



Anti-racism Policy 2023-2024

Approved by:  Catriona Olsen

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Policy Aims and School Vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired group:

- *A child's education is the single most important consideration for any parent, carer*
- *At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.*
- *We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.*

Inspired schools believe that these are the foundations on which we build and plan our lives. At King's InterHigh and Academy21, we welcome students with varied plans, including attending university, college, obtaining an apprenticeship, or going into the workplace. Being part of **Inspired** allows us to cater for our rich and varied student community through an inclusive and positive approach that maintains elevated expectations of all our students with their own aspirations.

Our vision and aims

Both King's InterHigh and Academy 21 welcome students with a variety of prior education experiences and with varied aims. This is fundamental to what we do - our vision is to be a flexible home for all students and so we seek to offer a curriculum and experience that allows students to pursue learning interests, fits around other priorities and gives them the structure needed to work towards their goals. We seek to create the conditions for this – a purposeful learning environment, the ability to focus and challenge oneself and a sense of safety and value for every child.

We have core aims that underpin this vision. They are to:

1. provide a **high quality, positive and inclusive learning experience and environment** that inspires all students to discover, develop and fulfil their potential and make outstanding progress in their learning whatever their starting point.
2. promote **desirable behaviour and a culture of mutual respect and maximum engagement** in learning through our actions and wider culture.
3. **recognize the successes and development of each student**, be it social, emotional, academic, or otherwise, that develops self-esteem, and respect for self and others.

There are some broader themes to our vision that are worth detailing:

Participation: We believe educational success comes from students actively participating in learning through attending live classes or using lessons recordings and resources actively; submitting set work; engaging with their peers or just following feedback to improve. As a school we set conditions for our staff and students to be reflective on their efforts and act with integrity, building a culture of improvement and contribution to community that ultimately makes everyone's impact on the world a positive one.

Holistic development: In a rapidly evolving digital world, we take seriously the holistic development of our students and aim to equip students with the tools and attitudes to navigate technology and global relationships positively. We have robust actions in place to keep school free from more negative instances that might occur in other settings such as bullying or disruption.

Inclusivity and flexibility: We are inclusive, and we want every child, regardless of additional needs, to be the best version of themselves through the support of our flexible schooling and adaptive teaching.

Purpose

King's InterHigh and Academy 21 is an international community of young people, their families, and school staff. Our student community of over 5000 students represents over 70 different nationalities in more than 80 countries worldwide.

Built on the foundations of inclusion and diversity, the school recognises its moral and legal duty to promote equality and eliminate unlawful discrimination and racism within the school environment and workplace. Our commitment to equality is underpinned by our core values of inclusion and diversity and our school motto.

We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our organisation, curriculum and in the learning and working environment. Our school is committed to ensuring that individuals and groups are not disadvantaged because of their culture, ethnicity, national or religious background. No student, employee, parent, or community member should experience racism within the learning or working environment of the school. 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. Racial discrimination and harassment are against the law.

As a school we welcome the diversity of cultures, backgrounds, faiths, and beliefs and celebrate the backgrounds of all students, staff and others associated with the school. King's InterHigh and Academy 21 aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to further promote and embed intercultural respect and understanding, to ensure everyone is respected and empowered to thrive in everything they do.

Relevant legislation

This policy and any actions that arise because of it, consider current statutory requirements. We reference:

- The Race Relation (Amendment) Act 2000
- The Equality Act 2010
- The Children's Act 2004
- The Employment Act 2008

Under Section 71 of the Race Relations (Amendment) Act 2000, the school has a duty to "*eliminate unlawful racial discrimination and promote equality of opportunity, and good relations between persons of different racial groups*".

In addition, The Equality Act 2010 makes it unlawful for the school to discriminate against, harass or victimise a child:

- a) in relation to admissions;
- b) in the way it provides education for students;
- c) in the way it affords access to a benefit, facility or service;
- d) by excluding a student; or
- e) by subjecting them to any other detriment.

Definitions

Racism

The current legal definition of racism in the UK is "*any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race*". Based on this definition, for the purposes of this policy racism may refer to hostility or prejudice based on ethnicity or cultural background.

