



R A Butler Academy

Anti-racism Policy

January 2025

Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

R A Butler Academy Schools

Date of policy: January 2025

Review Date: January 2027

Our school's vision and values

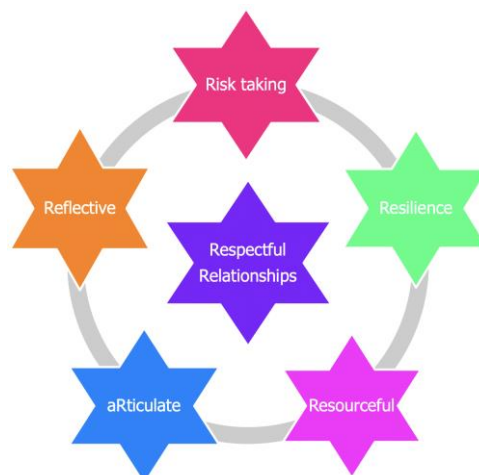
We celebrate the fact that we are a large school, which enables us to offer extensive opportunities – academically, pastorally and socially – in a family environment where everyone is valued as an individual.

Our overarching vision is for R A Butler Academy to be a place of nurturing, dynamic learning where high academic achievement and emotional well-being are equally valued and celebrated. Through positive partnerships between family, community and school, we will develop confident, respectful children who are motivated to take the next steps in their educational journey and life's adventures, making positive contributions to the world.

We will achieve this by providing a safe and secure learning environment where children are known as individuals. Our rich, engaging curriculum, based on high quality texts and inspiring learning experiences, give planned opportunities for children to participate in academic, sporting, arts, music, environmental and pastoral activities which are designed to develop the whole child. We expect our Year 6 children to be leaders of the school and show great independence and they all have roles to ensure they have the opportunity to practise these essential life skills.

Our dedicated staff are passionate about creating stimulating learning environments to ensure that the children at RAB get the best start in life. We look outwards and learn from others to ensure we are providing an educational experience of excellence.

Our ethos and aims are based on our school values – the 6Rs. These values underpin everything we do as a school. As a Unicef Rights Respecting School, RESPECTFUL RELATIONSHIPS, is the value central to life at RAB.



1 Introduction and aims

The aim of this policy is to demonstrate a commitment to an anti-racism culture in our school which will contribute to better wellbeing and mental health for all students and staff.

The school recognises that a commitment to anti-racism is more than just being 'non-racist' and involves taking action whenever racial injustice exists. We are committed to actively challenging practices and beliefs that perpetrate racist behaviours, policies and practices. Anti-racism is firmly rooted in eliminating racial injustices, whether these are at individual, institutional or structural levels.

This anti-racism policy sets out to:

- improve the self-esteem and confidence of students,
- increase the recruitment and retention of racially minoritised staff, and
- bring more confidence in tackling racial inequalities and incidents.

The policy was drafted by the Deputy Head for Inclusion. School staff, parents, governors and students at R A Butler Academy were invited to contribute. The final policy is a result of this collaborative work.

The policy has been informed by the following documents:

- Equality Act 2010
- The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- Essex LA: Dealing with Prejudice-Related Incidents
- Race Relations (Amendment) Act (2000)
- The Macpherson Report, 1999
- Home Office Code of Practice on reporting and recording racist incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)

This policy should be read in conjunction with other school policies, but most specifically:

- Anti-bullying policy
- Attendance policy
- Behaviour and Relationships policy
- Equality, Diversity and Inclusion Policy
- Equality Information and objectives
- Exclusions policy
- Inclusion policy
- Online safety policy
- Parents and visitors Code of Conduct
- PSHCE policy
- Recruitment procedure
- Safeguarding and Child Protection policy
- Suspensions and permanent exclusions policy
- Whistleblowing policy

2 Definition

For the purpose of this policy, "A racist incident is any incident which is perceived to be racist by the victim or any other person." (Recommendation 12, Stephen Lawrence Inquiry, Sir William Macpherson, 1999)

Our definition of racial harassment is that of the CRE (2000):

"...verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."

