

**Deer Park School**  
**Anti-Racism Policy**

**Related Policies and Legislation to read in Conjunction**

**Policies & Curricula**

- Safeguarding Policy
- Safer Recruitment Policy
- Anti-Bullying Policy
- PSHE Curriculum

**Legislation**

- The Race Relation (Amendment) Act 2000
- The Equality Act 2010
- The Children's Act 2004
- The Employment Act 2008

**1. Introduction**

As a free school open to all pupils, Deer Park School has a moral and legal duty to promote equality and eliminate unlawful discrimination and racism within the school environment and workplace.

As part of this moral and legal duty, we reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism and harassment) in our school, within our curriculum and in the learning and working environment.

Deer Park School is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No student, employee, parent or community member should experience racism within the learning or working environment of the school.

All members of our school staff, pupil body and community have a role to play in eradicating racism and discrimination in our learning and working environments. Challenging the attitudes that allow racism and discrimination to emerge, is the shared responsibility of all members of the school community. Racial discrimination and harassment are against the law.

As a school we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all pupils, staff and others associated with the school. We create an inclusive school culture that fosters acceptance and respect for diversity, while celebrating the shared values that join each of us in the Deer Park Community.

**2. Aims of this Policy**

- to ensure that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy
- to codify and make explicit the school's commitment to the elimination of racial discrimination, racism and prejudicial behaviours
- to ensure the right of all children to an education that develops their full individual potential
- to provide clear and usable definitions to develop a shared understanding and inform school practices, including the education of our children in recognising and challenging racist behaviours
- to set out strategies by which the school promotes an anti-racist culture
- to identify the procedures for managing incidents of racism or racist behaviour

**3. Definitions**

Institutional Racism: Deer Park School uses the definition of institutional racism as defined in the McPherson Report and strives to address it in all its forms. Institutional racism is defined as: "The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or

ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness or racist stereotyping which disadvantages minority ethnic people”<sup>1</sup>

Personal Racism: Deer Park School defines personal racism as “unwanted conduct relating to [an individual’s race] that has the purpose or effect of violating that individual’s dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”<sup>2</sup>. Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, ‘banter’ and pranks, malicious comments, expressing racist or racially hostile attitudes;
- non-verbal conduct of a racist nature: physical assault, display or sourcing of racial material, graffiti, damage to personal property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

Direct and Indirect Discrimination: racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favourably because of their race, colour, descent, national or ethnic origin. (For example, where a school does not employ a staff member because of their ethnicity). Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage. Indiscriminate discrimination would be found unlawful unless it can be justified as a proportionate means of achieving a legitimate aim.

#### 4. School Practices

##### The Curriculum

Work to address personal racism, direct and indirect discrimination should take place at every possible opportunity through the taught curriculum. This includes delivering a broad curriculum that represents the full spectrum of the human experience in its content and delivery.

Deer Park School is committed to providing its pupils with a curriculum that offers insight and learning into an expansive range of cultures, ethnicities, backgrounds and origins, as well as the shared values and practices that bind communities together. Opportunities are taken in a wide range of subjects, as well as Personal, Social, Health and Economic education explicitly, to prepare pupils to meet their responsibilities as citizens in a multi-cultural society.

This curriculum delivery also includes ensuring our children are informed about personal racism, how to identify it, and how to challenge it. In order for our children, school and community to be actively anti-racist, the children must be able to recognise and challenge behaviours which are racist or prejudicial. In older year groups, this may include the recognition and challenge of institutional racism as well.

##### Cultural appreciation and Social Inclusion

The school celebrates a wide range of cultural, religious and seasonal observances, ensuring that time and care are given to the children’s understanding of these events. Assemblies, curricular lessons, educational visits and extra-curricular activities – including those conducted by the PTA - constitute part of a wide variety of experiences and opportunities to engage with and understand different cultures and social practices.

Families at Deer Park School are committed to supporting the school in its promotion of diversity and inclusion. The family-formed ‘Diversity Committee’ supports the school in creating opportunities to celebrate a

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<sup>1</sup> The Stephen Lawrence Inquiry. Sir William Macpherson. P.49.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/277111/4262.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf)

<sup>2</sup> Equality Act, 2010. <https://www.legislation.gov.uk/ukpga/2010/15/section/26>

wide variety of cultures, and in structuring curricula to include a diverse and broad study of different societies, individuals, cultures and locations. The Diversity Committee also supports the school in inclusive practices, including those of pupil leadership development, and the school reward system.

### Employment and Recruitment

Recruitment practices at Deer Park School will follow the school safer recruitment policy, and will ensure that equal opportunities and anti-discriminatory employment practices are followed.

## 5. Incident Management

### Reporting

The Headteacher will be notified of any incidents which appear to have racist connotations. If the incident is found to have involved racist or prejudicial action with the intent to harm or distress, the Headteacher will be responsible for reporting this to the local authority and the Local Advisory Board.

