



Minerva
Learning Trust



Handsworth Grange
Community Sports College

Anti-racism Policy

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1. INTRODUCTION:

Whatever the nature of the local community, students are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much, or more, in the 'all-white' parts of Britain as in the multiracial areas.

The School stands against racism and all forms of negative discrimination on the grounds of ethnic origin, religion, gender or disability.

2. LINKS

Behaviour policy

Anti Bullying policy

Suspensions & Exclusions policy

3. AIMS and OBJECTIVES

- To promote justice, equality of opportunity and fair treatment for all and thereby allow all students, irrespective of their ethnic origin, to achieve the level of success and self-respect which they deserve, whilst retaining their cultural identity.
- To instil in students an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self-esteem.
- To prepare children for living in a complex multicultural society.
- To promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. Students should understand the differences in dress, hairstyles and diet. Parents can fully involve themselves in cooking foods, from a variety of cultures, for children to taste.
- To provide a safe and welcoming place for all of its members.
- To provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
- To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
- To support the local education authority in its multicultural and antiracist policies, and to take the appropriate action to deal with any form of racism within the school.
- To recognise that the students themselves are often the most important multicultural resource within the classroom and their experiences are valued and shared.
- To recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by different cultures.
- To adopt the view that cultural diversity is a positive advantage. Students' own experiences of festivals, food, dress, etc. Should be shared.
- To contribute towards imparting a sense of citizenship in the students.
- The teacher's will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- To use self-evaluation by whole school discussion to assess the implementation of this policy.
- All subject leaders will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

4. WHAT IS RACISM?

'Racism is treating someone differently or unfairly simply because they belong to a different race or culture.'

Racism is also defined as:

'Discriminatory, or abusive behaviour, towards members of another race.'

'The prejudice that members of one race are intrinsically superior to members of other races.' (*Definition of racism taken from Childline.org*)

People can experience prejudice because of their religion or nationality.

It is illegal to treat people differently or unfairly because of their race and no one has the right to make anybody feel bad or abuse them.

Racism takes many different forms which can include:

- Written or verbal threats or insults (including online)
- Damage to property, including graffiti
- Personal attacks of any kind, including violence.

It is important that racism and racist comments are discouraged and dealt with effectively whenever they are observed or reported. It is equally important that students understand that this form of bullying behaviour is illegal.

5. CHOICE OF READING SCHEMES, BOOKS AND OTHER LITERARY RESOURCES

Staff should choose and use resources:

Which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.

Which are factually accurate and use up-to-date text, illustrations and maps.
N.B. inappropriate material must be thrown away.

Which do not:

- Stereotype individuals or groups.
- Equate the white man with "civilisation".
- Use paternalistic approaches to other peoples or cultures.
- Reduce all non-western societies to the exotic, picturesque and primitive.

Which show the achievements and attributes of different societies, both past and present, e.g., Chinese and Islamic science, African civilisations before colonisation and the benefits of the extended family system etc.

Which show children of different ethnic groups involved in the activities described, e.g., physics, design, music, mathematics.

Which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.

In which children from ethnic minority groups can find characters which enhance their self-esteem, where ethnic minority characters have important roles and adults hold positions of authority.
Which show ethnic minority characters not having to justify their ethnicity by being exceptionally virtuous or brave etc.

Which have illustrations that avoid caricature.

Which accurately reflect the population of Britain today. For example, are the representatives from the ethnic minorities in the text or illustrations merely tokenistic?

Which use dialect appropriately and not to ridicule.

Which use a range of folk tales from different oral or cultural traditions.

Which use stories or poems written by children from different cultures.

6. CURRICULUM SUPPORT

Those students whose mother tongue is not English should have experience of developing their own home language skills within the National Curriculum. The various languages spoken in the School should be given full recognition and respect by all students and staff. Any student, regardless of their ethnic origin and mother tongue, should have the opportunity to become familiar with the various community languages spoken at their School. This would not only help to promote general cultural awareness, but also improve cognitive learning. Such a school policy would also be of advantage when producing multi-lingual signs within the School, providing translations for newsletters and information booklets etc. Students could help with the production of these resources, and feel they were contributing to the whole School community.

Curriculum support is essential if students are to develop competent skills in English language as well as having equal opportunity to improve language skills in their own mother tongue. This means that the staff are committed to providing a fully integrated language support system in the School Curriculum. This system should ensure that new students to the School who do not speak English at home, receive immediate and full language support, and gain maximum access to the Curriculum.

7. ACTION TO BE TAKEN WHEN RACIST BEHAVIOUR IS SUSPECTED

If racism is suspected we talk to the suspected victim, the person suspected of racist behaviour and any witnesses. If any degree of racism is identified, the following action will be taken:-
Help, support and counselling will be given as is appropriate to both the victims and those responsible for the racism. Any proven racism is formally logged on Sims. Termly racist incident reports are produced in order to monitor incidents and plan any relevant interventions.

8. SUPPORT

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with the most appropriate member of staff.
- Informing the victims' parents/guardians.
- By offering continuing support when they feel they need it.
- Arrange for them to be kept safe within school in the most appropriate manner, ensuring they get home safely.
- By taking one or more of the ten disciplinary steps described below to prevent more racism.

We also discipline, and try to help those guilty of racist behaviour in the following ways:

- By talking about what happened, to discover what they did, said and why they became involved.
- To try and get them to recognise and accept any racist actions and attitudes for which they are responsible
- Informing their parents/guardians.
- By continuing to work with them in order to address prejudiced attitudes as far as possible.
- By taking one or more of the 10 disciplinary steps described below to prevent more racism.
- Where there are causes for concern because of repeat offences a referral can be made to external support services to carry out some targeted intervention. This can be as an individual or as part of a group. See the Community Youth Team (CYT) referral process.

9. DISCIPLINARY STEPS

- a)** They will be warned officially to stop offending.
- b)** Informing their parents/guardians.
- c)** Arranging a meeting on site with their parents/guardians
- d)** Arranging a meeting with appropriate governors or other agencies.
- e)** Arranging a meeting with the victim, if appropriate.
- f)** Internal reflection (S5)
- g)** Arrange for them to be escorted to and from the school premises if appropriate
- h)** If they do not stop the racist behaviour they will be suspended for a fixed period (1-2 days).
- i)** If they then carry on they will be recommended for suspension for a major fixed period (up to five days) (S6)
- j)** If they will not end such behaviour, they could be recommended for permanent exclusion (S7).