



# **PARKSIDE MIDDLE SCHOOL**

## **ANTI-RACISM POLICY**

**Dated: January 2022**

**Review date: January 2024**

**Headteacher.....**

**Chair of Governors.....**



## **Parkside Middle School**

### **Anti-Racism Policy**

Parkside Middle School will not tolerate any form of racism and is committed to maintaining and enhancing our current strong anti-racist ethos. The school anti-racist policy and practice helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, ethos, nationality or ethnic origin.

It is the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential.

- Parkside Middle School promotes race equality and all pupils are provided with opportunities to study their own values and those of others, appreciate diversity and develop respect for others.
- Parkside Middle School supports equality, justice and mutual respect.

#### **Good Practice**

- Senior Management and staff show a strong commitment to equality and fairness.
- Senior Management provide clear guidance and support for staff in taking forward race equality.

The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.

- Pupils' progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their potential.
- Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed.
- Staff have high expectations of pupils' achievements and pupils have high expectations of themselves and others.
- All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality.
- Pupils have self-respect, show respect for others and recognise and value diversity.

- Positive steps are taken to encourage and enable all parents to participate effectively in their children's care and education.
- Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.

## **Racial Harassment**

This can include:

1. Physical assault
2. Derogatory name-calling, insults and racist jokes
3. Racist graffiti
4. Wearing racist badges
5. Carrying or distributing racist material such as leaflet comics or magazines
6. Verbal and non-verbal abuse and threats
7. Incitement of others to behave in a racist manner
8. Racist comments in the course of discussion in lessons
9. Attempts to recruit for racial organisations or groups
10. Ridicule an individual for cultural differences
11. Refusal to co-operate with others because of their colour, ethnicity or language
12. Written derogatory remarks
13. Accessing racist material on the Internet

## **Racist Bullying**

All racist incidents, including those which could be deemed to be racist bullying must be recorded.

Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff are vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

## **Racist Incidents involving Staff**

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the head of establishment must seek advice from the Worcestershire's Council's Human Resources Department

## **Incidents Occurring in the Local Community**

When racist incidents occur outside of the school and are brought to the attention of staff via a third party the Headteacher will consider discussing such situations with the police.

## **Involving Parents of Alleged Victims or Perpetrators**

Parents of alleged victims and perpetrators will be informed of an allegation.

Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes. Concerns from parents will be responded to in an appropriate manner.

## **Supporting Pupils through Positive Intervention**

Pupils and parents are informed that all allegations of racist incidents will be treated with the utmost seriousness. Senior Management are responsible for deciding how to respond to particular incidents and will seek cognisance of

- the age of the individuals
- the nature of the incident
- whether there are any behavioural needs which could affect an individual's behaviour towards others
- whether there have been any previous racist incidents involving those individuals
- what action will be taken
- the duty of care to all pupils involved (both victim(s) and perpetrator(s))

## **Restorative Justice Approach**

At Parkside Middle School we use a Restorative Justice approach:

This approach promotes the following key principles:

- Focus on harm caused by the wrong-doer and actively seeking ways to repair that harm
- Creating effective and constructive dialogue and communication
- Promoting fairness, honesty and openness
- Treating all participants respectfully
- Providing a safe environment for all participants to engage, learn and gain a shared understanding
- Learning to accept responsibility, reparation, reintegration, restoration and change
- Promote active listening so that we can acknowledge the viewpoint of others

The Restorative Justice Council (2015) defines restorative practices as '*a range of various methods of bringing those harmed by crime or conflict and those responsible for harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward*'.

Restorative processes have much in common with repair in that they aim to put things right and to restore relationships. At Parkside Middle School the people involved in conflict, bullying and relationship problems will be asked what happened, what was the impact and what they would like to happen to put things right.

Restorative questions:

1. What has happened?
2. Who has been affected?
3. How have they been affected?
4. What needs to happen to make things right?
5. What will we do differently next time?
6. Reaffirm your commitment to the relationship.

### **Relationships with other School Policies**

Anti-bullying Policy  
SEND Policy  
Quality of Education Policy  
Behaviour Policy

This policy is in line with the Data Protection Act 2018 which controls how your personal information is used by organisations, businesses or the government. The Data Protection Act 2018 is the UK's implementation of the General Data Protection Regulation (GDPR). Parkside Middle School will ensure any information held is used fairly, lawfully and transparently

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