A racist incident may be perpetrated against individuals based on or an assumption of their race, ethnicity, colour, nationality, culture, language, or religion and may take the form of (but not be limited to):

- Threatened or actual physical assault.
- Verbal abuse and name-calling.
- Expressions of prejudice calculated to offend others or influence the behaviour of others.
- Graffiti or posts on social media websites including Discord, Facebook, WhatsApp, Instagram, Snapchat, Tik Tok and Twitter.
- Distributing prejudiced literature intended or likely to convey racial hate speech, denigration (the action of unfairly criticizing someone or something) or to result in discriminatory acts or attitudes.
- Wearing of badges or symbols belonging to organisations known to promote or use racial hate speech, denigration or to advocate for racially discriminatory acts or attitudes.
- Teasing in relation to a protected characteristic.
- Isolating students because of their protected characteristic/s.
- Inappropriate humour/banter, including around the protected characteristics (as listed in the 2010 Equalities Act – see Appendix 1).
- Encouraging or provoking racist behaviour of fellow peers.

It is important to recognise that harassment may be one aspect of an incident which occurs when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic, religious, nationality or cultural identity.

In applying this policy, staff at R A Butler Academy and its community will consider the core values of:

- Equity: Fairness in access, opportunity, experience and outcome.
- Justice: Fairness and non-discrimination, safety and security.
- Inclusion: Belonging and feeling relevant and involved.
- Voice: Representation, participation and the power to affect decisions.
- Respect: Enabling and protecting personal, community and cultural dignity, enabling truthful histories, destigmatising communities.

- Wellbeing: Improving physical, mental and emotional wellbeing that is so often damaged by racism (which can be unfair treatment motivated by discrimination and racism).

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, if a member of staff overhears a child calling a Traveller child a 'gyppo'. The adult will record this as a racist incident, even though the abused child does not complain to him or her.

3 Gathering student voice

Taking a whole-school approach to anti-racism means putting the views and ideas of students at the centre of everything we do. By taking into consideration the views of our children, this provides them with meaningful opportunities to share their experiences, views and hopes about their school.

When decision-making involves race and racism, it is even more crucial to bring students into the process. Listening to the lived experiences of those from racially minoritised groups is absolutely vital for any anti-racism work.

We understand the purpose of doing this is to provide:

- an improved sense of belonging and community in the school,
- an improved sense of identity for students,
- develop students' confidence and self-esteem,
- a safe space for students to share lived experience of racism, and
- identification of issues or specific students who are having difficulties and may need further support.

These will act as protective factors for students' mental health, helping them feel more supported and valued in the school setting.

We will do this, where appropriate, by:

- making space in class time to discuss relevant anti-racism topics with students,
- dedicating PSHE lesson time to focusing on topics related to race and racism.
- holding assemblies on the topics and asking for student feedback,
- using feedback boxes to gather anonymous comments and thoughts from students which can then be reviewed,
- involving student councils in the process,
- setting up an anti-racism working group comprised of students, having them regularly feedback to designated staff members, and
- student questionnaires.

We are aware that raising issues relating to racism and mental health need to be done in a safe way, and we will consider consent, anonymity and data sharing. We acknowledge that it is important to work in partnership with parents and carers, because some topics are sensitive and may be difficult for some young people. By informing parents of any specific anti-racism work we will be better involving parents

and carers, encouraging opportunities for parents and carers to have discussions at home with their children about racism.

