

Diversity, Inclusion and Equality: Our Anti-Racism Charter

Rationale

Parkdale Primary School maintains and implements an existing Equality Policy. This outlines our commitments to nine guiding principles of equality for all, including all protected characteristics:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist in addition to avoiding or minimising possible negative impacts of our policies

Principle 6: We consult and involve widely

Principle 7: Society as a whole should benefit

Principle 8: We base our practices on sound evidence

Principle 9: We formulate specific and measurable objectives, based on the evidence we have collected (principle

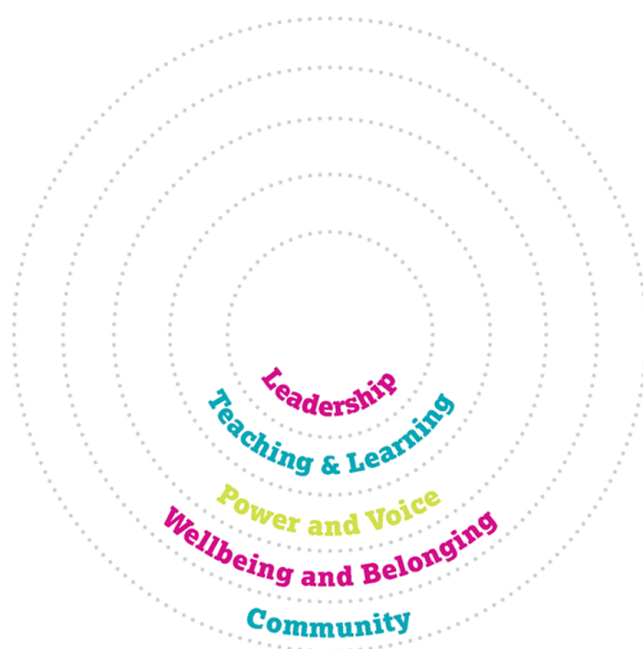
Why do we need an explicit anti-racist approach?

- Race and racism are not well understood – ‘race’ is a social construct, but race is mistakenly and widely used to denote difference.
- Racism is very real and yet often we deny it affects us, our behaviours or our school– whereas it affects every single student.
- The majority of the people around the globe are not white and yet ideas about white superiority are still deeply influential and prevalent.
- Black teachers and staff face a range of discriminations, including in recruitment, career and pay progression rates and also in relation to issues such as appraisal and job evaluations.

Why do we need an anti-racist approach within education?

- Schools can change pupils' lives which is why it is important that all schools have an inclusive and supportive approach.
- We face a growth in intolerance and racism, despite anti-racist legislation and agreements such as the International Declaration of Human Rights, all around the world and within the UK.
- Young people's ideas about race must be explored and discussed within educational contexts – if not within education, where?
- Education is a crucial place where we can challenge the 'normalisation' of many forms of racism, including Islamophobia and Anti-Semitism.
- Training and other interventions will not be effective unless there is a culture of open discussions about race and racism, where staff and young people are acknowledged as key to developing solutions.

A Layered Approach





Leaders at Parkdale will:

- Maintain an Equality Policy and include it in annual policy reviews with staff and induction of new starters.
- Maintain a clear and open system for recording of racist incidents, reporting statistics on same to stakeholders.
- Recognise the importance of Teaching and Learning to develop understanding of the multi-cultural society in which we live.
 - Maintain and develop a curriculum to support this
- Support development of staff 'cultural competency'
- Maintain and develop behaviour policies which support pupil wellbeing and understand triggers for behaviour, recognizing that pupil experience, including experience of racism, can impact on this.

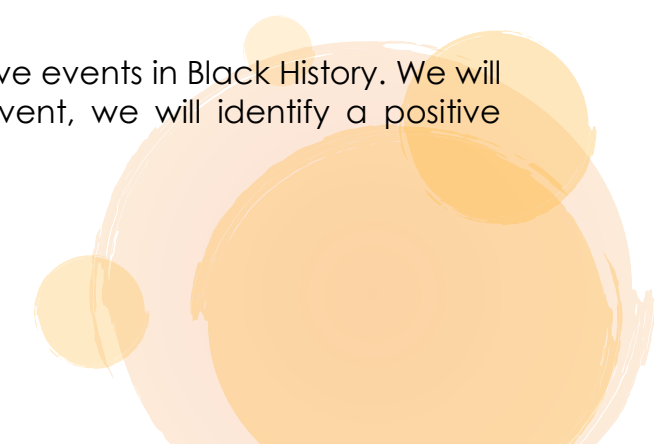
Teaching and Learning at Parkdale will:


- Challenge inequality
- Be culturally inclusive
- Respond to differences in children's lives caused by racism and discrimination
- Develop an understanding of 'race' as a socially constructed concept
- Clarify the difference between 'race' and ethnicity.