Institutional racism

King's InterHigh and Academy 21 acknowledges the definition of institutional racism, as defined in the McPherson Report and strives to address it in all its forms. Institutional racism is defined as: "*the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, or racist stereotyping which disadvantages minority ethnic people.*"

Racial discrimination

Racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favourably because of their ethnicity or cultural background. (For example, where a school does not employ a staff member because they are of African descent). Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular ethnicity or cultural background at a particular disadvantage. This discrimination would be found unlawful unless it can be justified as a proportionate means of achieving a legitimate aim.

Racial harassment

Racial harassment is defined as “unwanted conduct relating to an individual’s ethnicity or cultural background that has the purpose or effect of violating that individual’s dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, ‘banter’ and pranks, malicious comments, hostile attitudes
- non-verbal conduct of a racist nature: display of racial material, graffiti, damage to individual property, denial of opportunities or exclusion from social activities because of ethnicity or cultural background. A person who has experienced a racial incident can be said to be the victim of racial harassment

All members of our school community, including parents, carers, and mentors, should feel confident that if a racist incident occurs, it will thoroughly be investigated and dealt with, and that help, and support will be given to all involved.

Interaction with other forms of discrimination

Racial discrimination is often compounded by other forms of discrimination, in particular (but not exclusively) discrimination on the grounds of sex, disability and/or sexual orientation. This policy, therefore, acknowledges the significance of the possible interaction between racism, sexism, disability and sexual orientation discrimination, and the importance of taking this into account in our programs aimed at eliminating discrimination in education and employment.

Commitments of the school

King’s InterHigh and Academy 21 is committed to be an anti-racist school; to promote equality and actively tackle discrimination within all areas of school life:

- it is committed to the elimination of racial discrimination, including direct and indirect (unconscious bias, micro-aggressions, white supremacy) racism, racial vilification and harassment – in all aspects of the learning and working environment
- to ensure that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy
- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice, and stereotyping, however thoughtless or unintentional
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures, and religious practices of people from different ethnicities and different geographical regions
- to prevent direct and indirect, overt and covert discrimination on grounds of ethnicity or culture
- to provide students, staff, parents, carers, mentors, and all members of our community with a mechanism for the lodgement and resolution of complaints
- to assist in the identification of barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible
- to make sure that all students and staff are encouraged and supported to achieve their full potential
- to educate staff and students on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multicultural and multi-ethnic United Kingdom, racial literacy, colourism, cultural appropriation, etc so that all members of the community can recognise and report racism in all its forms. The school’s approach to these issues, concepts, and theories reflects government guidance, professional guidance from recognised experts and external agencies as well as examples of good practice
- to implement anti-discriminatory employment practices

In addition:

- our school community recognises and nurtures the identity of children and staff of all ethnicities and cultures
- our school strives to develop positive anti-racist language, awareness, images, role models and strategies to create policies, practice, and an environment which reflect that all people are equally valued, and that harassment will not be tolerated
- 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
- through appropriate Personal Social and Health Education (PSHE), school assemblies and curriculum, students will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism
- racist symbols, badges or insignia are forbidden in school

Responsibilities of members of the school community

Students

- Treat others with respect in accordance with our school values and expectations
- A student who perceives themselves to be the victim of racism, and students who witness incidents of racism have a responsibility to report this
- Students should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff

Parents, carers, and mentors

- If a parent or carer is concerned that their child has experienced racism within the school community, they should talk to their child, listen, reassure, stay calm and inform the school. (Incidents discussed via social media/press make it very difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately); and
- Parents or carers have a responsibility to support the school's Anti-Racism policy and to actively encourage their child to be a positive member of the school
- The school asks that parents or carers to do not engage directly with the teacher in a lesson where they perceive a racist incident may have taken place. If they wish, a child can leave the class and the parent should contact the Head of Key Stage directly to raise a concern

School senior leadership team

- Ensuring all stakeholders are aware of how to report racist incidents
- Investigate incidents of racism and providing appropriate re-education and/or sanctions to perpetrators of racist incidents
- Are trained points of contact for allegations of racism and providing timely and professional responses to complaints regarding racism
- Monitor exclusion data by ethnicity, identifying trends or patterns and working with the Executive Headteacher, Heads of Key Stage and Designated Safeguarding Lead to ensure any barriers to students' feeling part of the community are tackled
- Ensure the victims of racism receive timely and appropriate support either in school or via external/partner agencies
- Make sure this policy is readily available and that the governors, staff, students, and their parents and guardians know about it
- Make sure this policy and its procedures are followed
- Produce regular information for staff about the policy and how it is working, and providing training for them on the policy
- Make sure all staff know their responsibilities and receive training and support in carrying these out
- Take appropriate action in cases of racial harassment and racial discrimination

