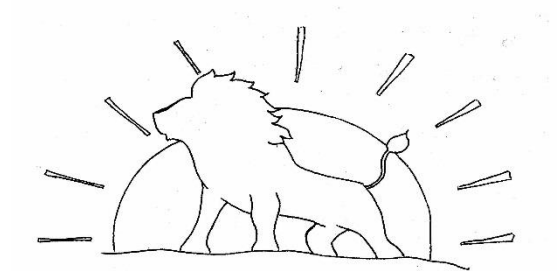


Anti-racism Policy

Northwick Park MAT



Northwick Park Primary and Nursery
We Take Pride



...working together

Approved by: LGB's
Last Review Date: March 2022

Date: March 2022
Review Date: March 2023

Next Review Date: March 2025

Northwick Park Academy Trust

Anti-racism Policy

Background:

Northwick Park Academy Trust is an anti-racist establishment and is committed to addressing racism in any form. We believe that not being racist is enough and want to positively work with our pupils and our community to be actively anti-racist. In the aftermath of the unlawful killing of George Floyd and the subsequent Black Lives matters marches, it has never been more important for all institutions to show their continued commitment to anti-racism.

Racism, in any form is not tolerated at our school or on our school grounds. All our pupils and staff have the right to be treated with respect and to feel safe with regard to their individual ethnic background and identity. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds.

Parents, staff and pupils should feel confident that if a racist incident should occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved. As stated in the Equal Opportunities Policy we recognise our role and responsibilities in providing equal opportunities for each and every member of the school community irrespective of class, gender, race or disability. (Public Sector Equality Duty)

What does it mean to be anti-racist?

Anti-racism is a process of actively identifying and opposing racism. The goal of anti-racism is to challenge racism and actively change the policies, behaviours, and beliefs that perpetuate racist ideas and actions.

Anti-racism is rooted in action. It is about taking steps to eliminate racism at the individual, institutional, and structural levels. It is not a new concept, but the Black Lives Matter movement has helped increase the focus on the importance of anti-racism and this needs to be handled in a positive and age appropriate manner.

Racial equality is central to the ethos and core values of Northwick Park Academy Trust and we are committed to:

- Challenging racism in all forms
- Fulfilling our statutory obligation to keep a formal record of all racist incidents
- Taking every possible step to support victims of racial harassment
- Regarding all racial incidents as a serious matter. Any example of racism by a member of staff will be referred directly to the Headteacher
- Taking steps to establish a climate in which all members of the school community have the confidence to report racist incidents if the need arises
- Ensuring that all staff receive training in defining and responding to racist incidents.
- Ensuring that all pupils have equality of opportunity to achieve
- Valuing equally all members of the school community
- Promoting positive attitudes towards life in a multi-cultural, multi-ethnic and multifaith society
- Encouraging pupils to acquire the knowledge, understanding, skills and attitudes to recognise and challenge examples of racism they may meet in their lives
- Ensuring existing school policies fully address inappropriate behaviour around racism and other discriminatory practices

Unacceptable racist acts:

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable based on race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions
- Distributing racist literature or writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

Action:

- Any form of racial abuse by any person within the school are treated seriously.
- All racist incidents will be logged on CPOMS, and reported using the Essex Guidance - a racist incident is any incident which is perceived to be racist by the victim or any other person" (Macpherson 1999)
- The incident is then fully investigated, with written statements taken from victim, alleged perpetrator and any eye witnesses and stored on file.
- Parents of all involved will be contacted and informed
- Governors will be regularly informed about any occurrences of racial incidents immediately
- Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers, this should also be logged on CPOMS and reflected upon using the Essex Guidance, as a racist Incident and if necessary, reported to an appropriate agency (e.g. police, housing,)

Response to racism:

It is important that sanctions for racism are clear and reflective of the serious nature of such behaviour. It is always important to carefully study context, the impact the behaviour has had and the wishes of the victim. Education is also critical to ensure there is understanding and reflection.

Sanctions can and do include, internal Isolation, Fixed Term Exclusion and in the most serious cases, Permanent Exclusion. In such serious cases it may be necessary to inform the police if a Hate Crime has been committed (e.g. serious physical assault). We also teach about Equity and racism in our PSHE, SMSC and RSE curriculum.

