



BELIEVE	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

Anti-Racism Policy

Version 11.21

Contents

Objectives	Page 3
Vision Statement	Page 3
Dissemination	Page 4
Responsibility	Page 4
Definition	Page 4
Strategies for preventing racism	Page 4
Responding	Page 5

Document Control

Date	Version	Author	Notes
15/09/2020	9.20	R Jukes	New policy
26/11/2021	11.21	R. Jukes	Reviewed 26/11/2021

Objectives

This policy aims to:

- Provide an approach to anti-racism which is consistent across the school
- Define what is considered to be unacceptable behaviour
- Outline whole school approaches to preventing and addressing racism
- Provide strategies for promoting a culture of respect among the school community
- Summarise the key staff anti-racism roles and responsibilities

Vision Statement

At Dagenham Park Church of England School our core values are *Believe, Grow, Succeed*. Dagenham Park Church of England School is a truly inclusive school; we are committed to developing each individual, nurturing their talents and aspirations in order to develop confident young people who are ready for the challenges of adult life in the modern world.

The principles of diversity and inclusion, as well as promoting a culture of respect for everyone in the school community are integral to the core values of Dagenham Park Church of England School and we acknowledge our role in actively dismantling systemic racism and prejudice within society. We aim to promote and instil in our pupils an ethos of celebrating and valuing every human being. As a Church of England School, we promote the Christian values of community and dignity. We also aim to embed the fundamental British values of mutual respect and tolerance.

Dagenham Park Church of England School takes an actively anti-racist stance which recognises that if racist incidents within school go unchallenged, pupils learn that it is tolerated in society. This policy relates to children, young people and adults. We also recognise our duty to respond to racist incidents that take place outside the school premises.

It should be used as a guidance for all staff including non-teaching staff and governors and read in conjunction with our:

- Behaviour Policy
- Whistle Blowing Policy
- Safeguarding and Child Protection Policy
- Emotional Wellbeing and Mental Health Policy
- Equal Opportunities Policy
- Harassment and Bullying at Work Policy
- Prevent Policy

Dissemination

We will share the policy with staff, governors, pupils and parents/carers via the following methods:

- Introduce the policy as part of a CPD session, with time for questions and review
- A copy or direct link to the policy will be emailed to all staff
- New staff will receive a copy of this policy during the induction process
- A copy of the policy will be available on display in the staff room
- Salient points from the policy will be shared with pupils via PDE or tutor periods
- School website / Via newsletter to parents and carers

Responsibility

All staff are encouraged to:

- Understand this policy and seek clarification from SLT where required.
- Consider this policy while completing work-related duties and at any time while representing the school.
- Support fellow staff in their awareness of this policy. Staff concerns could also be raised with their line manager and if not resolved Rosie Jukes should be asked for support.

Definition

Incidents that are considered by school staff or pupils, or any other person, to be racist or racially motivated should be treated as such. This could include:

- physical assault against a person or group because of colour, ethnicity or nationality
- use of derogatory names, insults and racist jokes
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- bringing racist material into the school
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments in the course of discussion
- ridicule of an individual for cultural difference e.g. food, music, religion, dress
- refusal to co-operate with other people because of their colour, ethnic origin or nationality
- written derogatory remarks

Strategies for preventing racism

a) Prevention

School anti- racism ethos and whole school approaches:

- Provide a framework for behaviour which includes the whole school
- Encourage a respectful and caring environment which challenges prejudice and models fair behaviour

- Seeking support from appropriate outside agencies
- Staff supervision of areas where racist incidents may occur
- Staff anti-racism committee to share expertise and offer staff a voice
- Pupil anti-racism committee to discuss race and racism in schools and representation of different cultures and peoples in the curriculum
- Ensuring all pupils understand the school's approach and are clear about the part they play to prevent racism, including when they find themselves as bystanders
- Regular opportunities for discussion with children and young people about the part they can play in the prevention of racism
- Regular training of staff (Evidence on Bluesky)
- Keeping young people, staff and parents informed of the policy and the procedures and how to report racist incidents

b) Curriculum Approaches

The most effective way to prevent racism in school is by addressing and discussing race and racism through the curriculum. At Dagenham Park Church of England School, we do this by:

- Teaching explicitly about racism and anti-racism (past and present) within the curriculum.
- Offering PDE and RE programs at KS3 and KS4 that provide opportunities for pupils to discuss and explore issues around race, ethnicity and racism.
- Offering curriculum that embraces the fact that Britain is rooted in global history, achievement and culture; so that it includes in all areas and in all subjects the history, experience and achievement of black and minority ethnic people and their positive contribution to our own and global society.
- Offering diversity and representation across the curriculum. Making sure BAME pupils see themselves reflected in the curriculum, all year round and across all learning areas. For example, including Black Tudors in history lessons or talking about the Arabic origins of algebra in maths. This allows all pupils to feel valued as they see themselves reflected in in the curriculum and helps to build tolerance and reinforce fundamental British values.
- Following a whole school assemblies and tutorial program that focuses on fundamental British Values, which are mutual respect and tolerance.
- Recognising and celebrating events through the extended curriculum such as Black History Month.

We aim to ensure that the pupils in our care do not use teaching materials or equipment which provide a negative view of any group because of their ethnicity, religious beliefs, gender, sexual orientation, physical or academic capability.

Responding

Responding through teaching, learning, and the assembly / tutor time programme to racism and racist incidents.

Racist incidents

Staff should set boundaries within their own lessons when discussing issues of race which allow pupils to have open discussion in a safe environment. The following boundaries should apply to all class discussions, particularly when discussing race, racism and racial identity:

- Pupils' words and actions will always comply with the school's promotion of respect and tolerance for all the members of my school community

- Pupils' words and actions will demonstrate a sense of responsibility towards others on social media and on platforms, which have a public domain
- Pupils' words and actions will demonstrate respect for members of staff at our school
- Pupils' words and actions will never jeopardise the emotional or physical safety of themselves, the staff or their peers at school

Staff address racist incidents concerning pupils as and when they happen by reaffirming the boundaries outlined above. Staff ensure they are sensitive and have regard to the rights and protection of pupils whose behaviour is alleged to be unintentionally racist, in particular, when dealing with individual cases. All racist incidents concerning pupils must be recorded on Eportal as a behavioural incident and reported to the SLT anti-racism lead. The matter will be dealt in person by the relevant HOA or a member of the SLT. Any concerns regarding racist incidents involving other stakeholders e.g. staff, governors or parents should be raised with the appropriate line manager if applicable or Rosie Jukes should be asked for support.

Racist bullying

At Dagenham Park Church of England School, we define bullying as behaviour which usually involves any repeated action on the part of one or more persons that is intentionally hurtful (either physically or emotionally) and where the victim feels powerless and unable to deal with the situation. Racist bullying, therefore, involves a series of incidents over time. It should be noted, however, that in the case of racist bullying, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the victim as part of a general pattern of racist hostility. It must therefore be dealt with in line with the school's anti-bullying policy.

Incidents of racist bullying should be recorded on E-portal. All incidents of bullying, including racist bullying, are dealt with in line with the bullying policy and reported to the inclusion manager.

Legislation and guidance

This document meets the requirements under the following legislation:

- The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- The [Crime and Disorder Act 1998](#) s.28-32 which sets out the meaning of racially or religiously aggravated offences.

Policy Review

This policy will be reviewed every two years as a minimum and will be reviewed in September 2022

Effectiveness of the policy will be assessed through:

- feedback from staff, pupils and parents
- review of the policy by SLT and governors to determine if objectives have been met and to identify barriers and enablers to ongoing policy implementation

