

**Rowantree Primary School**

**Anti-Racism Policy 2023 (Nov)**

***Ready Safe Respect***

**Its’s ok to make a mistake.**

**You are safe.**

**You are loved.**



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**Statement of intent**

**Rowantree Primary recognises the importance of addressing the issue of racism in schools and wider society. The school curriculum and environment aims to ensure that all pupils and staff understand the importance of embracing and celebrating diversity and difference within society. This is evident in our RRSA status: Silver (going for Gold).**

**No pupil should have their education tainted by racist behaviour and staff members should be able to attend work without the fear of being discriminated against – school should be a safe and supportive environment for everyone. This policy aims to cement the school’s approach towards anti-racism and how a whole-school approach towards this will be achieved.**

**The key aims of this policy include, but are not limited to, the following:**

**• Ensuring no pupil’s education is impacted by racism**

**• Cementing the school’s view that racism in any form is entirely unacceptable**

**• Challenging the normalisation of any forms of racism**

**• Empowering pupils and staff from ethnic minority communities can feel empowered to explore and express themselves and their identities**

**• Challenging racial inequalities, misinformation, and oppressive racial assumptions**

**• Enforcing a whole-school approach towards anti-racism**

**• Helping pupils and staff understand race and racism**

**• Ensuring that pupils’ ideas about race are explored and discussed within educational contexts**

**• Providing pupils and staff with access to opportunities to learn about and understand racism and the form it can take, how such beliefs are formed and how to challenge them**

**• Incorporating anti-racist teaching into the curriculum through the exploration of historical racism, patterns of power imbalances and discrimination, in an age-appropriate manner**

**1. Legal framework**

**This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**

* **The Equality Act 2010 replaces the Race Relations Act 1976, which was amended by the Race Relations (Amendment) Act 2000.**
* **Within the Act, race is now termed as a ‘protected characteristic’. For the purpose of the Act, ‘race’ includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups, e.g. Asian Scottish.**
* **Human Rights Act 1998**

**This policy operates in conjunction with the following school policies:**

* **Anti-bullying Policy (RRS GROUP DOING THIS)**
* **The good practice checklist**
* **Staff Bullying and Harassment Policy (FDB PowerPoint)**
* **Staff Code of Conduct**
* **Grievance Policy**
* **Disciplinary Policy and Procedure**
* **Positive Behaviour Policy**

**2. Definitions**

**Certain terms are used throughout this policy and are defined as follows:**

**Race – A protected characteristic of an individual’s identity which includes skin colour, nationality (including citizenship), ethnic or national origins and ethnic group.**

**Anti-racist – The school’s intention to actively challenge racist behaviour, views and misconceptions and to educate the school community on the importance of embracing and celebrating an ethnically diverse world.**

**Racist behaviour – An incident or series of incidents which, whether intentionally or unintentionally, intimidate, offend, exclude, belittle or harm an individual in any way physically, emotionally or mentally because of their ethnic origin, colour, race, religion or nationality. Examples of racist behaviour are provided in the ‘Behaviour’ section of this policy.**

**Ethnic minorities – Ethnic minorities are all ethnic groups except the white British group.**

**Ethnic minority groups include:**

* **Asian or Asian British.**
* **Black, Black British, Caribbean or African.**
* **Mixed or multiple-ethnic groups e.g. White an d Black Caribbean or any other Mixed or multiple-ethnic background.**
* **White minorities, including Gypsy, Roma and Irish Traveller groups.**

**3. Roles and responsibilities**

**The Head Teacher will:**

* **Take the lead responsibility for implementing this policy and developing a whole-school approach to anti-racism.**
* **Direct staff members to opportunities to take up training and CLPL that addresses racial equality.**
* **Listen to the views of everyone in the school community, and work with the Depute Head Teacher and ESA PT to implement a whole-school approach to anti-racism.**
* **Actively seek to implement the best practices which improve the school’s anti-racist approach.**
* **Hold assemblies relating to racial equality.**
* **Send out emails or letters which remind children, staff members and parents of the school’s ethos and values.**
* **Ensure that this policy and related policies are readily available to all members of the school community.**
* **Ensure that visitors are made aware of and comply with the school’s Anti-Racism Policy.**
* **Consider whether to report racist incidents as hate crimes to the police on a case-by-case basis.**

**The Depute Head Teacher will:**

* **Ensure all staff know where they can access support and guidance relating to any concerns or queries they have relating to racial equality and how to support their pupils.**
* **Listen to the views of all children, staff members and parents and report these to the Head Teacher.**
* **Ensure that all staff members understand and enforce the school's view that racist behaviour of any kind is unacceptable.**
* **Ensure that staff members are trained in how best to challenge racist behaviour.**
* **Ensure that preventing and responding to racist behaviour is included in the training of all staff members.**

