



‘Live, love and learn in a caring Christian community’

## **St Joseph’s Catholic Primary School, Bishop’s Stortford**

### **Anti-Racism Policy**

“We cannot tolerate or turn a blind eye to racism and exclusion in any form and yet claim to defend the sacredness of every human life,” Pope Francis

At St Josephs, we aspire to the model of Christ in all of our work, our relationships and our interactions with others. This policy aims to keep the Christian values of justice, love and forgiveness at the heart of our school community. We recognise that each person has been created equally in the image and likeness of God.

The way in which we treat one another should always uphold this respect for the dignity of each and every person that we meet. It is a core aim of our school that every member of our community feels valued and respected and that each person is treated fairly. Our values are built on the Gospel and reflect mutual trust and respect for all. This policy supports the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Racism is not accepted at St Joseph’s Catholic Primary. All members of the St Joseph’s family have a responsibility to support our Anti-racist stance.

These are outlined in more detail below.

#### The role of the parent

- 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.
- Parents/carers are responsible for always modelling anti-racist behaviour with all members of our school community.

#### The role of the school staff

- All staff should ensure children understand that racism is wrong.
- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- Staff should remain calm and take time to listen impartially to all involved.
- All reports of racist incidences must be recorded on CPOMs by teachers or TA’s which will then alert members of the senior leadership team.
- Staff to ensure displays around the school celebrate diversity wherever this is possible.
- Staff responsible for lesson planning to ensure resources represent members of minority ethnic groups fairly and accurately.
- Subject leaders review their subjects to ensure resources and planning used, do not present or reinforce stereotypes of ethnicities, religions or cultures.

#### The role of the governors

- The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed.
- The Governing body will:
- support the Headteacher and the staff in the implementation of this policy
- be informed on matters concerning racism
- monitor incident reports and actions taken to be aware of the effectiveness of this policy

#### The role of the senior leadership team

- It is the responsibility of all SLT to implement the school anti-racism strategy and to ensure that all staff (both teaching and non-teaching staff) are aware of the school's policy and know how to deal with incidents of racism.
- To report to the Governing Body about the effectiveness of the anti-racism policy on request.
- To ensure that all staff receive sufficient training to be equipped to deal with all incidents of racism.
- This positive climate is reinforced through the school's vision and aims. When children feel they are important and belong to a friendly and welcoming school, any form of bullying or racist behaviour is far less likely to be part of their behaviour. This is why racist incidents are rare at this school.

Through our E-Safety work in I.C.T. lessons, pupils are made aware of the dangers of social media and using the internet without proper age-appropriate controls. It is important that this is monitored by parents and carers to ensure that children are accessing the internet in a suitable way. See computing policy for more information on this.

#### **Anti- racism in the curriculum**

- Teaching staff will be given time to reflect on the diversity within their curriculum maps.
- History topics will be taught accurately, in a way which represents a range of communities and viewpoints. For example, World War 2 should be taught in a way which reflects the contribution of Polish, Muslim, black or Indian soldiers.
- The humanities subject leaders will review the topics taught to assess if the diversity of the pupils in our school, is reflected in the curriculum.
- Science lessons, where possible, celebrate the achievements of scientists with a variety of backgrounds.
- English topics and books celebrate diversity and are used to help children understand a range of diverse backgrounds.
- When teaching other faiths, members of the SLT and R.E. subject lead, will ensure staff are equipped with the right knowledge to ensure stereotypes are not taught.
- 'Other' faiths are taught with respect and tolerance. The children at St Joseph's therefore are taught to show these same values.
- I.C.T. and R.S.E lessons are used to teach pupils that some information found online could inspire intolerant or racist viewpoints. They will be taught to be vigilant about the motives behind some websites in an age-appropriate way.
- Creative subjects are used to celebrate the artistic achievements of people of all nationalities, religions, races or ethnicities when this is possible.
- All subject leaders will look for ways to celebrate leaders in their respective fields who represent a range of backgrounds.

## **Review**

- The governing body reviews this policy every two years. They may however review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.