



St. Thomas's
CE Primary School

Anti-Racism Policy

At the time of publishing the following positions were held.

Anti-racism ambassador	Chris Pemberton
Head teacher	Maggie Cole
Pastoral Manager	Andrew Cunliffe

REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Description	Date of Revision
Version 1	Original	September 2021

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1. Introduction

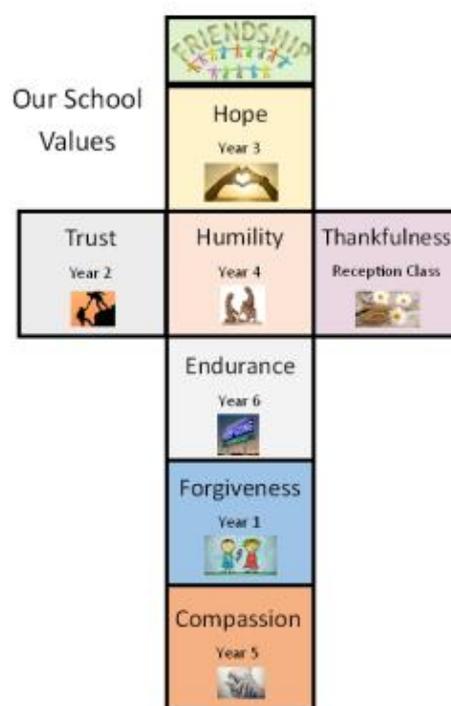
St Thomas's CE Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school's anti-racist policy and practice helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, ethos,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

St Thomas's has a value driven curriculum where our vision for education permeates every aspect of the school. In this way we are able to support all of the members of our community to become anti-racist. Through education, support and giving our community a voice on racism we can move from not racist to anti-racist.

2. School Aims, Vision and Values

Teach children how they should live and they will remember it all their lives.

Proverb 22 V 6



Our School Aims

- To help every person to recognise and celebrate their uniqueness and to prepare and equip them to make a valid contribution for all aspects of life in the 21st century
- To nurture the moral, cultural, intellectual, academic and physical development of everyone within our school community
- To encourage everyone to develop lively, enquiring, imaginative and creative minds through high expectations, excellent opportunities and high standards of work
- To support and encourage each other to become independent, self-motivated, resilient and self-aware learners
- To develop the qualities of tolerance and respect for all regardless of faith, race, class, ability or gender and to encourage a sense of responsibility for themselves and towards others

3. Rationale

St Thomas's C E Primary School is committed to tackling racial harassment and have updated practices and policies in relation to monitoring incidents motivated by discrimination. We are committed to taking positive action and work on any trends or patterns that arise out of monitoring racial discrimination. Monitoring is undertaken by the Leadership Team who record any incident of discrimination. This policy should be read in conjunction with the Single Equality Scheme and other related school policies: Behaviour Policy, Child on Child Abuse Policy, Child Protection, Overarching Safeguarding Statement.

4. Aims of the 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
- St Thomas's CE 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.
- To enable our school to focus on teaching and learning, cultural competency and conversations about race throughout the school and provide support for identifying, challenging and eliminating racism
- St Thomas's CE Primary School will support equality, justice and mutual respect not only in school but in the local community

5. Definitions

Racism = Racial Prejudice + Power

Racial Prejudice Consists of discrimination or derogatory attitudes based on assumptions deriving from socially constructed perceptions about race/skin colour.

Power Is the authority granted through social structures and conventions.

Racism Occurs when an expression of Racial Prejudice emerges from a more powerful/privileged location in the socially constructed power hierarchy, and is directed at an individual/group in a less powerful/privileged location

Anti-Racism Is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Cultural Competency A set of values, behaviours, attitudes and practices within our schools which enables them to work effectively cross culturally.

Decolonising education Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped colonisation and the actions of the British empire contributes to contemporary racial inequalities. Discussions about decolonising education is one essential step to developing anti-racist educational spaces. Understanding the context for today's immigration debates is impossible without understanding that large numbers of people who came to the UK didn't actually come as migrants; they came from colonies and former colonies as citizens. A representative and relevant education system should reflect Black children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools and communities and to achieve this we must rethink both curriculum and assessment.

6. Unacceptable racist acts

Overt racial acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate misinformation on racial or ethnic distinctions
- Distributing racist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

Covert racism

This is racial discrimination that is disguised and subtle, rather than public or obvious.

