



Avenue Junior School Anti-Racism Policy

Written in consultation with stakeholders

Introduction

To make our stance towards discrimination clear to all stakeholders, we are introducing this Anti-racism policy which sets out what we will all do to ensure that racism in all its forms is appropriately addressed and prevented within our school.

This policy has been co-created by stakeholders from our school. We hope it will give a platform and voice to members of our community who have lived experiences of discrimination.

If you have any comments or suggestions for further developing this policy, please let us know by emailing senco@avenuejunior.org or executivehead@avenuejunior.org

Policy Originator	AJS Anti-Racism Working Group
Governor Responsible	Farah Rehman
Status	Recommended
Approved	Approved by Governors Summer 21
Review period	Bi-annually

1. Rationale

1.1 Vision and values

Avenue Junior School is proud to be a School of Sanctuary. We strive to be a welcoming and inclusive school where all members of the community share our values; respect, resilience and aspiration.

To achieve our vision and embed our values, it is important that every one of our pupils, staff, parents and wider community endeavour to personally contribute towards a safe, happy and caring environment, show respect and treat everyone with dignity. Any incidents of discrimination based on a person's colour, culture, origin, sexual orientation, gender or religion will **not** be tolerated at this school. For more information, please see our Equalities Policy.

To make our stance towards discrimination clear to all stakeholders, we are introducing this Anti-racism policy which sets out how the school plans to achieve its vision of becoming an anti-racist community.

1.2

Our Charter

Unicef describes anti-racism as being a meaningful ally to people and colleagues of colour, and actively tackling racism where you see it. This is different from saying we're not racist, it is an obligation in both our professional and personal lives to actively call out discrimination and injustices.

Anti-racism can be achieved by our commitment to:

- Listening to voices of colour; by actively listening to peoples' lived experiences of racism and discrimination
- Learning about racism in the U.K and around the world. Taking the initiative to actively understand structural oppression, privilege, and our roles in upholding systems of inequality
- Living an anti-racist lifestyle: call out inequality when you see it

This is a commitment we expect all of our stakeholders; pupils, staff, parents and the wider community, to make when they enter our setting.

2. Definitions

What is racism?

'Show Racism the Red Flag' defines racism in school as when a pupil, member of staff or member of the wider community is treated less favourably because of their skin colour, nationality, religion or belief, or culture. This can include but is not limited to anti-black racism, Islamophobia, anti-Semitism, prejudice against groups such as refugees and asylum seekers, the Gypsy Roma and Traveller community, and xenophobia.

It is a crime to be racist to someone in the United Kingdom. According to UK law, a person is committing a 'hate crime' if they direct hostile behaviour at someone based on that person's race and they can face criminal charges.

Racism can take many forms. It can be individual like calling someone a racial slur or refusing to give someone a job because of the colour of their skin. It can also be structural (otherwise called institutional) like mass incarceration, running media biases or pieces of hostile legislation.

Individual racism can include:

- The use of language and terminology contributing to the creation and perpetuation of racial stereotyping and belief systems
- Name calling, insults and racist jokes
- Refusal to co-operate with pupils because of ethnic origin
- Provocative behaviour such as the wearing of offensive badges or crests
- Ridicule of a pupil for religious or cultural differences
- Racist comments unrelated to a subject matter in the course of discussion
- Incitement to others to behave in a racist way
- Physical assault or verbal abuse and threat

Racism can also take less direct forms. Institutional or structural racism is where racial discrimination is established as a normal behaviour within the organisations that make up a society. The Institute for Race Relations defines Institutional racism as racist attitudes 'which, covertly or overtly, resides in the policies, procedures, operations and culture of public or private institutions – reinforcing individual prejudices and being reinforced by them in turn.' If you grow up in a society where you have advantages over people from other groups, this also could lead to you thinking you are better than others. When people have advantages over other people in society and this is called 'privilege'. Privilege underpins structural / institutional racism. Privilege doesn't mean that a person hasn't earned their successes, it recognises that their life **hasn't** been harder because of the colour of their skin. To work towards true equality and equity of opportunity, we must recognise the existence of privilege in U.K. society and explore the history and patterns of power imbalances and discrimination, in age appropriate ways, if we are to change things for the next generation.

