



# ACORN MULTI ACADEMY TRUST

Axminster Community Primary Academy  
 Loders CE Primary Academy  
 Marshwood CofE Primary Academy  
 Membury Community Primary Academy  
 Mrs Ethelston's CofE Primary Academy  
 St. Andrew's CofE Primary Academy  
 Thorncombe St Mary's CofE Primary Academy

# Anti-Racism (Race Equality) Policy

Document control table			
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<b>This policy must be read in conjunction with the following policies:</b> Acceptable Use Policies Anti-bullying Policy Behaviour Policy Complaints Policy		Equality Policy Online Safety Policy PSHE & RSHE Policy Safeguarding Policy	
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## Introduction

This policy reflects the general and specific duties on schools as detailed in the Equality Act 2010. The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.

As a mixed Trust of Church and Non-Church schools, Acorn Multi Academy Trust is committed to upholding the principle that all human beings should be welcomed, accepted and valued as unique individuals of equal value and dignity. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our schools.

We promote a positive culture of inclusion, in which all those connected to our schools feel proud of their identity and able to participate fully in school life.

## Definition

The Stephen Lawrence Enquiry Report defines **racism** as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'.

**Institutional racism** is the collective failure of an organisation to provide an appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

A **racist incident** is defined as '**any incident which is perceived as racist by the victim or any other person**'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person /group are present or not.

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour e.g. wearing racist badges / insignia;
- bringing racist materials into school;
- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences e.g. food, music, dress etc.;
- refusal to cooperate with other people because of their colour and / or ethnicity.

This applies to children, staff, parents/carers and any other members of the school community.

## Aims and objectives

Acorn Multi Academy Trust is a safe and secure environment where everyone can learn irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental (see our Ethos and Mission Statement and Equality Policy & Objectives). We are committed to an inclusive ethos based on respect for, and celebration of, ethnic diversity. Each school strives to prepare all pupils for life in a multicultural and multi-ethnic society. Our schools strive to promote race equality in all dimensions of the schools' life and community.

We want to:

- take positive action to eliminate racial discrimination and harassment
- promote equality of opportunity for all members of the school community
- promote good relations between people of different racial groups
- ensure that all members of our school community have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.
- make our schools safe and welcoming for all pupils, parents, staff;
- sustain an environment in which racist assumptions, attitudes and behaviour are challenged;
- sustain an environment in which we all recognise and celebrate our similarities and our differences;
- provide a curriculum which emphasises the positive aspects of all cultures and of a multicultural society;
- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc;
- ensure staff directly intervene when they are aware of racist incidents.

All Schools must develop clear procedures for dealing with, recording and monitoring racism. Such procedures help to:

- identify strategies for supporting and, where appropriate, challenging the behaviour of those involved.
- build a picture of the level, type and location of racism occurring which in turn can help a school determine the type of anti-racism/bullying work required.
- provide evidence to parents, pupils and others of the action taken when an incident has been reported.

When faced with an allegation of racism, two things must be considered:

- how the person who feels they have been subject to racism, perceives his/her situation (**the present**)
- identifying the steps needed to resolve the difficulty (**the future**).

Whatever system a school uses to deal with allegations of racism/racism, it is important that:

- the allegations are handled in a consistent manner
- those involved feel appropriately supported
- allegations of racism/racism are recorded and monitored
- the Head of School (HoS) is fully informed of any situations which may require intervention from him/herself and relevant outside agencies.

### **The role of children**

- All pupils should know that racism is wrong.
- Pupils should tell any adult (academy staff or parent / carer) if they know of any racism in our schools. If the acts of racism persist, they must keep on letting people know.
- Pupils should tell us their honest views in regular feedback e.g. weekly Circle Time or PSHE, School Council meetings, informal conversations with all members of staff and pupil questionnaires. These views can be specifically about racist bullying but may also be about how safe they feel at school.

