

Anti - Racism Policy

Section 1

‘Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind.’

(Thomas Hammarberg 1997)

Background

Briarwood School is a special school which provides education for children with severe learning disabilities (SLD) including autism spectrum disorders (ASD), profound and multiple learning disabilities (PMLD) and complex needs (CN), aged 3 to 19 years. Bristol has a higher proportion of CYP from Black and Minoritised Communities in state-funded nurseries, schools and pupil referral units than the national average (41.7% in Bristol compared with 37.4% nationally). The 3 largest ethnic groups in Bristol are White British (58.3%), Any Other White Background (8.0%) and Black African (7.7%)

21.2% of CYP in Bristol are known or believed to have a language other than English as their first language compared with 20.2% nationally. At Briarwood over 43% of pupils have English as an additional language. 14 languages are represented amongst the families and 17 ethnicities.

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/ college – 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. Education is a crucial place where we can challenge the ‘normalisation’ of many forms of racism, including Islamophobia and antisemitism and discrimination against Gypsy, Roma and Traveller people. 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.

Legislation:

This policy sets out the procedures for dealing with racism and has been written with reference to the Equalities Act 2010 and Bristol SEND guidance: Supporting children and young people from Black and Minoritised Communities. The Equality Act brings together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. The Act simplifies, strengthens and harmonises the current legislation to provide Britain with a new discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The nine main pieces of legislation that have merged are:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

The Public Sector Equality Duty 2012 has three aims under the general duty for schools:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of protected groups where these are different from the needs of other people.
- Foster good relations between people who share a protected characteristic and those who do not by encouraging people from protected groups to participate in public life of in other activities where their participation is disproportionately low.

This policy should be read with the Briarwood School Behaviour and Pastoral Policy and the Briarwood School Equalities Policy and Public Sector Duty.

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Students are given every opportunity to express their feelings in the most appropriate form of communication. Briarwood has adopted trauma informed approach, it provides a safe environment that fosters trust and belonging alongside a culture that supports mental health. Our aim is to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its centre. Please read the schools Relationship Policy for more information

Aims

- To provide a happy and secure school environment for all students and staff.
- To develop an understanding of anti-racist practice

- To develop an understanding of what constitutes a racist incident
- All governors, teaching and non- teaching staff and parents know what the school policy is on Racism and what they should do if a racist incident arises.
- To react to racist incidents in a reasonable, proportionate and consistent way.

Racism is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Section 2

Definition

In Schools, racism may be expressed individually and consciously, through explicit thoughts, feelings or acts or socially and unconsciously, through institutions that promote inequality between races. A racist incident is defined as any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a persons race or perceived race.

Types of racist incidents that can occur are:

- Physical assault against a person or group because of colour, ethnicity or nationality
- Use of derogatory names, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insigna
- Bringing racist materials into the school
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments on the course of discussion
- Attempts to recruit others to racist organisations and groups
- Ridicule of an individual for cultural difference e.g. food, music, religion, dress
- Refusal to cooperate with other people because of their colour, ethnic origin or nationality

Cognitive biases are unconscious thoughts designed to make decision-making quicker and more efficient. They are linked to a number of factors including previous experience and the social and historical context. Cognitive biases can lead to mistakes in thinking and decision making and make certain behaviours more likely.

Affinity bias - tendency to get along with or prefer people with whom we share similar characteristics, backgrounds or interests and to view them more positively than those who are different. In educational settings this can result in staff giving preferential treatment to students they perceive as more like themselves.

Confirmation bias - Our tendency to look for, prefer and use information that confirms what we already believe. Includes our tendency to ignore new information which challenges our pre-existing ideas. Pre-existing ideas about children from different ethnic groups can be strongly affected by our personal

experiences, but also by external influences such as the media and long-standing cultural stereotypes in our society.

Section 3

Roles and Responsibilities

The governing board is responsible for:

- Ensuring that the school fulfils its legal responsibilities
- Be proactive in promoting racial equality and tackling racial discrimination
- Encouraging, supporting and enable all pupils and staff to reach their full potential, in collaboration with the Executive Leadership Team.
- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.

The Executive and Senior Leadership Team are responsible for:

- Ensuring that the whole school is promoting equality and inclusion.
- At least annual audit using the Bristol anti racism strategy whole school audit
- Ensuring staff understand their responsibility and receive appropriate training and support to fulfil their duties.
- Working towards delivering an anti-racist curriculum.

All staff are responsible for:

- Responding to and recording racist incidents
- Being able to recognise and tackle racism and stereotyping
- Promoting equal opportunities
- Keeping up to date with the law on discrimination
- Engaging in training and learning opportunities
- Planning for and delivering a curriculum that is accessible and inclusive to all learners
- Recognising and valuing diversity
- To model high standards of behaviour and have high expectations from all the students.
- To maintain a positive attitude towards all pupils.
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report racism

- Providing follow-up support after incidents of racism.