**The ESA PT will:**

* **Ensure that activities and opportunities, both curricular and extra-curricular, are inclusive.**
* **Monitor the demographic data to ensure the school has a clear picture of the groups represented in the school community.**
* **Ensure that all pupils and staff are provided with the same opportunities and develop strategies to address any disparities.**
* **Advise the Head Teacher and Depute Head Teacher about ways in which to improve the school’s anti-racist approach through inclusion.**
* **Monitor incidents of racist behaviour alongside any concerns for ethnic minority individuals in the school community and advise the Depute Head Teacher on possible training needs to address this.**
* **Keep a record of any incidents of racist behaviour and take appropriate action.**

**All staff members will:**

* **Participate in CLPL and training relevant to racial equality and dealing with any incidents in the school. (My Learn and Ed Scot Hub)**
* **Ensure that we take all reports of racist behaviour extremely seriously and that claims are never dismissed.**
* **Ensure that cultural traditions of all represented ethnic minority groups are observed in the school.**
* **Be vigilant to racist behaviour, whether this is happening face-to-face or online, and report any concerns.**
* **Encourage pupils to speak to teachers if they have any worries, concerns or questions about racial equality.**
* **Seek help from a member of the SLT if they are unsure how to handle a situation.**
* **Understand that ethnic minorities are not homogenous groups and everyone has an identity which is unique to them.**

**Children will:**

* **Act in accordance with the Positive Behaviour Policy and Anti-bullying Policy.**
* **Always treat peers with respect and dignity.**
* **Participate in the school’s Rights Respecting Schools Award journey.**
* **Learn to embrace diversity in society and understand the importance of how difference benefits us all.**
* **Report any incidents of racist behaviour to a member of staff.**
* **Know who they can ask if they have any concerns or questions regarding racist behaviour and racial equality.**
* **Understand the implications of participating in racist behaviour, including how this impacts the victims and what the consequences of this will be for the perpetrator.**

**4. Curriculum**

**The curriculum will provide pupils with the opportunity to learn about racial equality in an age and stage appropriate way.**

**The core goals of the curriculum will be to:**

* **Challenge racial inequality**
* **Achieve cultural inclusion**
* **Respond to the differences in people’s lives caused by racism, poverty and discrimination**

**The school will utilise cross-curricular links when appropriate to improve pupils knowledge and understanding of racial equality.**

**Pupils will learn how to define ‘race’ and ‘ethnicity’ and how these terms form an integral part of an ethnic minority individuals identity, values and traditions.**

**The school’s curriculum will ensure that pupils are taught about the key values that support an anti-racist curriculum including:**

* **Equity – fairness in access, opportunity, experience and outcome**
* **Justice – fairness and non-discrimination, safety and security**
* **Inclusions – belonging and feeling relevant and involved**
* **Voice – representation, participation and the power to affect decisions**
* **Respect – enabling and protecting personal and cultural dignity, enabling truthful histories and destigmatising communities.**
* **Wellbeing – understanding how racism damages victims’ physical, mental and emotional wellbeing.**

**The school will develop strategies which take into account the views of ethnic minority individuals in the school community to provide all pupils with an environment in which they feel comfortable exploring and discussing race within educational contexts.**

**The school will provide tools and strategies in prevention and reporting of racist behaviour.**

**The evaluation of curriculum plans will incorporate the views and ideas of teachers and children and action will be taken to improve the school’s anti-racist curriculum accordingly.**

**The curriculum will provide the children with an opportunity to learn about a variety of cultures, practices, behaviours, values, beliefs and people.**

**The curriculum will aim to challenge assumptions which perpetuate racist behaviour by providing children with an opportunity to learn about the power dynamics within racism, bias and racial hierarchies.**

**Pupils will discuss contemporary and historical issues surrounding racial inequalities in society and the reasons why people feel the need to take action.**

**5. Staff Awareness and Training**

**Staff will be provided with opportunities to partake in CPD and training which will include, but will not be limited to, the following:**

* **Spreading awareness of racial equality**
* **Challenging common misconceptions surrounding race**
* **Dealing with racist behaviour and knowing how to intervene, report and record**
* **Understanding how racist behaviour can impact individuals physically and emotionally**
* **Recognising that ethnic minorities and not homogenous groups and that everyone has an identity which is unique to them**
* **Supporting young people’s right to speak out about the issue of racism**
* **How to incorporate anti-racism education into their lessons and across the curriculum**
* **Regularly check My Learn and Education Scotland CLPL Hub**

**Staff members will be asked which CPD training they think would help most with addressing racial equality. (CLPL Audit)**

**The views of all staff members will be listened to and considered when implementing this policy and the whole-school approach to anti-racism.**

**Staff members will be supported to develop cultural competency in relation to the communities the school serves.**

**Training will enable staff members to have open discussions about race and racism in a positive environment.**

**The school will look at ways to continuously improve CPD and training provided to its staff members, and take action on any feedback received.**

