

St Matthew's
Church of England
Primary School



Racial Justice Policy

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1. Definitions

(Equality Act 2010)

Racial Justice:

- Racial Justice is defined as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.
- The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice – or racial equity – goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

We are using these definitions to inform our policy.

Source: Goldsmiths, *Glossary for Anti-racist terminology*

We want to use the following definition with our school community.

Racism definition:

***“treating people differently, and unfairly, because of:
their skin colour, where they come from, or their family traditions.”***

A Racist Incident:

“A racist incident is any incident which is perceived to be racist by the victim or any other person”.

Regardless of the intention, if it is perceived to be racist, then it will be dealt with in accordance with our policy.

Source: 45.17 – Macpherson, W. (1999) *The Stephen Lawrence Inquiry*

2. Rationale

St Matthew’s is a school which serves a culturally diverse community. The school aims to promote, in the widest sense, a happy and nurturing environment in which individuals are appreciated, respected and have a sense of belonging. All pupils and staff are expected to uphold this objective.

Racism is addressed across the curriculum. This includes, but is not limited to, education through PSHE, History and Religious Studies lessons and during assemblies.

In accordance with the national curriculum, we prepare all pupils for a world where they will meet, live and work with people of different cultures, religions, languages and ethnic backgrounds.

St Matthew’s CofE School aims to promote racial equality and to actively tackle racial discrimination within all areas of school life:

- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping.
- to make sure that all students and staff are encouraged and supported to achieve their full potential.-
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups and different geographical regions.
- to prevent direct and indirect, overt and covert discrimination on grounds of race or geographical origin.
- to assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible.
- to ensure all pupils are aware of and understand issues surrounding anti-racism and inclusivity.

We are committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, nationality or religious background. No pupil, employee, parent, or member of our community should experience racism within the learning or working environment of our school.

As a school, we proudly welcome the diversity of cultures, backgrounds, faiths, and beliefs. We celebrate the diverse ethnic heritage of all of our pupils, staff and others associated with the school. We aim to continue developing an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote pupil and staff wellbeing and help everyone to achieve their full potential.

For further information, please see <https://www.legislation.gov.uk/ukpga/2010/15/section/9>

3. Aims for pupils

By the end of KS1: *“children will know what racism is, understand why skin colour difference exists and be aware of the need to be little allies to each other”.*

By the end of KS2: *“children will be able to explain why racism still exists and explain ways in which we can move to be anti-racist as they become global citizens”*

4. Curriculum organisation

We want the children to see themselves represented in our curriculum and so are seeking to embed a racial justice approach when we are planning as teachers. The diversity of languages, beliefs and ethnic cultures are valued and celebrated in school through assemblies, curriculum and teaching.

All subject leads ensure the curriculum, supporting resources and practise reflect an inclusive and culturally diverse society. This includes notable figures in their long-term planning represent a range backgrounds and ethnicities.

All classes have two copies of recent publications that help class teachers to raise and discuss important questions. Some examples of these are, “What is racism?” “Why doesn’t everyone understand racism?” “Is it racist to call someone Black?” “What can I do to support an anti-racist way of life?”

The books chosen are Key Stage appropriate and answer pertinent questions. For free-readers and supported guided reading groups, these texts are also available for children to explore.

In line with National Curriculum guidelines, Modern Foreign Languages is allocated a sufficient amount of time on a weekly timetable to ensure that children have opportunities to interact with the language (French) and for their learning to be properly reinforced.

This is supplemented by discussion of inclusion and diversity and challenging stereotypes during our **Belonging to a Community and Respecting Ourselves and Others**, in our PSHE curriculum.

5. Expectations

SLT

To oversee and review the policy in collaboration with the Subject Lead. To ensure any incidents are investigated in a timely manner.

Governors

Governors will:

- be a point of contact for the Racial Justice Lead and SLT to share information regarding changes we make to; the policy, the curriculum and monitoring of incidents.
- support the Racial Justice Lead in upholding the policy and to improve the school community's knowledge of what Racial Justice means.
- monitor the number of incidents which have been shared by the Deputy Head
- monitor the racist incidents which have been shared at Full Governing Body Meetings

Subject Lead

To attend regular (six-weekly) CPD training to ensure they are kept updated with current policy changes and academic guidance on addressing how we promote an anti-racist environment within our school community. These changes are communicated to SLT and Governors, where applicable, via email or face to face meetings when possible. Notable guidance is delivered to teaching staff during staff-meetings. Further guidance is sought from the Borough's Racial Justice Lead when needed. This is published on a notice-board in the Staff Room.

All members of staff

All members of staff are expected to uphold our values with regard to the aims in this policy.

We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the St Matthews' Primary School community.

Pupils

We encourage all pupils to behave as allies for one another with regard to promoting an anti-racist environment.

All pupils are encouraged to speak to a trusted adult when they feel a comment or action may be deemed racist.

This is based on the following definition. Racism: ***“treating people differently, and unfairly, because of: their skin colour, where they come from or their family traditions.”***

Each academic year will begin with all pupils signing the school's Golden Rules which pledges to be kind and respectful to all members of the school community.

Pupil voice will be captured on a termly. The focus will be on the subject lead speaking with pupils across all the different key stages. This will take the form of direct and open questions.

E.g.

- Have we learnt about different cultures or ethnicities this term?
- Do you feel that people from your own background represented?
- Did you see people that remind you of you or your family in the lessons?

The responses which pupils give each term will inform further work in this area for example, changes to our curriculum, the need for further representation or training all staff who work within our school.

Parents and Carers

We expect all Parents and Carers to support and uphold our rationale, aiming to promote, in the widest sense, a happy and nurturing environment in which individuals are appreciated and respected.

When a child joins the school, their Parent/Carer will be asked to read and sign a copy of this policy to show commitment to the work we are doing.

All class teachers will share slides within their meet and greet presentations for their year group outlining our policy.

To create and maintain dialogue between Parents and carers, termly working party meetings take place.

6. How we deal with racist incidents

Experiencing racism is recognised as having a significant impact on mental health and can have social and academic consequences.

1. Incident reported to school by pupil/parent/member of staff
2. Staff member to prioritise this incident and report in person to DSL and complete CPOMs form at the time of incident.
3. Racial Lead/Deputy Headteacher reviews incident to investigate what has happened and uses their professional judgement to determine whether further steps are required.
4. Pupils spoken to and responses recorded.
5. Parents and Carers of both parties informed of incident by the end of that school day.
6. Appropriate consequence and support put in place and communicated to parents and school staff as needed. If this is the first incident, a letter be sent home to parents (please see appendix 1). For any subsequent incident (regardless of time lapsed in between), parents will be called in for a meeting at school.
7. Restorative work started by school.

For example:

- Work with families to understand the impact of language used/behaviours shown.
- PSHE lessons adapted to educate children on pertinent issues.
- Collective worships to address issues.

- Staff meetings to deliver updated CPD or inform of current issues and how these are being dealt with as appropriate.

8. Restorative work to be reviewed.

9. Monitoring of all pupils involved, any concerns recorded and actions put in place. (see restorative work point 7).

10. Ongoing restorative work

Eg. Pupil voice / Breaking-the-ice tasks to encourage open conversations/ Working parties formed for Parents/Carers.

7. Monitoring racist incidents

Records of racist incidents are recorded on the Racist Incidents Log including action taken and outcomes. They are also logged on CPOMS (our secure database for recording and monitoring incidents relating to safeguarding matters). Racist incidents are reported to the Local Authority termly.

This policy will be reviewed every two years.