

School Anti-Racism Policy Template

written by

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campaign team.**

2022



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Introduction

This antiracism policy was written by the Hull's Young Mayor & Youth Aspire Connect Anti-racism campaign team. The policy is divided into two main sections: Sections A and B. The section A provides background information about the need for each educational establishment in Hull and East Yorkshire to have an anti-racism policy, key legal frameworks, and various forms of racism. It clearly states the roles and responsibilities of staff, and everyone associated with educational establishments. Section B provides a template to be adapted by schools to develop a tailored anti-racism policy that ensures a safe, secure and supportive environment in which pupils learn with confidence.

Section A: Background information and rationale for anti-racism policy in schools

Background

The purpose of the anti-racism policy is to ensure that all schools in Hull have effective anti-racism policy in place to ensure all learners irrespective of race, ethnicity and culture are recognised and valued and where the curriculum responds to the diverse needs of individual students.

Hull is a predominantly white city and therefore racism may not appear to be a frequent issue in our educational and home environments, however regardless of someone's 'race', racism impacts every single person in our schools. Schools are a major influence on how children grow, develop and live in society, and this includes how they understand and respond to racism now and in the future. A racist incident is any incident which is perceived to be racist by the victim or any other person¹. Anti-racism is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably². To be truly antiracist, we have to understand that language is always changing and that our communities, knowledge and understanding of the world and the things around are continuously adapting. Identity, language, values and heritage is fluid¹

Key definitions:

'Race' is a social construct: Developed in 1600s as a system of racial hierarchy that has been before this White, Black etc... did not exist. "sustained consciously and unconsciously by the idea that one group of people is superior. Because of this presumed superiority the ideas, books, voices and expertise of one group are seen as the 'norm'³"

Racism is: (i) prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised³ (ii) The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

Legal Framework against racism and discrimination

The Equality Act 2010 makes discrimination on the grounds of nine protected characteristics illegal. The Equality Act 2010 replaces the Race Relations Act 1976, which was amended by the Race Relations (Amendment) Act 2000^{4,5}.

Within the Act, race is now termed as a 'protected characteristic'. For the purpose of the Act, 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups.

Forms of Racism

Racism can appear in various forms. Some examples⁶:

i. Microaggression

- not addressing allegations of racism appropriately or treating complainants as 'troublemakers'
- blocking progression, acting up or learning opportunities within employment and education
- avoiding or isolating people, or not inviting them
- subjecting people to greater scrutiny or monitoring
- using negative language or making 'jokes' about people's 'race'/ethnicity
'colour blindness (ignoring 'race' and its impacts)
- not providing appropriate support or not responding to cultural or religious needs
- assuming superiority of 'people like me' over 'people like them'
- stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same)
- making people into 'other' (perceiving them as different from what is 'normal')
- behaviours that signal that someone doesn't belong or isn't welcome
- directly insulting or hurting people"

ii. Talking:

We know that racism happens in all areas of society. Racism should not be denied, ignored, or minimised and should be acknowledged and discussed.

It should always be discussed in a safe and compassionate environment without fear of retribution and in a sensitive and respectful manner that is appropriate to an individual's age and understanding. Talking about 'race' allows more opportunity for staff, pupils, parents and carers to understand their own feelings and attitudes (which can arise unexpectedly and unknowingly) in order to make positive change.

iii. Impact over Intent:

Racism happens and regardless of intention it is the outcome that matters. e.g., Reading out loud a racial slur from an educational text. The intention is to educate and inform but the outcome can often be hurt, isolation, dehumanisation, and a sense of being targeted.

iv. Accountability:

Incidents of racism whether done intentionally or unintentionally should always be addressed with the needs of the victim and restorative practice prioritised. Everyone in our school should be able to accept that they may have upset, hurt, or affected someone. Everyone within our school is accountable to themselves and each other. We do not deny someone's experience or feelings.

v. Action:

When incidents of racism happen, they should be approached appropriately focusing on age, mental development, and social conditioning. Safety, aftercare, and restorative practice should always be prioritised over punishment or sanctions.

vi. Equity and Equality:

We know that each pupil's experiences and journey of achievement is different and that 'race', ethnicity, gender, and trauma relating to these can be additional barriers to pupil's achievements and well-being and therefore '**equitable**' not 'equal' approaches should be considered.