**The school will implement and communicate clear procedures and guidelines for reporting and dealing with incidents of racist behaviour, and all staff members will be expected to understand this.**

**All staff members will be supported and encouraged to access CPD opportunities to progress in their career.**

**Times will be allocated (development evenings) to allow staff members to talk together about the impacts of stereotyping and how racism is experienced differently for each individual.**

**Staff members will be trusted to use their own judgement when dealing with incidents of racist behaviour, however they will be expected to act in accordance with the reporting and recording section of this policy. (CFC)**

**6. Behaviour**

**Pupils will act in accordance with the school’s Positive Behaviour Policy at all times.**

**Staff failing to uphold this policy will be required to attend additional training and CPD as appropriate and will be disciplined in accordance with the school’s Disciplinary Policy and Procedure if they refuse to uphold the school’s anti-racist approach.**

**Racist behaviour in any form will not be tolerated by the school and any incidents will be dealt with on a case-by-case basis.**

**The school will not tolerate any of the following behaviour from any member of the school community:**

**• Physical assault because of an individual or group’s ethnicity**

**• Use of derogatory names, insults and racist jokes.**

**• Racist graffiti**

**• Provocative behaviour, e.g. displaying racist emblems**

**• Bringing racist material or propaganda into the school**

**• Verbal abuse and threats, or online abuse and threats, relating to an individual or group’s ethnicity**

**• Encouraging others to behave in a racist manner or recruiting others to racist organisations and groups**

**• Making racist comments during discussions**

**• Ridiculing a cultural difference, e.g. food, music, religion, dress or traditions**

**• Refusing to co-operate with others because of their ethnicity**

**• Any attempts to practice racist behaviour through other means**

**Staff and pupils will know to look out for any of the above behaviour and will bring any incidents of racist behaviour to the headteacher’s attention and the appropriate action will be taken.**

**Pupils and staff will always treat their peers and colleagues with respect and dignity and will actively promote the school’s anti-racist approach by challenging any racist views or behaviours.**

**In accordance with the school’s Anti-bullying Policy pupils and staff will be aware that bullying of any form, including cyberbullying, will not be tolerated and the headteacher will decide the type of sanction a perpetrator of racist bullying will receive.**

**7. Reporting and recording**

**Reports of racist behaviour will be taken extremely seriously by the school and a record of such reports will be made by Teachers using the CFC forms.**

**The headteacher will be made aware of any incidents of racist behaviour in full detail. The school will follow any additional reporting and recording requirements as defined by the LA.**

**The school will ensure that incidents of racist behaviour are reported as soon as reasonably possible, in order to highlight that there is an issue of racist behaviour within the school setting that needs to be tackled.**

**Reporting incidents of racist behaviour to the headteacher will take account of any trends and the year groups involved. If any trends or year groups are being targeted this will be dealt with accordingly through inclusion of anti-racism lessons/workshops/parental awareness.**

**The victim of any incident of racist behaviour will be informed of any investigation and the outcome.**

**The school will ensure that parents are made aware of the actions being taken to achieve a whole-school approach to anti-racism and why.**

**Incident reports will be reviewed and monitored to identify any trends. A plan of action, outlining how to prevent further incidents, will be devised following any incident of racist behaviour.**

**8. Support**

**Following any incident or report of racist behaviour, the victim will be provided with the appropriate type and level of support.**

**Victims of racist behaviour will be offered direct and immediate support from the CT and/or the school’s designated mental health lead / ESA PT where appropriate.**

**Following any incident of racist behaviour, the victim’s experience will be listened to and validated with the intention of rebuilding any impact the experience, or experiences, have had on their confidence and self-esteem.**

**An evaluation/survey linked to UNCRC, of whether enough is being done to enable staff members and pupils to feel safe while they are at school will be undertaken regularly (termly if required).**

**Pupils will be encouraged to ask questions about race and racism to support their learning and understanding of what it means to be anti-racist.**

**The school will ensure that its supportive and inclusive culture is embraced by every member of the school community and will react to any comments, queries and concerns as appropriate.**

**All staff members and children will be encouraged to educate themselves about racial equality, talk openly about racial equality and discuss ways in which change can be made.**

**All pupils and staff are empowered to have high aspirations and to feel comfortable about aiming high.**

**9. Leadership**

**The SLT will open up conversations about race, racism and racist stereotypes and model the intention to achieve a whole-school approach to anti-racism, e.g. assessing what further support is required and what is already in place and going well.**

**Refocus through UNCRC and Rights Respecting Schools Accreditation**

**10. Monitoring and review**

**This policy will be reviewed by SLT and appropriate working group every two years and updated where appropriate.**

**This policy will next be reviewed on October 2025.**