



Westgate Primary School Anti-Racism Policy

Pupil Entitlement

All pupils at Westgate Primary school have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents 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.

Definition of Terms

- **Personal Racism** is when a person has deliberately been abused, harassed, or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.
- **Institutional Racism** is when organisations, systems, customs or routine practices have the effect, though not necessarily, the intention, of excluding and disadvantaging individuals and groups on the basis of their culture, religion, ethnicity or appearance.

Good Practice

- Our school community recognises and nurtures the identity of children of all races
- Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- Our school will be pro-active 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 and through school assemblies and within the curriculum, pupils will be shown that racism, in any form, is unacceptable
- Children of every ethnic background yearn for personal worth. Every child yearns for significance. It is the aim of school to achieve this.

Staff Responsibilities

- All staff, teaching and non-teaching, should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected
- All staff should investigate any allegations of racism, take the child's concerns seriously **and report the incident to the head teacher**
- Racist attitudes must be challenged
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, ie away from the group
- Staff should remain calm and take time to listen impartially to all involved
- Staff should avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self image and esteem

- All reports of racist incidents must be recorded and a note made of any action taken. Parents (of the perpetrator(s) and victim(s)) will be informed and involved in responding to the incident. The school will invoke sanctions as detailed in the Behaviour & Discipline Policy
- Any racist incident constitutes a Hate Incident. As such, it should be recorded on the Local Authority's Hate Incident Reporting Form and reported to the authority within seven days via reporthatocrime@leeds.gov.uk

Pupil Responsibilities

- All children should adhere to our school's code of conduct (see Policy).
- Children who perceive themselves to be the victims of racism, and children who witness incidents of racism have a responsibility to report this.
- Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate.

Additional Support

All staff (both in a group and individually) at school will be given in-service support and training on the causes, effects and methods of dealing with racism.

Other agencies will be involved as appropriate including Anti-Bullying, Bilingual Support Service, Behaviour Support Service and Community Groups.

Pupils with concerns about racism have the opportunity for discussion, counselling and support from the Learning Mentor, teachers and teaching assistants. They may talk to an adult they feel comfortable with.

Anti- Racism Curriculum Statement

Racial harassment and racist incidents are a reflection of racist views and practices in society, and research shows that children "learn" racism from a very young age. Thus, even if apparently positive views are held about ethnic minority friends and their families, racist views about ethnic minority people or other groups in general may still be held and children may still resort to racist actions or name-calling when a conflict arises.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum, as an integral part of a whole school approach to policy development in this area. Overt curricular areas may be: Religious Education, and PSHE. However, opportunities should not be missed, for example in the teaching of History and Geography or other curriculum areas.

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 children. These could 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 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 with 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 and making known to them our confidence in their ability

This policy was adopted by the governing body in June 2021 and is subject to review as part of a 3 year cycle.

Signed: (Head Teacher)

Signed: (On behalf of the governing body)

Date: 21/06/2021

See Also:

- Single Equality Policy
- Otley Family of Schools Anti-Racism Charter
- Otley Family of Schools Equality & Diversity Charter
- Hate Incident Reporting Form
- Hate Incident Reporting in Schools (HIRS), Academies and other Children's Services settings in Leeds Guidance
- Behaviour & Discipline Policy