The Curriculum will:

- Reflect global influences
- Include lessons on:
 - Slavery
 - Colonialism
 - Immigration -to include that large numbers of people who came to the UK did so as citizens
 - The positive contribution and stories of Black people in history and the present day, globally and locally
- Be based on values that support anti-racist education; equity, justice, identity and belonging

We are aware of the scope for focus solely on negative events in Black History. We will balance these with positives. For every negative event, we will identify a positive element to celebrate.





We will be aware that there is more than one story, for example in the history and experience of people in Africa. Africa and the African experience are not homogenous and wholly negative.

We are also aware of a tendency to celebrate Black achievement in only a limited number of spheres of influence; notably but not exclusively music and sport. We will celebrate Black achievement in a wider range of areas: The Arts, Science, Technology, Politics and more.

Resources will:

- Reflect our multi-cultural society
 - Black children will see themselves and their lives reflected in books and other resources.


We will facilitate Power and Voice:

- Through representation on School Council
- Creating an environment in class in which identity and voice can be expressed
- Seeking to develop a Governing body that is representative of our community
- Recognising that an individual does not necessarily represent a whole group
- Encouraging children's self-confidence and oracy.
- Identifying meaningful Black perspectives throughout the curriculum

Wellbeing and Belonging will:

- Be incorporated into the curriculum and every school day
- Include opportunities to express and celebrate cultural identity
- Recognise and respond to the emotional needs that can be caused by the different life experiences of some Black children

Our role in the Community will:

- Be to share our values and anti-racist stance at any appropriate opportunity
 - To recognise the role and value of multi-culturalism in our community
 - To foster understanding and appreciation of difference and similarity
 - To respond to incidents and events globally and nationally with an anti-racist perspective
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Creating an Anti-Racist Culture

Language used will:

- Reflect identities which people themselves have chosen to identify.
- Not refer to individuals as a homogenous group
- Be open to discussion and change

Black

Black will be used in its political sense to denote a solidarity between Asian, African and Caribbean and all people of colour who identify with political 'Blackness'.

'Black' was first used by white people to describe colonised and enslaved Asian and African people as a derogatory comparison to White.

This term was reclaimed in Britain as part of the struggle of working-class African Caribbean and Asian communities against racism in the 1970s.

While many anti-racist organisations continue to use Black as a political term, the understanding and unity of action symbolised by this term has been declining.


Black members in the NEU have determined that they want the term Black used, to re-assert the unity intended within the term and to get teachers talking about the origins of racism.

BME and BAME

We recognize the limitations of these in:

- suggesting a homogenous group
- not being an identity with which people have chosen themselves to identity
- Not recognising that all non-white people are, in fact, a global majority
- Potential for pathologizing groups
- We recognise that the term **Global Majority Races** is the preferable alternative for many people

We recognise that BME and BAME are used in some contexts. Where appropriate and possible, we will replace these with a more specific or acceptable alternative.





Racist Language

We will:

- Record, report and supportively respond to any incident where a child tells us that language used towards them or in their presence was racist.
- Differentiate between purely descriptive language, especially when used by younger children, and that intended to be racist. Context and intent matters.
- Where offence was caused without intention, we will support the perpetrator to develop a better awareness of language
- Where offence is deliberate – the age and development of the perpetrator suggests that they could be expected to recognise the wrongdoing – we will treat the incident in line with our behaviour flow chart as well as offering supportive measures.
- Adopt an age and developmental approach to dealing with language.

Typically:


- **Early Years** – we would recognise that talking about appearance is not typically intended as racism. “Your skin is the same colour as chocolate” is an observation with no value judgement.
- **Key Stage One** – we would expect development from Early Years to begin to understand the sensitivities around appearance and difference. We would expect some children to need support with this. We would expect Black children to be developing a sense for negative intent.
- **Key Stage Two** – we would expect a child at an age-related level of development to have learnt not to refer to skin colour in any negative way. We would expect black children to have developed an understanding of negative intent and be able to differentiate. We would expect White children to have developed a sensitivity that language used by Black children with one another might be interpreted differently to their own.


Extreme Racist and Discriminatory Language

We have zero-tolerance of the use of the most extreme words and phrases.

We recognise that some groups choose to ‘reclaim’ the most offensive words and that they are used in some aspects of popular culture. We do not accept their use by children for any reason.

These words will never be referred to in school, other than in dealing with racist incidents in which they have been used.





