



PLYMSTOCK SCHOOL

Anti-Racism Policy

Lead Officer: Deputy Headteacher (Inclusion)

Date for Review: Autumn 2022

Rationale

Plymstock School has a predominantly 'White-British intake', so it may not be immediately apparent why our school should need an anti-racism policy. However, it is precisely because a significant number of our students have had little contact with, or experience of, other cultures that ignorance, confusion and misinformation could result and opinions about other cultures become stereotyped.

Across the UK when faced with racist incidents (attacks, graffiti and abuse) it is often argued that the answer lies in better education, but because there may be little evidence of such incidents in our immediate local community, it is easy to leave the underlying attitudes unchallenged and to avoid educating young people about these issues.

We expect all children to find school a safe and welcoming place, where they are able to achieve success, irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore, Plymstock School believes it is important to have in place an Anti-Racism Policy, to clarify our expectations, approach and which helps ensure equality of opportunity of education for all children and young people.

By having such a policy, we give a clear message to everyone in the school community that racism will not be tolerated in any form.

Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unlawful racial discrimination and to promote equality of opportunity and good community relations.

Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. 'Racial grounds' are defined as race, colour, nationality – including citizenship – or ethnic or national origins.

Under the Criminal Justice and Public Order Act (1994) intentional racial harassment is a criminal offence. The Definition of a Racist Incident Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: "A racist incident is any incident which is perceived to be racist by the victim or any other person". This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

The school also pays full regard to the Equality Act 2010.

Effective Promotion of Anti-Racist Practices

The school welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

We will ensure that the school nurtures an ethos and environment where all individuals are valued and where views are taken into consideration. This embraces a culture that enables all who teach and learn in the school to reflect and review their practices and behaviours, and to develop the confidence to build on prior experiences and to make appropriate changes, where necessary.

All associated members of Plymstock School community are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

Principles

The school is an anti-racist establishment and is committed to:

- Educating young people to successfully take their place in a multi-cultural society
- Promoting tolerance and understanding of others
- Addressing racism
- Ensuring action to support victims of racism
- Ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices
- Recording and reporting racist incidents

Practice

Curriculum

We will use the curriculum to teach tolerance and opportunities across all subjects to support all students in valuing cultural diversity and inclusion.

We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead students towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity. More specifically, there are regular opportunities available through our Life Education, Citizenship and EPIC programmes to prepare students to meet their responsibilities as citizens in a multi-cultural society.

In addition, further opportunities have been created for all students to develop an even greater understanding of cultural diversity and inclusion through the pastoral and personal development curriculum. This is delivered through the weekly tutor and assembly programme for all year groups.

Within this context the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

The EPIC (Ethics, Philosophy and Culture) curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community.

Various trips, experiences and guest speakers over different year groups allow first-hand experience of different cultures and beliefs.

All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

Social Inclusion

As an inclusive school, senior leaders and the governing body will seek to ensure that:

- all students achieve as much as they can, and derive maximum benefit, according to their individual needs, from what the school provides;
- students, or groups of students, who are underachieving are identified and strategies are put in place to increase their rate of progress;
- differences between students, or groups of students in terms of achievement, teaching and learning, and access to curricular and extra-curricular opportunities can be explained, founded on the effective use of relevant data;
- there is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual students;
- account is taken of students' views as we seek to remove barriers to attainment, progress and personal development.

What can be considered racist behaviour?

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Categories of racist behaviour (list is not exhaustive):

- using words or phrases in humour or aggression related to another person's colour, ethnicity or religion;
- physical assault against a person or group because of colour, ethnicity or religion;
- racist graffiti;
- provocative behaviour, e.g. racist badges or insignia;
- bringing racist materials (such as racist 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 online.

We include racial incidents (serious incident) within the schools Behaviour and Relationships, Anti-Bullying and Child Protection Policy.

Racist Incident Reporting

Under the Criminal Justice and Public Order Act (1994) intentional racial harassment is a criminal offence. The Definition of a Racist Incident Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: "A racist incident is any incident which is perceived to be racist by the victim or any other person". This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

Examples include:

- Verbal abuse of any kind, including name calling (terms that are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general)
- Physical assault
- Physical threat, intimidation or harassment (including attacks on possessions)
- Racist jokes (including jokes about other nations or particular groups)
- Graffiti which is racially offensive
- Wearing of racist badges, insignia or clothing
- Distribution of racist literature, including jokes, cartoons, drawings, etc.