Our focus is:

- Appropriate training of all staff to be racially literate and develop the use of positive anti-racist language and awareness
- Provide opportunities within the curriculum for pupils to be educated explicitly about racism and to challenge negative stereotypes that underpin racism and racist attitudes
- Monitor that learning resources do not reinforce negative stereotypes of ethnic minority groups and develop our provision to be more representative
- Make use of assemblies to positively affirm the cultural and religious identities of all pupils
- Monitor the achievements of all pupils to make sure they are achieving according to their full capabilities, taking appropriate action where underachievement is identified
- Ensure that learning and teaching styles provide equal opportunities for all pupils to achieve
- Ensure that all pupils have equal access to the curriculum, including those for whom English is an additional language (EAL)
- Monitor pupil exclusions by ethnicity and consider any patterns data is showing and what actions need to be taken
- Ensure that religious and cultural differences are fully recognised in meeting the needs of all pupils and that we treat the religious festivals of our pupils with the same level of importance as others e.g. Eid and Christmas and Diwali.

Dealing with **Prejudice- Related Incidents:**

Guidance for Schools

DEALING WITH PREJUDICE RELATED INCIDENTS – A GUIDELINE FOR SCHOOLS



“Every child and young person is entitled to education free from discrimination, prejudice and bullying. All members of the whole school community should be treated with respect. Schools should be safe places for all children and adults in the school community.”

Definitions

A **prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

The term **‘prejudice-related discrimination/bullying’** refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

How incidents may happen in schools:

- Physical assault
- Verbal (name-calling, taunting, mocking, spreading rumours)
- Mate Crime (exploitation, abuse or theft from a vulnerable person by supposed friend)
- Jokes which reinforce stereotypes and/or encourage ridicule or hatred.
- Cyber (email, internet, text)
- Graffiti
- Written (offensive writing, drawings, discriminatory leaflets)
- Refusing to learn about other cultures or to work with people from a diverse background

Most bullying involves a series of incidents over time. However, in the case of prejudice related discrimination/bullying, a single one-off incident may have the same impact as a series of incidents. This is because it may be experienced by the person at the receiving end as part of a general pattern of prejudiced hostility. Consequently, it can be every bit as intimidating, rejecting and hurtful as a series of events over time.

Schools should aim to:

- Develop, implement and monitor effective equality policies.
- Have an inclusive school curriculum.
- Develop an ethos which supports and proactively values difference and diversity.
- Ensure that all staff, teaching and non-teaching and governors are aware of these guidelines and the school’s statutory responsibilities under the Equality Act 2010.
- Ensure that all staff are clear about their role in tackling prejudice related discrimination.
- Make clear that teachers need to engage with not only with the person responsible but with witnesses, bystanders, audiences and supporters.
- Clarify to all staff and pupils the procedure for reporting and dealing with incidents in the context of the school’s work to tackle bullying.
- Inform parents/carers and governors of the action the school is taking to combat prejudice related incidents.
- Log **all** prejudice related incidents as they happen on incident forms and record **all** actions taken in response to reported incidents.
- Support any students affected by issues and take steps to prevent reoccurrence.

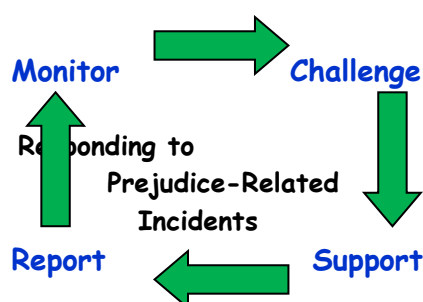


An effective approach to dealing with prejudice related incidents

- ❖ Challenge
- ❖ Resolve
- ❖ Monitor

How to handle an incident:

- Listen to pupil making complaint and keep a record
- Talk to anyone else involved and keep a record
- Decide on level of sanction
- Inform parents
- Inform Head Teacher
- Complete the prejudice related Incident Form
- Provide support for the victim/victims
- Monitor the situation
- Review the effectiveness of actions taken



How you work with pupils:

- Think about the needs, feelings and wishes of the pupils on the receiving end
- Make sure the pupil is involved and knows what action is being taken
- Address any issues with the children and young people principally responsible (this should include supporters, witnesses and bystanders).
- Monitor afterwards to ensure that the situation does not continue or is made worse.

DEVELOP YOUR CURRICULUM TO FULLY INTEGRATE AND REFLECT DIVERSITY

How you teach:

- Use diverse groups and individuals as examples of good work and positive behaviour
- Avoid stereotypical comments and visual images
- Challenge discriminatory comments wherever they occur
- Promote positive images when using classroom material
- Promote the use of positive role models
- Develop global dimensions to the curriculum which value diversity
- Explore with pupils at appropriate levels issues of types and forms of discrimination.

