



Anti-Racism Policy

Version 1:0

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Approved by:

Date:

Rationale

The report on the Stephen Lawrence Inquiry, by Sir William Macpherson (February 1999), in conjunction with 'Learning for All- Standards for Racial Equality in Schools (CRE 2000), challenges us all to ensure that institutional racism is not a feature of our schools.

There will need to be an on-going review of practice throughout the many aspects of school life. This policy focuses on issues around curriculum progress and attainment.

This policy is relevant to:

- all staff, pupils and parents/carers,
- it is complementary to the policy for equal opportunities.

Kent context

The Sallygate School accepts pupils from a variety of ethnic backgrounds. We also recognise that the complexity and richness of diversity comes from a range of religious beliefs. The work which the school undertakes to tackle racism will not only ensure that the school is not institutionally racist but will also provide an investment for the future, preparing pupils to take a responsible role in the creation of an anti-racist society.

Aims

- The development of a caring ethos in which all pupils, staff, parents/carers and visitors are treated equally and valued for their differences.
- The development of individual pupils who are able to relate work and play with others without discrimination of any kind.

Objectives

- The enhancement of self-esteem, and the development of motivation.
- The improvement of progress and attainment for all pupils, with a positive focus on ethnic minorities.
- The appreciation and valuing of differences in background, experience beliefs, feelings and attitudes.

- The development of cultural understanding and appreciation. The development of religious understanding and appreciation. The acceptance of responsibility for one's own actions.
- The acceptance of responsibility towards others in the community.

Principles of teaching and learning

Learning about racism will take place within many different subjects and as part of life around the school. It will be fundamentally affected by the ethos of the school, which will value the following characteristics:

- The Headteacher/Deputy Headteacher and staff empower their pupils. They want pupils to control their own behaviour, and be unafraid of race and racism.
- It will acknowledge that racism is a factor in everyone's life, even where there are few or no ethnic minority pupils.
- Greater responsibility for vulnerable pupils and those who are underachieving.
- Teaching strategies which encourage an appreciation of difference, and allow for pupil's different learning styles, for example in assemblies and in the PHSE curriculum, and through on-going review of the presentation of material in all subjects.
- Schools provide activities for pupils when they are most likely to get into trouble, for example break times, and lunch times.

Attainment and progress

Research has shown that some pupils from ethnic minorities may make slower progress than their peers, and consequently underachieve. The schools use of data, records of individual pupil progress and assessment strategies generally need to explore the problems and highlight where solutions may be found. (See school policy for Assessment, Reporting and Recording.)

Curriculum

Provide a broad and balanced curriculum, with a particular focus on cultural development.

Cultural development consists of two aspects:

- The development of an understanding and appreciation of creative excellence in all its forms.
- The development of an understanding and appreciation of different cultures including one's own.

Cultural development occurs as pupils learn to:

- Understand and respect how people from their own and other cultures think, feel, create, behave and live.

- Feel they belong within and value their local regional, national and international cultures.
- Question, analyse, evaluate and reflect on their own and others' responses within a wide range of cultural contexts.
- Contribute creatively to their own culture.
- Appreciate a wide range of cultural and aesthetic experiences.

The curriculum will offer pupils opportunities to:

- Identify different cultural influences, for example, through geography, modern languages, visits to places of worship, museums.
- Experience and appreciate various forms of artistic expression, for example, through art, music, literature, plays, concerts, acts of worship and cultural events.
- Meet people from other cultures, for example, through school life, visits to cultural centres, places of worship and liaison with the community.
- Recognise human excellence in all its forms, for example, in art, music, literature, drama and dance.

Anti-racism in PSHE

The curriculum will provide opportunities for pupils to discuss issues within and beyond school which relate to and explore racist attitudes and actions. (See PSHE policy).

Monitoring

The school will monitor the following:

- Racist incidents, which will be documented, recorded and reported in the Peer-on-Peer Abuse section on ARBOR (Behaviour recording system)
- The attainment and progress of pupils from ethnic minority and disadvantaged groups.