### **The role of teachers and other staff**

- All adults in school should communicate to children the message that racism is wrong and unacceptable in the school/MAT and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Class Teacher, but other adults will monitor and restore the child's well-being.
- The child's parents / carers will be consulted where the incident is deemed serious enough to be logged on CPOMS.
- Recording on CPOMS should include exactly what was said/done and the circumstances in which it has arisen.
- They also aim to stop the problem, following the Behaviour Policy and Behaviour Ladder.
- Some time is spent with the pupil who has been racist to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the Class Teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews and audits.

### **The role of the Head of School and Senior Leadership Team**

- The Senior Leadership Team ensures all principles and roles set out are implemented.
- The Senior Leadership Team follows all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children know that racism is wrong and unacceptable. This is on a regular basis and may stem from signs of racism. Worship and assemblies are used to communicate this to the whole school.
- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed i.e. whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents/carers should be informed. Serious incidents are reported to the police.
- If there is an allegation against a member of staff, it should be dealt with under the Staff Disciplinary Policy.
- Racist graffiti must be removed/deleted as soon as it is evident: if this is not possible advice will be sought and pupils, parents and staff are made aware of the situation; movement around the building may be redirected. Issues surrounding racism and its unacceptable nature are made very clear to all.
- The Head of School may get support from outside agencies if deemed necessary.
- The Head of School needs to monitor after situations have arisen to ensure there are no further incidents.
- The Head of School monitors the effectiveness of staff in promoting community cohesion and positive relations, and in providing support for victims of racism.
- The Head of School reports to the Local Governing Body about the effectiveness of the policy
- The Head of School has overall responsibility for dealing with racist incidents and recording and monitoring the action taken. In Devon schools, the Head of School reports to the local authority any incidents of racism using the link to [Devon CC Reporting Incidents/BPRI](#):

### **The role of parents / carers**

- Parents / carers have the responsibility of supporting this policy and act in accordance with it.
- Parents / carers concerned about racism should contact their child's class teacher or Head of School straight away. They might be worried that their child is a victim of racism, but they should also make contact if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should follow the complaints procedure.

### **The role of governors**

- The Local Governing Body and the Trust Board supports all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately.
- Governors & Directors monitor incidents of racism and review the effectiveness of this policy. It requires the Head of School to keep accurate records of all incidents of racism and to report to the Executive Head and governors about the effectiveness of anti-racist strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints' procedure.

### **Monitoring, Evaluation and Reviewing**

The Executive Headteacher is responsible for reporting headline information to the Trust Board of Directors as applicable. Heads of School are responsible for reporting to Local Governing Bodies and to the local authority where required. The MAT Senior Leadership Team are responsible for monitoring the effectiveness of the policy via termly reports and by in-school monitoring such as learning walks and focus groups with pupils.

Accurate records should be kept of all incidents of racism in order to:

- get a full picture of the frequency and nature of racism incidents:
- measure the effectiveness of the methods used by our school in responding to racism incidents:
- identify trends and hot spots
  
- All written records of the incident will be scanned on to CPOMS and then shredded. Devon schools use the [Devon BPRI Online reporting form](#). All incidents should be logged on the school's electronic safeguarding recording system CPOMS.
- The Pupil Behaviour Policy should be used when dealing with the aggressor.
- Incidents of racism will be regularly monitored by the Head of School, Local Governors and the Trust Board of Directors

This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy, Anti – Bullying Policy, Equality Policy, our Online Safety Policy and Safeguarding Policies. The policy will be reviewed every three years and its implementation and effectiveness assessed. This policy will be promoted and implemented throughout the School and Trust.

### **Websites and Information**

The Stephen Lawrence Inquiry Report: 1999: Ch 6.17

The Stephen Lawrence Inquiry Report: 1999: Ch 47: Recommendation 12

[www.gov.uk/government/publications/the-stephen-lawrence-inquiry](http://www.gov.uk/government/publications/the-stephen-lawrence-inquiry)

Show racism the red card website [www.srtrc.org/home](http://www.srtrc.org/home)

Kick it out – tacking racism and discrimination website [www.kickitout.org/](http://www.kickitout.org/)

Anne Frank Trust website [www.annefrank.org.uk/](http://www.annefrank.org.uk/)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)