3. Good practice

3.1 Expectations of staff

At Avenue Junior School all member of staff are expected to:

- Exemplify our school values
- Commit to our anti-racism charter
- Support the decolonising of the curriculum
- Encourage pupils to become global citizens, engaged with issues of justice and equality
- Engage with equality training
- Follow the school's Anti-bullying and Behaviour policies and respond to racist or discriminatory incidents accordingly
- Report all incidents of racism or discrimination they witness or are advised of
- Provide a safe, happy and caring environment for all pupils, staff and the wider community

The following staff have additional responsibilities:

Year Group Leads and other Senior Leaders

- Review and respond to patterns of racist or discriminatory behaviour in their year group through lessons and activities designed to raise awareness and combat misconceptions
- Ensure that the year group curriculum reflects the aims of this policy

Deputy Head Teacher & Head Teacher

- Support colleagues in developing their understanding of anti-racism
- Respond to incidents of racist or discriminatory incidents in-line with the school's Anti-bullying and Behaviour policy.

- Respond to reports of racist or discriminatory incidents made by staff, parents or visitors to the school
- Identify training needs of staff and organise appropriate support
- Maintain resources for staff to educate themselves on anti-racism and promote this regularly
- Support the school's wider community to educate themselves about racism and oppression by sign-posting them to useful resources

The Executive Head Teacher is also expected to:

- Be the strategic lead for the anti-racism policy and its associated actions
- Ensure adequate funding is allocated to the promotion of anti-racism

Governors

At Avenue Junior School the Governing Body is expected to:

- Identify a governor with specific responsibilities for equalities and inclusion
- Exemplify our school values
- Commit to our anti-racism charter
- Review instances of racism or discrimination to identify patterns
- Hold all senior leaders to account when reviewing their proactive and reactive responses to incidents of racism or discrimination

3.2 Expectations of children

At Avenue Junior School we expect all of our pupils to:

- Exemplify our school values
- Commit to our anti-racism charter
- Become global citizens, engaged with issues of justice and equality
- Report racist or discriminatory incidents to an adult
- Be inclusive, welcoming and kind to all other children at the school

3.3 Expectations of parents

At Avenue Junior School we expect all of our parents to:

- Exemplify our school values
- Commit to our anti-racism charter
- Support their children in becoming global citizens, engaged with issues of justice and equality
- Report racist or discriminatory incidents relating to a pupil or member of school staff to the Head Teacher
- Be inclusive, welcoming and kind to all other families at the school

3.4 Expectations of visitors

At Avenue Junior School we expect all of our visitors to:

- Commit to our anti-racism charter
- Report racist or discriminatory incidents relating to a pupil or member of school staff to the Head Teacher

3.5 Decolonising the curriculum

Decolonising is a way of thinking that interrogates the ideas that shaped colonisation and the how actions of the British empire contribute to contemporary racial inequalities in the U.K. Anti-racism requires an age-

appropriate exploration of the history and patterns of power imbalances and discrimination, if we are to change things for the next generation.

A decolonised curriculum is one that is representative and relevant, reflecting all children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools, communities, media and public bodies. To achieve this, we must continually review our curriculum to ensure that it is rich and diverse.

As well as being diverse and explorative, our curriculum will aim to provide opportunities for global citizenship education, a chance for young people to reflect on their roles and responsibilities regarding issues of equality and justice – individually, locally and globally.

At Avenue Junior School we are committed to reviewing our curriculum **annually** and aspire to a curriculum that includes:

- An age-appropriate exploration of power imbalances and discrimination
- Representation of different histories, achievements and cultures, with people of all colours, cultures, origins, sexual orientations, genders and religions being reflected in topics and text books
- Opportunities for global citizenship so children can develop their understanding of justice and equality and their own role in securing these rights for others. This includes educational activity packs provided by organisations such as Show Racism the Red Card

3.6 Environment and resources

Linked to our commitment to decolonising the curriculum, is a review of the resources and environments children come into contact with at school.

We have conducted an audit of our library resources, removing texts which include outdated or discriminatory references as well as those which include racial stereotypes. We will seek to only purchase texts which are representative and diverse.

We will regularly review and audit our learning displays to ensure that the learning environment is inclusive and diverse and not in any way tokenistic.