We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community

Roles and responsibilities of staff and associates:

Everyone working or associated with an educational establishment should take an action to build an anti-racism culture.

Everyone

- Report all incidents of racism
- Not intentionally take part in acts of racism.
- Be accountable for their actions if they intentionally or unintentionally take part in racism.
- Be willing to acknowledge and take action to learn and rectify mistakes.

Staff

- All incidents which appear to have racist connotations should be reported to the Headmaster or Designated Safeguarding Lead at the earliest opportunity. A written record will be made of each instance, and it is the responsibility of the Headmaster to inform the Governors.
- Staff should also report incidents reported to them by pupils
- Contact the parent/carers of the pupils involved. Suitable next steps will be discussed with all parties involved.
- All staff, teaching and non-teaching should be vigilant, so that racist behaviour does not go undetected.
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e., away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as 'racist' and 'victim'-after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- Acknowledge that they can learn with pupils - it's ok not to know everything - learning together can be powerful and effective
- Provide opportunities within the curriculum for pupils to recognise racism and to challenge negative stereotypes that underpin racism and racist attitudes, being aware and sensitive of causing unwanted attention to anyone minoritised by their 'race'.

(Suggestions: could be to forewarn and consult certain students about topics coming up) and allow them not to attend.

- Have high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve, ensuring that each child's individual learning and social needs are met.
- If pupils are not asking for help when incidents happen, staff are encouraged to find out why and to rebuild trust and confidence so they can fulfil their responsibilities to the pupil to have equal opportunity to learning.
- Staff should respect and be sensitive to any individual choosing to speak or report to a different staff member/s than they would think relevant i.e., trust between staff and between staff and pupils should be prioritised over relevance to job role or involvement.
- Monitor learning resources and report to relevant staff, body or senior leader of any learning resources that reinforces negative stereotypes (this also includes negative stereotypes of gender, disability, sexuality, religion) and find alternative resources.
- Promote good relations between persons of different racial groups.

Pupils

- All pupils should adhere to our school's code of conduct (see Behaviour Policy).
- Pupils should ask for help from staff in defusing difficult situations. They should not retaliate but ask for help from staff.
- If students feel unable to ask for help or report to an associated or related staff member. They can report or speak to a member of staff that they do trust or be allowed to have the support of another individual that they trust.
- Pupils can ask someone to communicate on their behalf.

Parents/Carers

- Parent/carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community if it has directly or indirectly affected them or a pupil.
- Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it with restorative practice.
- Promote good relations between persons of different racial groups.

Governors

- Be responsible for this policy and ensure that it is regularly monitored, reviewed and updated if needed
- Support the Head of School and the staff in the implementation of this policy
- Be fully informed on matters concerning racism
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Regularly monitor exclusion, sanctions, and disciplinary action with regards to 'race' and ethnicity and recognise patterns
- Ensure all staff understand and implement this policy
- Ensure all staff receive training in understanding and responding to racism incidents
- Ensure staff understand restorative practice
- Ensure the policy is communicated to visitors, contractors, service providers and others associated with the school.
- Recognise the general duty of its Governing Body, under the 'race' Relations (Amendment) Act 2000: To eliminate unlawful racial discrimination
- Ensure that the curriculum is used to educate young people about racism e.g., diversifying references, quotes
- Listen and respond to any suggestions, ideas, feedback or concerns about the diversity, inclusivity and representation of 'race,' ethnicity, religion, culture, gender, sexual orientation, disability and other protected characteristics within the curriculum.

Strategies to deal with racism in classroom (Curriculum)

All schools need to adopt and embed wide range of strategies in the classroom to deal with and address racism with all children. These strategies could include:

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society
- Critically examining existing resources in the school to ensure that stereotypes and outdated images and viewpoints of groups of people are not being perpetuated
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence.

