



Anti-Racism Policy

Purpose

- To remove racial intolerance from Samuel Whitbread Academy and to promote a positive multicultural society
- All members of staff be able to carry out their respective roles without racial bullying or intimidation
- To allow all pupils to experience a multicultural curriculum
- To enable all pupils to thrive in a socially cohesive community

Education is the key to creating a just society which values all the people living and working in it. It is important that in any educational establishment, the key principles are agreed with all adults, students, their parents and the communities to which they belong, and that everybody involved works towards a shared vision and common goals.

1. Policy

Samuel Whitbread Academy will not tolerate any form of racism or racist behaviour. The purpose of this guidance is to help create a learning community characterised by empathy, understanding and harmony across ethnic, national and faith traditions. Samuel Whitbread Academy will not tolerate any intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another origin, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced

Racism is defined as prejudice, discrimination or antagonism directed against people of a different race, colour or ethnicity on the belief that one's own race is superior. SWA adopts fully the Statutory Code of Practice on the Duty to Promote Race Equality (May 2002)

It is illegal to treat someone differently or unfairly because of their race. Racism can take place between

- Students
- Students and staff/vice versa (inc. temporary and agency staff)
- Between staff
- Individuals or groups

Affecting Mental Health Well Being, causing emotional distress, unhappiness and anxiety because being the recipient of racial abuse or hearing/seeing it done to others interferes with the peace and comfort of the person or persons and their quality of life is reduced.

The Academy is very clear that some language and phrases can cause offence, even if they have been made unintentionally or as a joke. Derogatory terms that refer to race are clearly unacceptable and discriminatory. It is important to keep in mind that the law considers how such words are perceived by those who receive them, and it is usually irrelevant how or why someone made them in the first place.

All learners, irrespective of class, race, religion, culture, gender, sexual orientation or disability have an equal right to develop and achieve their full potential.

- I. all teaching staff, irrespective of class, race, culture, gender, sexual orientation or disability have an equal right to help all learners develop and achieve their full potential in a safe working environment where students are polite, courteous and show consideration to others.
- II. Education curricula should have a broad global perspective, which validates worldwide contributions to knowledge and civilisations.
- III. Education should enable students to understand the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with racial discrimination and harassment. Students should be encouraged to reflect on the impact of social discrimination and the need to promote justice for all.
- IV. Education is concerned with knowledge, skills, attitudes and values. All those involved in education must have a clear understanding of the non-discriminatory attitudes and values to be developed in children, through the educational opportunities and experiences offered.
- V. Understanding the word 'diversity' means that each individual is unique, and recognizing their individual differences such as race, ethnicity, gender, culture, social and linguistic strengths, to be respectful of this and to be utilised by teachers and educators in enriching and enhancing students and staff's learning.
- VI. The language or languages a child speaks are intrinsic to personal and cultural identity. The languages used in the home should be recognised and valued in school.
- VII. All learners need access to the language that is the main medium of instruction in the school. An effective command of the main language is essential in order to ensure that learning and communication are not impeded.

Categories of racist behaviour

- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Provocative behaviour, e.g. racist badges or insignia
- Bringing racist materials such as leaflets into school Verbal or non-verbal in abuse, threats, name calling, insults and racist jokes to do with the colour of your skin, accents, race, nationality or culture Incitement of others to behave in a racist way
- Racist comments or gestures, body language, verbal or non-verbal in the course of discussions in lessons or out of lessons
- Ridiculing of an individual or group for cultural differences Refusal to co-operate with others because of their ethnic origins, nationality, culture or accent
- Posting any racist comments onto a computer, or social media, sending insulting messages, threats or pictures
- Any form of insinuation and antagonism

Racial Bullying (in conjunction with anti-bullying policy) – Where someone's bullying deliberately focuses on your race, ethnicity or culture. This includes:-

- Assumptions being made because of your race, colour, ethnicity or culture
- Having belongings damaged or disappear
- Personal attacks, including violence or assault against a person or group because of colour, race, nationality, culture or accent
- Being left out, treated differently or excluded
- Being made to feel like they have to change how they look
- Intimidating behaviour

Strategies

- Work in PSHE/RE//Engaging minds and assemblies all support the aspiration to have an effective policy and practice.
- SWA will monitor and record all racist incidents and will intervene appropriately. Additional support is offered to work with those involved to understand the implications of their actions.
- The recording of incidents and the opportunity to be 'listened to' will provide a safe and secure environment for students and staff.
- The Principal will maintain a file of all incidents, collected from pastoral leaders / Heads of Year.
- SWA Senior Leadership Team will assess and evaluate policies, to ensure their proposed impact on race equality is considered.

The curriculum must aim to:

- Promote a positive self-image
- Exploit opportunities to celebrate the richness and diversity of different cultures
- To present a variety of cultures to create an understanding of and interest in those different cultures and societies
- Exploit opportunities through assemblies to deal with issues of prejudice
- Exploit opportunities through PSHE, e.g. the use of visiting speakers, role-play exercises, and the use of media and film
- Exploit opportunities for pupils, through subjects to unite and share experiences, celebrate festivals and develop a multicultural understanding. Resources should:
- Reflect the fact that we are a multicultural society containing many ethnic groups
- Present positive images of people from ethnic minority groups and avoid racial stereotyping
- Present a balanced world perspective and an unbiased view of social and economic relations to the world
- Avoid tokenism either in style or content

2. Monitoring and Evaluation

The Governing Body

The Governing Body, supported by the Head Teacher, will review the policy annually.

Associate Principal

Associate Principal will monitor racist incidents and records termly. This will be reported to governors.

Heads of department

Heads of department will regularly monitor teaching materials, schemes of work, school displays and written communications to check for any discriminatory content and report concerns via CPOMs

Subject teachers and tutors

Subject teachers and tutors will regularly monitor classroom materials and ensure they inform the Key Stage Learning Coordinator of any racial incidents.

3. Links with other Policies

Relationships with other School Policies:

SEN Learning Policy

Anti-bullying Policy

Teaching and Learning Policy

Staff code of conduct

Staff bullying and harassment procedure

4. Implementation and Review

This policy will be circulated to all academy staff and published on the academy websites for parent/carer information. The policy will be reviewed two yearly.

5. Author and Date

Assistant Principal, (CLH) – May 2020

Date ratified by Governors – July 2020

Next review date – June 2022