



Anti-Racism Policy

Name of Policy	Anti-Racism
Review Committee	SLT in absence of Board of Trustees
Last review date	September 2022
Next review date	September 2023

GUST Independent School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

1 Rationale

We expect all children to find school a safe and welcoming place, where they are able to achieve success, irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore, we believe it is important to have in place an Anti-Racism Policy, to clarify our expectations, approach and which helps ensure equality of opportunity of education for all children.

By having such a policy, we give a clear message to everyone in the school community that racism will not be tolerated in any form.

Finally, it is a legal requirement to “eliminate unlawful racial discrimination and promote equality of opportunity, and good relations.....” Sec 71 [Race Relations Act 1976](#).

2 Effective promotion of anti-racist practices

The School welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

We will ensure that the school nurtures an ethos and environment where all are valued and where views are taken into consideration. This embraces a culture that enables all who teach and learn in the school to review their practices and behaviours, to have the confidence to build on prior experiences and to make appropriate changes.

All associated with the school are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

3 Principles

The school is an anti-racist establishment and is committed to:

- educating young people to successfully take their place in a multi-cultural Britain;
- promoting tolerance and understanding of others;
- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices; and
- recording and reporting racist incidents.

4 Practice

4.1 Curriculum

The curriculum is a strong means of addressing racism and promoting equality of opportunity for all children. Within every school experience, racist attitudes, misconceptions and stereotypes are discussed, challenged and addressed. GUST promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and through wider society.

We will use the curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding. We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity. More specifically, there are regular opportunities available through our Life Education, Citizenship and EPIC programmes to prepare pupils to meet their responsibilities as citizens in a multi-cultural society.

Within this context the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination. The EPIC (Ethics, Philosophy and Culture) curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community.

Various trips, experiences and guest speakers over different year groups allow first-hand experience of different cultures and beliefs.

All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

4.2 Social Inclusion

As an inclusive school, leaders and the governing body will seek to ensure that:

- all pupils achieve as much as they can, and derive maximum benefit, according to their individual needs, from what the school provides;
- pupils, or groups of pupils, who are underachieving are identified and strategies are put in place to increase their rate of progress;
- differences between pupils, or groups of pupils in terms of achievement, teaching and learning, and access to curricular opportunities can be explained, founded on the effective use of relevant data;
- there is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual pupils; and
- account is taken of pupils' views as we seek to remove barriers to attainment and progress.

4.3 Books and materials

We will select text and materials that take into account appropriateness in today's multicultural society.

Materials in school will be examined for racist bias and either withdrawn from use or used as a resource to promote discussion on racism and racist content.

5 What can be considered racist behaviour?

Categories of racist behaviour (list is not exhaustive):

- using words or phrases in humour or aggression related to another person's colour, ethnicity or religion;
- physical assault against a person or group because of colour, ethnicity or religion;
- racist graffiti;
- provocative behaviour, e.g. racist badges or insignia;
- bringing racist materials (such as racist leaflets) into school;
- verbal abuse and threats, including name-calling, insults and racist jokes;
- incitement of others to behave in a racist way;
- racist comments in the course of discussion in lessons;
- ridiculing of an individual or group for cultural differences;
- refusal to co-operate with others because of their ethnic origins; and/or
- posting any racist comments online.

6 Legal context

The [Race Relations Act 1976](#) requires Local Authorities to ensure that the provision of education is carried out with “due regard to the need”.

- to eliminate unlawful discrimination.
- to promote equality of opportunity and good relations between persons of different racial groups.

Intentional harassment is now an offence under The Criminal Justice and [Public Order Act 1994](#).

A person is guilty of an offence if, with intent they:

- Use threatening, abusive or insulting words or behaviour, or
- Display any writing, sign or other visible representation that is threatening, abusive or insulting, thereby causing that, or another person, harassment, alarm or distress.

GUST is committed to equal opportunities for all and is opposed to all forms of racist prejudice and unfair discrimination.

7 Staff training

The Headteacher will draw the attention of all staff to issues of racism by:

- Putting the issue of racial harassment on the safeguarding agenda for discussion if there has been a highlighted concern
- Examining school practices and procedures to tackle racism
- Drawing upon the advice and experience of others, including other schools and those with specialist knowledge and experience
- Agreeing to common strategies to improve our learning environment

All staff and Trustees undertake Prevent training to ensure they are fully aware of potential situations that could be detrimental to the ethos of our school which involve extremism and radicalisation. The purpose of the Prevent Duty is to help staff understand:

- what extremism and radicalisation are
- how young people are radicalised
- how messages are spread
- what Prevent is
- what signs to look for
- actions to be taken

Staff must lead by example

Racist behaviour must be regarded as unprofessional and therefore a disciplinary offence.

Where a child, parent or member of staff is racially abused by another member of staff, the following procedure will be followed:

- Known incidents reported to the Headteacher.
- The Headteacher will seek to resolve the issue.
- In cases where the parents or children are not satisfied with the actions taken by the Headteacher, they should be informed of their right to make a formal complaint to the Chair of Board of Trustees.
- The Chair of Board of Trustees will investigate the case and will take appropriate action following the complaints policy.
- Racist behaviour by any member of staff would be considered as gross misconduct and the person concerned subject to disciplinary action.

In a case where a member of staff is racially abused by any child, parent or other member of staff, the complaint should be dealt with using the disciplinary procedure.

8 Supporting Victims

At GUST, we will:

- give immediate reassurance and support;
- ensure a member of staff explains the school's zero tolerance policy towards any form of racism;
- give opportunities for the child to express their own concerns and feelings;
- support from external agencies can be sought in cases of repeated racist incidents;
- parents/carers of children who express racial extremities will be notified;
- all staff will be ready to discuss and follow up the child's and/ or parental/carer concerns; and
- follow the school's behaviour and discipline policy as refer to the anti-bullying policy as necessary.

9 Dealing with the perpetrators

All Categories mentioned before will result in the following actions being taken:

- No member of staff will ever ignore any incidence of racism at GUST.
- An initial incident may be dealt with by the class teacher.
- **All incidents** will be reported to the Headteacher or Deputy Headteacher and the Designated Safeguarding Lead where they will explain the reasons behind the school's policy for zero tolerance of racism.
- **All incidents** will be recorded on CPOMS by a member of staff that witnessed the incident.
- The Headteacher, Deputy Headteacher or DSL will investigate the incident and parents/carers will be notified if necessary. An appropriate person will then decide if any further action will be taken.
- In the case of a very young child making racist remarks, a discussion will take place with the child and parent/carer. It is for the Headteacher to decide on the innocence of the remark

10 Monitoring and Reporting Incidents

All incidents will be reported to the Headteacher or Deputy Headteacher and DSL.

All incidents are logged on CPOMS.

11 Whole-school monitoring and improvement

The pastoral team with the Deputy Headteacher (Behaviour) will termly review the racist incident log data and trends to see if this policy needs amending. A termly report will also be produced for Governors.

The pastoral team will regularly evaluate and update their approach to tackling racist behaviour.

This policy will be reviewed annually by the Board of Trustees.