



Anti-Racism Policy

Definition of Racism

The school has adopted the definition of racism as defined in the Macpherson Report:

‘Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as its more overt form’.

Rationale

The primary objectives of Bure Valley School are to educate by working within the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all its pupils and prepares them to develop a society which is based on 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, gender or religious beliefs. It is hoped pupils lead positive lives and aspire to reach their full potential.

Pupils, 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. (See our 'Aims and Vision'). Discrimination on the basis of colour, culture, religion or origin is not tolerated in this school. The school acknowledges the complexity of British society and recognises that it would be failing the pupils if it did not prepare them for their integral part in society. The school is committed to emphasising the common elements and values of our multiple cultures whilst appreciating the differences. A racist incident is one perceived to be racist by the victim or any other person.

Unacceptable racist acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favorable 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

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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 behavior 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 behavior.

Purposes for pupils

- Pupils will be encouraged to enjoy the multi culturally diverse nature of our society and have opportunities to celebrate the world as it is and as we would like it to be. On such foundations pupils will develop positive attitudes to the pluralistic society. Through a well-balanced, objective and sensitive curriculum pupils will avoid omissions and misrepresentations of historical, cultural and racial differences and experiences.
- Our pupils will know and understand, from an early age, what constitutes a racist remark or action and why it is offensive (**See Unacceptable racist acts**); to use the correct name to describe their language and be confident to speak, hear or read in their home language in school; to learn not to use their own language to deliberately exclude other pupils. To accept and to respect names from other cultures.

Guidelines for staff

- Pupils' names will be accurately recorded and correctly pronounced
- All staff in our school take all forms of racism seriously, and intervene to prevent incidents from taking place. We attempt to support all children in the school and through our actions, 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 and high quality professional relationships with all adults.
- We show equal regard for all and our interactions are free from intimidation.

The role of midday supervisory assistants (MSAs) & Lunchtime supervision staff:

- The MSA/lunch time supervision staff have a special responsibility to be alert to signs of racism during the longer lunchtime playtime.

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Where MSA's are employed to support with lunchtime supervision, the school will ensure adequate cover is in place for all pupils during lunch time.

- All incidents involving intimidation, violence and social exclusion that are reported by a child to an MSA/lunchtime supervision staff must be referred on to the Pastoral Leader, or in their absence the Head of school/Assistant Head or most senior member of staff.
- Lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- If the MSA/lunchtime supervision staff have evidence that racism is going on, then acceptable intervention will be taken to immediately stop such an event; and the Pastoral Leader, teacher and Head of School/Assistant Head must be informed and he/she must complete a record in the Office Record Book.
- Staff should be aware of the language or dialect spoken by pupils and their families.
- All people must feel that their language or dialect is valued.
- All people 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.
- The help of parents in school will be welcome irrespective of their racial or cultural backgrounds.
- 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 morals, stories and 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 graffiti should 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.

ACTION

- All forms of racial abuse by any person within the school are treated seriously.

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- We will record, investigate and act upon such incidents and 'all' parents will be contacted.
- All incidents of racism should be reported (using Appendix 1) to the Pastoral Leader and the Head of School or in his absence another senior member of staff.
- All racist incidents will be investigated by the Pastoral leader and the Head of School or other senior staff member.
- Blank forms and completed reports and investigations are kept in the Pastoral Leader's Office.
- It will always be made clear to offending pupils that such behaviour is unacceptable and will not be tolerated at Bure Valley School. By encouraging pupils to work collaboratively within an integrated group we will discourage such abuse.
- Racist incidents in school are reported to county.
- Governors will be regularly informed about the occurrences of racial incidents. Such incidents are also reported in the termly report to Governors
- Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers this should also be referred to the Head of School who may use the Multi-Agency Racist Incident Diary Sheet to record and report any such incident to an appropriate agency (e.g. police, housing, Racial Harassment Project)

The role of Governors

- The Governing Body supports the Head of School/Assistant Heads. 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 Head of School/Assistant Head to keep accurate records of all incidents of racism and to report to the governors on request about the effectiveness of school anti-racist 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 Head of School/Assistant Head and asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.

Role of Head of School / Assistant Heads

- It is the responsibility of the Head of School/Assistant Head to implement the school anti-racism strategy and to ensure that all

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staff (both teaching and non-teaching staff) are aware of the school's policy and know how to deal with incidents of racism.

- The Head of School/Assistant Head reports to the Governing Body about the effectiveness of the anti-racism policy on request.
- The Head of School/Assistant Head and teachers will ensure that all children know that racism is wrong, and that it is unacceptable behaviour in this school. The Head of School/Assistant Head 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. Children also discuss racism at School Council meetings and in class Circle Time meetings.
- The Head of School/Assistant Head ensures that all staff receive sufficient training to be equipped to deal with all incidents of racism (Safeguarding level A).
- The Head of School/Assistant Head 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 Statement of Aims. When children feel they are important and belong to a friendly and welcoming school, and form of bullying or racist behaviour is far less likely to be part of their behaviour.
- The school benefits from a Pastoral Leader, who is available every morning and during and immediately after all break times. Part of her role is to support the school's anti-racism policy. Any 'friendship' issues/disputes or reports of bullying can be immediately dealt with by the Pastoral Leader. This ensures all facts are gathered as quickly as possible, to ensure accuracy, and enables any acts of racism to be dealt with immediately.

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 teacher (first) and/or the Pastoral Leader, then the Head of School/Assistant Head.
- Parents have a responsibility to support the school's anti-racism policy and to actively encourage their child to be a positive member of the school

Strategies Employed to Raise awareness and so reduce risk of Racism.

- Participation in multicultural week.
- Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PSHE but not restricted to these subjects)

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- Providing positive images and role models in resources and displays- use of videos etc.
- Provide opportunities for pupils to learn about cultural diversity e.g. units of work for history, geography, R.E. art and music.
- Where possible involving people from diverse and varied backgrounds in school.
- Using P.S.H.E., circle time and assemblies to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's point of view and opinion.
- Use of language that portrays negative images should be avoided, e.g. terms such as 'third world' or 'natives'. Screen resource materials so that an accurate picture is given in pictures, posters, books, TV programs and worksheets to reinforce respect and value one another's differences.
- Valuing each pupil's cultural and linguistic background and having high expectations of all children.
- Appointment of Pastoral Leader to support vulnerable children, and to intervene if acts of racism are reported / witnessed.
- Implementation of SEAL across the school – promotes relationships.
- Staff vigilance and regular training.
- Focus for Assemblies – raise awareness through stories and positive examples.
- A group of children attend training at Aylsham High School to become Anti Bullying Ambassadors within school.

Monitoring and review

- This policy is monitored on a day-to-day basis by the Head of School/Assistant Head, who reports to governors about the effectiveness of the policy on request.
- Any racist behaviours are immediately reported, by the Head of School/Assistant Head, to the Chair of Governors.
- This anti-racist policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's racism logbook, and by regular discussion with the Head of School/Assistant Head at the Teaching and Learning Committee.
- Governors analyse information with regard to gender, age and ethnic background of all children involved in racist incidents.
- This Policy links to the school's Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Safeguarding Policy and Every Child Matters Policy.

Signed: Jamie Olney (Head of School)

Summer 2016

Signed: Sam Dangerfield (Chair of Governors)

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