3.7 Recruitment, Retention & Progression

The school will endeavour to ensure that staff recruitment, retention and progression of careers is carefully considered to ensure that there is no unconscious bias applied in any of these processes. Senior Leaders and governors will consider whether the diversity of the staff team reflects our school community, as well as the wider community and put in place measures to work towards a more representative team. It will ensure that the commitment to anti-racism is applied consistently in all the recruitment procedures, including the anonymisation of applications for short listing for positions. Consideration must be given to how and where positions are advertised. Adverts for positions should include a statement of commitment to ensuring a diverse teaching and support staff.

3.8 Training

External professionals

At Avenue Junior School we understand that adults working within in the school also need to continually educate ourselves on anti-racism and promoting equality. To do this our staff will work with external professionals who provide diversity awareness training, such as the facilitators at Show Racism the Red Card, to further develop our own knowledge and understanding.

Resources in school

Our Anti-Racism Working Group has put together a reading list of texts which support our staff to educate themselves on racism and how to become anti-racist. This library of books, purchased by the school, is currently kept in the Head Teacher's office rather than the staffroom so that loans can be monitored in line with our Covid-19 risk assessment. These books are also available for loan by parents and carers.

Suggestions for families

Avenue Junior School is eager to support our wider community to educate themselves about racism and oppression. We will do this by sign-posting interested parties to reading, watching and listening lists like those published by Unicef. There is dedicated space on the website for these materials to be shared.

4. Incidents of racism

We hope that the work we do to proactively tackle racism and educate our pupils, staff, parents and wider community about discrimination will serve to reduce racist and discriminatory incidents. However, we will also work towards ensuring that everyone has the confidence to report any such incidents and they will be dealt with firmly in line with Prejudice Based Incidents Policy.

It is essential that pupils are aware of what constitutes discriminatory behaviour, how to report it and what the response will be. We will endeavour to raise awareness of bullying or discrimination relating to someone's colour, culture, origin, sexual orientation, gender or religion and the actions that will be taken by school to address this, both proactively and reactively.

4.1 Reporting

It is essential that pupils, staff and parents feel confident that any incident they report will be taken seriously and investigated fairly. As a school, we will promote the reporting of suspected incidents so that acts of racism are not left unchallenged and so victims / perpetrators receive the support they need. By promoting the reporting of incidents, we hope to identify any patterns racism and this will allow us to review and develop the strategies we have in place to prevent or challenge racism. It will also support us in identifying any additional training needs amongst staff.

Process for pupils

If a pupil witnesses or is the victim of a racist or discriminatory incident they should report it immediately to any member of staff and in line with our policy, it will then be dealt with by a member of the senior leadership team (SLT).

Process for parents and families

If a parent witnesses, is the victim or has a child who is the victim of a racist or discriminatory incident they should inform the school immediately and a member of the SLT will contact them.

Process for staff

If a member of staff witnesses, is the victim or is told by a child about a racist or discriminatory incident they should report it immediately to the SLT.

Any incident of a serious nature, or which could be considered a hate crime, must be reported to the police by calling 101.

4.2 Response

Pupils

At Avenue Junior School our Anti-Bullying and Behaviour Policies clearly explain how racist or discriminatory incidents will be responded to.

The use of prejudiced language equates to a Stage 4 behaviour, which will be responded to in one or more of the following ways, as deemed appropriate by the Head Teacher:

- Deputy/Head Teacher involvement

- Prejudiced base language letter sent home to parents
- Parents called into a meeting at school
- Internal exclusion or external exclusion
- Placed on report

Repeated use of prejudiced language or other persistent racism constitutes a Stage 5 behaviour, which will be responded to with immediate involvement of Head Teacher and parents called into school. The Head Teacher may also decide that exclusion is required.

Staff

All staff are required to sign a code of conduct annually which reflects the commitment to the school's policies and an agreement to abide by the statement for equality and mutual respect. Any member of staff who breaches this agreement may be subject to disciplinary action.

Parents and Visitors

Should we receive a report of parents or visitors behaving in a discriminatory way they will be contacted by the headteacher to discuss their actions and any repeat offending may result in a ban from the school premises.

5. Monitoring and Review

This is a new policy for the school. Following an Anti-Racism audit and related action plan, the policy will then be reviewed within a year in line with findings and best practice.

This policy will then be reviewed every two years to ensure it remains practical and relevant.

Responsibility for the review of this policy lies with the Anti-Racism Working Group. Once a review has taken place, the draft policy will be shared with staff, parents and children for consultation so their views can be incorporated. It will then be sent to a Governors' meeting to be ratified.