- Staff need to be aware that not all racism is obvious and can be subtle
- It can be concealed in the fabric of society, covert racism discriminates against individuals through often evasive or seemingly passive methods
- It often works subliminally, and often much of the discrimination is being done subconsciously
- Teachers need to be very aware of this type of racism and challenge stereotypes

Examples

- Colour blindness and believing we live in a 'post-racial' society
- Saying "it's just a joke" when making a racially insensitive comment
- Racial profiling or stereotyping
- Tokenism
- Comments like 'All lives matter'
- Denying white privilege
- Assumptions about people based on their culture, nationality, ethnicity
- Portraying other cultures or nationalities as impoverished

7. Principles

The school is an anti-racist establishment and is committed to addressing racism in any form and will not tolerate it.

- Instigating action to support victims of racism.
- Ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices.
- Recording and reporting racist incidents to the appropriate authorities both internal and external to the school to endeavour to eradicate such behaviour.

8. The Role of Staff

- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group.

- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as ‘racist’ and ‘victim’ – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- All reports of racist incidences must be recorded on CPOMs and sent to a senior member of the SLT.
- All racist incidences will be logged on CPOMs. The school will contact the parent/carers of the pupils involved.
- A suitable consequence or next steps will be discussed with all parties involved and in line with our behaviour policy.
- Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However, the school collects this data to monitor patterns and trends using CPOMs.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school’s approach to dealing with and addressing racism with all children. These could include: -

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- Encouraging co-operative and collaborative approaches to learning and ensuring that children’s cultural and linguistic experiences are reflected and built upon positively in the classroom
- Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child’s individual learning and social needs are met

9. The role of the pupil

All pupils should adhere to our school’s code of conduct (see Behaviour Policy). A pupil who perceives themselves to be the victims of racism, and pupils who witness incidents of racism have a responsibility to report this.

Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

10. The role of the parent

Parent/carers support the school’s policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community. Parents/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it.

11. The role of the governors

The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed. The Governing body will:

- support the Headteacher, Anti-Racist ambassador and the staff in the implementation of this policy
- be fully informed on matters concerning racism
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- make it a regular agenda item for discussion at Governing Body meetings

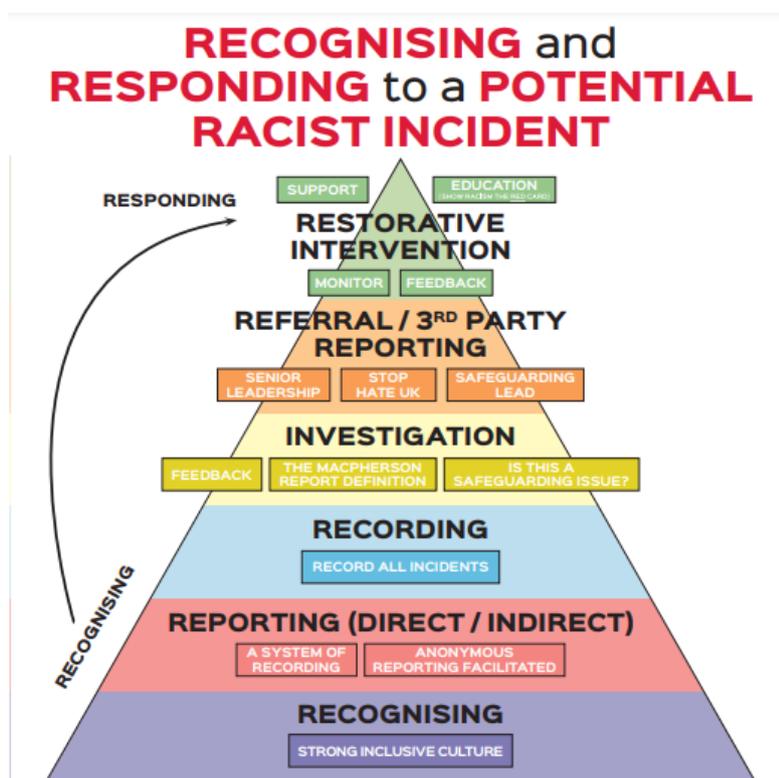
12. Admissions

St Thomas's C E Primary School is governed by Cumbria's admissions policy; we welcome all ethnic groups as well as asylum seekers, refugees and travellers.