Parents are responsible for:

- Informing their child’s Head of School or class Teacher if they have any concerns that their child is the victim of racism
- Being mindful of their child’s behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupil Voice:

- Where appropriate pupils will be involved in exploring diversity and race through the PSHE and Myself Curriculum. This will include the role of friendships, peer support and celebrating individuality. This can involve a variety of educational opportunities, such as discussion and role- play.
- The pupils can express their feelings and thoughts through: student council, annual reviews, Education Health Care Plans, everyday communication with staff. School staff should be vigilant for signs that a learner may subject to bullying behaviours

Prevention

Briarwood uses the Bristol anti racism strategy guidance to support the children/young people to understand what is meant by the definitions of racism and equality and help to create an ethos of inclusivity and acceptance. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people. It is important to develop a school environment where the values of inclusion and respect are uniformly applied to all students and their families. It is this inclusive ethos that addresses the root cause of prejudice-based bullying and contributes to its prevention.

Address language and negative messages

Building an environment where racial stereotypes and prejudice-based views can be challenged constructively by everyone can help to create inclusive learning environments. This also helps to build the positive relationships and collective resilience needed to prevent bullying behaviour from occurring. Unacceptable language and jokes around the school can create a climate of racism which both directly and indirectly excludes, threatens, hurts or humiliates young people. Racist language can be used without malice or understanding, but this does not mean that it has no impact on young people who hear it used in this way. Both minority ethnic young people and the wider school community may be seriously affected by these negative messages

Ensure staff are trained and have opportunities to learn

Staff training opportunities are essential to build the capacity of the school to address incidents of racist bullying and create inclusive learning environments. This creates a consistency in approach and improves competence and confidence in this area.

Create visually inclusive environments

Please read this in conjunction with our capable learning environments policy. Displays, posters and resources should feature an ethnically diverse range of people. Although displaying images or information specifically about race equality or minority ethnic community interests can be useful, this should always be done as part of a broader approach which features minority and majority ethnic people together within the overall range of posters and displays. This creates an environment where community cohesion and a shared sense of belonging is visible within the school.

Representation

Representation includes consideration of:

- The ethnic diversity of staff (including support staff, teachers, senior leaders and governors), visitors to the setting and other adults met by children when they attend activities off-site (such as school trips);
- How ethnic and linguistic diversity is represented in displays including information about British Values;
- How people from Black and Minority Communities are represented in books, on websites accessed by pupils and in other learning resources used in settings;
- The content of the taught and informal curriculum including PSHE above and beyond focused activities in Black History Month etc.

Curriculum

We aim to support and teach skills to increase desirable behaviours through the development of individual Engagement targets, bespoke Optimum Learning Maps (See Pastoral & Behaviour Policy) and our Myself Curriculum (See Curriculum Policy) which incorporates the new Relationships and Sex Education (RSE) and Health Education curriculum. An additional focus is placed on celebrating difference and encouraging the children and young people to choose kindness and respect. This is underpinned by the school's commitment to provide a trauma informed approach, which focus on creating and sustaining positive relationships and practises which protect, relate, regulate and reflect.

Section 4

Procedures

At Briarwood we adapted the ABA 3 Step Response to Bullying which provides a consistent and reflective approach to respond to racist incidents.

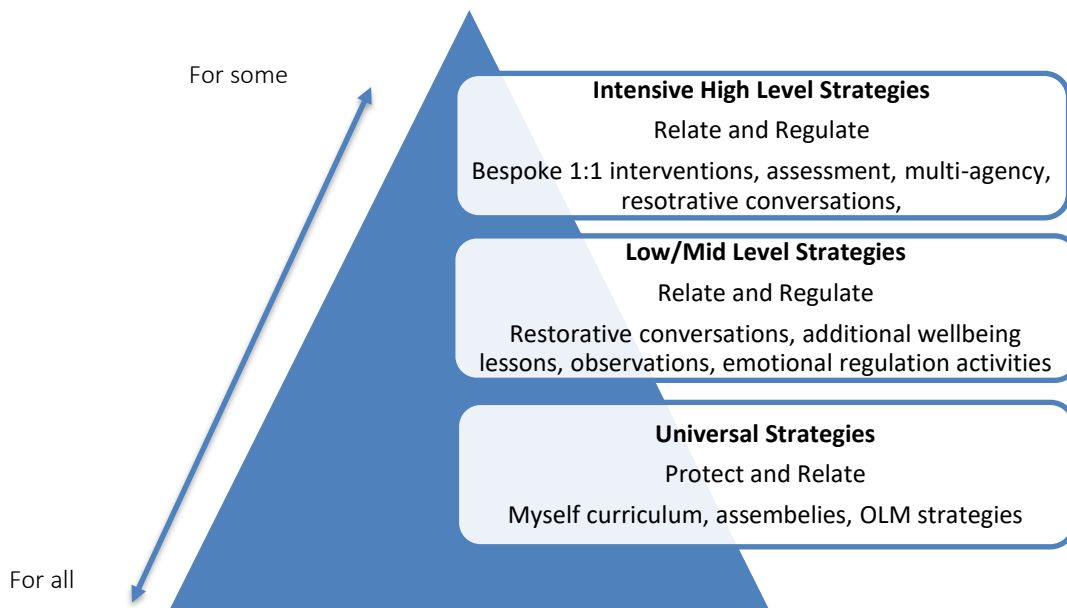
Step 1 – Safety of those involved

- Secure and ensure the safety and wellbeing of those involved. This includes checking the physical and emotional wellbeing of those involved.
- Support and reassure the child or young person who has been the victim of the racism
- Be proactive and act upon early warning signs.
- Following a suspected incident of racism, staff must record the incident on Behaviour Watch as a Pupil on Pupil Incident. It must also be recorded on CPOMs as a racist incident. All incidents must be reported within 24 hours to a member of SMT or SLT.

