

Gresham Village School and Nursery
Anti-Racism and Discrimination Policy

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Policy statement

At Gresham Village School and Nursery, we are blessed with a diversity within our school community that is uncommon in most rural schools in North Norfolk. However, North Norfolk is a largely white mono-cultural area with little diversity in our villages and towns. It is vital, therefore, that we equip our whole school community with the knowledge and skills they require to live successfully and confidently in modern culturally diverse Britain both within and beyond the boundaries of the county we live in.

This scope of this policy extends beyond the parameters of an anti-racism policy, as it seeks to set out how we celebrate and educate diversity in all its forms and how we respond to discrimination.

Gresham Village School and Nursery does not tolerate discrimination in any form and is committed to ensuring that all pupils develop a tolerant and inclusive view of the world and to addressing discrimination in a consistent and rigorous way whenever it occurs. This includes:

- Providing an educational programme, so that children learn about diversity and discrimination in a cohesive manner.
- Ensuring school policies and procedures are consistently applied to address inappropriate behaviour around racism and other discriminatory practices.
- Placing discrimination of any kind on the same level as other aspects of pupil safety and security, including safeguarding, anti-bullying and health and safety.
- Supporting the victims and perpetrators of discriminatory behaviour.

The Equality Act 2010 sets out protected characteristics (in relation to children). These are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

Associated policies and documents

- *The Equality Act: departmental advice for school leaders*, DfE 2014
- Positive Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct
- Safer working practice guidelines
- Safeguarding Policy
- Curriculum Policy

Promoting a culture of inclusion and diversity

Developing a culture of anti-discrimination

It is important that staff act as positive role models in challenging discrimination and racism whenever it occurs. They need to be aware of unconscious bias in their own teaching and within peer relationships in the classroom and be confident in the language they use around racism and other forms of discrimination.

Our assembly programme has been designed to celebrate diversity and tolerance through the historical, current affairs and religious content, music and 'great lives' discussed. Discrimination and intolerance are deliberately challenged as themes within the programme. Pictures and images related to assembly themes are displayed around school, so children can see images of the people we are celebrating. We review the programme annually in order to ensure that it is up-to-date, promotes positive content from a range of world heritages and remains balanced.

We will hold annual anti-discrimination events such as anti-racism week and Pride in order to raise awareness, celebrate diversity and share our Anti-Racism and Discrimination Policy.

The children will have their own version of the Anti-Racism and Discrimination Policy that will be displayed around the school and on the school website. The policy will be discussed at least annually with the children in assembly and PSHE lessons.

There will be a page on the school website dedicated to anti-discrimination, which will give clear messages about the school's attitudes to discrimination in any form and be a central point to share information with stakeholders.

Educational Programme

Diversity and discrimination is an integrated strand of our Personal Social Health Education programme of study. In this unit, that is taught to all years, children are taught about celebrating diversity and about discrimination. All other strands support children with understanding themselves and building resilience. In Early Years, teaching about diversity and discrimination is integrated into our Educational Programmes. The KS1 and 2 PSHE Programme of Study and EYFS Educational Programmes can be viewed on the school website.

Our wider curriculum has been designed to broaden children's horizons and include an understanding of our cultural heritage greater than the parameters of the National Curriculum. In our history Programme of Study, we have a broad range of world history, including units on Ibn Battuta, Mary Seacole and a unit on Migration, which is supported by the Diverse Curriculum resources. This programme of study is reviewed annually. In our geography Programme of Study, world geography is a central theme in most units eg the units on Living in Johannesburg and a study of Singapore in our Cities unit.

We are conscious of representing different heritages in the books that our children read or are read. Every classroom has its own Class Library, which teachers consciously check and update. Part of our action plan for this year is to audit the range of books that children are accessing to ensure that they are representative and to implement a core selection of books that every classroom should contain. Our Progression in Whole Class Reading Texts has been designed to represent a range of authors from different cultural backgrounds and is reviewed annually.

We are keen to find partner schools in the United Kingdom and across the world to support our curriculum and the aims of this policy. The intention is to have regular video links and visits. This forms part of our action plan for the coming year.

Dealing with incidents of racism and discrimination

What is a racist or other discriminatory incident?

Our definition of a racist or other discriminatory incident is from the Norfolk Children's Services definition and based on the MacPherson Report, 1999.

A prejudiced-related incident is any incident, which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

A prejudice-related incident could be considered bullying if it is repeated over time and will be dealt with under the procedures of both the school Anti-Bullying Policy and the Anti-Racism and Discrimination Policy.

Process for dealing with racist or other discriminatory incidents

It is vital that the school creates a climate in which victims of racist and other discriminatory incidents feel able to report them. Staff must report any racist or discriminatory incident and young people should also be encouraged to report any incident they witness. All such reports should be followed up thoroughly.

All racist or other discriminatory behaviour should be treated as a serious matter and should never go unchallenged. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning discriminatory behaviour and could discourage young people and parents from reporting incidents and sharing concerns with staff.

Initial response

1. Member of staff who witnesses or receives a report of an alleged racist or discriminatory incident reports immediately to the headteacher or, in the event of the headteacher not being available, to a member of the Senior Leadership Team. Without making a judgement on the

incident, the member of staff makes it clear that any form of racism or discrimination is taken seriously and needs to be investigated thoroughly.

