



Griffin Primary School

Anti-Racism Policy



1	Summary	Anti-Racism Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Senior Leadership Team			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 11.3.24			
8	Version number	3.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1. Introduction

All pupils at Griffin 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 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.

In addition, protecting pupils from the risk of radicalisation is also part of the schools wider safeguarding duties. We will actively assess and monitor the risk of pupils being radicalised and drawn in extremism. Staff will be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Hull Safeguarding Children's Partnership as appropriate.

2. Definition of racism

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.

3. Good practice

Our school community recognises and nurtures the identity of children of all races and cultures;

- 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 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 PSHE lessons, school assemblies and the wider curriculum, pupils will be shown that racism, in any form, is unacceptable.

4. The role of the staff

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 take action as soon as possible and ensure that all interaction is carried out privately, i.e. 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.
- Staff should use the script "your child has used racist language" when communicating with parents/carers



- All reports of racist incidences must be recorded on CPOMS and handed to a member of the SLT.
- All racist incidences are logged by a senior member of staff in the racism bound book.
- The school will contact the parent/carers of the victim and perpetrator. A suitable sanction will be discussed with all parties involved.
- Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However, the school collects this data to monitor patterns and trends.

When any racist incidences have taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and opportunities to educate the offender. Time is spent talking to the child who carried out the racist incident, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is involved in racist incidences repeatedly, we then invite the child's Parents/carers in to discuss the situation. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

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 that 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 out-dated 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;
- 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.

5. The role of the pupil



- All pupils should adhere to our school's Behaviour Policy. A pupil who perceives themselves to be the victims of racism, and pupils 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, but should ask for help from staff.

6. The role of the parent

- Parent/carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community
- Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it

7. The role of the governors

The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed.

The Governing body will:

- support the Executive Head and Head of School 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.

8. Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions.

Records of racist incidents are recorded on CPOMS and the Executive Head and Head of School who will monitor patterns and trends.

This policy will be reviewed every two years.