ANY REPORTED INCIDENTS OF RACISM MUST BE PRIORITISED AS MATTER OF SAFEGUARDING

The process:

1. ALL alleged racist incidents MUST be considered as serious and dealt with accordingly and as a matter of priority.
2. Alleged victims and perpetrators may require some space and time to de-regulate after the alleged racial incident. Everyone's safety MUST be prioritised in the first instance. Individuals may require adult supervision to be help them de-regulate to a state of calmness. An act of racism can lead to very heightened emotions and reactions.
3. Any victim of an alleged racial incident MUST be provided with the care, respect and sensitivity of a safe and trusted adult. The alleged victim MUST be spoken separately to their peers, providing support and reassurance. Offering the alleged victim an opportunity to talk about the incident and state how they feel. Ask whether the pupil has been subject to racism on previous occasions, recognising that the pupil might rather talk about the incident at a later stage. Explaining to the pupil the action that has and/or will be taken, reassuring the pupil.
4. COMMUNICATION IS KEY. INFORM the parent/carer of BOTH the alleged victim(s) and perpetrator(s) of incident. Be sensitive as this may be a very emotive discussion. REMAIN calm and where possible ALWAYS invite the parent/carer into school for a face-to-face meeting at their earliest convenience.
5. The alleged victim should then complete a witness statement. Read through what has been written and check for accuracy. Ensure the member of staff signs the statements.
6. Identify who the alleged perpetrator(s) and witnesses (inc. independent witnesses) are and gather witness statements. The alleged perpetrator(s) MUST remain isolated during the investigation. Phones MUST be switched off and handed in as part of the investigation. Read through what has been written and check for accuracy. Ensure the member of staff signs the statement.
7. COLLATE all the evidence gathered (statements, staff statements) and summarise the incident. PRESENT the evidence to the Deputy Headteacher (Pastoral) for a decision to be made regarding appropriate and proportionate actions and sanctions and next steps.
8. INFORM the parent/carer of BOTH the alleged victim/s and perpetrators/s of sanctions applied. If a serious incident of racial abuse or harassment is investigated and proven, please seek the support and guidance of the DSL, Deputy Headteacher (Pastoral) or Headteacher.
9. ENSURE all information is accurately recorded (SIMs/CPOMs) and any further referrals (MASH/Gateway) are made as a matter of PRIORITY.
10. PROVIDE follow up support to all parties as part of the restorative process to safeguard children and young people and avoid any repeat racial incidents. Actions may include:
 - Considering the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way.
 - Restorative Justice meeting between pupils
 - Restorative Justice meetings between families
 - Monitoring the perpetrator's future behaviour.
 - Considering whether any other members of staff need to be informed.

- Encouraging staff to keep an eye on the victim, building up his/her trust over time.
- Consider whether the topic needs to be part of a class discussion or year group assembly.
- Staff to be alert for pupils who may be suffering in silence.
- External agency referral

Recording and reporting procedures for racist incidents

- All incidents MUST be reported and WILL be recorded on the School Racist Incident Log, including action taken by the school.
- The Deputy Headteacher (Inclusion) is responsible for overseeing the reporting procedure and will monitor the incidence of racial incidents on a regular basis.
- All racial incidents recorded WILL be reported to the Local Authority up to three times per academic year.
- Governors will receive regular updates and information of all racial incidents recorded.

Employer Responsibilities

Plymstock School has in place several personnel policies and procedures which meet our legal responsibilities and promote good practice around equal opportunities, including:

- Recruitment and selection procedures
- A Code of Conduct for School-based staff
- Induction arrangements for staff newly appointed to the school, including Staff Handbook

Monitoring and evaluation

The Deputy Headteacher (Inclusion) will termly review the racist incident log data and trends to see if this policy needs amending. A termly report will also be produced for Governors.

The pastoral team will regularly evaluate and update their approach to tackling racist behaviour.

This policy will be reviewed by governors every two years.