



ANTI-RACIST POLICY

Tapton School is a culturally diverse community. In seeking to promote a positive attitude within this community, it recognises its crucial role in educational provision. It therefore wishes to make a clear statement of its educational policy, objectives and aims.

OBJECTIVES

At Tapton we seek to promote understanding of the different cultures found within school, outside school and in Britain, in order to prepare our students for life in a society where, we hope, diversity is welcomed. We wish to define and combat discrimination and racism. We will try to meet the needs of all our pupils and celebrate their individuality.

These objectives should be the concern of all members of the school community; pupils, teachers, support staff, governors, and parents.

AIM

1. The ethos of the school and the various elements of the curriculum must seek to reflect the different cultures and religions that exist in Britain.
2. The school seeks to prepare its pupils for life in a diverse society, to combat racism in all its forms and to establish an atmosphere of mutual respect, tolerance, equality and co-operation among staff and pupils.
3. The school seeks to meet the needs of all children in school and to value diversity.
4. The school will inform parents of these aims.

ACTION REQUIRED

- a. Tapton will follow its equal opportunities policy with regard to employment. Staffing should reflect the diverse community of the school.
- b. Departments should examine their aims, resources and practices in the light of this policy. They will promote positive images, challenge racist attitudes and actively teach about the diverse world in which we live.
- c. Staff will be given the opportunity to have training and information to inform their practice in the light of this policy.
- d. Staff must challenge racist attitudes and deal with racist incidents as a priority following school guidelines.
- e. Working parties will endeavour to mirror the diverse community of Tapton.
- f. Tapton will celebrate the achievement of all pupils and encourage all to achieve their potential.
- g. The school will use performance data to ensure equal opportunities for all.
- h. We will encourage bilingual pupils to celebrate their achievements by taking exams where appropriate.

- i. The school will embrace national initiatives such as Black History Month to promote diversity.
- j. We will make all parents welcome and part of the school community by having dual language signs, letters and information available whenever possible.
- k. Clear definitions of racist behaviour and actions to be taken regarding these will be given to all staff and students.
- l. This anti racist policy will be issued to pupils, staff (teaching and support), parents and governors.

PROCEDURES FOR DEALING WITH RACIST COMMENTS AND INCIDENTS

Recognition of Racist Incidents: Some suggested guidelines and action to be taken.

Racist behaviour should be considered as 'any incident which is perceived to be racist by the victim or any other person.' (The Macpherson Report.)

Such behaviour might include:

1. Physical assault and threatening behaviour because of colour or ethnic group
2. Derogatory name calling/verbal abuse, insults, racist jokes, racist comment, showing obvious contempt
3. Racist graffiti or other written insults.
4. Provocative behaviour such as wearing racist badges.
5. Incitement of others to behave in a racist way
6. Introduction of racist materials such as comics, magazines, leaflets into school.
7. Racist comments in class or in social time.
8. Disrespect towards cultural differences - e.g. food, music, dress, customs, language, names
9. Refusal to co-operate with other people because of their ethnic origin.

This is not an exhaustive list. These and similar incidents should be treated seriously. In all cases take a stand and affirm the anti- racist policy of the school.

Responses to incidents

All incidents reported should be logged on the appropriate forms and details passed to the Deputy Head responsible for monitoring racist incidents.

There should be two sets of responses - dealing with the **OFFENDER** and the **OFFENDED**.

1. Dealing with the OFFENDER

- a. Ensure the offender understands why his/ her actions are wrong
- b. Use the recommendations given below to respond to different types of incidents.
- c. Record the incident and action taken and refer this to the designated senior member of staff.
- d. In all cases, inform parents of the incident.
- e. In serious cases refer the matter to Leadership Team to consider appropriate action.

Guidance on dealing with different types of incidents

A. Violence

1. a. In lesson time: separate the students and establish the seriousness of the incident. If necessary contact a member of the pastoral team to deal with the issue.
- b. In social time: intervene to halt the violence, then involve Year Leader or Senior Staff on duty.
2. a. In lesson time: detain pupil(s) at the end of the lesson and then contact Subject Leader or Year Leader
- b. In social time detain pupil(s) and contact Year Leader or Senior Staff on duty.

B. Racist graffiti, symbols or written insults

Where possible: immediate request for removal of offensive item by the teacher involved. Where the perpetrator is known, referral to Year Leader, who sends letter home and records incident.

Where this is not possible: (i.e. the clothing, badge or graffiti cannot be removed immediately) refer to the Year Leader or Leadership Team

A member of the Senior Management Team *must* be informed of the presence of racist written material in school.

A member of Senior Management Team *must* be informed immediately of any racist graffiti discovered anywhere in the buildings or the grounds.

C. Racist comments or insults

1. In lesson time
 - a. First incident: reprimand by class teacher, recognition that behaviour is unacceptable and pink slip to Year Leader.
 - b. If repeated, punishment by class teacher and report to Year Leader
 - c. Further incidents: involvement of Head of Department/Year Leader/ appropriate Assistant Head for more serious sanction.
2. In social time
Reprimand by the person on duty: report to Form Tutor/Year Leader/appropriate Assistant Head
3. Repeat offenders in either (1) or (2) to be further disciplined by Leadership Team.

The most important point is that the offender needs to re-assess his/her action in the light of and understand why it is unacceptable.

Sanctions

- Parents/Carers to be informed in cases of *any* racist behaviour.
- Students involved in racist remarks should be warned on the first occasion ,show that they understand why their remarks are offensive and apologise
- Any further racist behaviour should lead to a serious sanction such as withdrawal for half a day
- In the most serious cases or in the case of violent action, exclusion may be used.

Staff: Teaching/Support

Incidents of racist behaviour/racist comments by staff will be dealt with by the school's normal disciplinary procedures.

2. Dealing with the OFFENDED

- a. Ensure staff give time to the offended pupil. Staff should be seen to take a firm stance and to be on their side. Staff may need to restore confidence – therefore provide support if necessary.
- b. Inform the parents/carers and meet them, if felt necessary.

There may be times when it may be necessary or imperative to bring to the notice of teaching groups/year groups/the whole school, racist incidents which have occurred. Staff should be aware that such actions need to be carefully handled and should seek support from colleagues if they wish.

WHATEVER COURSE OF ACTION WE ADOPT, ITS SUCCESS (OR FAILURE) DEPENDS UPON A CONSISTENT APPROACH BY ALL STAFF.

If staff take no corrective action, the racist offenders could conclude either the staff 'privately' support their views or that racism is now an accepted part of our daily life style.

Approved by Governors May 2007

For Review May 2008