



Oswald Road Primary School

Approach to Anti-Racism

The purpose of this document is to outline proactive approaches to anti-racism.
School's Equality Policy can be read alongside this document.

Our school is committed to being actively anti-racist. We recognise that preventing racism requires more than responding to incidents. Through our curriculum, staff development, leadership, pupil voice and partnership with families, we promote understanding, celebrate diversity and challenge prejudice wherever it occurs. We expect every member of our community to contribute to a culture in which everyone is treated with dignity, respect and fairness.

Contents:

- 1) Proactive approaches
- 2) How school deals with an incident related to protected characteristics

Inclusive school culture

- Celebrate diversity throughout the year, not only during awareness weeks.
- Foster a culture of respect, kindness and belonging.
- Ensure children feel represented and valued.
- Challenge stereotypes whenever they arise.
- Encourage pupils to understand and appreciate different cultures, faiths and identities.
- The school is a Rights Respecting School, where the UNICEF Rights Respecting articles are considered throughout policies, curriculum and school life.
- The school promotes their whole-school ethos and values which challenge prejudice-based discriminatory language, attitudes and behaviour.
- Fundamental British Values are threaded throughout school life – where mutual respect and tolerance features highly.

Curriculum:

- Diverse books and texts – within our designed year-group 40 books, Pathways texts, within whole class reading texts and texts linked to specific curricular areas.
- Learning about significant people from different ethnic backgrounds throughout the curriculum
- Challenging historical bias
- Discussing discrimination in age-appropriate ways
- Embedding equality within PSHE, RE and other subjects. School effectively implements the Jigsaw PSHE curriculum.
- Varied assembly rota, with explicit links to UNICEF Right Respecting articles and school's values and ethos.
- Curriculum prepares children for life in a diverse society and ensures that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of children.
- Opportunities for pupils to listen to a range of opinions and empathise with different experiences.
- Positive representation in resources used across the curriculum

Staff training

- External Equality training
- Recognising unconscious bias
- Responding consistently to racist language
- Training to staff and governors about their responsibilities under the Act and about Equality issues.

Challenging racist language

- Staff challenge comments immediately
- Logged with specific tab on CPOMS
- Policy followed (see section below)

Encouraging pupils to speak up

- Rights Respecting Ambassadors
- Reporting worries (verbally or through the Connection Boxes)
- Trusted adults
- Encouraging bystanders to report concerns safely
- SLT and other staff take regular staff and child voice on a range of topics and this is always collated, analysed with actions considered.

Working with parents

- Sharing expectations with families
- Communicating the school's values
- Discussing incidents openly where appropriate (see section below)
- Celebrating community diversity

Monitoring equality

- Ensuring school's record keeping on CPOMS is clear and thorough
- Racist incidents logged accurately (specific tab on CPOMS) and monitored
- Attendance monitored – via weekly attendance monitoring meetings
- Exclusions monitored (through termly behaviour reports)
- Behaviour patterns monitored (through weekly behaviour meetings and termly behaviour reports)
- Participation in clubs, leadership opportunities and pupil voice opportunities monitored
- Achievement data analysed where appropriate
- SLT and other staff take regular pupil voice on a range of topics and this is always collated, analysed with actions considered.

Representation

- Diverse books – including non-fiction (see above)
- Visitors (eg author visits, parents, visits linked to specific curricular areas)
- Images around school
- Curriculum resources free from stereotypes
- The school provides opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- Promoting positive messages about equality and diversity through displays, school assemblies, visitors, newsletters, social media/website updates and whole school events.

Zero tolerance to racism

Action	Purpose
Challenge behaviour immediately	Protect those affected
Explain why language is racist	Education
Record incidents	Identifying patterns and to allow policy to be followed
Inform parents	Parent partnership
Apply sanctions where appropriate	Accountability
Follow up restorative work	Preventing re-occurrence

(See section below)

Leadership commitment

- Headteacher and Behaviour Lead review incident data
- Staff are expected to model inclusive behaviour
- Specific Equality objectives are published within the Equality policy. The school's Equality Policy and equality issues in school are monitored by a nominated member of the school's Governing Body and by the Headteacher. Equality objectives are reviewed annually.
- Policies are kept up to date and reviewed regularly and thoroughly. HR reviewed model policies are used where appropriate. Equality considerations are taken into account in all school policies.
- Recruitment follows all Manchester City Council guidance.

How school deals with an incident related to protected characteristics

- Headteacher and Behaviour Lead informed. SENDCo informed if appropriate.
- Incident logged on CPOMS with appropriate tag.
- SLT or Behaviour Lead take statements as appropriate. Scanned onto CPOMS.
- Headteacher and Behaviour Lead to discuss appropriate action. (The SENDCo will be involved in this if appropriate). This may include:
 - a) Individualised reflection with Behaviour Lead or Headteacher
 - b) Education around language used
 - c) Rights Respecting session led by Rights Lead – either individually, as a group or as a class
 - d) Restorative meeting
 - e) Report
 - f) Internal Exclusion

(the decision may be more than one of the above)

In certain circumstances, it may also include:

- g) Suspension
 - h) Contacting the police
- Decision logged on CPOMS
- Parents/Carers of both children (perpetrator and victim) to be contacted by school that day.
- Child to be added to weekly check in with Behaviour Lead.
- Behaviour Lead to meet with victim to ensure their voice is heard following the incident and check in on any support needed or if there is anything the child feels needs to be considered.
- Parents of the perpetrator to be contacted to organise a meeting with the Behaviour Lead should behaviour not have improved. Logged on CPOMS.
- Should the Headteacher and Behaviour Lead notice any trends, then a larger scale education scheme will be delivered.