If children are exposed to these words in the home environment, we expect parents to make it understood that they must not be used in school in any circumstance.

If we are made aware of a child, or children, using the most extreme words, we will intervene with:

- In the first instance, education around why the word must not be used and
- Sanctions that can include exclusion and or reporting to the Police and/or Social Care.

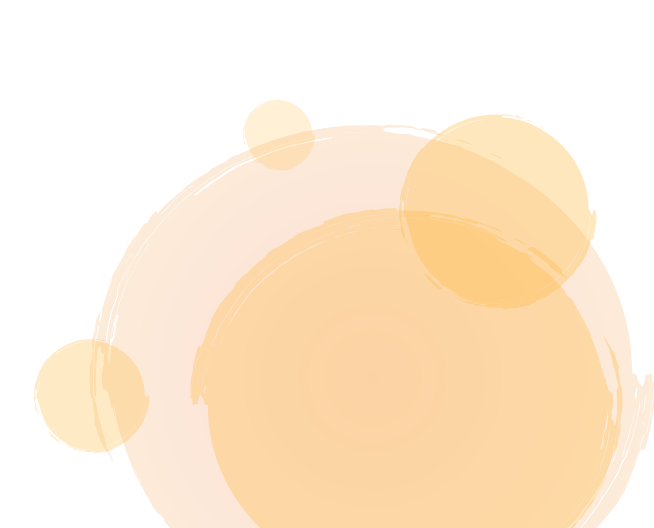
Racist Behaviours

Expression and/or promotion of racist behaviours, views and attitudes will not be tolerated and will be managed as per language. We include in this:

- Reference to superiority of one 'race' over another.
- Reference to different characteristics or abilities, specifically to distinguish one group as superior or inferior to another.
- Denial of the right for individuals or groups to reside in or be citizens of the UK on grounds of 'race'
- Anti-immigration sentiment
- Exclusion or isolation of children based on 'race'
- Holocaust denial.

Racist Bullying

We recognise that racism can be a driver of bullying behaviours. Allegations and incidents of racist bullying will be managed in line with our Anti-Bullying Charter, supplemented by the guidance below.





Other Forms of Discrimination

Our opposition to all forms of discrimination is parallel to our anti-racist stance.

We recognise that there are different 'drivers', histories and different impacts.

We will treat any form of discrimination based on LGBT+, gender, religious belief with the same rigour and protocol as for racism.

We actively oppose any form of discrimination based on social class, belonging to a cultural sub-group or economic situation.

We include use of homophobic words and phrases, meant as a derogatory term, as discrimination to be managed in the same way as racism; education and support, with sanctions in line with our behavior flow chart.

Micro-Aggressions

We recognise the existence of micro-aggressions, deliberate or non-deliberate behaviours towards or assumptions about any marginalized group. Examples such as:

Assuming a person of colour was born outside of the UK

Touching hair or clothes without permission

Not taking the time to pronounce an unfamiliar name correctly

Interfering with the equipment of a person with a disability

Assuming all LGBT experiences are the same

Stereotypical cultural assumptions – for example that Jamaican people might only appreciate reggae, Gay men like hi-energy disco.





Anti-Racism Charter – Summary Statement of Intent

- We will maintain and regularly review an anti-Racism Charter alongside our Equality Policy.
 - The detailed version of this will be reviewed with stakeholders at least annually.
- We will continue to develop a global curriculum that:
 - Promotes celebration and acceptance of diversity.
 - Sends a clear anti-racism message.
 - Sends a clear message opposing discrimination against any protected characteristic.
 - Recognises the experiences and achievements of individuals and groups from a diverse range.
- Classroom planning and organization will actively seek to mitigate racial and cultural tribalism.
- Book stocks will reflect our multi-cultural society and the lives and experiences of our children and will be drawn from a diverse range of authors.
- Attention will be paid to eliminating racial and/or cultural stereotyping, particularly in the Arts, where we recognise its existence.
- We will facilitate pupil voice through School Council and Transform Parliament.
- We will continue to work to improve staff understanding and empathy with a wider range of identities.
- We will be mindful of the language we use and model to children when describing people and groups, recognising the sensitivities and preferences people may have.
- We will be aware of the sensitivity of 'micro-aggressions' and will work to eliminate these.
- We will talk about discrimination with children in an age and stage appropriate way.
- We will deal with incidents of discrimination, racist behaviours or use of discriminatory language in a restorative way, always considering that we are dealing with young people who are learning to find their way. We are here to educate.
- Use of the most extreme hateful, discriminatory language or racist behaviours will not be tolerated and may lead to the most stringent sanctions even in the first instance.