### Consequences and Sanctions

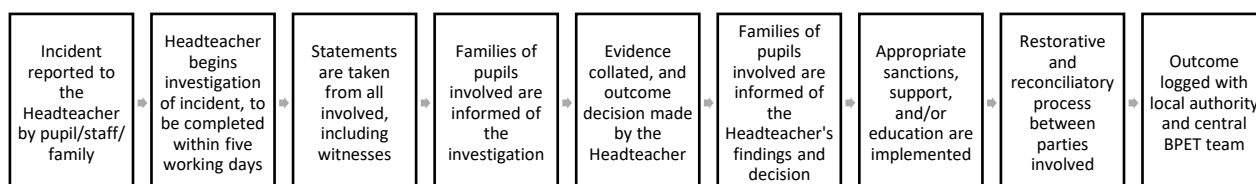
All staff at Deer Park School must be able to identify racism, cultural prejudice or unconscious bias in order for the school and community to respond, challenge and prevent. As part of the need to challenge racism, racist incidents – and perpetrators – must be met with a clear, robust and formative process.

Where incidents are caused by a lack of understanding, without intent to cause harm or distress, the pupil(s) involved will receive the appropriate education. This may include reading or direct teaching, or empathy and reflection work with an appropriate adult.

Where incidents stem from a desire to cause harm or distress, the pupil(s) involved will be sanctioned in line with the school's behaviour and anti-bullying policies, in addition to receiving the appropriate education.

The aims in managing any racist incident at Deer Park School are to a) ensure the safety, wellbeing and security of the those targeted, b) to educate and inform the perpetrator, ensuring they understand the consequences of their actions and acknowledge the unacceptable nature of their behaviour, and c) to achieve reconciliation and greater understanding between pupils. Reconciliation and understanding can be a challenging process, and the school is committed to ensuring the time and staff to make achieve this end for any and all incidents. All members of our school community, including families, should feel confident that if a racist incident occurs, it will thoroughly be investigated and dealt with and that help and support will be given to all involved.

#### a. Procedure for handling alleged racist incidents involving pupils



#### b. Procedure for handling alleged racist incidents involving a staff member

All incidents should be reported to the Headteacher immediately. This includes incidents where a staff member is racist towards a pupil, where a staff member is racist towards another member of staff or towards a pupils' family member or visitor. The incident will be logged and investigated by the Headteacher.

Incidents of discrimination, harassment or victimisation will be treated in line with the BPET disciplinary policy. Responsive measures will include formative education of the alleged perpetrator(s), in addition to disciplinary measures as deemed appropriate following a thorough and fair investigation.

## 6. Accountability and Responsibility

- **All teaching and non-teaching staff are responsible for:**
  - contributing to the eradication of racism by promoting acceptance of our cultural, linguistic and ethnic diversity, challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours;
  - remaining vigilant in order that racist behaviour does not go undetected;
  - dealing with racist incidents effectively and directly, and being able to recognise and tackle racial bias and stereotyping;
  - promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of colour, ethnicity, or culture; and
  - keeping up to date with the law on discrimination and taking up training and learning opportunities to better understand students' diverse cultural and ethnic backgrounds.
- **The Headteacher is responsible for:**
  - making sure this policy is readily available and that the LAB, staff, pupils, and their families know about it;
  - making sure this policy and its procedures are followed; and providing training for staff and LAB members on the policy;
  - making sure all staff know their responsibilities and receive training and support in carrying these out;
  - ensuring access to translation or interpretation support for families where appropriate, to support meaningful engagement with discussion and decision making, and informing families that such support is available;
  - ensuring all stakeholders are aware of how to report racist incidents
  - investigating incidents of racism and providing appropriate education and sanctions as required;
  - ensuring that any pupils or staff who have the target of racism receive timely and appropriate support in school;
  - reporting all racist incidents to the BPET in a timely manner; and
  - taking appropriate action in cases of racial harassment and racial discrimination.
- **Families are responsible for:**
  - actively supporting the school's Anti-Racism policy and encouraging their child to be a positive member of the school's welcoming culture;
  - informing the Headteacher (or in their absence the Deputy Headteacher) swiftly and directly if they believe that their child, or any child, has experienced racism within the school community.
- **Pupils are responsible for:**
  - treating others with respect in accordance with our HEART values and the school's expectations of personal behaviour and conduct;
  - celebrating differences and shared values, and asking appropriate questions to expand their understanding of diversity and inclusion;
  - asking staff members for help or support in situations where they perceive themselves or others to have been the target(s) of racism.

## 7. Implementation and Review of Policy

New staff will be introduced to the school's anti-racism policy during their induction. The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life; as part of the school development

plan, staff meetings, SLT meetings, LAB meetings, assemblies and class discussions, and pupil voice surveys. Staff will undergo training to support the policy's implementation, and renewed training as appropriate each year to ensure the continued prevalence and success of the policy in school life.

This will be supported by systematic collection, analysis, communication and use of data related to the process and outcomes of policy implementation. This policy will be reviewed every two years, or earlier if necessary, with any amendments circulated to stakeholders in a timely manner.