

# Equality and Diversity Policy

## Appendix 1

### Anti-Racism Position



## Document Control

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## What is racism?

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity. Racism can be overt and covert, conscious or unconscious.

### Definition of Institutional racism

*“Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people”*  
(MacPherson 1999)

In order to build a society that rejects intolerance and racism, young people’s ideas about race must be explored and discussed within educational contexts, as education is a crucial place where we can challenge the ‘normalisation’ of many forms of racism, including Islamophobia and Anti-Semitism.

Anti-racism requires exploration of the history and patterns of power imbalances and discrimination, in age-appropriate ways if we are to change things for the next generation.

## Examples of racist behaviour:

- Physical assault because of colour of skin and/or ethnicity
- Derogatory name calling, insults and/or racist jokes
- Racist graffiti
- Provocative behaviour, such as wearing racist badges or insignia
- Bringing racist materials, such as leaflets, comics or magazines into school
- Verbal abuse or threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons or anywhere in school
- Ridicule of individuals for cultural differences e.g. food, music, dress etc
- Refusal to co-operate with other people because of their ethnic origins
- Adultification<sup>1</sup> of children

## Responding to incidents of racism:

The ATLP recognises the need for education in order to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices or unconscious bias in order for us as a community to respond, challenge and prevent it.

The need for education extends to dealing with the perpetrators of racist incidents.

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<sup>1</sup> Adultification is the process or fact of treating or considering a child as if they are an adult, usually in a way that is wrong or harmful; resulting in authority figures being less protective of and more punitive towards children of racial minorities.

**Where incidents are caused by a lack of understanding**, the student(s) or staff member (s) will be directed to reading / an empathy task / reflecting on the harm caused / exploring where their own prejudices come from.

**Where the incident stems from a desire to cause harm / distress / or is a repeated incident** of racism the student(s) or staff member (s) involved will be sanctioned in line with the school's bullying and behaviour policies, or the ATLP's disciplinary procedure as appropriate.

All incidents of racism should be reported to the class teacher, Pastoral Leader, Head of Service or Headteacher.

The ATLP will record, investigate and act upon such incidents and all parents and/or carers of children involved will be contacted.

The ATLP's aim when managing any racist incident is to find a way to achieve mutual understanding and ultimately reconciliation. The process of reconciliation requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes and genuinely apologize. The process is completed by the victim accepting the apology and offering forgiveness. Reconciliation can be a difficult process and for children, this is supported by Pastoral leads. These Recognition and Reconciliation meetings will be offered to all who experience or are involved in racist incidents. A specific plan of action outlining how to prevent further incidents, will be devised following any incident of racist behaviour.

All racist incidents involving students will be recorded in the school's behavioural record-keeping platform and form part of the student record. All racist incidents involving staff will be recorded on the staff member's file. The retention of the record will be in accordance with the provisions outlined in the ATLP's Safeguarding concerns and allegations against staff policy. All racist incidents will be reported to the ATLP Equality Diversity and Inclusion Working Party and the ATLP Trust Board on an annual basis.

If a parent is concerned that their child is being targeted, then they should talk to their child, listen, reassure, stay calm, talk to the child's teacher (first) and/or the Pastoral Leader, then the Head of School / Headteacher.

Parents have a responsibility to support the school's Equality, Diversity and Inclusion Policy and anti-racism position, and to actively encourage their child to be a positive member of the school community.

Should any member of staff be aware of a racist incident out of school, involving students, parents or carers or other staff members this should be referred to the Head of Service/ Director of HR or relevant Headteacher who may record and report any such incident to an appropriate agency (e.g., police, housing).

## **Support for victims of racist behaviour**

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 support from the school's pastoral lead and/or the school's designated mental health lead and/or HR 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 of whether enough is being done to enable staff members and students who are not members of global majority groups to feel safe while they are at school and/or work will be undertaken regularly and following any incidents of racist behaviour.

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

Staff members who are not from global majority groups will be supported to develop and progress in their career, and the Trust will take steps to ensure that these staff members are able to express any concerns they have regarding barriers to their career progression.

The Trust will seek to empower students and staff members who are not from global majority backgrounds to have high aspirations and to feel comfortable about aiming high.

The Trust will seek the views of members of the school community who are not from global majority groups to gauge the extent to which they feel valued and respected in the school, and where the school could improve the support offered and provided to these students and staff members.

Children and staff members will be urged to support one another by holding discussions to further understand the issue of racial inequality and empower their peers and colleagues who are not from global majority backgrounds. Individual school's SLT, and the Trust's central leadership team will consider how best to accommodate such discussions and ensure that this is done in a respectful and sensitive manner.

## **Strategies employed to raise awareness and reduce risk of racism.**

- Schools' participation in multicultural week.
- Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PSHE but not restricted to these subjects)
- Providing positive images and role models in resources and displays and ensuring that examples are modern and fit current context (e.g., Black History Month).
- Provide opportunities for students to learn about cultural diversity e.g., units of work for history, geography, R.E. art and music.
- Where possible, involving people from diverse and varied backgrounds in school and ensuring they have the opportunity to have their voices heard.
- Using P.S.H.E., circle time and assemblies (as appropriate to school phase) to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's point of view and opinion.
- Use of language that portrays negative images avoided where possible, e.g., terms such as 'third world' or 'natives'. Resource materials are screened so that an accurate picture is given in pictures, posters, books, TV programs and worksheets to reinforce respect and value one another's differences.
- Appointment of Trust-wide Vulnerable Children's Lead and Hub Safeguarding Leads to support vulnerable children, and to intervene if acts of racism are reported / witnessed.
- Central review of key data such as suspensions and exclusions, attendance, and complaints to identify any areas of potential unintended bias, or where groups of students with characteristics that

do not form part of the community's majority may be disproportionately affected. Data analysis allows the Trust to identify any areas of concern and take appropriate steps.

- Pre-employment online checks of prospective employees.
- Staff training to ensure that staff understand different types of racism and can identify it effectively.