

This Policy has been adopted and approved by Gippswyk Community Educational Trust and has been adapted for use by Copleston High School.

<b>ANTI-RACISM POLICY</b>	
Approved by GCET	19.7.22
Ratified by Copleston LGB	26.6.23
Date of next Review	Summer Term 2024
Responsible Officer	Vice Principal: Mrs G Orrin
Policy Number	ACS6

### **Definition of a Parent**

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

### **Definition of Racism**

Race can mean a person's colour, nationality, ethnicity or citizenship. It is a protected characteristic in law under the Equality Act 2010 in England, Scotland and Wales. This means it is illegal to discriminate against someone, or treat them differently, because of their race. It is important to remember that someone's ethnicity or national origin may not be the same as their current nationality.

Race also includes different ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. General examples of racial groups include White British, Black British, British Asians, British Sikhs and Romany Gypsies.

Racial discrimination or racism is when someone is treated differently because of their race, ethnicity, nationality or colour. Any type of racism or racial discrimination is abusive and distressing for children and young people who experience or witness it. If someone commits a crime against someone because

of their race it is considered a hate crime and is against the law. Instances of bullying that are racially motivated but not a crime are considered racist incidents.

### **Rationale**

The primary objectives of Copleston High School is to educate by working within the National Curriculum and to promote the spiritual, moral, cultural, mental and physical development of all our pupils and develop mutual respect and understanding. It is therefore important that as a school no one is made to feel different due to their colour, culture, origin or religious beliefs. Teachers and all other staff working in the school will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for each other's racial and cultural backgrounds and treating each other with dignity. Discrimination on the basis of colour, culture, religion or origin is not tolerated in this school. The school acknowledges the complexity and richness of British society and recognises that it needs to prepare them for their integral part in society. The school is committed to emphasising the common elements and values of our community whilst appreciating the differences. A racist incident is one perceived to be racist by the victim or any other person and will be acted upon immediately and with zero tolerance.

### **Unacceptable Racist Acts**

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

### **Principles**

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

- Instigate action to support victims of racism.
- Ensure existing school policies address inappropriate behavior around racism and other discriminatory practices.
- Continually educate and train staff and students about racism.
- Record and report racist incidents to the appropriate authorities both internal and external to the school to endeavour to eradicate such behavior.

### **Purposes for Students**

- Students will be encouraged to appreciate the multi culturally diverse nature of society and have opportunities to celebrate diversity in the world as it is and as we would like it to be. As such, pupils will continue to develop positive attitudes to society. Through a well-balanced, objective and sensitive curriculum pupils will learn from historical, cultural and racial differences and experiences.
- Our students will know and understand what constitutes a racist remark or action and why it is offensive. They will understand and learn what constitutes appropriate or inappropriate terminology.

## **Guidelines for Staff**

- Pupils' names will be accurately recorded and correctly pronounced. Appropriate terms will be learned and used where necessary.
- Staff in our school take all forms of racism seriously and intervene to prevent incidents from taking place. We support all students in the school and through our actions we aim to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of racism.
- We recognise that the behaviour of all staff in the school will be seen by children as model behaviour, therefore it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children with high-quality professional relationships with all adults.
  
- All incidents involving intimidation, violence and social exclusion that are reported by a child to an staff must be referred on to the Pastoral Leader, or in their absence the Head of school/Vice Principal or most senior member of staff.
- Staff should be aware of the language or dialect spoken by pupils and their families and all students and families must feel that their language or dialect is valued.
- All staff and students must be aware of the use of racist connotations in the language they themselves use.
- All staff should be aware of possible cultural assumptions and bias within their own attitudes.
- Parents, staff and pupils will be made aware of the school's commitment to mutual respect through newsletters, assemblies and displays.
- The variety of cultural groups will be evident in the information offered to children and will be obvious in displays around the school.
- Racist symbols, badges or insignia on clothing or bags are forbidden in school.
- Racist or offensive graffiti will be immediately reported so that it can be removed.
- Staff and pupils will have access to accurate information about the similarities and differences of cultural groups.
- In all staff appointments the best candidate will be appointed based upon strict professional criteria.
- The school follow the LEA/Governing Body Admission Policy which does not permit race or colour to be used as criteria for pupil admission.
- ALL new staff will be given a copy of this policy.

