Southwick CE Primary School
Anti-Racism Policy

Love, Learn, Grow

Southwick School as we know it was established in 1869 to provide and education based on religious and moral instruction for the poorer families of the parish. Our mission is to provide a loving, purposeful, inclusive, non-discriminatory environment where all are valued and encouraged to persevere to achieve their potential as well as have respect for God and His world.

Through a loving Christian fellowship, our children learn all of the values, skills and knowledge they need so that they can grow into positive and active members of the community in which they live. Our vision is theological rooted:

"Do everything in love" Corinthians 16:14

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs." Corinthians 13: 4-5

'To love' is at the heart of what it means to be a Christian. Jesus preached that to love God and others are the greatest commands. The call to live a life marked by love is a consistent message found throughout the bible. When the apostle Paul wrote to the church of Corinth, he instructed them to do everything in love. Therefore, as a school, love and compassion for the self, others and God's world are at the centre of all we do.

Rationale

At Southwick our theologically underpinned Christian vision helps us create a culture in which everybody is treated well.

Therefore we will not tolerate any form of racism and are 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.

Definition of Racism

Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, by the same child or group of people, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (e.g. a sense of powerlessness, isolation and distress to name but a few). 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.

Racial Harassment

This can include:

- Physical assault
- Derogatory name-calling, insults and racist jokes either verbally or in writing
- Racist graffiti
- Wearing racist badges
- Carrying or distributing racist material such as leaflet comics or magazines
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner
- Attempts to recruit for racial organisations or groups
- Ridicule an individual for cultural differences
- Refusal to co-operate with others because of their colour, ethnicity or language

Aims

Through good practice, we aim to:

- Establish a positive ethos based on a climate of mutual respect, encouraging equality and fairness through strong partnerships, therefore creating a welcoming happy atmosphere;
- Ensure that our school community recognises and nurtures the identity of children of all races and cultures
- strive to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued
- ensure that through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable

The role of the 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 in the Equalities Incident File by a senior member of the SLT.
- All racist incidences will also be noted in the schools Safeguarding records.
- Information relating to all incidences of verbal racism do not currently need to be sent to the local education authority, however the school will collect this data to monitor patterns and trends.
- The school will contact the parent/carers of the pupils involved. A suitable consequence or next steps will be discussed with all parties involved.

When making decisions, the following will be taken into account.

Supporting Pupils through Positive Intervention

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. SLT 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)).

See also Appendix 1 for strategies that can be used in the classroom

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 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.

The role of the pupil

All pupils should adhere to our school's code of conduct (see Behaviour Policy). A pupil who perceive 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.

The role of the parent

Parent/carers are expected to support the schools policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community.

Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it.

Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions. Records of racist incidents are recorded on CPOMs and Head of School will monitor patterns and trends. This policy will be reviewed every two years, or earlier if necessary.

Date policy reviewed: June 2018

Appendix 1

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