COTTESMORE SCHOOL

Cottesmore School Prep Anti-Racism Policy

A copy of this policy is published in the following areas:

The school's website

Link in staff handbook

Staff shared area

Created: September 2021

Reviewed: September 2026

Date for next review: September 2027

Created by: LR

Reviewed by: Deputy Head

A. Related Cottesmore Prep School Policies

This Anti-Racism Policy should be read in conjunction with:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy;
- Online Safety Policy

B. Introduction

The United Kingdom is a multi-ethnic country. Cottesmore Prep School has a number of pupils from BAME backgrounds. It is essential we take steps to educate our pupils about issues related to racism while highlighting the positive cultural value of a diverse ethnic mix from a global perspective.

Cottesmore School Prep will be pro-active in implementing its duties described in the Race Amendment Act 2000 and the Equality Act 2010. The school will seek to promote racial equality and good race relations, and to eliminate racial discrimination.

The school is committed to identifying and removing discriminatory practices and any form of racism or racist behaviour.

C. Aims

The school aims to promote in the widest sense a happy and nurturing environment in which individuals are appreciated and respected; all pupils and staff are expected to further this objective.

Racism is addressed across the curriculum for example in PSHE, TPR and Chapel Line-Ups.

Cottesmore School Prep aims to promote race equality and to actively tackle racial discrimination within all areas of school life:

- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- to make sure that all students and staff are encouraged and supported to achieve their full potential;
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups and different geographical regions;
- to prevent direct and indirect, overt and covert discrimination on grounds of race or geographical origin;
- to assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible;
- to ensure all pupils are aware of and understand issues surrounding anti-racism and inclusivity, highlighted by the 'Black Lives Matter' movement.

D. Definition of Racism

Racism is a form of bullying. It can be both (a) **institutional** and (b) **personal**, overt or subtle, intentional or unintentional.

a. **Institutional racism:**

- *The Stephen Lawrence Inquiry Report* defined this as: 'The 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 amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'

- When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.

• This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and the School recognises the need to consciously challenge such attitudes.

b. **Personal racism:**
This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

• Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture;
• Derogatory name calling, insults, ridiculing and racist jokes;
• Racist graffiti;
• Provocative behaviour such as wearing racists badges or insignia;
• Verbal abuse and threats;
• Incitement of others to behave in a racist way;
• Racist comments, language, terms or actions within the context of lessons.

E. Accountability and Responsibility

The Governance Advisors, with the assistance of the Head and members of staff, is responsible for ensuring that the school meets its commitments under its Anti-Racism Policy. In addition, they will provide any necessary help to staff to keep up to date with any changes in race relations legislation.

• The Head will ensure that all staff are aware of their responsibilities and are given the support to exercise this responsibility.
• All racist incidents that are reported will need to be investigated and recorded.
• All staff are required to promote racial equality and good race relations. They will actively and openly encourage anti-racism.
• Staff are expected not to discriminate on racial grounds and are expected to attend training or to read information provided by the Head or Deputy Head about any changes to relevant legislation.
• Staff are expected always to challenge racist and geographically-biased attitudes and behaviour.
• Staff are also expected to be aware of the need to report suspicions of racism to the Head and the Deputy Head, usually via the means of iSAMS Wellbeing.
• Where appropriate the school will be prepared to contact the police if a racial crime has been committed.

F. Action by the School when Racism is Suspected or Reported

Alleged incidents of racism should be investigated in line with our Behaviour Policy.

If an incidence of racism is proven, the Deputy Head and the Designated Safeguarding Lead will need to be informed. The Deputy Head will then decide the appropriate sanction.

Possible disciplinary action by the school

- An official warning after a proper apology has been made and written in a Stripe soup;
- Exclusion from certain areas of school premises and life (such as co-curricular activities);
- In serious cases or where there is repeated racism, suspension from the school for a fixed term;
- Continued racist behaviour will be incompatible with staying at the school and permanent expulsion may be used in extreme cases.

It is important that the victim of the racist incident is made to feel satisfied with the outcome of any disciplinary measures taken. It is also important to remember that anyone who has been a victim of a racist incident has the legal right to report it as a crime to the police.
See the school's Anti-Bullying Policy for further details about our response to bullying in general.

G. Further information on racism can be found at these Government websites:

- The Race Relations (Amendment) Act 2000: http://www.legislation.gov.uk/ukpga/2000/34/introduction
- The Equality Act 2010: http://www.legislation.gov.uk/ukpga/2010/15/contents
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism; https://www.theredcard.org/education
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools; https://www.kickitout.org/
- Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity; https://annefrank.org.uk/education/

H. Implementing and Reviewing the Anti-Racism Policy

- New staff will be introduced to the policy during their induction.
- There will be a formal review of the policy every year and any necessary amendments circulated to staff and pupils.