Stop the Hate. The official website of the Strategic Hate Crime Prevention Partnership (SHCPP) operating in Essex.
<http://www.stopthehate.org.uk/>



DEFINITIONS OF INCIDENTS AGAINST PROTECTED GROUPS IN SCHOOLS

Homophobic

A homophobic incident is motivated by prejudice against pupils or adults who are:

- lesbian, gay or bisexual (LGB)
- thought to be lesbian, gay or bisexual
- known not to be lesbian, gay or bisexual but are called that as a form of bullying
- different in some way from a prevailing stereotype of how a boy or girl should look or behave
- have friends, family members, parents or carers who are lesbian, gay or bisexual

www.stonewall.org.uk

Sexist

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own gender. Sexual bullying may be characterised by:

- name-calling, comments
- overt 'looks' about appearance
- attractiveness and emerging puberty
- uninvited touching
- innuendos and propositions
- pornographic imagery or graffiti

www.equalityhumanrights.com

Gender Reassignment

Pupils and adults identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or that they do not conform with the gender role prescribed to them) can be targeted by bullies. This not the same as a homophobic-related incident.

www.stonewall.org.uk

Disabilist

"Disabilist incident is motivated by prejudice against pupils or adults who have a "physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities". "The Duty to Promote Disability Equality: Statutory Code of Practice (2005)". There is a growing amount of research literature on disabled incidents among children with disabilities and Special Educational Needs.

www.scope.org.uk www.mencap.org.uk

Pregnancy and Maternity

"Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding".

www.equalityhumanrights.com

Religion and Belief

Religion and belief includes major faiths such as Christianity, Islam and Judaism as well as a lack of belief. Sometimes religious based incidents are reported as racist, for example incidents directed at Muslims or Sikhs of Asian origin, because the child is perceived as different not only by their religious clothing but also their skin colour or family heritage. As with racism, religious based bullying and incidents can have similar impacts on a victim's sense of identity and belonging.

www.equalityhumanrights.com

Racist

'A racist incident is any incident which is perceived to be racist by the victim or any other person.' *Stephen Lawrence Inquiry Report Sir William Macpherson, 1999*

'Racist bullying refers to a range of hurtful behaviour both physical and psychological, that makes a person feel unwelcomed, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. *Safe to Learn: Bullying around Race, Religion and Culture DCSF, 2008b* Institutional Racism is a collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour, which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people. *Stephen Lawrence Inquiry Report Sir William Macpherson, 1999* www.srtrc.org

RECORDING AND REPORTING

All reported incidents should be logged. Ensure that all staff are aware of this and know when and how to report an incident. Make sure copies of forms are available and easily accessible.

