



# LONGHILL

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HIGH SCHOOL

## Anti-Racism Policy

Longhill High School recognises its moral and legal duty to promote equality and eliminate unlawful discrimination and racism within the school environment and workplace.

We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our organisation, curriculum and in the learning and working environment. Our school is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No student, employee, parent or community member should experience racism within the learning or working environment of the school. We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community. Racial discrimination and harassment are against the law.

As a school we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all pupils, staff and others associated with the school. Longhill High School aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential.

### **Legislation**

This policy and any actions that arise as a result of it, take into account current statutory requirements, in particular, we reference:

- The Race Relations (Amendment) Act 2000
- The Equality Act 2010
- The Children's Act 2004
- The Employment Act 2008

Under Section 71 of the **Race Relations (Amendment) Act 2000**, Longhill High School has a legal duty to *“eliminate unlawful racial discrimination and promote equality of opportunity, and good relations between persons of different racial groups”*.

In addition, **The Equality Act 2010** makes it unlawful for the school to discriminate against, harass or victimise a child:

- a) in relation to admissions;
- b) in the way it provides education for pupils;
- c) in the way it affords access to a benefit, facility or service;
- d) by excluding a pupil; or
- e) by subjecting them to any other detriment.

## Definition

Longhill High School acknowledges the definition of institutional racism, as defined in the McPherson Report and strives to address it in all its forms. Institutional racism is defined as:

*“The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness or racist stereotyping which disadvantages minority ethnic people”.*<sup>1</sup>

The current legal definition of racism in the UK is "Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race".<sup>2</sup>

Based on the above definition, for the purposes of this policy racism may refer to hostility or prejudice based on colour, ethnicity, ethnoreligious group (e.g. antisemitism) or place of origin (perceived or actual).

Racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favourably because of their race, colour, descent, national or ethnic origin. (For example, where a school does not employ a staff member because they are of African descent). Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage. For example, a school uniform requirement that stipulates that all students wear a short (above the knee) games skirt for P.E lessons could indirectly discriminate against pupils of certain cultures and backgrounds (for example, Muslim pupils) for whom strict modesty is observed. This discrimination would be found unlawful unless it can be justified as a proportionate means of achieving a legitimate aim.

Racial harassment is defined as “unwanted conduct relating to an individual’s race that has the purpose or effect of violating that individual’s dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, ‘banter’ and pranks, malicious comments, hostile attitudes;
- non-verbal conduct of a racist nature: display of racial material, graffiti, damage to personal property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

A person who has experienced a racial incident can be said to be the victim of racial harassment.

All members of our school community, including parents and care-givers, should feel confident that if a racist incident occurs, it will thoroughly be investigated and dealt with and that help and support will be given to all involved.

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<sup>1</sup> Home Office, *The Stephen Lawrence Inquiry: Report of an Inquiry by Sir William Macpherson of Cluny*, Cm 4262-I, February 1999, para 6.34

<sup>2</sup> <https://www.cps.gov.uk/legal-guidance/racist-and-religious-hate-crime-prosecution-guidance>

## **Interaction with other forms of discrimination**

Racial discrimination is often compounded by other forms of discrimination, in particular (but not exclusively) discrimination on the grounds of sex, disability and/or sexual orientation. This policy, therefore, acknowledges the significance of the possible interaction between racism, sexism, disability and sexual orientation discrimination the importance of taking this into account in our programs aimed at eliminating discrimination in employment and education.

## **Commitments**

Longhill High School is committed to be an anti-racist school; to promote equality and actively tackle discrimination within all areas of school life:

- it is committed to the elimination of racial discrimination, including direct and indirect (unconscious bias, micro-aggressions, white supremacy) racism, racial vilification and harassment – in all aspects of the learning and working environment;
- to ensure that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy;
- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different ethnicities and different geographical regions;
- to prevent direct and indirect, overt and covert discrimination on grounds of colour, ethnicity or place of origin;
- to provide students, staff, parents, carer-givers and all members of our community with a mechanism for the lodgement and resolution of complaints;
- to assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible;
- to make sure that all students and staff are encouraged and supported to achieve their full potential;
- to educate staff and students on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multi-cultural and multi-ethnic Britain, racial literacy, colourism, cultural appropriation etc so that all members of the community can recognise and report racism in all its forms. The school's approach to these issues, concepts and theories reflects government guidance, professional guidance from recognised experts and external agencies as well as examples of good practice; and
- to implement anti-discriminatory employment practices.

