ROKESLY INFANTS SCHOOL

Anti-Racism Policy

Ratified: October 2024

Review Date: October 2026

Introduction

Rokesly Infant and Nursery School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school's 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.

School Vision and Values

At Rokesly Every Child Matters in Every Way

At Rokesly we are passionate that children develop a life-long love of learning.

Our community is warm and welcoming

At Rokesly we know how important it is for everyone to feel that they belong. We understand that this comes through offering a warm, nurturing, safe and inclusive environment where our children can thrive.

We are proud to be an anti-racist school, a safe place of learning and a place where everyone is valued and equal member of our community. We ensure that all parents and carers are active members of our school community attend. Parents report being welcomed to attend parent workshops and coffee mornings, join our PSA, be a class rep, or become a volunteer to offer skills to share with classes.

Learning is fun and fascinating

Rokesly Infant and Nursery School is a dynamic place to learn. We value learning through experience, learning core knowledge that is memorable, and equipping children with skills they can apply in all aspects of life. Our curriculum has been developed with our parent community to emphasise cultural representation and decolonise curriculum content. We motivate the children to ask questions, see connections between things and enable them to be self-reflective about the world around them.

We celebrate the things that make us special

Rokesly is a school where every child feels proud of who they are and their own uniqueness. In our curriculum, book choices and school events we reflect and celebrate our diverse school community and the lived experience of our children and challenge any form of discrimination. All children deserve to see themselves reflected in their books, schools and communities and to achieve this we monitor both curriculum and assessment and make improvements where necessary.

Inclusive practice is at the heart of our school values. We adapt our teaching and resources to our children's needs, ensuring they are supported, challenged and can achieve success. We celebrate our achievements together and believe that everyone should have the skills and knowledge they need to open any door and break down barriers to opportunity.

We challenge ourselves to go further

We celebrate progress and attainment at Rokesly and are proud of our high standards, but even more importantly, we nurture curiosity, determination, responsibility, kindness, ambition, imagination and the confidence to challenge inequality and discrimination. We understand that making mistakes is a key to success and we equip children with the resilience they need to develop a growth mindset. Our learning is child-centred and holistic. We want every child to develop the full range of skills they will need to be successful citizens in our changing world.

Rationale

Our School is committed to tackling racial harassment and we have updated practices and policies in relation to monitoring incidents motivated by discrimination. We are committed to taking positive action and work on any trends or patterns that arise out of monitoring racial discrimination. Monitoring is undertaken by the Leadership Team who record any incident of discrimination. This policy should be read in conjunction with other related school policies: Positive Behaviour Policy, Anti-bullying Policy, SEND Policy, Safeguarding and Child Protection Policy and the Equities Policy.

Aims of this policy

- Rokesly Infant and Nursery School will promote race equality and all pupils will be provided with opportunities to discuss their own values, appreciate diversity and develop respect for everyone
- To enable our school to focus on teaching and learning, cultural competency and conversations about race throughout the school and provide support for identifying, challenging and eliminating racism

Definitions

Racial Prejudice Consists of discrimination or derogatory attitudes based on assumptions deriving from socially constructed perceptions about race/skin colour.

Power Is the authority granted through social structures and conventions.

Racism Occurs when an expression of Racial Prejudice emerges from a more powerful/privileged location in the socially constructed power hierarchy, and is directed at an individual/group in a less powerful/privileged location **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 equitably.

Cultural Competency A set of values, behaviours, attitudes and practices within our schools which enables them to work effectively cross culturally.

Decolonising education Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. A representative and relevant education system should reflect Black children's histories, achievements, culture and politics.

Overt racial acts

- Direct physical assault or threat
- Inciting racism in others

- Behaving in a racist way and treating others less favourably on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate misinformation on racial or ethnic distinctions
- Distributing racialist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

Covert racism

This is racial discrimination that is disguised and subtle, rather than public or obvious. These may be described as micro-aggressions

- Staff need to be aware that not all racism is obvious and can be subtle
- It can be concealed in the fabric of society, covert racism discriminates against individuals through often evasive or seemingly passive methods
- It often works subliminally, and often much of the discrimination is being done subconsciously
- Teachers need to be very aware of this type of racism and challenge stereotypes
  Examples:
- Colour blindness and believing we live in a 'post-racial' society
- Saying "it's just a joke" when making a racially insensitive comment
- Racial profiling or stereotyping
- Tokenism
- Comments like 'All lives matter'
- Denying white privilege
- Assumptions about people based on their culture, nationality, ethnicity
- Portraying other cultures or nationalities as impoverished

Principles

- The school is an anti –racist establishment and is committed to addressing racism in any form and will not tolerate it.
- Instigating action to support victims of racism.
- Ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices.
- Recording and reporting racist incidents to the appropriate authorities both internal and external to the school to endeavour to eradicate such behaviour.

