

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	January 2024
POLICY AND PROCEDURE STATEMENT	REVISION DATE	January 2026
 The Priory Primary School 		
Anti-Racism Policy		
HEAD TEACHER	MATT WALSH	
CHAIR OF GOVERNORS	PRUBIE SAHOTA	

Edits and Changes

May 2022	Established as a new 'separate' policy.
January 2024	Updates to effective practice

Introduction

All pupils at The Priory Primary School have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved.

In addition, protecting pupils from the risk of radicalisation is also part of the schools wider safeguarding duties. We will actively assess and monitor the risk of pupils being radicalised and drawn in extremism. Staff will be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with Hampshire Local Authority appropriately.

Definition of Racism

Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Effective Practice

- Our school community recognises and nurtures the identity of children of all races, ethnicities and cultures
- Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued
- Pupils (and the school community) will be shown that racism, in any form, is unacceptable through:
 - The school curriculum - notably Personal Social Health and Economic Education (PSHE), Religious Education (RE), History, Modern Foreign Languages, Geography
 - school assemblies (celebrating the lives of individuals such as Martin Luther King; highlighting religious festivals; discussing relevant news events, educating about school values, British values and the UN Rights of the Child, for example)
 - school events, (such as International Week, Black History Month, Anti-Bullying week, etc)
 - ad hoc pastoral response to incidents and the curriculum (class discussions following incidents at school or in the news)

The role of the staff

It is recognised that pupils may be naturally curious or lack understanding about different faiths and cultures in the school. Staff will appreciate that pupils will want to ask questions that may not always be culturally sensitive. Staff will understand this as a teaching point and will endeavour to support a pupil's / or their class's understanding of their and other's differences, cultural beliefs and faith. This will be achieved via planned lessons, the wider curriculum, enrichment opportunities and discussions through PSHE and circle time activities.

Where behaviour is targeted, attacking, deliberate or demeaning staff will refer to following protocols:

- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- All reports of racist incidences must be recorded on CPOMs which will be alerted to a senior member of the SLT.
- All racist incidents must be reported to SLT who will determine the next steps, including consequences.
- The school will contact the parent/carers of the pupils involved. A suitable consequence (according to the school's behaviour policy) will be discussed with all parties involved.
- Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However, the school collects this data to monitor patterns and trends using CPOMs.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include: -

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed

- Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met

The role of the pupil

- All pupils should adhere to our school's code of conduct (see Behaviour Policy). A pupil who perceives themselves to be the victims of racism, and pupils who witness incidents of racism have a responsibility to report this.
- Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.
- Pupils should not be afraid to ask questions about people's differences as this is not classed as racism.

The role of the parent

- Parent/carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community
- Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it

The role of the governors

The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed. The Governing body will:

- support the Head of School and the staff in the implementation of this policy
- be fully informed on matters concerning racism
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions. Records of racist incidents are recorded on CPOMs and Head of School will monitor patterns and trends.

This policy will be reviewed every two years, or earlier if necessary.

Links with other Policies / Documents

- **Behaviour Policy**
- **Anti-bullying Policy**
- **Child Protection and Safeguarding**