In addition:

- our school community recognises and nurtures the identity of children and staff of all ethnicities and cultures;
- our school strives to develop positive anti-racist language, awareness, images, role models and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that harassment will not be tolerated;

- our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued;
- through appropriate Personal Social and Health Education, school assemblies, mentor time and throughout curriculum, pupils will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism; and
- ***racist symbols, badges or insignia are forbidden in school.***

### Responsibilities

Students are responsible for:

- treating others with respect in accordance with our Core Values and the school's code of conduct;
- a student who perceives themselves to be the victim of racism, and students who witness incidents of racism have a responsibility to report this; and
- students should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

Parents are responsible for:

- if a parent is concerned that their child has experienced racism within the school community, they should talk to their child, listen, reassure, stay calm and ***inform the school.*** (Incidents discussed via social media/press make it very difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately); and
- parents have a responsibility to support the school's Anti-Racism policy and to actively encourage their child to be a positive member of the school.

The Assistant Headteacher: Behaviour, is responsible for:

- ensuring all stakeholders are aware of how to report racist incidents;
- ensuring that incidents of racism are investigated, and providing appropriate re-education and/or sanctions to perpetrators of racist incidents;
- being the trained contact point for allegations of racism and providing timely and professional responses to complaints regarding racism; and
- monitoring exclusion data and red reports by ethnicity, identifying trends or patterns and working with the Headteacher to ensure any barriers to students' feeling part of the community are tackled.

The Assistant Headteacher: Safeguarding, is responsible for:

- reporting all racist incidents to the local authority; and
- ensuring the victims of racism receive timely and appropriate support either in school or via external/partner agencies.

The Headteacher is responsible for:

- making sure this policy is readily available and that the governors, staff, students, and their parents and guardians know about it;
- making sure this policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

**All** staff are responsible for:

- all teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic and ethnic diversity, challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours;
- all staff, teaching and non-teaching should be vigilant in order that racist behaviour does not go undetected;
- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of colour, ethnicity or place of origin; and
- keeping up to date with the law on discrimination and taking up training and learning opportunities to better understand students' diverse cultural and ethnic backgrounds.

*The Governing Body is responsible for ensuring that the school complies with relevant equality and employment legislation, and that this policy and its related procedures and strategies are implemented.*

### **Staff Expectations**

- promote an inclusive and collaborative ethos in their interactions with students;
- take all forms of racism seriously, and intervene to prevent incidents from taking place;
- students' names will be accurately recorded and correctly pronounced;
- all staff should be aware of possible cultural assumptions and bias within their own attitudes;
- use of language that perpetuates negative images of people of colour must not be used e.g. terms such as 'third world' or 'natives';
- staff must screen resource materials so that an accurate picture is given in pictures;
- posters, books, TV programmes and worksheets to reinforce respect and value one another's differences;
- show equal regard for all; praising, rewarding and celebrating the success of **all** children; and
- recognise that the behaviour of all staff in the school will be seen by students as model behaviour, therefore it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children and high-quality professional relationships with all adults.

### **Good Practice**

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all students.

These could include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all students 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 inviting them to develop strategies of promoting justice and challenging injustice;
- encouraging 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; and
- having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

### **Responding to Incidents of Racism**

The school 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.

The need for education extends to dealing with the perpetrators of racist incidents. Where incidents are caused by a lack of understanding the student(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) involved will be sanctioned in line with the school's bullying and behaviour policies.

The 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 apologise.

Reconciliation can be a difficult process and in school this is supported by specially trained staff who lead restorative justice meetings. These meetings will be offered to all who experience or are involved in racist incidents.

## **Related Policies & Documents**

Behaviour for Learning policy  
Anti-Bullying policy  
Equality policy  
Child Protection policy  
E-safety policy  
Complaint's policy  
Disciplinary policy  
Grievance Policy

## **Monitoring and review**

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life; as part of the school development plan, staff meetings, SLT meetings, governors' meetings, assemblies and class discussions and student voice surveys.

