



# **Anti-Racism Policy**

## **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

## **Purpose**

- To remove racial intolerance from Samuel Whitbread Academy and to promote a positive multicultural society
- 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.

- i) All learners, irrespective of class, race, religion, culture, gender, sexual orientation or disability have an equal right to develop and achieve their full potential.
- 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) Social, linguistic and cultural diversity are strengths to be utilised by teachers and educators in enriching and enhancing children'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 abuse and threats including name-calling, insults and racist jokes
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridiculing of an individual or group for cultural differences
- Refusal to co-operate with others because of their ethnic origins
- Posting any racist comments onto a computer or Social media

### **Strategies**

- Work in PSHCE/RE//Engaging minds and collective worship opportunities/assemblies all support the aspiration to have an effective policy and practice.
- SWA will monitor and record all racist incidents;
- The recording of incidents and the opportunity to be 'listened to' will provide a safe and secure environment for students.
- 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 PSHCE, 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 Children and Family services**

Associate Principal Children and Family services will monitor anti-racist incident and records termly.

### **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.

### **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

## **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**

Associate Principal, Children & Families (MJG) – Nov 2018