

Vernon Park Primary School: Anti-Racism Policy (January 2025)

At Vernon Park Primary School, we aim to provide all children, parents and the wider school community with a safe, caring and inclusive environment where high-quality learning experiences enable all children to be the best that they can be.

Kindness and Empathy, Friendship and Respect, Honesty and Responsibility, Tolerance and Fairness, Support and Inclusion, Challenge and Resilience.

Vernon Park Primary School is committed to anti-racism. This means:

- We do not tolerate any form of racism or discrimination on the grounds of skin colour, nationality, ethnic origin, religion or belief.
- We will work to address any inequalities, pledging to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.
- We are committed to creating a learning environment where every pupil is respected and valued.

Aims & purpose of the policy

This policy outlines our approach to preventing and addressing racism and discrimination within our school community and embedding anti-racist practices in our school systems. It sets out how we will identify, challenge and change those attitudes, which lead to negative discrimination against people on the basis of their race, colour, nationality, culture, language or religion. It is guided by the protections offered by the Equality Act (2010) and adheres to the Universal Declaration of Human Rights, as well as the United Nations Convention on the Rights of the Child.

This is part of promoting positive behaviour in school and links to: the school's expectations and values, Home-School agreement, PSHE curriculum, Safeguarding Policy, Anti-Bullying Policy, Behaviour and Relationships Policy and Social Media Policy.

All pupils at Vernon Park Primary School have the right to be treated with respect and to feel safe. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents and carers should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved.

Aims

- To promote understanding and respect for differences in all aspects of human life to all stakeholders, challenging and preventing any form of racism.
- To ensure that everyone within the school community is treated fairly and equally.
- To ensure that all stakeholders know what the school policy is on racism, what they should do if a racist event occurs, what they can expect of the school in dealing with racism and what the school is doing to prevent it.
- To equip all stakeholders with the knowledge to challenge racial prejudice.

As a whole school we are committed to:

- Actively addressing all instances of racial discrimination, as well as actively promoting racial equality and equality of opportunity for all.
- Encouraging, supporting and enabling all stakeholders to reach their full social academic and professional potential.

- Building and maintaining working partnerships with families and the wider community to promote racial equality and address racial discrimination in any form.
- Ensuring that the school's Anti-Racism Policy is embedded within daily practice.

Responsibilities

The Governing Body should:

- Ensure that the school complies with legislative requirements and that this policy is fully implemented.
- Support the Head Teacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning racism.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Undergo any relevant training that will enable them to fulfil their role effectively.

The Head Teacher should:

- Oversee the implementation of the anti-racism policy and report to the Governing Body.
- Monitor incidents of bullying and harassment in terms of difference and diversity and take appropriate action if a cause for concern is identified.
- Ensure this policy is publicised and followed, reinforcing the message that racism is unacceptable through whole school activities and information shared with the community.
- Ensure that staff receive appropriate training.

All staff should:

- Challenge racism and incorporate anti-racist principles into teaching and pastoral care.
- Ensure that pupils are aware of their responsibilities, through explicit instruction.
- Recognise and address racial bias and stereotyping.
- Be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- Avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- Report any racist incidents on the school's safeguarding management and monitoring system (CPOMS) and through the Local Authority platform.

All pupils should:

- Understand that the any form of racism is not tolerated by the school.
- Respect one another and speak out against incidents of racism, whether experienced personally, or as a witness.
- Ask staff for help in dealing with such incidents and situations rather than retaliate.
- Adhere to the school's Behaviour and Relationships Policy.
- Know what to do if they feel they are victims of or observers of incidents of racism.

Families should:

- Understand that the any form of racism is not tolerated by the school.

- Support the school policy on anti-racism and inform the school if they believe a racist incident has occurred at school.
- Respect one another and speak out against incidents of racism.
- Work positively with the school to report any incidents.
- Support their child so that they adhere to the school's Behaviour and Relationships Policy.
- Play an active role in dealing with racist conduct if their child is responsible for it.

Information to support parents in talking about racism with their children can be found in the links below:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

Identification

Racism can be defined as when a person is abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic, cultural or religious identity. Vernon Park also recognises its role in tackling unconscious bias in all parts of the school community.

Racism and racial harassment may include but are not limited to:

- Physical assault.
- Verbal and non-verbal comments, abuse and threats, including derogatory name-calling, teasing remarks, insults, racist jokes, mimicry and ridiculing an individual for differences.
- Incitement of others to behave in a racist manner.
- Expressing prejudices or deliberate misinformation on racial, religious or ethnic distinctions.
- Refusal to co-operate with others because of their colour, ethnicity, religion or language.
- Written derogatory remarks.
- Accessing racist material on the Internet¹

Prevention

Our approach to tackling and preventing racism within the school involves:

- Educating children about racism and its effects,
- Celebrating difference and diversity and promoting equality, inclusiveness and positive behaviour.