- Exploring with pupils at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- Building positive links with community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- Thinking outside of the box, being creative and avoid teaching the curriculum through a Eurocentric¹ lens
- Use opportunities within the curriculum, extra-curricular activities and assemblies to promote positive attitudes towards cultural and ethnic diversity and differences
- Provide opportunities within the curriculum for pupils to recognise racism and to challenge negative stereotypes that underpin racism and racist attitudes
- Ensure that learning and teaching styles provide equal opportunities for all pupils to achieve according to their full capabilities
- Ensure that all pupils have equal access to the curriculum, including those for whom English is an additional language (EAL)
- Endeavour to use diverse educational resources and research within the curriculum

Section B: Policy template structure

This template is a guide and not meant to be proscriptive. It is provided to guide schools/establishments develop tailored anti-racism policy that suit their setting. This is adapted from Anna Freud National Centre for Children and Family⁷

1. Introduction and key principles

Why is anti-racism important to your school and what are the key principles.

Key principles might include a better education for all, a better place to work, pupil and parent voice, fulfilling statutory responsibility.

1. Purpose

Outline in more detail the objectives of your policy and how you will know you have achieved them.

Include statutory purpose like the Equality Act 2010

Impact on mental health, wellbeing, personal and academic achievement.

2. Links to other relevant policies in the school.

The policy should cross-reference other policies in your school such as the ones listed below if you have it.

- Safeguarding policy
- Anti-bullying policy
- Abuse
- Behaviour and relationship
- Curriculum
- Attendance
- SEND and mental health and wellbeing

3. Describe how the policy was drafted and who drafted it.

Name the member (s) of staff and the governor who carry the responsibility.

Name other staff that contributed to it.

Include explanation of the roles and responsibilities of the key staff and governors involved in anti-racism in the school.

4. List what you are doing to eliminate racism and become anti-racist school.

e.g.

Staff training and development

Personal, social, health and economic (PSHE), and pastoral intervention

Curriculum review

Cultural and community activities

Audit of languages spoken other than English and action planning

Engaged with parents and careers

Listening and learning from the voice of pupils

5. Explain how racist incident will be dealt with in your school, the consequences for the perpetrators. How long should a child or parent wait to hear from the school

after raising a concern/complaint? We suggest the school should respond to any concern raised within 21 days.

6. How incidence is to be recorded and reported and how the information will be shared with parents and carers. The policy should clearly state the steps a child or parent should take when raising a concern. Who is responsible for the anti-racism policy in school/setting?
7. Explain the support available to students' experiencing racism
8. Summarise specific objectives with deadline
9. State how and when the policy will be disseminated and reviewed
10. Include links to other useful resources. Signpost people to external contacts/sources. i.e., external sources where a child or parent could contact in case, they are not happy with the way their case or concern was handled.

Disclaimer: In this document I have tried to use the most up to date and appropriate language. Much of the content and language used in this document is debated and not everyone will agree with the identifying language used. As our society evolves and grows some of the words and descriptions used may stop being appropriate or relevant.

References

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3. Brighton and Hove city council: <https://www.brighton-hove.gov.uk/becoming-anti-racist-city/racism-definition>
4. Government Equalities Office and Equality and Human Rights Commission. <https://www.gov.uk/guidance/equality-act-2010-guidance>
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6. Derald Wing Sue, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin Racial Microaggressions in Everyday Life implications for Clinical Practice [Online available at Available at https://www.cpedv.org/sites/main/files/file-attachments/how_to_be_an_effective_ally-lessons_learned_microaggressions.pdf.
7. Anna Freud National Centre for Children and Family) <https://www.annafreud.org/schools-and-colleges/resources/anti-racism-policy-template/>

Additional reference materials:

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3. https://www.st-hughs.lincs.sch.uk/assets/downloads/Anti-racism_Policy_Oct_17.pdf
4. <https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/emtas/race-equality/devon-anti-racism-school-policy>
5. <https://neu.org.uk/anti-racism-charter>

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7. <https://www.crer.scot/what-is-racism>
8. *NEU Antiracism FRAMEWORK FOR DEVELOPING AN ANTI-RACIST APPROACH* - <https://neu.org.uk/anti-racism-charter>
9. *CRER Anti-Racist Curriculum Development final.pdf* - <https://education.gov.scot/media/e1ykcihd/promoting-and-developing-race-equality-and-anti-racist-education.pdf>
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