



St Hugh's School Anti-Racism Policy

Promoting Anti-Racist Practices (including Racist Incident Reporting) - Updated Spring 2021 to include UKCCIS and Anti-Bullying Alliance Nov 2017 "[Tackling race and faith targeted bullying face to face and online](#)"; "[Preventing and Tackling Bullying 2017](#)". Updated Summer 2022 to include "[Political impartiality in schools Feb 2022](#)" Relevant legislations are Equality Act 2010, Education and Inspection Act 2006 and Children Act 2004, Education Act 2002 and Human Rights Act 1998.

St. Hugh's is situated in a semi-rural, largely white area and has a predominantly white intake, so it may not be immediately apparent why our school should need an anti-racism policy. However, it is precisely because many of our children have had little contact with or experience of other cultures that ignorance, confusion and misinformation may result and opinions about other cultures become stereotyped.

When faced with racist attacks, graffiti and abuse it is often argued that the answer lies in better education, but because there may be little evidence of such incidents in our immediate community, it is easy to leave the underlying attitudes unchallenged and to avoid educating children about these issues.

We expect all children to find school a safe and welcoming place where they are able to achieve success, irrespective of their nationality or ethnic background. It is not possible to achieve this if any of its members face prejudice or hostility because of their ethnic origins. Therefore we need to have in place an anti-racism policy which helps ensure equality of opportunity of education for all children.

By having such a policy we give a clear message to everyone in the school community that racism will not be tolerated.

Finally it is a legal requirement to "eliminate unlawful racial discrimination and promote equality of opportunity, and good relations....." Sec 71 Race Relations Act 1976

Effective Promotion of Anti-Racist Practices

The School welcomes the diversity of cultures, backgrounds, faiths and beliefs and celebrates the home languages, dialects and accents of all pupils, staff and others associated with the school.

We adopt 'Learning for All – Standards for Racial Equality in Schools' published by the Commission for Racial Equality as a framework of guidance on good practice and procedures in addressing issues of equality and cultural diversity.

We will ensure that the School nurtures an ethos and environment where all are valued and where views are taken into consideration. This embraces a culture that enables all who teach and learn in the school to review their practices and behaviours, to have the confidence to build on prior experiences and to make appropriate changes.

All associated with the School are committed to dealing with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.

Principles

The School is an anti-racist establishment and is committed to:

- addressing racism;
- ensuring action to support victims of racism;
- ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices;
- recording and reporting racist incidents.

Practice

a) Curriculum:

We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding.

We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHEE) to prepare pupils to meet their responsibilities as citizens in a multicultural society.

Within this context the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. Various trips over different year groups allow first hand experience of different cultures and beliefs.

All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate. Teachers and staff should show balance in their teaching.

Scenario I of the 2022 guidance states:

When teaching pupils about racism, teachers should be clear that racism has no place in our society and help pupils to understand facts about this and the law.

Where schools wish to teach about specific campaigning organisations, such as some of those associated with the Black Lives Matter movement, they should be aware that this may cover partisan political views. These are views which go beyond the basic shared principle that racism is unacceptable, which is a view schools should reinforce. Examples of such partisan political views include advocating specific views on how government resources should be used to address social issues, including withdrawing funding from the police.

Schools should ensure this content is taught appropriately, taking steps to offer pupils a balanced account of opposing views on these points. Partisan political views must not be promoted to pupils, including by encouraging pupils to support campaign groups advocating such views.

Schools should continue to take steps to tackle racist and discriminatory attitudes or incidents - and condemn racism within the school and wider society. Challenging intolerant, racist or discriminatory views where these are shared at school should be seen as part of schools' wider anti-bullying and safeguarding duties.

Schools and other specified authorities are also subject to the Prevent duty under Section 26 of the Counter-Terrorism and Security Act 2015. Schools should provide a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology.

Schools can build pupils' resilience to radicalisation by providing an environment for debating controversial and sensitive issues, whilst adhering to requirements on political impartiality. This includes helping pupils understand how they can influence and participate in decision-making. Further guidance is available on [protecting children from radicalisation](#).

Where there are concerns that a pupil is expressing extremist views and is vulnerable to being drawn into terrorism, staff should follow their safeguarding policies and procedures.

b) Social Inclusion:

As an inclusive School, Senior Leaders and the Governing Body will seek to ensure that:

all pupils achieve as much as they can, and derive maximum benefit, according to their individual needs, from what the school provides;

pupils, or groups of pupils, who are underachieving are identified and strategies are put in place to increase their rate of progress;

differences between pupils, or groups of pupils in terms of achievement, teaching and learning, and access to curricular opportunities can be explained, founded on the effective use of relevant data;

there is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual pupils;

account is taken of pupils' views as we seek to remove barriers to attainment and progress.

Behaviour Policy / Anti-bullying Policy:

We include racial issues in the School's Behaviour and Anti-bullying policies and reference to our principle of promoting anti-racist practices and behaviour.

d) Racist Incident Reporting:

All incidents which appear to have racist connotations should be reported to the Headmaster or Designated Safeguarding Lead at the earliest opportunity. A written record will be made of each instance and it is the responsibility of the Headmaster to inform the Governors.

e) Employer Responsibilities:

The School has in place a number of personnel policies and procedures which meet our legal responsibilities and promote good practice in the area of equal opportunities, including:

- recruitment and selection procedures;
- a Code of Conduct for School-based staff;
- induction arrangements for staff newly appointed to the school, including Staff Handbook.

Our staff management and in-service arrangements take into account the need to identify and meet staff training needs through access to good quality training and opportunities to exchange good practice. This includes dealing with racial equality and racist issues appropriately.

f) Governing Body Responsibilities

The Governing Body will ensure that:

- all staff understand and implement this policy;
- staff training needs on anti-racism are met;
- the policy is communicated to visitors, contractors, service providers and others associated with the school;
- it is made aware of racist incidents

Staff Responsible	Head of Pastoral Care
Last reviewed	Spring 2022
Date of next review	Spring 2023