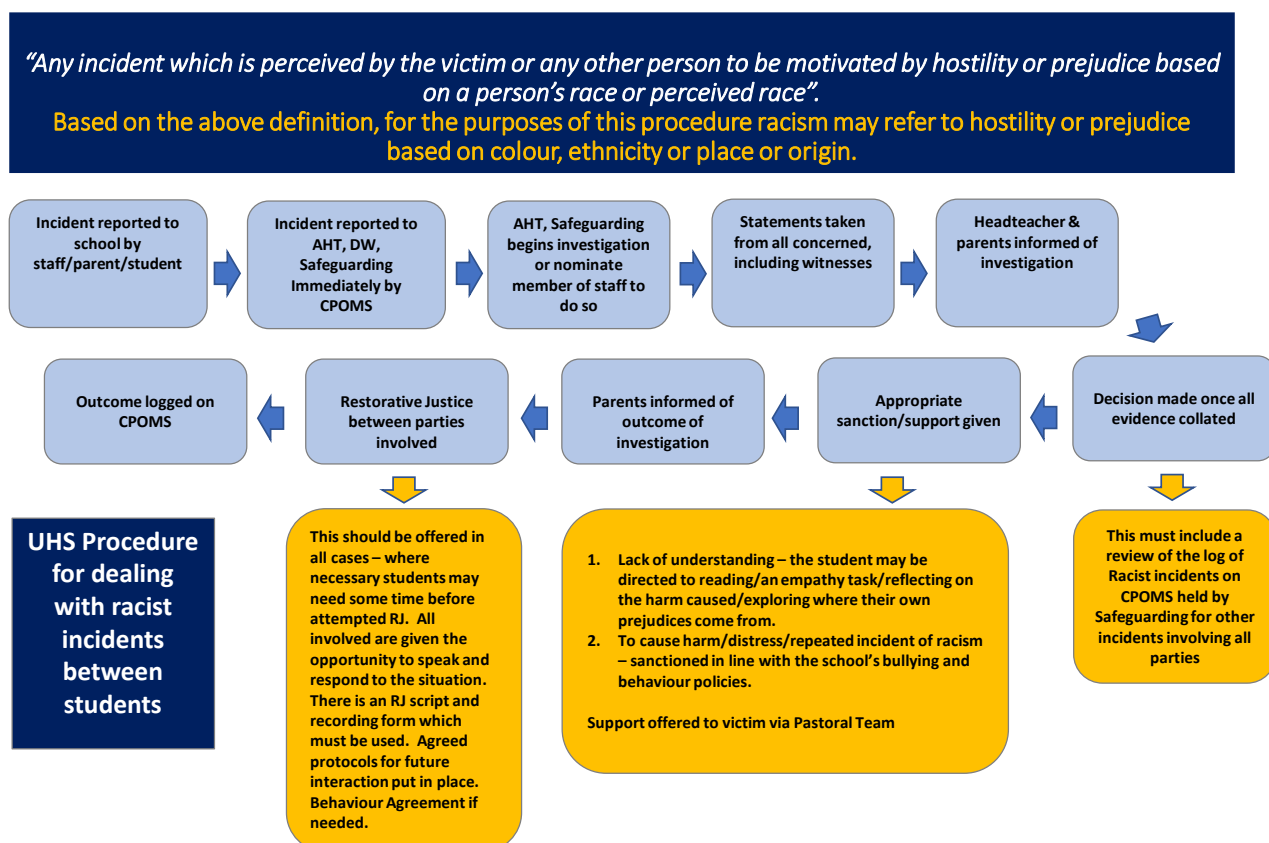
All staff are set yearly appraisal targets relating to anti-racism and the promotion of equality, diversity and inclusion.

Records of racist incidents are recorded on the CPOMS Incidents Log including action taken and outcomes (see Procedure for dealing with racist incidents Appendix 1), Racist incidents are reported to the Local Authority yearly. This policy will be reviewed every two years, or earlier if necessary.



Appendix 1

a. Procedure for dealing with alleged racist incidents involving students



b. Procedure for dealing with alleged racist incidents involving a staff member

All incidents should be reported immediately by CPOMS. This includes incidents where a staff member is racist towards a student, where a staff member is racist towards another member of staff or towards a parent or visitor. The incident will be logged and investigated by the Headteacher or a member of the senior leadership team.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school’s disciplinary procedure.