St. John's C.E. Primary School
Friern Barnet

God cares how we treat each other because we're all created in His image (Genesis 1:27)

About the age to come, we see a heavenly picture: "a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb" (Revelation 7:9-10)

Jesus removes hostility and introduces harmony (Ephesians 2:14-18)

ANTI-RACISM GUIDELINES

Statement of Intent

As a Church of England school, Christianity provides the framework for beginning the spiritual discovery and experience of faith. The children learn to discern the teachings of Christ as the way of developing positive attitudes, behaviour and relationships needed to develop and sustain a community. The Christian Values as found in the "Fruit of the Spirit" (Galatians 5: 22-23) are at the heart of our curriculum and learning, and represent all that we are and all that we aspire to be.

We have an important role to play at St. John's school in ensuring that we challenge racism and all forms of discrimination both within our own communities, and on the wider national and international stage.

We do not and will not tolerate racism, or any other form of discrimination or harassment in our school towards our pupils, staff or wider community.

We acknowledge that our responsibility is not just to be non-racist, but to be actively and visibly anti-racist, in our words and actions.

We have been, are, and will continue to learn, listen and educate ourselves and our community to ensure that our staff, pupils and families are aware of, respectful of, and engage with the issues that stem from systemic and cultural racism.

We are aware that discrimination can be unconscious and difficult to spot. It therefore requires all staff to be self-aware and think about their own day-to-day responses and practices, encouraging a culture of reflection and challenging negative behaviour, language and attitudes. Staff training is important in achieving these outcomes and managing unconscious and institutional bias.

What is Racism?

The belief that one's own race is superior and has the right to dominate others or that a particular race is inferior to your own race.

The belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.

Policies

It is important that the school sets the tone for managing racism and that the values expressed in these guidelines are supported by the following key school policies: The Equalities Policy; Behaviour Policy (including sanctions for responding to racist behaviour); Anti-Bullying Policy; Governors' Written Statement of Behaviour Principles; Child Protection and Safeguarding Policy; Emotional Health and Wellbeing Policy; British Values Policy; Radicalisation and Extremism Policy; Relationships, Health and Sex Education Policy and Curriculum Policy.

Roles and responsibilities

Recognising and responding to racist behaviour and attitudes is the responsibility of all in our school community. Promoting inclusivity is the responsibility of governors, senior school leaders, all staff, pupils, parents and carers.

All known incidents of racist behaviour are recorded on the schools behaviour module on MyConcern by the member of staff who dealt with the matter. These are then reported to the governing body Wellbeing Committee each term.

In reviewing our provision and practice in 2021, the Equality Working Party recognised the importance of nominating a member of staff to become our Designated Equality Lead (DEL) in order to support staff.

Responsibilities of the Designated Equalities Lead (DEL)
- Overseeing training (identifying opportunities and training sources)
- Analysing and reporting incidents, eg to the governing body
- Offering professional support to staff and pupils

General Principles and Considerations
- Race and racism are not well understood – 'race' is a social construct, but race is mistakenly and widely used to denote difference
- Racism is often nuanced and therefore can be implemented in very 'subtle' less obvious forms.
- Racism is very real and yet often we deny it affects us, our behaviours or our school – but in reality it affects us all.
- There are several categories of race in the world and the majority of the people around the globe are not white; yet ideas about white superiority are still deeply influential and prevalent.
- There is a growing 'blame the foreigners' narrative for strains on schools (and the NHS and all public services), which if unchecked will lead to increasing racism.
- We face a growth in intolerance and racism, despite anti-racist legislation and agreements such as the International Declaration of Human Rights, all around the world and within the UK.
- Education is a crucial place where we can challenge the 'normalisation' of many forms of racism.
- Racist bullying is bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986 and the age of criminal responsibility in England and Wales is 10 years old.

Children do not arrive in school without external influence (parents, family, friends and social media can be the source of inappropriate comments, attitudes or behaviour in children) and education is therefore crucial to recognise, confront and address racism in all its forms, eg. open or insidious. Tackling racism should become a part of our normal repertoire: we should treat it like Child Protection and Safeguarding. To achieve this it is important that we undertake regular staff training to counter racism and other forms of discrimination within society.