4 Prevention of Racism

To prevent incidents of racism the school will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others. (6Rs).
- Provide on-going evidence-based training and education to the governing body, staff and its students on issues relating to anti-racism.
- Invite external speaker in to school speak to staff, students and families with real life experiences.
- Recognise that racist behaviour can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate racism and bullying, for example children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality, or appearance-related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination, and respect towards others.
- Challenge, fully investigate incidents and issue the appropriate sanction and training/support when necessary.
- Follow-up and measure the impact of initiatives in place, including reviewing action taken in individual cases.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- Supply a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Provide opportunities for those who have experienced racism or perpetrators to have key adults (e.g school's Learning Mentor) to support.
- Continually review the curriculum content through an anti-racism lens. Any changes to be communicated to parents.
- Be intentional about offering cultural exchange opportunities.
- Audit languages spoken other than English and support staff to communicate with parents and carers in these.
- Practice cultural exchange to showcase the rich diversity within our school.

5 Dealing with Racist incidents

When dealing with racist incidents involving students, staff should:

Listen

- Actively listen to the student's experience by asking lots of questions and repeating back what they've told them to make sure they have understood.
- Take care not to minimise, trivialise or deny their concerns or feelings.
- Try not to anticipate or assume they know what they are going to be told. Make time to listen, understand and empathise before they respond.

- Avoid making comparisons between this incident and their own personal experiences.
- Thank the student for sharing the details of the incident with them. Acknowledge that it has been difficult for them. Tell them what they are going to do next.

Act

- Ensure that the student who has experienced racism has access to appropriate ongoing support, whether personal (friends or family) and/or professional support (e.g. school learning mentor).
- Agree and implement the appropriate sanctions for the perpetrator of the racist incident.
- When dealing with the perpetrator of the racist incident, take time to explain not just what sanctions they will face but why what they said or did was wrong.
- Ensure that the student who has experienced racism feels that they received a satisfactory outcome and that they have been given the care and support they need.

Record and review

- In line with the recommendations of the documents cited in the introduction, R A Butler Academy records all racist incidents using the Essex **Racist Incident Referral Form** (Appendix A). This includes the following details:
 - date
 - names of perpetrators and victims
 - the ethnicity of all individuals involved
 - details of alleged incident
 - response to substantiated incident
 - name of the person reporting the incident

These are stored on the school's electronic safeguarding system (CPOMS) and categorised under racism as per the safeguarding policy.

- Regularly review recorded incidents, look for patterns and discuss outcomes. Share anonymised accounts with other stakeholders and continually review and develop the whole-school approach.
- In addition, other incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked.

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.

The action to be taken will depend on whether the perpetrator is known and whether he/she is a student, a member of staff or an outside perpetrator.

Where there is an outside perpetrator, staff should attempt to discuss the matter with them and if necessary, refer them to school policy and/or the Headteacher. Repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures.

Where the perpetrator is a student, staff should explain why racist behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the school's behaviour policy and anti-bullying policy. The parents or carers of all students involved will be informed of the incident and action taken.

Racial harassment or any form of racist behaviour from any member of staff towards any student, parent or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedures.

6 Reporting to the Police

Violent, criminal or other serious racial incidents may be reported to the Police. This applies to all racial incidents brought to the attention of the school, regardless of the relationship of the parties to the school (including members of the public as alleged perpetrators). Incidents must be reported to the Headteacher as soon as possible who will take appropriate action which may involve informing the police. Any further action will be at the discretion of the Police.

7 Monitoring and evaluating the policy

The headteacher has the overall responsibility for monitoring the recording and reporting of racist incidents and will analyse report forms on a termly basis. This analysis will inform annual reports to governors.

Appendix 1

The following information comes from the Equality Act 2010

The following characteristics are protected characteristics—

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Race

(1) Race includes—

- (a) colour;
- (b) nationality;
- (c) ethnic or national origins.

(2) In relation to the protected characteristic of race—

- (a) a reference to a person who has a particular protected characteristic is a reference to a person of a particular racial group;
- (b) a reference to persons who share a protected characteristic is a reference to persons of the same racial group.

(3) A racial group is a group of persons defined by reference to race; and a reference to a person's racial group is a reference to a racial group into which the person falls.