The Role of Headteacher

The Headteacher works to ensure that the policy and its related procedures and strategies are fully understood and adhered to by staff, children, parents, carers and visitors.

The Headteacher ensures that all staff are trained to deal effectively with racist incidents: racism, racial harassment, prejudice and stereotyping. This is done in partnership with the LA and other agencies as appropriate. The SENCo has responsibility for staff training to meet the needs of pupils with English as a second language. All governors are encouraged to participate in relevant training sessions.

The Role of all school staff

- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order 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.
- All reports of racist incidences must be recorded and logged on MyConcern by a member of the SLT.
- The school will contact the parent/carers of the pupils involved.
- A suitable consequence or next steps will be discussed with all parties involved and in line with our behaviour policy.

There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These 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 stereotyped 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 children at the appropriate level, issues of racism and inequality 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 groups within our school community and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met

The role of the pupil

All pupils should adhere to our **RIS Positive Behaviour Policy**

A pupil who perceives themselves to be the victims of racism, and pupils who witness incidents of racism have a responsibility to report this. Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

The role of the parent

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.

Parents/carers of a pupil who is responsible for racist conduct are expected to play an active role in working together to resolve issues and change behaviour.

The role of the governors

The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed. The Governing body will appoint a Racial Equity Governor to:

- support the Headteacher 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
- make it a regular agenda item for discussion at Governing Body meetings
- Attend Racial Equity forums

The Curriculum

All pupils have a right to the same high quality of education in which they feel valued and respected.

A variety of teaching and learning methods encourage positive attitudes to difference, cultural diversity and racial equity.

Different cultural traditions are made meaningful by linking them to curriculum delivery at every opportunity, eg. in PSHE, RE and Music.

We work to ensure that curriculum planning takes account of the ethnic backgrounds of our children. We do this by ensuring that:

- curriculum materials and the learning environment reflect the cultural diversity of Haringey
- by means of displays, language and artefacts;
- we fully implement the National Curriculum by incorporating a cross-cultural curriculum
- perspective in all areas;
- we take into account the cultural experiences of children within the curriculum.

Race equality and cultural diversity elements in the curriculum are monitored and promoted by SLT.

Staff recruitment and professional development

We are committed to ensuring that racial equality and equal opportunities good practice exists throughout the selection and recruitment process to ensure that no discrimination occurs.

Recruitment and employment procedures are consistent with the CRE's (Commission for Racial Equality) Code of Practice for Employers and all those involved in the recruitment process are

effectively trained and aware of the importance of making unbiased decisions.

We are committed to recruiting staff from a range of cultures and strongly encourage applications from candidates who represent our diverse school community.

Staff are supported in dealing with racist incidents and how to identify and challenge racial bias and stereotyping through a continual process of professional development.

Progress and achievement

We set targets and have developed strategies to enable all children, including those form vulnerable groups, to realise their potential through:

- using available resources and support from external agencies where relevant
- monitoring children's progress regularly
- additional provision, offered to disadvantaged and other pupils, is evaluated sharply at key points during the year so that differences in pupils' outcomes continue to diminish
- The Inclusion Manager oversees the provision for children with special needs within the mainstream and leads the staff in meeting the specific needs of pupils from the various ethnic groups, including those with English as a second language. Learning Support Assistants help these children attain the challenging targets set for them.

Admissions

Our School is governed by Haringey's admissions policy; we welcome all ethnic groups as well as asylum seekers, refugees and travellers.

NB. All reference to the word 'victim' is only used for clarity within this policy it will not be used when discussing an incident with children of families.

Appendix 1

Response to racist incidents:

Procedures

Report all incidents of racist behaviour to a member of staff as soon as possible.