## **ACTIONS**

- All forms of racial abuse by any person within the school are treated seriously.
- We will record, investigate and act upon such incidents and all parents (or other agencies if required) will be contacted.
- All incidents of racism should be reported to a Leader of Learning and the Vice Principal i/c of Equality or in their absence another Senior Leader.
- All racist incidents will be investigated by the Leader of Learning and the Vice Principal i/c of Equality or other senior staff member.
- Blank forms and completed reports and investigations are kept in a Leader of Learning's Office.
- It will always be made clear to offending pupils that such behaviour is unacceptable and will not be tolerated at Copleston High School.
- At times deemed necessary, students may be encouraged to work collaboratively within an mediation session in order to reflect, educate and discourage any abuse.

- Racist incidents in school are reported to other agencies if and when required.
- Governors will be regularly informed about the occurrences of racial incidents.
- Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers, this may be referred to the Principal who may record and report any such incident to an appropriate agencies.

### **The Role of Governors**

- The Governing Body supports the Principal and Senior Leadership Team. This policy statement makes it very clear that the Governing Body does not allow racism to take place in our school and that any incidents of racism that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of racism that occur and reviews the effectiveness of the school policy on an annual basis. The governors require the Principal/Vice Principal to keep accurate records of all incidents of racism and to report to the governors on request about the effectiveness of school antiracist strategies.
- The Governing Body responds immediately to any request from a parent to investigate incidents of racism. In all cases, the Governing Body notifies the Principal/Vice Principal and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

### **Role of Principal / Vice Principal**

- It is the responsibility of the Principal/Vice Principal to implement the school anti-racism strategy and to ensure that all staff (both teaching and non-teaching staff) are aware of the school's policy and know how to action and report incidents of racism.
- The Principal/Vice Principal reports to the Governing Body about the effectiveness of the anti-racism policy on request.
- The Principal/Vice Principal and teachers will ensure that all children know that racism is wrong, and that it is unacceptable behaviour in this school. The Principal/Vice Principal and teachers draw the attention of children to this fact at suitable moments through assemblies, the PSHE curriculum and when setting class rules. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. Students may also work with Sixth Formers to reflect, educate and learn about racism.
- The Principal/Vice Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of racism.
- The Principal/Vice Principal sets the school climate of mutual support, respect and praise for success, so making any form of negative comment less likely. This positive climate is reinforced through the school's vision.

### **The Role of Parents**

- If a parent is concerned that their child is being targeted, then they should talk to their child, listen, reassure, stay calm and if unsure seek advice on what to do. The parent should talk to the child's form tutor (first) and/or the Leader of Learning. This may then be passed on to the Vice Principal in charge of Equality.
- Parents have a responsibility to support the school's anti-racism policy and to actively encourage their child to be a positive role model to others to help reduce the risk of racism.

### **Strategies Employed to Raise Awareness and so Reduce the Risk of Racism**

- Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in The Base/Apex and PSHE but not restricted to these subjects)
- Providing positive images and role models in resources and displays- use of posters etc.
- Provide opportunities for pupils to learn about cultural diversity e.g. units of work for Cultural Capital, work in geography, history, R.E, drama, art and music.
- Where possible involving people from diverse and varied backgrounds in school such as external speakers and groups.
- Using PSHE and assemblies to discuss and develop strategies for understanding racism and encouraging co-operation and understanding and seeing other's points of view and opinion.
- Encourage subject leaders to adapt resource materials so that an accurate picture is given in pictures, posters, books, TV programmes and worksheets to reinforce respect and value of differences.
- Value each pupil's cultural and linguistic background and have high expectations of all children.
- Regular training of Safeguarding Leads and ASL to support vulnerable children and to intervene if acts of racism are reported / witnessed.
- Staff vigilance and regular training.
- Focus for Assemblies – raise awareness through resources, case studies and positive examples.
- Regular Parent Updates sent home.

### **Monitoring and Review**

This policy is developed, monitored and updated where needed by the Principal/Vice Principal, who report to governors about the effectiveness of the policy on request.

- This anti-racist policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the racism log and by regular discussion with the Principal/Vice Principal at Governors and Trust meeting level.
- Analyse information with regard to gender, age and ethnic background of all students involved in racist incidents.
- This Policy links to the school's Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Safeguarding Policy and Curriculum and Assessment for Learning Policy.

Signed: Georgina Orrin, Vice Principal