Preventative Measures
<u>Preventing and Challenging Discrimination</u>
- Children who act in a discriminatory or racist manner in school will have their assumptions and attitudes challenged. Support will be offered so that they understand about different races, cultures and faiths.
- Help all children to feel good about their race, ethnicity, culture and faith.
- Be aware that children from ethnic and religious groups may experience negative stereotypes which can undermine their wellbeing and sense of self.
- Celebrate diversity and address prejudice early in an age-appropriate way. From early years foundation stage upwards, include work about acceptance and about avoiding stereotypes and prejudice.
- Challenge ethnic stereotypes, for example that there is a "typical boy" or "typical girl". This will help children feel happier in themselves and help create a sense of belonging at school.
- Celebrate and learn about different cultures.
- Raise awareness of the achievements of individuals from different backgrounds and cultures.
- Develop an understanding of the ethnic and cultural make-up of our school community and ensure that it is recognised and celebrated.
- Involve and engage staff and pupils in discussions about language to raise awareness of the sensitivities and complexity around how we identify. Discussing language and terminology can help open up wider discussions about race. The more often racism is talked about the more comfortable staff will become in having these discussions, thinking critically about our perceptions and where they come from and examining our unconscious biases.
- Develop a deeper awareness amongst staff and the parent community of social media trends that promote racism or prejudice e.g. songs being played on the radio, online videos, platforms such as Tiktok and Youtube

<u>Speak Up</u>
- Pupils to be encouraged to speak out against unfairness or any kind of discrimination.
- Staff to be alert early on for the different ways in which children might be communicating that something is wrong. Staff should think creatively about adjustments that might help them thrive and achieve.

<u>Offering Support</u>
- Those who have experienced any type of discrimination – or are at risk – will be offered extra support to minimise long-term risks. This could be through pastoral care with the school mentor or through referral to community-based support.

- All school staff will normalise conversations about wellbeing and seeking help. It is also important for staff to build trusting relationships with children.

<u>Sanctions</u>
Details of sanctions can be found on the Behaviour Policy.

<u>Implement policies and offer staff training</u>
Discrimination can be unconscious and difficult to spot. It requires all school staff to be self-aware and think about their own day-to-day responses, strategies and practices. There also needs to be a culture of reflection and of challenging behaviour, language and attitudes. Training is important along with good links with neighbourhood organisations to support children from all types of communities. The school will offer regular opportunities for staff training on this subject.

- Make sure that effective anti-bullying policies are implemented and that school staff are not passive bystanders to discrimination.
- Set clear ground rules for appropriate language, and challenge anything written or said in a discriminatory way.

<u>Engage families and communities</u>

- Engage families and communities in ways that are meaningful, recognising cultural sensitivities.

Curriculum
We will:
- Make every effort to ensure that our curriculum offer is inclusive to enable pupils' ideas about race to be explored and understood.
- Review our curriculum offer to identify opportunities for pupils to speak out and engage as active citizens with the issues around racism that they care about
- Offer a learning experience which challenges racial inequalities and oppressive racial norms and assumptions
- Value the unique identities of all within our school community. These identities include our ethnicity but also our gender, sex, sexuality, disability, class, religionor beliefs.
- Teach children about black history including: protests, struggles and campaigns; historical patterns of power imbalance and discrimination; differences in children's lives and life chances caused by racism, poverty and discrimination; the contributions of black citizens and communities to British and global history and contemporary society
- Support children and adults to explore the issues around racism that they experience.
- Help children to understand their rights and to express their cultural identities
- Help children to feel safe, aspirational and accepted for who they are
- Explore the views and experiences of black staff and pupils
- Ensure that the contributions of Black citizens and communities to British and global history is incorporated into our curriculum and evidenced in displays throughout the school.
- Teach children about Human Rights and endorse the UNESCO framework for Global Citizenship Education (2018) which has 3 dimensions:
  a) <u>Cognitive:</u> supporting pupils to acquire knowledge, understanding and critical thinking skills to analyse and assess global issues and the interconnectedness and interdependence of countries and different populations
  b) <u>Socio-emotional</u>: supporting pupils to have a sense of belonging to a common humanity; sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity
  c) <u>Behavioural:</u> supporting pupils to act responsibly for a more peaceful and sustainable world
- Ensure that school and classroom posters, pictures, books, music, toys, dolls and other materials are diverse in terms of race and ethnicity (as well as faith, gender, family situations, disability, etc.)

Glossary of Terms

• Black, Asian and Minority Ethnic ('BAME') – it is not right to generalise that all people from racial and ethnic minority backgrounds experience the same issues. They experience the world in different ways from each other and are not a single, homogeneous group. This is something to be aware of when you are having these conversations.

Although we use the term 'ethnic minorities'. However, it is important to note that there is not necessarily one correct or collectively agreed upon term, and it is instead best practice for organisations to refer to specific ethnic groups where possible e.g. 'Black', 'Indian', 'Chinese' etc.

• Ethnicity – a social group whose members share a common racial, cultural, national (including language) and/or religious heritage

• Micro-aggression – common and everyday sayings or implications (whether intentional or otherwise) which place undue (and often indirect) focus on a characteristic or trait of a person

• Privilege – an unearned benefit which is gained by an individual or group due to factors outside of their control, e.g. race or gender

• Race – a group/form of categorisation focused on shared physical or social characteristics or traits.

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