All staff

- All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic, and ethnic diversity, challenging prejudiced attitudes, and ensuring that actions are taken against racist and discriminatory behaviours
- All staff, teaching and non-teaching should be vigilant in order that racist behaviour does not go undetected; dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping
- Promote equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of ethnicity or culture
- Keep up to date with the law on discrimination and taking up training and learning opportunities to better understand students' diverse cultural and ethnic backgrounds

Expectations of staff

- Promote an inclusive and collaborative ethos in their interactions with students
- Take all forms of racism seriously, and intervene to prevent incidents from taking place
- Students' names will be accurately recorded and correctly pronounced. Teachers and staff should check with students (and staff) if they are unsure on how to pronounce a name
- Staff should **never** make nicknames or alternative names for students, particularly based on not being able to pronounce a student's name
- All staff should be aware of possible cultural assumptions and bias within their own attitudes
- Use of language that perpetuates negative images of ethnic minority groups must not be used e.g., terms such as 'third world' or 'natives'
- Always choose language that is respectful, neutral, and free from stereotypes or derogatory terms. Avoid slurs, offensive jokes, and any language that could demean or marginalise any group. Do not include any prejudiced language of any kind in lessons, on slides or say offensive words even if they have been used in a text or a context. Always check with their line manager for advice in advance of teaching anything that contains offensive terminology.
- Staff must screen/evaluate/quality-assure resource materials so that an accurate picture is given in pictures, posters, books, TV programmes and worksheets to reinforce respect and value one another's differences
- Show equal regard for all
- Praising, rewarding, and celebrating the success of all children
- Recognise that the behaviour of all staff in the school will be seen by students as model behaviour, therefore it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children and high-quality professional relationships with all adults

Good practice

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. 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 students.

These could include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all students in our multicultural society
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- 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
- encouraging cooperative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- building positive links and external groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- having elevated 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

Responding to incidents of racism

The school recognises the need for education to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices, or unconscious bias for us as a community to respond, challenge and prevent.

The need for education extends to dealing with the perpetrators of racist incidents. Where incidents are caused by a lack of understanding the student(s) may be directed to reading / a form of empathy task / reflecting on the harm caused / exploring where their own prejudices come from.

Where the incident stems from a desire to cause harm / distress / or is a repeated incident of racism the student(s) involved will be sanctioned in line with the school's bullying and behaviour policies.

The process of reconciliation requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes, and genuinely apologise. The aim when managing any racist incident is to find a way to achieve mutual understanding and reconciliation.

Related policies

- Behaviour policy
- Anti-bullying policy
- Inclusion policy
- Safeguarding policy
- E-safety policy
- Code of Conduct
- PSHE curriculum
- SMSC policy
- Complaints policy

Appendix - Reporting Procedures

Dealing with alleged racist incidents between students

- a. Incident reported to school by stakeholder
- b. Incident reported to member of SLT and recorded in iSAMS
- c. Begin investigation by relevant member of SLT or nominated member
- d. Information and statements gathered from all concerned, including witnesses
- e. Parents/carers/mentors and Executive Headteacher informed of investigation
- f. Decision made once all evidence is collected (also a review of any other incidents registered)
- g. Appropriate sanction and support provided. Support offered via Reflect Tutor/Head of Year
- h. Parents/carers/mentors and Executive Headteacher informed of outcome
- i. Restorative justice between parties involved. Should be offered in all cases
- j. Outcome logged in appropriate places e.g., Complaints Log and school MIS

Dealing with alleged racist incidents involving staff member(s)

All incidents should be reported to the Executive Headteacher and Head of Key Stage immediately by email. This includes incidents where a staff member is racist towards a student, where a staff member is racist towards another member of staff or towards a parent or visitor. The Designated Safeguarding Lead should also be informed.

The incident will be logged and investigated by the Executive Headteacher or a member of the senior leadership team. Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure.