



## Courthouse Green Anti Racism Policy

**'Race and racism are a reality that so many of us grow up learning to just deal with. But if we ever hope to move past it, it can't just be on people of colour to deal with it. It is up to all of us - black, white, everyone- no matter how well-meaning we think we might be, to do the honest, uncomfortable work of rooting it out' Michelle Obama**

"Racism, it stops with me" means that it is everybody's responsibility to be educated about racism. It is everybody's responsibility to stand up against racism. It is everybody's duty as a member of the Courthouse Green community to have zero tolerance of racism in any form.

### Why now?

The ethnicity and diversity of our school is ever changing, which is reflective of the city in which we live. At Courthouse Green, we firmly believe that every child should feel empowered by their environment, their curriculum and their teachers to develop a sense of pride in their own personal heritage and identity. We believe that when children are proud of themselves, their aspirations soar, and to this end, we want our children to focus on being the best they can be and not have to be concerned by racism in any form. We want our children to be allies to all and see themselves as future global citizens.

The culture of the school and the values that we cherish at Courthouse Green, ensure that our school is a largely tolerant and happy community. However, the Headteacher and Senior Leadership Team, supported by the Governing Board, recognise there is a need to do more to ensure that all aspects of school life promotes a culture which is anti-racism.

### Intent

- To have a curriculum that is no longer euro-centric and allows children to develop an understanding of the world from an alternate perspective so that children develop a deeper understanding of each other.
- To empower staff and children to talk openly about race, faith, religion and cultural practices.
- For staff to have the knowledge and understanding to deal with any racist incidents.
- To eliminate blindspots, unconscious bias and stereotypes from our school when we recruit, when we teach and assess, when we speak with families and when we reach out to our community.

### Staff knowledge

Staff will undertake training to fully understand racism and the impact this has on day to day life for people of colour (POC). Staff have a greater understanding of the systemic racism and unconscious bias that exists in society and how to combat this in their teaching as a result of robust training delivered over the course of the year.

Courthouse Green staff understand that it is essential to have a grasp of the following points in order to further develop the culture of anti racism across school

- White privilege - the inherent advantages possessed by a white person on the basis of their race in a society characterised by racial inequality and injustice. The idea being that just through having white skin, a white person has never had to deal with racism and so has innate 'privilege'.
- Colorblindness - Colorblindness is the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology stops people of colour being able to celebrate their heritage and culture and takes responsibility away from white people to address systemic racism in society.
- 'Calling out' and responses to being called out - understanding that it is ok to be 'called out', for someone to tell us that what we have said or done has been received as racist. We have a responsibility to learn and then change our own behaviours and to encourage the children to do similarly.
- White fragility - the overly defensive response to being 'called out' or told that our viewpoints are not in line with anti-racist thinking. Such responses can include defending the position taken - "I'm not racist" or checking out of the conversation entirely "I'm not going to argue about it / I don't understand what you're talking about so I'm not engaging / I'd talk about it if people of colour weren't so aggressive about it"

- Anti Racism - It is not enough to state that we are not racist - we must be overtly anti racist and speak out regularly whenever we hear or see anything racist, to not speak up is to condone such behaviours in others. Silence is not an option. This includes our language, our actions, our curriculum and our environment.

### **Identity and heritage / Curriculum**

We will ensure that:

- Every subject is “decolonised” and anti-racist and prepares our children for the world they will encounter.
- The implementation of an anti-racist curriculum that moves from tokenism to proactively tackling racism and ultimately contribute to a more racially literate society
- Considerations of race and racism, from an antiracist perspective, will be embedded more fully across the school curriculum
- Assemblies will be used as opportunities for engaging children with anti-racist pedagogy in order to increase racial literacy levels within schools
- Race-conscious curricula should include scope for white students and teachers to reflect upon racist social structures and moments in history as well as their own white privilege, while also enabling POC students to understand their position in contemporary society
- Curricular changes, should pay attention to school resources and teachers’ racial literacy levels. If these issues are not considered, the impact of any curricular changes will remain limited

### **Dealing with racist incidents**

We will ensure that children are racially literate and have a safe space to discuss race, identity and racism and feel empowered to report racism, knowing that it will be challenged in a way that supports our relational behaviour policy. We will educate children as to why a statement or action is racist and discuss the feelings of the victim with the perpetrator and support our children to resolve issues and champion one another to become allies.

Staff will be confident to tell children ‘what you are saying is not right’. Avoid shaming the behaviour but explain why it is not acceptable and gain clarification from the child that they understand why it is wrong. Ensure that the child understands that they need to put it right by apologising and explaining to the other child how they should have handled the situation.

Be confident to tell the child who is the victim that you understand why the behaviour was wrong. VRF the feelings associated with racism. Ask the child to talk more about those feelings with yourself and the perpetrator but only when they feel they can – a victim of racism will rightly feel outraged. Explain to the child that they have done the right thing and should continue to tell adults in school if this happens again. Explain to the child what will happen next.

Be confident to address issues that are overheard by you, in front of other children. Bystanders need to hear why it was wrong and unacceptable. The education can then be completed one to one if it is felt more appropriate but it is very important that children see issues being dealt with and know that they can learn how to be better allies by speaking with adults about racism.

Any deliberate incidences of racism where the intention was to cause harm or hurt through racism will be dealt with in accordance with the behaviour policy.

### **Script prompts for working with children**

I’m worried that when you say [racist language used by child] that people will believe you are racist...

What worries me about what you said is how the other person will feel – explain the hurt

When you make fun of accents it might make people think that you believe that their accent and culture is not as important as yours and this will make people think you are racist

When you use someone’s skin colour as a put down, this is racist. You are telling that person that you believe their skin colour isn’t as good as yours... Is this what you want them to believe about you and themselves?

Tell me about where you have heard that language / why you think that about...

What can we do to make people think differently about you now that you have said / done this?

When you tell other children to be unkind to someone because they look different / sound different / dress differently, this is called incitement and it is not right. It means you want other children to be racist and I’d like to know why this is.

Always challenge stereotypes about races – Roma / Travellers; Eastern European; Muslim; Jewish; African etc. Explain stereotypes and why they are not healthy ‘can we say all white British people are lazy and eat chips?’ Most children will speak in derogatory tones about groups because of something they have previously heard at home or in the community. It is usually linked to economic status or the government financial support of a group, or the safety of everyone else. Talk about why people come to our country for a better standard of living and how we help refugees and asylum seekers. How we are a country that is proud to have tolerance and respect as part of our British values.

When explaining to parents that their child has been using racist language:

At Courthouse Green we have a policy that states racism is unacceptable at any level...

I know that you wouldn't accept that behaviour / language, just as we will not

Your child decided to use language today that was racist and this is how we have dealt with it... Please can you also reinforce at home that it is unacceptable to use the language because... (you may need to teach the parent why an action or language is racist as well)

**To be reviewed Mar 21**

**Kate Halfpenny - Nov 20**