(4) The fact that a racial group comprises two or more distinct racial groups does not prevent it from constituting a particular racial group.

(5) A Minister of the Crown **F1**...—

- (a) **[F2 must by order]** amend this section so as to provide for caste to be an aspect of race;
- (b) **[F3 may by order]** amend this Act so as to provide for an exception to a provision of this Act to apply, or not to apply, to caste or to apply, or not to apply, to caste in specified circumstances.

(6) The power under section 207(4)(b), in its application to subsection (5), includes power to amend this Act.

Form RI 1
(Racist Incident Referral Form)

Appendix 2

Ref. no.

CONFIDENTIAL
RACIST INCIDENT REFERRAL FORM

Details of alleged incident

Name(s) of alleged victim(s)			
Alleged victim(s)		M/F	Further information (e.g. year, group, ethnicity of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

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

Name(s) of possible witness(es)			
Alleged witness(es)		M/F	Further information (e.g. year, group, ethnicity of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Ref. no.

Form RI 1

Name of person reporting incident			
Person reporting incident		M/F	Further information (e.g. year, group, ethnicity of pupil)
Pupil			
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

* Ethnicity should conform to one of the categories identified in Appendix 4

- Did the person reporting the incident witness the incident? Yes No
- Was racist behaviour directed at the person reporting the incident? 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, who else has it been referred to?

.....

Signed by person reporting incident..... Date

Signed by person completing this section..... Date

Date/time of incident		Place where incident occurred	
Type of Incident Tick (✓) all boxes in table below that apply. See next page for explanation of categories.		Involvement of other agencies Tick (✓) all boxes in table below that apply.	
Physical assault		Police	
Physical intimidation		EMAS Service	
Verbal abuse		Victim Support	
Insensitive/inappropriate remarks/comments/jokes		Traveller Education Service	
Racist graffiti		Other	
Written comments/drawings (not graffiti)			
Abuse of/damage to personal property			
Non co-operation/disrespect/ostracism			
Other			

Form RI 1

What happened?

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 intimidation includes persistent ‘minor’ intimidation which may be cumulative in effect, such as jostling in a queue or using offensive gestures and mimicry.

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 (including a person’s dress, smell, appearance and diet).

Insensitive/inappropriate remarks/comments/jokes includes thoughtless remarks and general comments; jokes which reinforce negative stereotypes; and insensitive or inappropriate use of terminology and language.

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

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

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/ostracism includes failing to show respect to someone because of their race. Forms of disrespect may relate to cultural and religious differences regarding food, music, dress, etc. Such forms of disrespect are sometimes inadvertent, resulting from a lack of awareness or knowledge on the part of the perpetrator. Perpetrators could also be expressing received messages from the media, parents/carers and other groups in the wider community. Other examples include wearing racist badges or insignia and turning away from or ostracising a person.

Other incidents may include bringing racist material such as leaflets, comics, magazines or computer software into school, or attempting to recruit others to racist organisations and groups. This may extend to the distribution of racist literature or posters within the school community.

Does the alleged incident reported on Form RI 1 constitute a child protection issue?

Yes No

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 child protection and procedures identified in The School Administrative Handbook. The incident will need to be logged as a racist incident if substantiated.

Form RI 1

Ref. no.

1. Investigation of alleged incident

1.1 How was the allegation investigated?

If there is insufficient space in the grid below, further sheets 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 victim(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, the following section 2. must be completed

2. Actions taken in response to substantiated incident

2.1 Record of actions taken.

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

Date/time	Action	Outcome

2.2 Victim(s) spoken with Yes No 2.3 Perpetrator(s) spoken with Yes No

2.4 Witness(es) spoken with Yes No 2.5 Parents/carers spoken with Yes No

2.6 Others seen or contacted:

Name of School: R A Butler Academy

Named contact within the School:

Date:

Copy saved on CPOMs and also given to parent / carer.