We do this in the following ways:

1. Whole school ethos, environment and activities
 - We aim to create a positive, safe and inclusive environment that values diversity, recognising and nurturing the identity of children of all races and cultures.

¹ unless part of a study of racism within the curriculum.

- We have high expectations of children's behaviour to show respect for each other and accept responsibility for managing and responding to their behaviour in school.
 - Staff model and reinforce positive behaviour and communication skills with all stakeholders.
 - Staff always challenge children when they exhibit prejudice - biased and racist language; explaining why it is wrong and how hurtful it can be.
 - We encourage children to tell an adult if they are worried or upset about anything.
 - We use restorative approaches for dealing with conflict.
2. Staff use a variety of strategies within the classroom to support the school's approach to addressing racism. These include:
- Providing positive images and role-models in resources and displays, which reflect the experiences and backgrounds of all children in our multicultural society.
 - Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.
 - Developing global dimensions to the curriculum, which value contributions of all people to world culture and critically address issues of world development and interdependence.
 - Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and encouraging them to develop strategies of promoting justice and challenging injustice.
 - Promoting co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.
 - Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.
 - Having high expectations of children of all ethnic backgrounds, making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

In PSHE pupils learn:

- What bullying is and different types of bullying, including but not limited to online/cyberbullying, homophobic, biphobic and transphobic.
- The impact of bullying.
- Relationships and mental health and how this can develop into prejudice and discrimination.
- Why people bully.
- Strategies to respond to racism.
- The responsibilities of bystanders - what to do about it.
- How to be an ally and get support.
- The importance of respect for others.
- Being inclusive and celebrating difference and diversity.
- That difference is positive and that we are all unique.

- The negative impact of stereotypes.
- Skills to manage feelings, develop empathy, resolve conflict fairly.
- To cope with friendship problems and make and maintain healthy relationships.

Recording and Reporting

Any report or allegation of a potentially racist incident requires an investigation, even if it is found to have been unsubstantiated. While some investigations will be very simple, others may require witness statements or other supporting documentation. This information will be uploaded to CPOMS, and reported to families, governors and the LA.

In all cases:

- Records relating to racist incidents will be treated as highly confidential and must be uploaded by the relevant member of staff to CPOMS.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation should be uploaded on to the CPOMS platform.
- Analysis of CPOMS by the DSL team will enable us to learn from particular incidents, highlight trends and monitor progress.
- The Governing Body will receive regular reports from the school regarding racist incidents and the school's response.
- Any summary of incidents or monitoring report by the school that will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in racist incidents.
- We will investigate and act upon any racist incident that is reported to school staff promptly, whether taking place at school or outside of school e.g. online, on public transport, outside local shops.
- We will communicate with families of all children involved regularly throughout the investigations.

What will we do when a racist incident has been reported?

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports. We will:

- Support those involved and talk with them about what has happened and what they would like to happen.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- Tell the families of pupils involved and keep them informed of how the incident is being dealt with and whether the racism has stopped.
- Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
- Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on CPOMS and report to the LA.
- Consider any curriculum implication including the need for a Circle or lesson, changes to the behaviour code or any policies.

Support for the victim and/or the alleged perpetrator.

- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority Officer.
- Collect and report data on racist incidents to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been the victim of a racist incident?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's family to discuss the matter and explain the action taken, providing an interpreter/translator as needed.
- Reinforce the school's commitment to tackling racism.

What will happen to the child who has been displaying racist attitudes (perpetrator)?

We will:

- Intervene and take immediate action.
- Immediately challenge any racist behaviour.
- Support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- Report the incident to the Head Teacher, who should decide whether any further action needs to be taken (including notifying the police, or considering the use of a full range of sanctions including the use of fixed term or permanent exclusion).
- Discuss the incident with the alleged perpetrator's family and reinforce the school's position of zero tolerance.
- Spend time investigating if there are underlying reasons for these behaviours and if perpetrators could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use restorative approaches, which hold the child accountable for their actions and deter them from further racist behaviour and follow our Behaviour and Relationships Policy.
- We will reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

Reviewed: 23rd January 2025

Next review: September 2026

Appendix A:

Support and Advice

Advice to parents

- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>
- <https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

Advice to pupils

- If you are a victim of racism (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- If you cannot tell anyone at school, you can tell your parents, who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk>
- Friends of those targeted by racism should tell staff or a parent. Nobody deserves to be racially mistreated. Remember, you have a right for this not to happen to you and it is not weak to tell someone.

Advice to bystanders

Do not ignore or support racist behaviour if you see it happening to someone else. If you do see someone being treated in a racist way please:

- Do not join in, even if you feel pressured to do so.
- Tell a member of staff what you have seen.
- Tell your families or someone else you trust.
- If you feel safe to do so, tell the perpetrators they should stop.
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk>

If you are bullying someone:

- Stop.
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children.
- The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline.

- Their website is: <http://www.childline.org.uk>. They won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.