Step 2 – Prevent from Reoccurring

- Once all those involved are safe a focus will be placed on preventing the incident from reoccurring.
- Following an investigation into the incident detailed observations will be made of the outcomes of the behaviours and links made to establishing possible functions. This information will then be used to identify appropriate strategies.. From this bespoke Optimum Learning Maps will be developed and shared with all appropriate staff involved with the child/children.
- A set of next steps will include all the actions taken in order to reduce incidents and the interventions that need to be put in place in order to support both the victim and the instigators. Examples of next steps would include access to emotional health and wellbeing interventions, Motional assessment and psychoeducation activities with a focus on self-regulation strategies. Opportunities to debrief to discuss the impact of their actions and involvement in the process of identifying self-regulation strategies.
- Pre-planned, targeted behaviours with intent to harm others. Examples of next steps would include restorative conversations, Motional assessment, access to emotional health and wellbeing interventions and psychoeducation. Opportunities to debrief to discuss the impact of their actions and how their feelings may be managed differently in the future.
- It is important to support the child who is the target of the racist behaviour, particularly as they may have difficulty communicating about their experiences. Opportunities will be created for the child to communicate with adults how they may be feeling though the use of their preferred communication systems (PECs, Makaton signing, symbol books). Social stories may also support the child’s understanding of the situation and associated emotions.
- Emotional Health and Wellbeing interventions will provide targeted support for identified children. The school has specially trained trauma and mental health informed practitioners to support children in 1:1 session, in class or small groups as well as employing a Child Therapist who is able to provide additional support.

- Parents and Carers will be informed of the incidents and the steps that the school will be putting into place to support all children involved.
- Staff are important role models for the children. The behaviour of adults towards each other and towards the children is a potentially highly effective tool for preventing and for decreasing racist behaviours. It is the expectation that all staff adhere to positive practises.



Step 3 – School Learning and Reflection

- Heads of Schools will formally monitor incidents of racism each term and produce an incident analysis report. This will be shared with the Pastoral Assistant Head.
- Positive Behaviour Support strategies and Optimum Learning Maps will be under constant informal review within class teams.
- Pupil on pupil incidents will be reviewed termly and crossed referenced with Vulnerable Plus and attendance data.
- Monitoring information will be reported to school governors twice a year.
- A debrief will be provided to all those involved and there will be an opportunity for reflection.
- All pupils at Briarwood School will be provided with a meaningful way to comment and feedback on how safe they feel in school. This will be supported by strategies and resources created through Pupils Voice. The information gained will be used to inform future school improvement.
- Whole school monitoring will consider what the incidents have taught us, if there are any training requirements as a result of the analysis and whether the policies and procedures need refreshing

Working with Families

Close work with parents and carers is an essential part of our work at Briarwood. Parents need to be confident that any concern of racism will be investigated and dealt with appropriately in a timely manner.

At Briarwood School we aim to:

- Actively listen to all involved
- Develop good communication and work in partnership towards a solution
- Respond quickly once a concern is raised
- Act and use active support
- Create a positive school-wide ethos where racist and stereotyping behaviours will be actively discouraged
- Provide training and share anti-racism information with the school community
- Develop clear policies and procedures
- Provide holistic support to those involved

Parents / Carers please let the school know if there was an incident at school that your child/ young person is anxious about and we will work together to resolve any issues arising from the incident. If as parent/ carer you are concerned about your child / young person at school please contact the school and ask to speak to a member of SLT or the class teacher.

Staff training

All staff will receive annual anti racism and cultural awareness training. This will also form a part of the induction training for all new staff. A Diversity and SEND twilight is run to support staff to develop a deeper understanding of racism within schools and how this can be prevented through school culture and curriculum.

Supporting children who are new arrivals to the country

CYP from Black and Minoritised Communities who are new to the country will require additional planning and support depending on their needs. These children are likely to come from very diverse backgrounds and experiences. Some, but not all may have had experienced conflict or other trauma and may be arriving without family members.

Prepare (prior to admission)

- Gather information from the learner and parents (including any previous assessments) to create a pupil profile
- Arrange a tour for the new pupil and parent carers with first language support where possible

- Provide information for the parents e.g. homework
- Agree a start date and organise an initial timetable

Alert (before the pupil starts)

- Send the pupil profile to all relevant staff
- Plan support for each part of the day as required
- Make essential arrangements, e.g. PE kit, free school meals eligibility and transport to the setting

Support (the first weeks)

- Put language support in place, e.g. a scheme of work for learners who are new to English
- Put pastoral support in place •
- Monitor progress and adjust support where necessary
- Keep in touch with parents