



Huyton with Roby CE Primary School
Policy For Anti - Racial Discrimination

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Date of Policy: September 2016

Date of Ratification: Autumn 2016

Governor's Meeting: Ratified at the Governor's Pay and Performance Committee.

Review Date: Autumn 2017

Signed.....Chair of Governors

Date of Signature.....

Racial Discrimination Policy

Definition

Racial Discrimination:

“Any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic group which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.”

(Part 1, Article 1 of The International Convention on the Elimination of All Forms of Racial Discrimination)

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

Ethos

Huyton with Roby C.E (Aided) Primary School stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender, or disability.

Our School Mission Statement encapsulates the philosophy and aims of this policy:

Huyton with Roby Primary aims to ensure that every pupil develops to their full potential within a secure and caring environment. We aim to be a welcoming school, desiring strong links between, school, home, parish and the wider community. Our school seeks to develop within its pupils an understanding of the Christian faith. Christian values and respect for oneself and others are built into the ethos and teaching of the school.

Aims:

- to promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils and staff, irrespective of their ethnic origin, to achieve the level of success and self respect which they deserve, whilst retaining their cultural identity.
- to develop in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- to promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. pupils should understand the differences in dress, hairstyles and diet. School, Carers and outside agencies can be involved in cooking foods, from a variety of cultures and preparing children for living in a complex multicultural society.
- to provide a safe and welcoming place for everyone involved in our school.
- 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 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 pupils themselves are often the most important multicultural resource within the classroom and their own experiences of festivals, food, dress etc. should be valued and shared.

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- 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.
- to contribute towards imparting a sense of citizenship in the pupils.
- to avoid reinforcing stereotypical views of society by the staff's careful use of language and choice of resources.
- to regularly review the implementation of this policy.
- all subject leaders will refer to this policy when reviewing their schemes of work.

Choice of Reading Schemes, Books and Other Literary Resources

Staff should choose and use resources:

1. which are factually accurate and portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
2. which do not stereotype individuals or groups.
3. which show the achievements and attributes of different societies, both past and present.
4. which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
5. 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.
6. which use dialect appropriately and not to ridicule.
7. which use a range of folk tales, stories or poems from different oral or cultural traditions.
8. which use stories or poems written by children from different cultures.

Curriculum Support

Teaching and learning style

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve parents in supporting their child's education;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

Huyton with Roby School will use all available resources provided by the LEA to support pupils whose mother tongue is not English to ensure they have experience of developing their own home language skills within the National Curriculum. The various languages spoken in the School will be given recognition and respect by pupils and staff.

Curriculum support is essential if pupils 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 pupils who do not speak English at home, receive language support, and gain access to the Curriculum.

Some Subject Specific Considerations

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R.E.

The scheme of work is designed to reflect the Christian ethos of a church school and also to respect different religious beliefs so as to reflect the relevance of R.E. to every day life.

DESIGN & TECHNOLOGY:

In Design, especially Textiles, Ceramics and Art, we work towards developing in the pupils an appreciation and understanding of art, craft and designs from other cultures as well as those from Western-European culture.

PSHE, SEAL AND CITIZENSHIP:

In PSHE, SEAL and Citizenship work is deliberately aimed at discussion and reflection on discrimination and racism. Children are encouraged to understand the feelings of minority groups. A wide range of integrated drama and music is used.

ENGLISH:

Teachers use opportunities to draw attention to the multiethnic origins of the English language. A wide range of stories and poems are used and their origins are explored.

GEOGRAPHY:

When dealing with issues of the developing world ensuring that pupils have access to a wide range of material.

MATHEMATICS:

Mathematics taught at primary school is derived from cultures other than those of Western Europe e.g. the number system commonly used is Arabic.

MODERN LANGUAGES:

French is taught throughout the school at Huyton with Roby to develop a high degree of cultural awareness. Languages other than English can also be explored when studying particular topics.

MUSIC:

The wealth of 'World Music' available today as heard in recordings, live performances and from the media, gives the music teacher many examples to use as a basis for listening and appraising, performing and composing. It is hoped that pupils can appreciate and recognise what has been and what can be achieved by integrating the music from different cultures as heard in the many diverse styles of music today.

PHYSICAL EDUCATION:

In dance the children often work on themes and they are free to explore and develop their own ideas. The growing number of contemporary sportsmen and women from different ethnic groups achieving success in a variety of sports helps to present a positive image of the different cultures. The camaraderie and equality of sport at all levels is also used to further enhance the sense of equality of different races, ethnic groups and cultures.

SCIENCE:

Science provides learning opportunities for the children to explore a variety of cultures. We need to draw attention to ways in which scientific/economic evidence can be misused to assert a point of view, e.g. the world food supply and causes of pollution.

Action to be Taken when Dealing with Racist Behaviour

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of co-operation in a lesson, due to the ethnicity of a pupil.

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If racism is suspected we talk to the suspected victim, the suspected racist (perpetrator) 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 the racists:

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or a member of staff of their choice.
e.g. the Learning Mentor/Pastoral Care Manager
- informing the victims' parents/carers;
- by offering continuing support when they feel they need it;
- arrange for them to be escorted to and from the School premises if appropriate;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

We also discipline, yet try to help the racists (perpetrators) in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the racists' parents/carers;
- by continuing to work with the racists in order to get rid of prejudiced attitudes as far as possible;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

As well as the planned activities and curriculum work, in direct response to an incident we also aim to educate and address incidents of racism through:

- special assemblies
- class based responsive sessions
- circle time
- visiting speakers
- outside agency support

DISCIPLINARY STEPS

1. They will be warned officially to stop offending by the Head teacher (or their designated deputy) and a member of staff.
2. The racist's parents/carers will be informed by a person designated by the Head teacher.
3. They may be excluded from their classes through an internal exclusion. They may also be excluded from the School premises at break and/or lunch times.
4. We may arrange for them to be escorted to and from the school premises.
5. If they do not stop the racist behaviour they will be excluded from school for a fixed period (according to the School Exclusion Policy).
6. If they then carry on they will be excluded from school for up to a maximum of 45 days during the school academic year in line with the Local Authority guidelines on exclusion.
7. If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

We will complete a Racist Incident Report Form for monitoring purposes.