



SEA MILLS PRIMARY SCHOOL

Aspire • Believe • Succeed

Anti-Racism and Dealing with Racism Policy March 2023

Reviewed and approved by:	Resources Committee
Date approved:	March 2023
Date of next review:	March 2025

Updates :
<i>Updated Equalities Impact Assessment March 2023</i> <i>SLC Voice 2023</i>

Equality Impact assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices		Date	
EIA CARRIED OUT BY:	Sian Randall	EIA APPROVED BY:	May 2023

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

INTRODUCTION/RATIONALE

Sea Mills Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school anti-racism policy and practice helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, ethos, nationality or ethnic origin. All members of the school community (staff, pupils, parents and visitors) have a right not to experience racism at school, whether or not this is directed at them.

Racism is evident in wider society and therefore inevitably will occasionally occur within schools. Racist incidents can occur in any school setting, including this one. In Sea Mills Primary School we work actively:

- To develop a climate which is intolerant to racism.
- To ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed.
- Pupils are taught about racism, that it is unacceptable and that it diminishes us all.

As a school we aim to recognise and value diversity by ensuring that:

- All pupils have an equal and strong sense of belonging within the school community.
- There are few racist incidents and these are dealt with effectively.
- Pupils from different ethnic and faith backgrounds mix and get on well with each other
- The curriculum is inclusive in its regular content of diverse people and themes

Read in conjunction with the following policies:

- Anti –Bullying Policy
- Safeguarding Policy
- Behaviour Policy

Our Intent

Our *intent* is to provide children with the knowledge and skills they need to thrive and succeed in the modern world.

We will encourage children to be curious and ask questions, deepen their understanding of the world around them and develop their own opinions. Sea Mills' heritage and community, along with family involvement, is central to our curriculum design.

On leaving us for the next stage of learning, we aim for all of our children to reach their full potential in reading, writing and maths which will enable them to engage with the full curriculum.

We support the whole family through specialised pastoral support which promotes emotional health and wellbeing for all.

Our children will be happy, respectful, responsible members of society. We will nurture resilient and confident learners with high aspirations.

Aims of our Anti-Racism Policy

- 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.
- Sea Mills Primary School will promote race equality and all pupils will be provided with opportunities to study their own values and those of others, appreciate diversity and develop respect for others.
- Sea Mills Primary School will support equality, justice and mutual respect.

Good Practice

- Senior Management and staff show a strong commitment to equality and fairness.
- Senior Management provide clear guidance and support for staff in taking forward race equality.
- The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
- Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed.
- 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.
- Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise to broaden understanding of racial diversity.

Roles and responsibilities

1. The Headteacher or Deputy Headteacher are responsible for ensuring that an appropriate investigation of incidents occurs, for overseeing the application of the anti- racism policy across the school and for monitoring the effectiveness of the policy and for reporting to Governors. A Safeguarding Governor and the Safeguarding Committee work closely with the Headteacher to oversee the successful implementation of the anti- racism policy.
2. All staff are involved in dealing with racist incidents and maintaining good race relations.
3. Teachers wherever necessary will:
 - Immediately address any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
 - Provide support to any pupil who has experienced offence from another person
 - Refer language or behaviour that has been hurtful to the Headteacher or Deputy Headteacher for further investigation and resolution

- Provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society

4. All staff will be vigilant at all times and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported and all incidents reported on to the appropriate member of staff

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours (It will be acknowledged if it is difficult for pupils who are the targets of racism to report it.).

Expectations of parents

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school, we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, changes might be necessary to adhere to the school's race equality policies.

What is a racist incident?

Schools are required to use the following definition for recording and responding to racist incidents:

'Any incident which is perceived to be racist by the victim or any other person'.

The Home Office Code of Practice explains that, 'The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis'.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children's or adults' records.

