

HEALING  
SCHOOL



A Science Academy

# Healing School – A Science Academy

## Anti-Racism Policy

(Pupils)

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Consultations/Training	SLT, Governors, Area Leaders, Subject Teachers

# **POLICY STATEMENT**

## **General Statement**

Healing School – A Science Academy will not tolerate any form of racism or racist behaviour.

Healing School will not tolerate any intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another origin, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced.

## **Purpose**

- To remove racial intolerance from Healing School and to promote a positive multicultural society.
- To allow all pupils to experience a multicultural curriculum.
- To enable all pupils to thrive in a socially cohesive community.

## **Categories of racist behaviour**

- Physical assault against a person or group because of colour and/or ethnicity
- Racist graffiti
- Provocative behaviour, e.g. racist badges or insignia
- Bringing racist materials such as leaflets into school
- Verbal abuse and threats including name-calling, insults and racist jokes
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridiculing of an individual or group for cultural differences
- Refusal to co-operate with others because of their ethnic origins
- Posting any racist comments onto a computer.

## **Procedures within Healing School**

These are in Appendix 1

## **Monitoring and review**

### The Governing Body

The Governing Body, supported by the Principal, will review the policy annually.

### Learning Director

The Learning Director/Vice Principal will monitor anti-racist incident records termly.

### Learning Co-ordinators and Area Leaders

Learning Co-ordinators and Area Leaders will regularly monitor teaching materials, schemes of work, school displays and written communications to check for any discriminatory content. The Learning Coordinators will collate information of all incidents and then log them every month in the file held in School Reception

### Subject teachers and tutors

Subject teachers and tutors will regularly monitor classroom materials and ensure they inform the Key Stage Learning Coordinator of any racial incidents.

## **Relationships with other School Policies**

SEN Policy

Anti-bullying Policy

Gifted and Talented Policy

Teaching and Learning Policy

Community Cohesion.

# **APPENDIX 1**

## **Procedures/Implementation**

No member of staff should ignore any form of racist behaviour anywhere in the school. It should be explained why this behaviour is unacceptable. (Also see anti-bullying policy).

All incidents of racist behaviour by anyone in the school should be reported to the Key Stage Learning Coordinator, who will record it in the relevant referral system. All incidents are calendared and followed up with the victim(s) after four and eight weeks to ensure the racism has stopped.

Every month, all incidents will be logged in the Racial Returns File (in reception).

All racist literature, insignia, badges and graffiti will be removed.

Offenders should be referred to Key Stage Learning Coordinator. The expectation is that sanctions will be applied.

The curriculum must aim to:

- Promote a positive self-image
- Exploit opportunities to celebrate the richness and diversity of different cultures
- To present a variety of cultures to create an understanding of and interest in those different cultures and societies
- Exploit opportunities through assemblies to deal with issues of prejudice
- Exploit opportunities through PSHCE, e.g. the use of visiting speakers, role-play exercises, and the use of media and film
- Exploit opportunities for pupils, through subjects to unite and share experiences, celebrate festivals and develop a multicultural understanding.

Resources should:

- Reflect the fact that we are a multicultural society containing many ethnic groups
- Present positive images of people from ethnic minority groups and avoid racial stereotyping
- Present a balanced world perspective and an unbiased view of social and economic relations to the world
- Avoid tokenism either in style or content.

These resources should be regularly reviewed by Learning Co-ordinators, Heads of Faculty and the Senior Learning Resources Officer.