

Mountfields Lodge Primary School



Anti-Racist Policy

Aim High, Reach for the Sky

Statement of Values, Definitions and Objectives.

We are committed, as a part of our education inclusion strategy, to preparing our children for the life in a multicultural society and are totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools whether multi-ethnic or all white, rural or urban. We believe our policy should be widely available to all members of our school community.

This policy reflects the general and specific duties on school and colleges featured in the race relations Act 1976 as amended in the Race relations (Amendment) Act 2000.

As a school we subscribe to the following definition and objectives for promoting race equality, which states:

'Education should prepare people for life in the wider community and must help all people to develop attitudes and ways of behaving which are appropriate to living in a society which wishes to eradicate racial prejudice and the social scars it produces. We, therefore, recognising that Leicestershire is a pluralist society and part of a county of many cultures, and believing that all pupils and students across the county should be given an appropriate knowledge and awareness of the variety of cultures which make up our society, identify the major objectives of developing the education service in a multicultural society as:-

- a) To prepare all pupils and students to live harmoniously and with equality of opportunity in that society;
- b) To build upon strengths of cultural diversity in that society;
- c) To define and combat racism and any discriminatory practises within the educational service to which it gives rise;
- d) To meet appropriately the particular educational need of all the people, having regard to their ethnic, cultural, linguistic or historical attachment.'

Dealing with Racism

Racism and other forms of oppressive behaviour are totally unacceptable to us. We have a coherent approach to responding to racism through the systematic monitoring of any racist incidents that occur. We record any incidences of racist behaviour and in line with statutory requirements; the governors receive termly reports from the Head teacher on the numbers and nature of incidents. The Governors in turn ensure that these are reported annually to LCC. Strategies for dealing with racist incidents are detailed in our school's Behaviour Policy and fall in line with the treatment of all other unwanted and inappropriate behaviours.

We recognise that racist incidents can take a number of forms and include:

- verbal or physical assault
- display of racist pictures, insignia or graffiti
- rejection or isolation of someone because of their ethnicity, colour or culture
- derogatory comments about people or groups

- telling racist jokes or mimicking accents
- deliberately mispronouncing names
- dismissal or viewpoints from other cultural societies
- stereotypical comments during discussion
- making negative comments about :appearance, clothing, food, language, accent or dialect, family, culture, religion, country or origin

Curriculum and whole school development

A commitment to equality, justice and the unique value of every individual is a major part of our school ethos, values and culture. This commitment helps us to develop children who are confident, strong and self-affirming. We are open to change, choice and development and are receptive towards other identities, and prepared to learn from them.

The curriculum is central to our work in promoting race equality. All curriculum areas understand that they can make a contribution to the celebration of diversity and developing understanding about the nature of society. We also recognise the opportunities offered by the curriculum to develop an understanding of injustice, prejudice and discrimination. These elements will continue to be a feature of our curriculum planning.

It is important for children to understand through learning and curriculum experiences they are offered and resources/display used that our school sees preparation for life in a multicultural society and opposing racism as important

Continuing Professional Development

It is important that all staff understand the need for, and their role in promoting race equality. To enable this to happen, we will make this a feature of our professional development programme as appropriate through staff meeting time as well as considering other opportunities such as central INSET courses and exchange visits to other countries.

Monitoring, Evaluation and Review

As part of our monitoring and evaluation procedure for the Race Equality policy, we will monitor:

- attainment by ethnicity and address any issues of differential progress and achievement
- exclusion and other aspects of the assertive discipline policy by ethnicity
- the teaching and learning to ensure all children's needs are met irrespective of their background and the ambitious targets set for them
- the curriculum and teaching resources to ensure that children's experiences are broadened and they are prepared for life in a diverse society
- the ethnic composition of the school staff and governors, with the aim of presenting positive role models and reflecting the diversity in wider society
- incidents of racist behaviour and the way the school handles and reports them
- the way in which the school is sensitive to, and meets the needs of all stakeholders, playing particular regard to cultural, religious, historical, ethnic and/or linguistic heritages
- the way in which the school uses the diversity within its local and wider communities to enrich learning experiences for children

- the ways in which other school policies embrace racial equality and inclusion issues

This Policy should be read in conjunction with the following school documents:

- Community Cohesion and Promotion of British Values Policy
- Multicultural Policy
- Single Equality Plan and Action Plan
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Behaviour Policy