This could be by:

- Writing a note which can be handed to the class teacher or the office – indicating that it is a racist incident
- Children may make staff aware of an incident by talking to staff or using our confidential 'TALK BOX' system
- Phoning or emailing the school office
- Speaking directly to the member of staff that you feel most comfortable talking to – all of our staff will report and act on your concerns

- Speaking with the class teacher privately and describing the incident
- Telling a senior member of staff e.g. Head teacher or Deputy Head teacher (either on the gate or by making an appointment)

We will ensure that the victim is always supported.
All racist incidents will be recorded on the pro forma and stored centrally.

The racist incident will be investigated quickly.

Parents of perpetrator and victim will be informed.

Action will be taken to address the incident with the perpetrator and to work on helping to change the behaviour

Outcomes

1. The perpetrator will be asked to apologise.
2. Sanctions will be applied (in line with our behaviour policy), where appropriate.
3. The incident will be discussed and any follow up work will be identified.
4. The parent of the perpetrator will be asked to discuss the behaviour with him/her.
5. Follow-up whole class work related to the incident.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to identify any patterns of behaviour.

Prevention

Our curriculum is designed to foster an ethos of empathy, respect and understanding and to challenge racism.

As and when appropriate activities in school will include:

- Reading and sharing stories relating to difference
- Using topics/stories which reflect our diverse community
- Teaching sessions designed to give children confidence in reporting racist incidents
- PSHE sessions focussed on difference
- Displays reflecting the diversity of the school community
- Using resources / curriculum content that reflect our diverse community
- Inviting visitors such as experts, community representatives and parents in to school as role models

All staff are vigilant with regard to behaviour among children, and will look out for, and respond to, incidents and reported incidents of discrimination.

Please do not be reluctant to report an incident. Please encourage your child to use ‘TALK BOX’ or talk with an adult that they feel comfortable with. Even small incidents must be dealt with quickly and effectively.

This policy is reviewed annually

Appendix 2

Racist / discriminatory incident report

Child's name	Class
Reported by	Date

Description of incident
Reported to
Parents informed
Action taken

Signed_____

Appendix 3

Race and Anti-Racism Book list

Books for staff

- We're all White Now, Chris Gaine
- Natives: Race and Class in the Ruins of Empire, by Akala
- How to Be an Antiracist, Ibram X. Kendi
- The Good Immigrant, edited by Nikesh Shukla
- Why I'm No Longer Talking to White People About Race, Reni Eddo-Lodge
- Teaching to Transgress: Education as the Practice of Freedom, Bell Hooks
- You Wouldn't Understand: White Teachers in Multiethnic Classrooms, Sarah Pearce
- Pedagogy of the Oppressed, Paulo Freire
- So You Want to Talk About Race, Ijeoma Oluo
- Me and White Supremacy, Layla F. Saad
- How to Build Your Antiracist Classroom, Orlene Badu
- The Culture Trap: Ethnic Expectations and Unequal Schooling for Black Youth, Dr Derron Wallace

Books for children

- We Are All Neighbours - by Alexandra Penfold, illustrated by Suzanne Kaufman
- I Am Brown - by Ashok Banker, illustrated by Sandhya Prabhat
- My Skin, Your Skin: Let's Talk About Race, Racism and Empowerment - by Laura Henry-Allain MBE, illustrated by Onyinye Iwu
- Eyes That Speak to the Stars - by Joanna Ho, illustrated by Dung Ho
- First Questions and Answers: What is Racism? (Board book) - by Katie Daynes and Jordan Akpojaro, illustrated by Sandhya Prabhat
- Sulwe - by Lupita Nyong'o
- Hey You! An Empowering Celebration of Growing Up Black - by Dapo Adeola
- Antiracist Baby - by Ibram X. Kendi, illustrated by Ashley Lukashevsky
- Hands Up! - by Breanna J McDaniel
- Questions and Feelings About: Racism - by Anita Ganeri, illustrated by Ximena Jeria
- All Are Welcome - by Alexandra Penfold, illustrated by Suzanne Kaufman
- The Colors of Us - by Karen Katz
- Hair love- by Matthew Cherry
- The Missing Piece- by Jordan Stephens
- Coming to England- by Floella Benjamin