By recording all incidents the school is able to:

- Demonstrate that they have dealt satisfactorily with incidents
- Monitor trends and patterns of behaviour if they exist
- Take preventative action against racism which may come into the school from society in general
- Provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above, the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racial Harassment

This can include:

1. Physical assault
2. Derogatory name-calling, insults and racist jokes
3. Racist graffiti
4. Wearing racist badges
5. Carrying or distributing racist material such as leaflet comics or magazines
6. Verbal and non-verbal abuse and threats
7. Incitement of others to behave in a racist manner
8. Racist comments in the course of discussion in lessons*
9. Attempts to recruit for racial organisations or groups
10. Ridicule an individual for cultural differences

11. Refusal to co-operate with others because of their colour, ethnicity or language
12. Written derogatory remarks
13. Accessing racist material on the Internet*

*unless part of a study of racism within curriculum

NB this list is not exhaustive.

Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying must be recorded on CPOMs. 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 headteacher must seek advice from the Local Authority or the Local Authority Designated Officer LADO. (write out in full first time used but LADO as well

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 Headteacher may consider discussing such situations with the police.

Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone and this will be followed up with a letter. Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents will be responded to in an appropriate manner. Some parents may prevent staff from carrying out a detailed review of an incident by refusing to allow their child to participate in the process. Senior Management will stress that lack of cooperation will not prevent the Senior Leadership Team (SLT) from reviewing and resolving the alleged incident.

Violence against Staff

Staff who are threatened by a parent or pupil must report the incident immediately to the Head Teacher. There is a zero tolerance approach to threats or violence towards staff members.

Access to Translation/Interpreting Services

Some parents may require interpreting/translation support in order to engage in a meaningful way with discussion and decision making. Senior Management should

endeavour to ensure that appropriate support is provided. Parents should always be informed of their right to be supported by translation/interpreting services where needed.

Supporting Pupils through Positive Intervention

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. Senior Management 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))

Recording and Reporting Incidents

1. All incidents will be recorded, including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response using the CPOMS system, tagged with 'Racist incident'.

2. Where an incident is brought to our attention during the school day parents (perpetrator and victim) will be kept informed.

3. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought:

- Physical violence or serious damage to property
- Repeated or orchestrated harassment, including text messaging and cyber bullying
- Links with extremist groups, including distributing of racist literature
- Racist graffiti
- Absence related to a racist incident
- Exclusion related to a racist incident

4. On a termly basis the Headteacher will report the number of incidents to the Full Governing Body through the Headteachers' Report. Individuals will not be identified in this process

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff and Governors will consider:

- The feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents

- The continued good progress and high self-esteem of those who have suffered from an incident
- The continued good progress and high self-esteem of those who have caused offence
- Whether the action taken successfully prevented repeat incidents
- The willingness of pupils (and parents) to draw their concerns to the attention of staff
- The consistency of response and confidence of all staff in following school policy
- Whether good race relations are being maintained in the school community
- Underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended

Reporting procedures for concerns relating to the school's PREVENT duties can be seen in Appendix 1.

APPENDIX 1

Prevent

From 1 July 2015, specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent Duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (The Prevent Guidance). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the Autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn

into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 'Terrorism' for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act

APPENDIX 2

SLC Pupil Voice March 2023

The findings of this questionnaire will feed into our PREVENT action planning.

'What is your understanding of Racism?'

That others do not respect the skin colour of other individuals.

I feel like it should stop. It is something that has become more obvious with black life matters this year.

'How do we deal with Racism at Sea Mills?'

We make sure we teach others the same.

I feel that we make sure there is equality and everyone is treated with respect.

All children and adults are expected to except everyone for who they are whatever there skin colour

'How would you like Racism to be dealt with?'

You should be suspended if you are racist in anyway!

We should never tolerate it. It is not okay. Tolerance is important like from our British values.

' Do you learn about different cultures and religions in school?'

Yes we learn about lots.

Seekism we learnt about gurus. Hinduism we learn about Divali and celebrations all over the world.

Judiasm was fun. It would be good to find out more about Muslims.

'Do we have books or enough books in our library and book corners about different cultures or where the main character/author is BAME?'

Only 2 or 3 in each classroom.

Not many books about black characters in our book corners. We would like more.

There is quite a few books In the library about different cultures that we can read.

' Would you like more books?'

Yes please – a consensus yes! More about religions and harder to read books.