



# **Grove Vale Primary School**

## **Anti-Racism Policy June 2022**

**Approved by:**

**Date:**

**Last reviewed on: June 2022**

**Next review due June 2024  
by:**



In Grove Vale Primary School, we adhere to section 71 of the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000. We are committed to eliminating unlawful discrimination and promoting equal opportunities and good race relations throughout all aspects of education.

#### OUR SCHOOL AIMS TO:

Our school aims to:

- Create a happy, positive, caring and orderly atmosphere in our school and nursery environments.
- Promote co-operation, consultation and mutual respect between staff, pupils, parents and our local community.
- Provide support for children and families of our school community
- Develop in our pupils positive and responsible attitudes, towards others as well as themselves.

#### WHAT IS RACISM?

Racism is when a person is discriminated against because of their culture or background. A racist incident is any incident that is perceived and proven racist by the victim or any other person. Incidents with a racial dimension could include the following (in no particular order of priority):

- Physical assault
- Racist graffiti
- Derogatory name-calling, insults and racist jokes
- Racially offensive comments during a discussion
- Bringing provocative and offensive racist materials to school, such as leaflets, comics or magazines
- Wearing provocative and offensive badges and insignia
- Verbal abuse and threats
- Incitement of others to behave in a racist manner
- Theft, damage to personal property
- Ridicule
- Name calling
- Taunting
- Threats and intimidation
- Extortion



## PROMOTING HAPPY, SUCCESSFUL RELATIONSHIPS

The ethos of our school indicates that we value all members of our community. We encourage respect and consideration for others. We foster tolerance and sensitivity for the feelings and beliefs of others. Our school aims to be proactive and has an explicit and positive part to play with regard to multicultural and anti-racist education and this will permeate throughout the curriculum.

For example:

- Religious Education - pupils will be taught about the religions, festivals, traditions and customs of others and through this learn to respect differences.
- Personal and Social Education - through discussions, assemblies and the use of resources, pupils will be encouraged to look at feelings, attitudes, values and responsibilities of all citizens.
- Humanities - In this context, pupils will learn more about themselves and their place in the world's past, present and future.
- Arts - exposure to the creative traditions and celebrations of their own and other cultures will enable pupils to build up greater awareness and tolerance of similarities and differences.
- Other Curricular Areas - Initiatives such as School Council should also be recognised for the positive values and attitudes that they transmit to the whole school.
- Resources - the school will endeavour to ensure that our resources are free from stereotypical ideas and negative views of cultural and racial differences.

We will provide resources that take account of the history, traditions and values of various community groups in our society. If teaching materials or texts with negative images of culture or race are found, they should be brought to the attention of the Head Teacher.

## REPORTING

All staff have a responsibility to report any racial incident to the Phase Leader within their Phase. These reported incidents will be passed to the Deputy Head Teacher, who will have responsibility for investigating the incident, recording details and reporting them to the Head Teacher. These will be reported to the governing body. The Head Teacher will make sure that this policy will be readily available to staff, pupils, parents and visitors to the school so that all are aware of its contents and their responsibilities. All staff will be aware of what constitutes a racial incident and will promote positive behaviour, equal opportunities and the celebration of diversity throughout the school.

## RECORDING

Phase Leaders are to record all incidents of reported racism on a racism incident report form. This is passed on to the Deputy Head immediately. Once investigations are completed, the information is shared with the HeadTeacher and parents.

The school recognises how traumatic being a victim of racism can be. We are committed to providing each victim with the support they need to continue with their



education in an environment free from the fear of racism. In order to do this the school will provide emotional support for the victim and sanctions and support for the perpetrator.

#### VICTIM SUPPORT

Support for the victim may include the following:

- Discussion with the child about what support they feel that they need, which may include adult support or peer support
- Discussion with the parent/carer about what support they feel their child needs
- Referrals to external agencies if necessary

#### SUPPORT FOR THE PERPETRATOR

The school recognises that racism can damage the education of the perpetrator as well as the victim. Students who have shown racist behaviours will be offered a range of support and this will be discussed with them and their parents.

This could include one or more of the following:

- Supervised break times
- A referral to the school's Learning Mentor
- A referral to an external agency, if appropriate.

#### SANCTIONS

Each case will be dealt with individually, but the types of sanctions available to the school if racism persists are:

- Contacting parents
- Withdrawal of break times and lunchtimes
- Exclusion

#### MONITORING THE POLICY

The Headteacher and Deputy Headteacher will monitor the policy and report to governors, termly, about its impact.