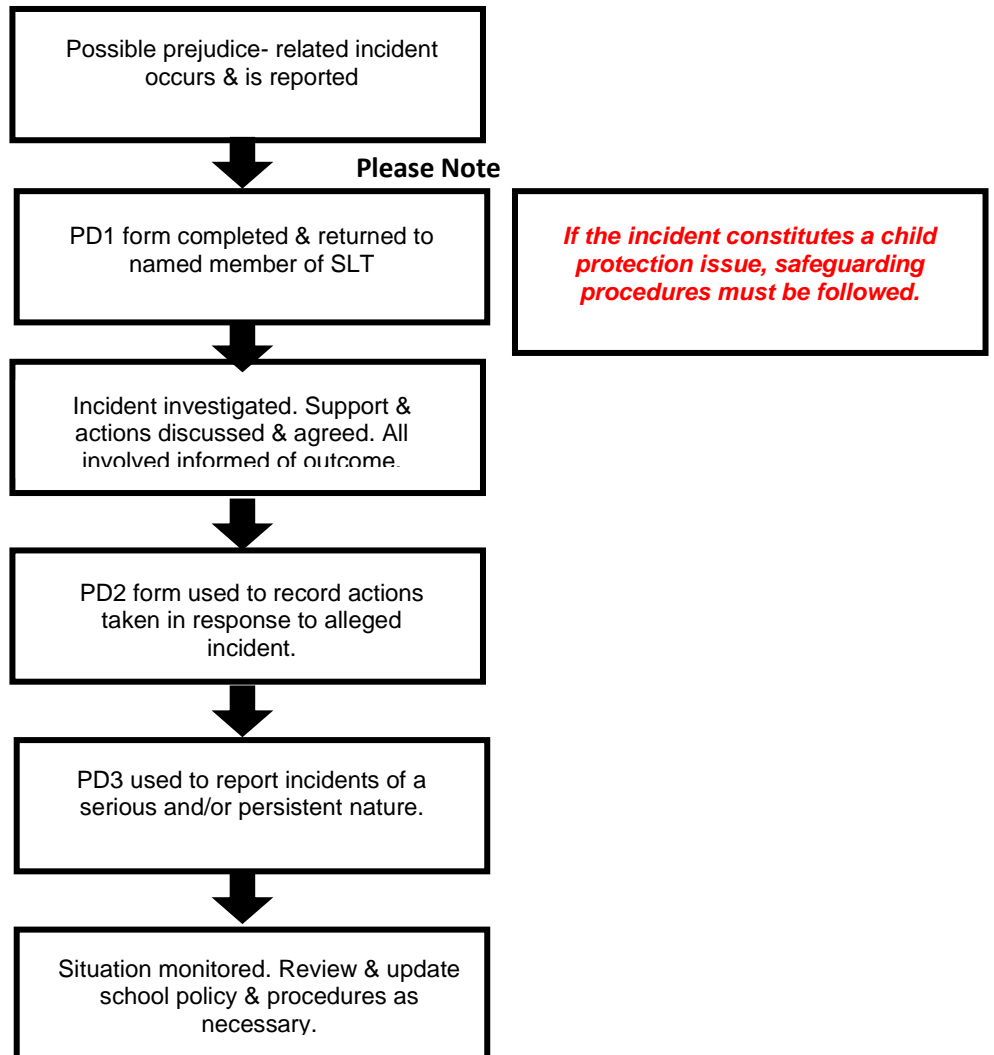
Identify a member of the senior management team and governing body responsible for monitoring prejudice related incidents. The nature of incidents should be monitored regularly and follow up action evaluated for its effectiveness. One of the outcomes of the monitoring process may be that a training need is identified for staff about dealing with incidents and/or an action plan needs to be developed with a focus on preventative action.

The following forms are examples of the types of forms schools can use to log, report, record and monitor prejudice related incidents.

Form PD1 is completed when an incident is first reported.

Form PD2 is used to record actions taken in response to an alleged incident.

Form PD3 is used to report incidents of a serious and/or persistent nature especially where an incident constitutes a crime and the Police need to be informed.



USEFUL LINKS

- Amnesty International: www.amnesty.org.uk
- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: www.childline.org.uk
- Equaliteach: <http://www.equaliteach.co.uk/>
- GIRES (Gender Identity Research and Education Society): www.gires.org.uk
- Holocaust Memorial Day Trust: www.hmd.or.uk
- INSTED Consultancy: www.insted.org.uk
- Kidscape: www.kidscape.org.uk
- Mermaids (Support and information for gender variant children and teens): www.mermaidsuk.org.uk
- Refugee Week: www.refugeeweek.org.uk
- Schools Out: www.schools-out.org.uk
- Show Racism the Red Card: www.theredcard.org
- Stonewall: www.stonewall.org.uk

PREJUDICE DRIVEN INCIDENT INTERNAL REFERRAL FORM (internal school use only)

Used to notify headteacher/named member of Leadership team as soon as possible after incident has taken place.
Each incident to be referred separately.

Incident ref. no.

Nature of alleged incident and those involved

Nature of alleged incident Tick (✓) appropriate box(es) below.

RACISM	RELIGION or BELIEF related	HOMOPHOBIA	SEXIST/SEXISM	SEN/DISABILITY related
AGE	If 'Other', state nature of prejudice			

Name(s) of alleged target(s)/aggrieved person(s)
N.B. There may not be a specific person who is targeted

Name(s) of alleged perpetrator(s)

<i>Alleged victim(s)</i>	✓	M / F	<i>Further information (e.g. year group of pupil)</i>
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)	✓	M / F	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Name(s) of possible witness(es)

Type of incident

Tick (✓) all boxes in table below that apply.

See below for explanation of categories.

<i>Possible witness(es)</i>	✓	M / F	<i>Further information (e.g. year group of pupil)</i>
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

Types of incident

Physical assault includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.

Physical harassment includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.

Graffiti includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.

Cyber bullying/harassment includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.

Written comments/drawings (not graffiti or cyber bullying/harassment) includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).

Verbal abuse includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.

Abuse of/damage to personal property includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.

Non-co-operation/disrespect may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.

Other incidents includes anything that does not fit into any of the above categories.

Date/time of incident

Place where incident occurred

What happened?
If there is insufficient space below, further papers may be attached to this form.

