments could/have had on the victim.
- All information will be logged on Safeguard Software and reported to the Governors via the Headteacher's Report to Governors.
- All alleged incidents of racism will be logged, even if the investigation shows that there is a lack of evidence to support a conclusion of racism and even where the investigator concludes that the balance of probabilities is that the incident did not take place. The record of these incidents will make it clear that this is an 'Alleged Incident of Racism' not a 'Racist Incident'.
- Parents of the children involved in a racist incident will be contacted by the Senior Leader.
- The Senior Leader will decide on the appropriate action for the perpetrators, which could be a suspension depending upon the incident.
- The victim and perpetrator will have the opportunity to come together. The victim will be encouraged to tell the perpetrator how they felt.
- The Senior Leader will check that the victim is feeling supported and provide extra intervention if appropriate.
- The Senior Leader will consider what educational activities may need to take place so that the perpetrator is able to understand why racism is unacceptable. Parents will need to know about this and may need to become involved. The emphasis should be on educating the individual to prevent repetition and to change mindset.
- The Head Teacher will inform the Governors in his 'Report to Governors', which is produced termly.

Implementation

- All Staff should continually look to celebrate diversity and challenge misconceptions and intolerance by embedding suitable activities within and throughout the curriculum.
- All staff to follow the above for procedures when dealing with incidents of racism.
- Regular PSHCE curriculum work to develop empathy skills, positive behaviour, choices, self-esteem and emotional intelligences.
- All racist incidents to be logged following above procedure.
- Use all pupils as a positive resource in countering racism e.g. Playground Leaders
- Assemblies and other school events used to prevent racism to include 'Show racism the red card'.
- Provide a method to enable children to speak about racism e.g. circle time.
- Staff to receive anti-racism training
- On-going monitoring of playtimes and playgrounds, promoting co-operative games, providing quality play equipment, valuing playground as an important learning environment part of social and emotional development.
- Teach children skills needed to resolve conflict
- Consistent praise for co-operative empathetic and non-aggressive behaviour in-line with behaviour policy and our Core Values.
- All staff to be alert for incidents of racism and different ways in which it manifests
- Issues of racism (individual and institutional) will be tackled in the teaching of the curriculum (History, Geography, Mathematics, English, drama, PE, PSHE, music and technology.)
- Staff and children are enabled and encouraged to be sensitive in their use of words which may cause offence.
- Individuals need to be aware of the historic roots of these terms.

Monitoring and assessment

- Incidents of racism are clearly logged and tracked throughout the school, following the procedures above. ('Racist Incidents' and 'Alleged Incidents of Racism')
- All incidents of racism are followed up by the Head Teacher.
- Racist incidents are reported to Governors on a termly basis.
- The curriculum is regularly monitored to ensure that diversity is celebrated and misconceptions are challenged.