



VENN
BOULEVARD
CENTRE

Venn Boulevard Centre

Anti Racism Policy



1	Summary	Anti-Racism Policy	
2	Responsible person	Katie Troake	
3	Accountable SLT member	Sarah Sargieson	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Heads, Executive Head	
6	Who has been consulted and recommended policy for approval	SLT	
7	Approved by and date	29.11.23	
8	Version number	V1	
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	Anti-Bullying Policy Equality and Inclusion Behaviour Policy	
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	29.11.23	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



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1. Introduction

Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity. All pupils at The Sullivan Centre have the right to be treated with respect and to feel safe regarding their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression, or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help, and support will be given to all involved. The member of the school leadership team responsible for the anti-racism policy is Katie Troake. The designated Governor for anti-racism is Lee Fallin. In addition, protecting pupils from the risk of radicalisation is also part of the schools wider safeguarding duties. We will actively assess and monitor the risk of pupils being radicalised and drawn in extremism. Staff will be alert to changes in pupil's behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme. The school will work with the Hull Children Safeguarding Board (EHASH) as appropriate.

The Equality Act 2010 makes discrimination on the grounds of nine protected characteristics illegal. The Equality Act 2010 replaces the Race Relations Act 1976, which was amended by the Race Relations (Amendment) Act 2000^{4,5}.

Within the Act, race is now termed as a 'protected characteristic'. For the purpose of the Act, 'race' includes colour, nationality and ethnic or national origins. A racial group can be made up of two or more different racial groups.



Forms of Racism

Racism can appear in various forms. Some examples⁶:

i. Microaggression

- not addressing allegations of racism appropriately or treating complainants as 'troublemakers'
- blocking progression, acting up or learning opportunities within employment and education
- avoiding or isolating people, or not inviting them
- subjecting people to greater scrutiny or monitoring
- using negative language or making 'jokes' about people's 'race'/ethnicity
- 'colour blindness (ignoring 'race' and its impacts)
- not providing appropriate support or not responding to cultural or religious needs
- assuming superiority of 'people like me' over 'people like them'
- stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same)
- making people into 'other' (perceiving them as different from what is 'normal')
- behaviours that signal that someone doesn't belong or isn't welcome
- directly insulting or hurting people"

ii. Talking:

We know that racism happens in all areas of society. Racism should not be denied, ignored, or minimised and should be acknowledged and discussed.

It should always be discussed in a safe and compassionate environment without fear of retribution and in a sensitive and respectful manner that is appropriate to an individual's age and understanding. Talking about 'race' allows more opportunity for staff, pupils, parents and carers to understand their own feelings and attitudes (which can arise unexpectedly and unknowingly) in order to make positive change.

iii. Impact over Intent:

Racism happens and regardless of intention it is the outcome that matters. e.g., Reading out loud a racial slur from an educational text. The intention is to educate and inform but the outcome can often be hurt, isolation, dehumanisation, and a sense of being targeted.

iv. Accountability:

Incidents of racism whether done intentionally or unintentionally should always be addressed with the needs of the victim and restorative practice prioritised. Everyone in our school should be able to accept that they may have upset, hurt, or affected someone. Everyone within our school is accountable to themselves and each other. We do not deny someone's experience or feelings.

v. Action:

When incidents of racism happen, they should be approached appropriately focusing on age, mental development, and social conditioning. Safety, aftercare, and restorative practice should always be prioritised over punishment or sanctions.

vi. Equity and Equality:

We know that each pupil's experiences and journey of achievement is different and that 'race', ethnicity, gender, and trauma relating to these can be additional barriers to pupil's achievements and well-being and therefore **'equitable'** not 'equal' approaches should be considered.

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 school community

2.Aims and objectives

2.1 Our school community recognises and nurtures the identity of children of all races and cultures

2.2 Our school strives to develop positive anti-racist language, awareness, images, and strategies to create policies, practice and an environment which reflect that all people are equally valued, and that no harassment will be tolerated.

2.3 Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued.

2.4 Through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable.

3.The role of the Governors

3.1 The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed.

3.2 The number of racist incidents is reported to governors termly through the Head of School dashboard and report

3.3 Governors are responsible to challenge and question the number and types of racial incidents. The Governing body will:

- support the Head of School 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.

4.The role of the Executive Head/Head of School

4.1 The **Executive Head/Head of School** is responsible for supporting Katie Troake who has responsibility for the Anti-Racism Policy and under the Education and Inspections Action 2006.

4.2 It is a responsibility for schools to record all racism incidents.

The Senior Leadership Team will ensure that:

- racist behaviour is addressed in the behaviour and discipline policy
- racism is addressed as an issue in the curriculum
- a senior staff member is appointed to be responsible for the monitoring of the

policy and anti-racism strategies. The named person is **Katie Troake, Deputy Head** supported by Claire Goodaire.

5.The role of the teacher and support staff

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum, within Jigsaw and through assemblies. The UN Convention on the Rights of the Child, the Universal Declaration of Human Rights, British Values like the Rule of Law, equality Act, social issues and injustice are all learnt about in Jigsaw. The Celebrating Difference Puzzle specifically looks at difference in a positive way whilst also studying how difference can be a source of prejudice and discrimination, and how individuals and society can bring about a fair and respectful world.

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: -



5.1 Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society.

5.2 Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.

5.3 Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence.

5.4 Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.

5.5 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

5.6 Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.

5.7 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.

5.8 An equality action plan will be written by SLT each year and this will be published on the school website.

6.The process

Racism of any form is not tolerated, and the sanctions will be employed.

6.1 All incidents of racism are recorded, monitored, and followed up. There will be consequences if pupils are found to be showing racist behaviours or attitudes.

6.2 All staff, teaching and non-teaching should always be vigilant in class and in the playground, in order that racist behaviour does not go undetected.

6.3 All staff should act 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.

6.4 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.

6.5 Time is spent talking to the child who has been racist, explaining to them why their action was wrong, teaching them about their actions and how they should change their behaviour in future.



6.6 All reports of racist incidences must be recorded on CPOMs which will alert specific members of the SLT. All racist incidences will be logged on CPOMs.

6.7 All reported incidents are investigated and in every case the school will contact the parent/carers of the pupils involved. A suitable consequence or next steps will be discussed with all parties.

6.8 In more extreme cases, or repeat offences the police may be contacted. The community PCSO will attend meetings with parents, pupils and staff. The police may make a referral for support for the pupil through the Youth Justice Team.

6.9 We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Children must feel safe as well as being safe.

6.10 We will signpost perpetrators and victims to support they may need.

6.11 Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However, the school collects this data to monitor patterns and trends using CPOMs.

7. The role of parents

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.

Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it and working with the school.

8. The role of pupils

All pupils should adhere to our school's code of conduct (see 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. A racism workshop created by the school will be completed by any pupils who have been involved with incidents.

9. Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and



class discussions. Records of racist incidents are recorded on CPOMs and the Head of School will monitor patterns and trends. This policy will be reviewed annually, or earlier if necessary.