Action already taken. Please provide brief details, if known.
If there is insufficient space below, further papers may be attached to this form.

Person reporting incident

A third party may need to complete this form on behalf of the pupil/person reporting the incident.

Name of person completing form

Name of person reporting incident (if different)

How person reporting incident can be contacted (if not at school)

Person reporting incident	✓	Gender(M/F)	Further information (e.g. year group of pupil)
Pupil			
Teaching staff			
Other staff			
Parent			
Governor			
Visitor			
Other			

- Was the person reporting the alleged incident the target? Yes ☐ No ☐
- Did the person reporting the alleged incident witness the incident (i.e. 3rd party)? Yes ☐ No ☐
- Did the person reporting the incident hear about it from someone else? Yes ☐ No ☐

If 'Yes' to the last question, who informed the person? How did the person get to hear about it?

.....

- Has the person reporting the incident notified anyone else? Yes ☐ No ☐

If 'Yes' to the last question, to whom else has it been referred?

.....

Signed by person reporting incident Date

Used to record actions taken by the school in response to allegations of prejudice driven incidents reported through Form PDI1.

Ref. no.

11

(Same as that on Form PDI 1)

If **'Yes'**, then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for safeguarding and the SET procedures followed. The incident will need to be logged as a prejudice driven incident if substantiated.

If **'No'**, then the rest of this form can be used to log actions taken in response to the alleged incident.

Further details of those allegedly involved	Name(s)	Ethnicity (must be entered where known)	Religion	Whether disabled	Whether pupil with SEN	Whether 'looked after' child
Target(s)/aggrieved person(s)						
Perpetrator(s)						

1. Investigation of alleged incident

1.1 How was the allegation investigated?

If there is insufficient space in the grid below, further papers may be attached to this form.

Date/time	Action	Outcome

1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged target(s)/perpetrator(s); parents/carers; the person who reported the incident):

.....

.....

.....

1.3 As a result of the investigation, was the allegation substantiated?

Yes ☐ No ☐

If the allegation was substantiated, section 2. overleaf should be completed

2. Actions taken in response to substantiated incident FORM PDI 2

(cont.)

2.1 Record of actions taken.

If there is insufficient space in the grid below, further papers may be attached to this form.

Date/time	Action	Outcome

2.2 PDI 3 form sent

Yes ☐ No ☐

2.3 Police informed (only necessary in incidents of a very serious nature)

Yes ☐ No ☐

2.4 Parents/carers of target(s)/aggrieved person(s) informed

Yes ☐ No ☐

2.5 Parents/carers of perpetrator(s) informed

Yes ☐ No ☐

2.6 Parents/carers of witness(es) informed:

Signed Name (printed) Date

PREJUDICE DRIVEN INCIDENT REPORT FORM

To be used to report serious and/or persistent prejudice driven incidents to the Police/other agencies where appropriate.

Ref. no.

(School to enter ref. no., corresponding to that on Forms PDI 1 and PDI 2)

School reporting incident

Name of school Telephone number of school

Address of school

Name of school contact Position in school

Signed Dated

Details of incident

Nature of alleged incident Tick (✓) appropriate box(es) below.

RACISM	RELIGION or BELIEF related	HOMOPHOBIA	SEXIST/ SEXISM	SEN/DISABILITY related
AGE	If 'Other', state nature of prejudice			

Date/time

Place

Have the Police been informed? Yes / No

Other agencies that have been informed:

Type of incident	✓
Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	
Non-co-operation/disrespect	
Other	

Description of incident

No personal names are to be used, perpetrator(s) excepted

Action taken in response to incident

No personal names are to be used, perpetrator(s) excepted

Details of perpetrator(s)

(cont.)

In the status column, please use the appropriate letter:

P - pupil TS - teaching staff OS - other staff P/C - parent/carers G - governor V - visitor O - other

[illegible]

If perpetrator is a pupil, have parents/carers been informed that the incident has been reported to the Police/other agencies? Yes ☐ No ☐

Details of target(s)/aggrieved person(s)

Only to be provided with the permission of the target(s)/aggrieved person(s) or, in the case of children under the age of 15, their parents/carers.

Target(s)/aggrieved person(s) (and parents/carers of victims under the age of 15)

Please sign in right hand column to indicate that you give permission for the personal details provided below to be shared.

In the status column, please use the appropriate letter:

P - pupil TS - teaching staff OS - other staff P/C - parent/carers G - governor V - visitor O - other

[illegible]