

# Anti-Racism Policy

Learning for Life

Reviewed by: The Governors

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## ANTI-RACISM EDUCATION POLICY

**A definition of racist behaviour:** Racist behaviour is that which causes someone else hurt, upset or a sense of inferiority as a result of their accent, language, skin colour, nationality, religion, and/or dress code. This behaviour may be demonstrated verbally, physically and/or emotionally. It may be direct behaviour as a result of prejudice – or misplaced ‘humour’.

***A racist incident is any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry)***

**Racist Incidents:** Examples include:

- Physical assault against a person or group because of colour and/or ethnicity
  - Racist graffiti
  - Wearing racist badges or insignia
  - Bringing racist materials such as leaflets, comics or magazines to the academy
  - Inciting others to inflict racial harassment
  - Ridicule comments in the classroom and around the academy
- (This list is not exhaustive)

### **Rationale**

Children are not born with attitudes and values; they learn them over a period of time. Attitudes and values, both positive and negative are formed from what children see, hear and experience around them. Negative views about people can be based on such things as the colour of skin, their language, their ethnic background and nationality, their beliefs and their culture. This sows the seeds of racism.

“How society rids itself of such attitudes is not something we can prescribe, except to stress the need for education and example at the youngest age, and an overall attitude of zero tolerance of racism in our society.” **(Home Office, 1999: The Stephen Lawrence Inquiry).**

Cockburn John Charles Academy promotes the view that anti-racism education should be an integral part of our students’ whole academy experience.

To enrich the education of all students we shall pursue the following objectives:

- The variety of cultures that exist in the UK will be perceived as an unequivocal strength towards the vitality of life in Britain.
  
- Students will be prepared by the academy to take their full place in a multi-cultural future – in both this country, and/or overseas.
  
- Multi-cultural experiences will be incorporated into the curriculum, and attitudes shaped to enable students to mix and work productively with people of different backgrounds.
  
- Attitudes and actions that incorporate intolerance prejudice and/or hostility between different groups of people will be actively challenged and strategies pursued to modify them, both at individual and institutional level.
  
- Equal opportunities will be seen to extend to all adults and students at the academy irrespective of their cultural background.

### **Legal Requirements**

Cockburn John Charles Academy will ensure that this policy is effective in meeting the legal requirements of:

- Racial discrimination is outlawed under Article 14 of the European Convention for the Protection of Human Rights and Fundamental Rights and freedoms, to which all European states are signatories.
- The Human Rights Act (1998) makes it unlawful for a public authority (including LA, schools and governing bodies) to act in a way that infringes a person's rights and freedom under the convention.
- The Race Relations Act (1976) makes both direct and indirect discrimination, on grounds of race, colour, nationality (including citizenship) or ethnic or national origins illegal. The Race Relations (Amendment) Act 2000 strengthens and extends the 1976 act. This includes Travellers.
- The Education Reform Act (1988) requires academy's' governing bodies to discharge their responsibilities without racial discrimination and to ensure that no unlawful discrimination takes place in their academy.
- The National Curriculum sets out clear, full and statutory entitlement for all students.

These include:

**KEY STAGE 3** – Students should be taught about the effects of all types of stereotyping, prejudice, bullying and racism and how to challenge them assertively. Cockburn John Charles Academy will be required to teach students about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.

**KEY STAGE 4** – They should learn about equality and diversity; they should learn to challenge offensive behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support.

#### **Guidelines for action**

1. The academy will do all in its influence to make the institution a safe and welcoming place for all who make use of it.
2. The academy will actively challenge racist assumptions, attitudes and behaviour, and work towards the expectation that racism can be eradicated. A common definition of 'racist' attitudes will be understood.
3. A curriculum will be provided which emphasises the positive aspects of cultures, and to view cultural diversity as a positive quality.
4. Teachers will be thoughtful in their use of language, choice of resources and selection of areas of study in order to avoid reinforcing stereotypical views and to promote cultural respect.
5. Cockburn John Charles Academy will carry out regular audits regarding the anti-racist policy.
6. A racist incident log will be maintained and analysed at regular intervals by the Assistant Headteacher responsible. Data provided termly to the Local Governing Body.
7. The academy behaviour and anti-bullying policies will take account of this policy particularly with reference to anti-racist procedures.
8. Multi-cultural awareness of staff, parents and pupils will be raised through shared teaching strategies, information routes, community liaison, the teaching of citizenship and links with other academy-related organisations.

9. All parents will be informed of and invited to be involved in the life of the academy, regardless of linguistic or ethnic background.

10. Staff recruitment will record the number of applications for posts advertised at the academy by ethnic background (where applicants volunteer this information). Ethnic background of those called for interview will be monitored to ensure that it is representing the wider cultural make-up of total applicants for posts.

11. Membership of the governing body will be monitored and members of ethnic minorities should be encouraged to put themselves forward for nomination as governors. The governing body will ask itself, when nominating co-opted governors, whether the opportunity can be used to increase the cultural breadth of the whole governing body.

### **Action to be taken when racist behaviour has been experienced**

Help, support and counselling will be given to both victim and perpetrator whenever a racist act is reported. This applies to students, staff and other adults working in the Cockburn John Charles Academy alike.

#### **The victim will be supported in the following ways:**

- By offering them an immediate opportunity to talk about the experience with a relevant other person
- Informing the victim's parents/carers in the case of it being a student.
- By offering continuing support over subsequent days and weeks to ensure the situation has been resolved.
- All steps will be taken to identify the perpetrator, who will be interviewed to discover why they have become involved.
- By informing the perpetrators parents/guardians in the case of it being a student.
- By using the most appropriate sanctions or help to change entrenched attitudes. (See below)
- By monitoring the perpetrator over subsequent days and weeks to ensure the situation has been resolved.

#### **Disciplinary Steps for Students**

1. The perpetrator will be warned officially that their action has been deemed racist and that it must stop.
2. Pastoral counselling will be given by the Assistant Headteacher/Director of Year/Key stage/ relevant Head of Year or Safer Schools Officer to explain the nature of the offensive behaviour and why it must stop.
3. If offensive behaviour continues parents/carers will be informed.
4. The student may be placed in Inclusion
5. They may be escorted on and off the academy premises.
6. If they do not discontinue their racist behaviour they may receive a short fixed term seclusion/exclusion.
7. Formal counselling (restorative practice) and therapeutic discussion programmes may be initiated (Hamara or West Yorkshire Policing team)
8. If they still persist they may receive a fixed term exclusion.
9. If they continue to persist, they may be recommended for permanent exclusion, via a pre-permanent exclusion panel

## **Monitoring**

**All racist incidents even when dealt with successfully must be shared with the Assistant Headteacher responsible for Behaviour and Inclusion.**

This policy will be monitored by the Executive Headteacher, Head of School and Assistant Headteacher responsible, via the racist incidents recorded on SIMS, and the racist incident log (held by the Assistant Headteacher)

The Assistant Headteacher (Behaviour and Inclusion) will feedback to a full governor panel every term.

Links to other policies:

These policies should also be read in conjunction with this policy

- Safeguarding & Child Protection Policy
- PDFL
- Equality & Diversity Policy