



St. Maxentius CE Primary School

Policy For Anti-Racist Education in a Multi-Cultural Society

Agreed on 27.11.19. by the LGB

Signed(Headteacher)

Signed..... (Governor)

Introduction

The purpose of this policy is to recognise that a primary task of St. Maxentius school is to prepare pupils for the future and it is the responsibility of all those who work within the school to seize opportunities which develop an understanding of a multi-cultural/multi-racial society.

By multi-cultural we mean the development of self-esteem for every child and the fostering of mutual respect and understanding between individuals and groups. Racism goes beyond prejudice – it discrimination by one group against another and often means the superiority of a particular race. Anti-racist education focuses on equipping children to question and challenge prejudice, discrimination and racism. It is important to recognise that anti-racist education should permeate all areas of school life

Aims :

- To create a climate which promotes ethnic, racial and cultural harmony and encourages attitudes which maximise the educational opportunities for everyone:
- To ensure sensitivity, understanding, tolerance and respect for cultural and religious issues:
- To recognise the part played in anti-racist education by the hidden curriculum in the school:
- To counter racism

Guidelines for Anti-Racist Education

Pupils' experiences should include;

- Positive experience of a range and variety of cultures:
- Valuing, sharing and positively promoting the experiences each child brings with them from home to school:
- Text books and curriculum materials which promote an accurate multi-cultural perspective on the world and the people in it:
- Opportunities to develop their understanding of themselves and the world in which they live, raising their confidence and progressively equipping them for adult life in a multi-cultural society:

Pupils' activities may include:

- Raising awareness of self and others through class discussion time:
- Studying literature by a variety of authors from different cultural and racial backgrounds:
- Taking part in drama activities which explore different cultural experiences through role play, experiencing calendars used in other cultures:
- Learning about the contribution made over centuries to scientific and other knowledge by people from other cultural backgrounds:
- Learning about the rich diversity of faiths and cultures:
- Looking at examples of art and craft, pattern and design from different cultures:
- Learning about styles of music and musical instruments from a variety of cultures:

Assessment and Recording of pupils' Progress

The assessment and recording of pupils' progress will be in line with current school practice on recording, assessing and reporting.

Equal Opportunities and Diversity

All pupils, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background have the right to feel valued and safe at our school. Racism will not be tolerated and will be dealt with in line with this policy.

Monitoring and Evaluation

The implementation of this policy for anti-racist education will be monitored both formally and informally by school staff and governors:

- The policy statement will be reviewed every 2 years or earlier if required:
- The headteacher will seek evidence of activities which promote racial harmony as part of curriculum planning:
- The headteacher will look for resource materials which reflect cultural diversity with ongoing reviews to ensure the removal of inappropriate materials:
- The schools' environment including display and teaching materials should provide evidence of anti-racist education whenever possible

The effectiveness of this policy for anti-racist education will be monitored by school staff and governors:

- By the degree to which knowledge of cultural diversity is increased by staff and pupils:
- By qualitative impressions gained by headteacher and staff:
- By a reduction in overt and covert racist behaviour.

St. Maxentius CE (A) Primary School

Policy for Incidents of Racial Harassment

Agreed on 5.12.18. by the LGB

Signed(Headteacher)

Signed..... (Governor)

Introduction

Racial harassment is an offensive or violent act or expression motivated by racial dislike or hatred. It can be verbal, visual or physical. Racial harassment is not directed at the characteristics of an individual but is motivated by that individual's membership of an ethnic group. Racial harassment is therefore of a different nature to other forms of harassment or bullying, in that it is based on a view of a particular group in society. Racial harassment, because of this, requires a specific response. Racial harassment may be directed towards members of any ethnic group. It is equally unacceptable whichever group is affected.

Responsibilities

The governors and staff at St Maxentius have a responsibility not to discriminate in the provision of education or whilst carrying out any of their duties. The governors and staff will carry out their various responsibilities taking note of the need to:

- Eliminate racial discrimination:
- Promote equality of opportunity between people of different racial groups:
- Promote good race relations.

Aims

The aim of this policy is to provide a framework of guidance to help governors and staff deal with and eliminate incidents of racial harassment.

Objectives

- To clarify the nature of racial harassment in the school environment:
- To provide guidelines for dealing with racial harassment:
- To define the role of the LEA and the school in dealing with racial harassment:
- To define means by which the implementation and effectiveness of this policy will be monitored and evaluated.

The Nature of Racial Harassment

Racial harassment may take the form of:

- Direct physical assault, or threats of physical assault because of ethnic origin:
- Racist comments, name calling or joke making, verbal abuse or threats;
- Expressing prejudice based on racial or ethnic distinctions:

- Racist graffiti:
- The wearing of badges or insignia belonging to extreme political organisations which are judged to be racially motivated:

Guidelines for dealing with Racial Harassment

- Challenge the behaviour, not the person or people involved. Get them to discuss the incident.
- Make it clear that the behaviour is not acceptable.
- Report the incident immediately to the class teacher and to the headteacher. All incidents of racial harassment should be recorded in the “Record of incidents of Racial Harassment” file which is kept in the headteacher’s office. Because of the sensitive nature of the recording of this type of information with young children who may not be fully aware of the nature of their actions children’s initials and date of birth may be used in the file instead of full names.
- Give support to those who have been subjected to racial harassment. Reassure them that they are not to blame and that it is right for them to tell someone.
- Parents of all pupils involved will be informed after any incident.

Monitoring and Evaluating

All incidents of racial harassment should be recorded in the “Record of Incidents of Racial Harassment” file.

Incidents of a serious nature are to be recorded on the Bolton LA standard form and returned to the LA every half term. Racist incidents will be reported to Governors annually.

Conclusion

Together, as a school we should approach the problem of racial harassment openly. We must recognise that the problem may exist and try to create an atmosphere where problems can be reported and discussed.

Understand that we all; governors, staff, parents and pupils, have to work together to ensure that each member of the school community feels happy and secure.

St. Maxentius, CE (A) Primary School

Racist Incident Record

Date :

Time :

Report compiled by :

Details of incident (include names of other pupils involved, witnesses, location)

.....

.....

.....

.....

.....

.....

Parents informed :-

Action taken :-

.....

.....

.....

.....

.....

.....