2. The headteacher takes steps immediately to support the victim of the alleged incident, so they know that the incident is being taken seriously and that they will be supported.
3. Headteacher begins an investigation of the incident, focussing on what happened from the point of view of both parties and how the victim feels. This involves taking statements from the victim and the perpetrator, the member of staff who reported the incident and any witnesses, so an accurate picture of the incident can be constructed. Headteacher makes a careful record of the statements, using a paper incident form and begins an electronic record of the incident on CPOMS.
4. Depending on the severity of the incident, the headteacher seeks an initial resolution between the victim and perpetrator, dealing with any non-racial/ discriminatory aspects of the incident in accordance with the school Behaviour Policy. Both parties are informed that the racist and discriminatory aspects of the incident will be investigated further and that contact will be made with parents.
5. The headteacher contacts the parents of both parties by telephone, to inform them that an incident is being investigated. If the parents cannot be contacted, a message will be left. Both parties will be informed that the incident is being taken seriously and is being thoroughly and fairly investigated and followed up.

Record and report

6. Headteacher completes the incident record on CPOMS recording clearly all initial outcomes and actions resulting from the incident.
7. Headteacher completes the Racist or Discriminatory Incident Form (see below) and attaches a scanned copy to CPOMS. This is to inform the annual return of prejudice related incidents to Norfolk County Council. If the investigation is confirmed as being racist or discriminatory, this is marked on the CPOMS record.
8. Headteacher informs parents of both parties of the outcomes of the investigation, including how both the victim and perpetrator will be supported.

Support for the victim

9. When dealing with racist incidents, staff should:
 - listen attentively
 - remain calm and reassuring
 - accept the victim's language and terminology
 - remember that to report an incident may need considerable courage
 - acknowledge the feelings of the victim
 - confirm they were right to make the disclosure
 - show they understand the difficulty in discussing the matter
 - offer immediate support; reassure the victim that the matter will be treated seriously and that a full investigation will take place

10. Victims of racism or discrimination and their families may need further support with dealing with an incident, particularly if the incident is not isolated. If the incident involved the same perpetrator, it is important that the Headteacher considers whether the victim is being bullied and take appropriate action in accordance with the Anti-bullying Policy.
11. Racism and other forms of discrimination can have a long term effect on a child's emotional health and wellbeing, so it is important that this is recognised and appropriate support provided in accordance with the school's Emotional Health and Wellbeing Policy.

Working with the perpetrator

12. The headteacher will show strong disapproval of the racist or discriminatory behaviour and make it clear to the perpetrator that this behaviour is unacceptable. The headteacher will explain why the perpetrator's behaviour and language is racist or discriminatory and the effect of this on the victim and how the victim is feeling.
13. Strong efforts will be made to encourage the perpetrator to apologise to the victim.
14. If the perpetrator is unable to show remorse or does not understand the effect of their behaviour, a Behaviour Support Plan will be set up in accordance with the school's Behaviour Policy, but with specific anti-discrimination targets and action to support the perpetrator and sanction further behaviour. Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome their prejudices and to desist from similar behaviour in future and change racist attitudes.
15. If the perpetrator has a history of other racist or discriminatory behaviour, the headteacher will consider a Behaviour Support Plan.
16. The headteacher will have a further conversation with the parents of the perpetrator in order to make it clear that the school does not tolerate discriminatory behaviour, to explain actions and discuss how this can be followed up at home.
17. The perpetrators' future behaviour will be monitored.

Sharing our policy with children and parents

This Anti-Racism and Discrimination Policy and the associated children's version of the policy is available on the school website on a dedicated Anti-Racism and Discrimination page.

The policy is shared with children and parents on an annual basis during our Anti-Racism Week and a paper copy is taken home. Parents are invited to give us feedback about the policy on an annual basis.

The children's version of the policy is displayed around the school.

Staff training

It is important for all staff to understand their role in the school's Anti-racism and Discrimination policy, so they know how to identify a discriminatory incident, understand the importance of tackling it quickly and how to support the victim of abuse. In addition, staff need to understand the mental impact of discriminatory abuse in any form and the importance of this policy in supporting victims. They need to feel confident with what to say and the language around discrimination, particularly racism, and unconscious bias in their own views and attitudes.

All staff will receive one day anti-racism training on a biennial basis. Currently we are using the Anna Freud National Centre for Children and Families *Anti-racism and Mental Health in Schools* one day course, which is designed to improve education staff's understanding of the impact of racism on mental health.

All staff will complete the National College training: *Unconscious bias: developing resilience in the classroom to support pupil outcomes*.

All staff will receive refresher training on our Anti-Racism and Discrimination Policy on an annual basis and updates throughout the year through written staff updates.

On joining the school, understanding our Anti-Racism and Discrimination Policy will form part of staff induction.

Monitoring and review

This policy will be reviewed after one year by the Local Governing Body. During this first year of implementation, the Equality Governor will meet the headteacher annually in order to monitor and evaluate the implementation of the policy.

The reporting of racist and other discriminatory incidents forms part of the Headteacher's Report to the Local Governing Body each term.

In addition, the number of racist and prejudice related incidents are reportable to the Local Authority in an annual return that is used to monitor incidents across the county. This return is found in My School.