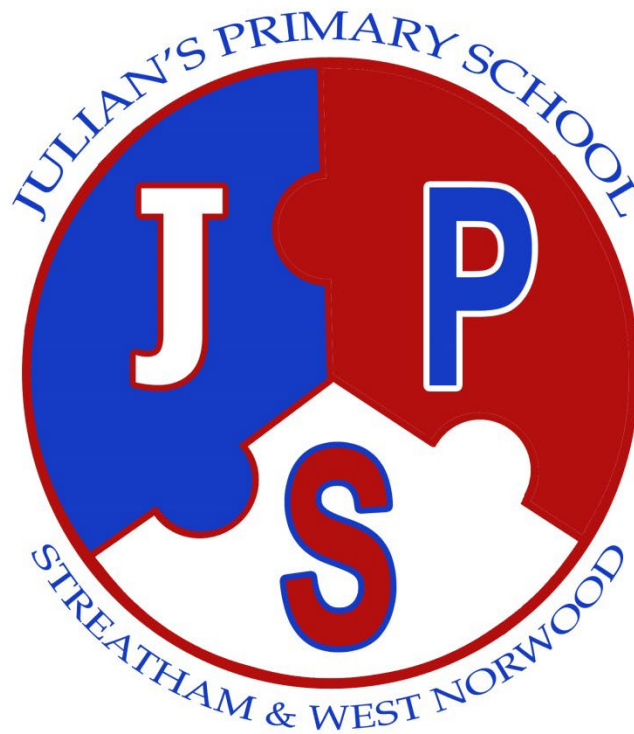


Julian's Primary School

Anti-Racism Policy



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Approved by Governing Body

Signed by Chair:

Date:

Date of next review:

Document Control

Change Record

Date	Author	Version	Change Reference
	Sam Linton		

Distribution

Reviewers	Approvers	Distribution
		All staff

Introduction/Rationale

At Julian's Primary School we strive to be an anti-racist community with a culture where people can question, grow and improve their understanding of a wide range of cultures and histories that challenges racism effectively and breaks down unconscious bias in our community.

Julian's will not tolerate any form of racism and is committed to the development of an anti-racist ethos. As a school, we believe that equality is non-negotiable with a curriculum that provides opportunities for children to explore the history and patterns of power imbalances and discrimination, in age appropriate ways, as well as opportunities to critically think about their role in society, and how they can contribute to making it a better place as global citizens.

Aims

- It is the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential.
- Julian's Primary School will promote race equality and all pupils will be given opportunities to study their own values and those of others, appreciate diversity and develop respect for others.
- We support equality, justice and mutual respect.

Good Practice

- All within Julian's Primary School shows a strong commitment to equality and fairness.
- SLT show a commitment towards anti-racist values and provide clear guidance and support for staff in taking forward race equality in the day to day life of the school.
- The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
- Pupils' progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their academic potential.
- Bilingual pupils or those with English as an additional language, have their specific needs addressed.
- All staff have high expectations of pupils' achievements and pupils are encouraged to have high expectations of themselves and others.
- All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality.
- Pupils have self-respect, show respect for others and recognise and value diversity.
- Positive steps are taken to encourage and enable all parents to participate effectively in their children's care and education.
- Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.
- Sufficient processes and funds are in place to ensure that no child, whose parents/carers are unable to pay are denied access to out of school and residential activities, learning and experiences.

Racial Harassment

Racial harassment can take place both on or offline. Both are considered as equally serious. However the harassment is carried out, it can include:

- Physical assault
- Derogatory name-calling, insults and racist jokes
- Racist graffiti
- Wearing racist badges

- Carrying or distributing racist material such as leaflet comics or magazines
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner
- Racist comments in the course of discussion in lessons
- Attempts to recruit for racial organisations or groups
- Ridicule an individual for cultural differences
- Refusal to co-operate with others because of their colour, ethnicity or language
- Written derogatory remarks

Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying must be recorded. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

Racist Incidents Involving Staff

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the Executive Head should seek advice from Lambeth LADO team.

Incidents Occurring in the Local Community

When racist incidents occur outside school and are brought to the attention of staff via a third party the Executive Head and/or Heads of School may consider discussing such situations with the police.

Involving Parents of Alleged Victims or Perpetrators

Parents/carers of alleged victims and perpetrators will be informed of allegations by telephone and this will be followed up with a letter. Parents/carers will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents/carers will be responded to in an appropriate manner. Some parents/carers may try to prevent staff from carrying out a detailed review of an incident by refusing to allow their child to participate in the process. However, this will not prevent the school from reviewing and resolving the alleged incident.

Violence against Staff

Staff who are threatened by a parent/carer or pupil must report the incident immediately to the Executive Head and/or Heads of School

Access to Translation/Interpreting Services

Some parents/carers may require interpreting/translation support in order to engage in a meaningful way with discussion and decision making. SLT should endeavour to ensure that appropriate support is provided. Parents/carers should always be informed of their right to be supported by translation/interpreting services where needed.

Supporting Pupils through Positive Intervention

Pupils and parents/carers should understand that all allegations of racist incidents will be treated with the utmost seriousness. SLT are responsible for deciding how to respond to particular incidents and should seek cognisance of;

- the age of the individuals
- the nature of the incident
- whether there are any behavioural needs which could affect an individual's behaviour towards others
- whether there have been any previous racist incidents involving those individuals
- what action should be taken
- their duty of care to all pupils involved (both victim(s) and perpetrator(s))