13. Behaviour

Clear procedures are in place to ensure that any incidents of racial discrimination or racial harassment that may take place on the school premises, involving either children or adults, are dealt with promptly, firmly and consistently. We use CPOMs for reporting all types of incidents and these are collated to help the school identify and address key issues and areas of concern.

We challenge racism within the classroom and are able to explore potentially racist situations and examine their implication in the form of classroom discussions. Here is the model that we use when racist incidents occur.



14. The Curriculum

This section should be read in conjunction with section 8. Role of Staff

All pupils have a right to the same high quality of education in which they feel valued and respected.

A variety of teaching and learning methods encourage positive attitudes to difference, cultural diversity and racial equality. Collaborative planning and teaching enable pupils to develop confidence, and provides continuity and progression for all.

Different cultural traditions are made meaningful by linking them to curriculum delivery at every opportunity, eg. in PSHE, RE and Music.

We work to ensure that curriculum planning takes account of the ethnic backgrounds of our children. We do this by ensuring that:

- curriculum materials and the learning environment reflect the cultural diversity of Haringey by means of displays, language and artefacts;
- we fully implement the National Curriculum by incorporating a cross-cultural curriculum perspective in all areas;
- we take into account the cultural experiences of children within the curriculum.

Our curriculum includes an awareness of stereotyping, bias and scapegoating and is one which incorporates equality and justice.

Race equality and cultural diversity elements within the curriculum are monitored and promoted by the Headteacher and the Inclusion Manager.

Please refer to the appendix for our curriculum review carried out in 2021.

15. Staff recruitment and professional development

We are committed to ensuring that racial equality and equal opportunities good practice exists throughout the selection and recruitment process to ensure that no discrimination occurs.

Recruitment and employment procedures are consistent with the CRE's (Commission for Racial Equality) Code of Practice for Employers and all those involved in the recruitment process are effectively trained and aware of the importance of making unbiased decisions.

We are committed to recruiting staff from a range of cultures who will be good role models for children.

Staff are supported in dealing with racist incidents and how to identify and challenge racial bias and stereotyping through a continual process of professional development.

16. Progress and achievement

The school's records, SATs results and teacher assessments reflect the national patterns and demonstrate that children from some ethnic groups under-achieve in relation to the majority population. Evidence indicates that African Caribbean children, children receiving free school meals and boys, particularly, are susceptible to under-achievement in many respects.

We set targets and have developed strategies to enable under-achieving children to realise their potential through:

- using resources and support from external agencies;
- tracking children's progress regularly;
- providing additional support for these children within the school day.

The Inclusion Manager oversees the provision for children with special needs within the mainstream and leads the staff in meeting the specific needs of pupils from the various ethnic groups, including those with English as a second language. Learning Support Assistants help these children attain the targets set for them.

17. Rewards and sanctions

We aim to have consistent rewards and sanctions and treat all our children equally and fairly.

Each class celebrates positive attitudes towards homework, attainment and improved effort. The class teachers reward those children who have worked hard with weekly golden awards, Race equality policy presented in assemblies. Teachers and other staff who work with children reward them for good behaviour and hard work.

While minor sanctions are imposed by the class teachers where necessary, the Headteacher has the sole responsibility of implementing exclusions in consultation with other members of the Leadership Team and monitors how these relate to each ethnic group.

If this policy is breached by any member of staff, the Headteacher will interview the person concerned. In serious cases the Headteacher may pursue the matter in accordance with agreed Disciplinary Procedures after seeking advice from the LA.

18. Staff responsibilities

All staff are responsible for:

- fostering a positive atmosphere of mutual respect and trust;
- identifying and challenging racial bias and stereotyping;
- promoting racial equality and keeping up to date with race relations legislation;
- implementing the school's racial equality and racial harassment procedures under the Headteacher's guidance.
- Provide intervention when racist incidents occur – refer to previous model

The Headteacher works to ensure that the policy and its related procedures and strategies are fully understood and adhered to by staff, children, parents, carers, visitors and contractors.

19. Training

The Headteacher ensures that all staff are trained to deal effectively with racist incidents: racism, racial harassment, prejudice and stereotyping. This is done in partnership with the LA and other agencies as appropriate. The SENCo has responsibility for staff training to meet the needs of pupils with English as a second language. All governors are encouraged to participate in relevant LA training sessions.