



TRINITY CATHOLIC COLLEGE & SIXTH FORM

ANTI RACISM POLICY

Adopted by: Trinity Catholic College & Sixth Form
Date Approved by Governors: January 2018
Next Review Date: January 2019

"An inclusive learning community living out Gospel values"

Racist behaviour and attitudes cannot be accepted within any school, but must exemplify a Christian ethos in the following ways:

- by honouring the **equality** and dignity of all in the school community (pupils, staff, parents)
- as children of God, whatever their race, language, or culture
- by celebrating the **differences** of heritage, belief, and practice to be found in school and society, recognising that true spiritual unity is founded in diversity
- by nurturing pupils in a **reconciling** community where they can grow in love and respect for others through relationships of care, forgiveness, and friendship
- by acknowledging the Gospel imperative that **justice** be evidently fulfilled in relations within the school and between the school and the community
- by witnessing to the **mission** of God's people through seeking to establish a model community where children and adults of all races work and learn together in partnership.

1. The governing body will wherever possible actively seek to reflect racial diversity in its own composition and in committees.

This may be difficult given the situation and nature of the school. However the governing body will be alert to opportunities which may present themselves and seek to increase the number of suitably qualified governors from minority ethnic backgrounds.

2. Procedures for staff appointments and appraisal will encourage the professional development of staff from all ethnic groups.

Equal opportunities must ensure that person specifications, interview questions and performance management criteria do not disadvantage staff on the grounds of their colour culture or ethnic background.

3. All staff will be provided with training to raise awareness of potential unintended racist attitudes and behaviour.

Staff can unintentionally stereotype pupils of particular ethnic groups in expectations of academic achievements or behaviour patterns. It is also easy to become blasé when racism is not frequently overt.

4. **Curriculum content and delivery should be inclusive, promoting equality and diversity. This will be achieved by ensuring that:**

- The curriculum provides access to common learning experiences to all students regardless of ethnic group
- The curriculum enables students to appreciate the historical, political, religious, cultural and economic situations leading to various ethnic groups living in the United Kingdom
- Schemes of work should reflect this policy
- Teaching promotes the value of all cultures and helps to raise self-esteem
- Teaching and resources both emphasise the unacceptability of racism
- Tasks, texts and resources do not use any racist language and promote positive images that challenge racial stereotypes. It is recognised, however, that the use of racist language can be integral to the themes of the texts, for example within the teaching of literature. In such circumstances the texts should be used sensitively and used to challenge racial stereotypes as well as to illustrate the negative effects of racism. Where historical texts portrays or describes minority ethnic groups negatively the cultural/historical context must be explored
- Assessment instruments are checked for cultural bias. School-based assessment avoids cultural bias wherever possible
- The school engenders a positive appreciation of different cultures; for example through the use of displays, specific events, visitors and role models
- Bilingualism is celebrated as an achievement
- There is the opportunity to use and study first languages, where possible up to GCSE level

5. **Pastoral Care and Behaviour Management should ensure that in all dealings with pupils cultural diversity is celebrated and racist behaviour challenged. There must be a clear and effective response to racist incidents and of pastoral care for those involved in such incidents. The school makes use of tootoot on line with all bullying/racist incidents recorded formally by school**

- All racist incidents are to be reported through Pastoral Leaders and to the Head Teacher or delegated member of the leadership team. They are also to be reported to the LA in line with the Middlesbrough Council **'Monitoring of Hate Incidents Policy'**.
- All incidents of racist behaviour by pupils are to be investigated by Pastoral Leaders. Any incidents involving physical aggression or repeated acts by an individual will be investigated by a member of the Leadership Team.
- Any incidents of racist behaviour by a member of staff will be reported to the Head Teacher who will set up an investigation
- The unacceptability of racism will underpin work with students and every effort made to overcome prejudice
- Students' names will be used with respect and every effort made to ensure their correct pronunciation

- Classroom management should take account of the need to integrate students through seating arrangements and group work to reduce feelings of isolation
- There should be no discrimination when sanctions are imposed. The sanction should relate to the misdemeanour
- Racism and racial harassment are clearly stated as unacceptable within the school's behaviour policy
- Any racist graffiti will be removed quickly

General School organisation

Murals, pictures and other displays will recognise and celebrate cultural diversity. These should illustrate people of different ethnic origins living and working together.

- The library will have a stock of books reflecting the cultural and linguistic diversity of society
- The school dress code will be flexible enough to reflect cultural needs
- Monitoring of the progress and achievements of students from minority ethnic groups will be built into the school's self review process

7. Trinity Catholic College recognises that Religious Education in particular and other curriculum areas should help prepare pupils for a multicultural, multi ethnic, multi faith society.

Pupils should be helped to celebrate diversity both within the school and more widely, involvement of members local faith communities in RE programmes and visits to places of worship will be encouraged.

8. Family, community, and overseas experiences (including languages) of children of all backgrounds will be valued within the school.

Respect and support for children in what is still a largely white British community is vital. Use of several languages should be positively encouraged- bilingualism is an asset. Respect for pupils languages and dialects increases self esteem and achievement.

9. Pupils should be helped to develop a positive attitude to people of ethnic groups not represented within the school.

In order to avoid impoverishment through lack of contact with people from a variety of ethnic and cultural backgrounds, the school will actively consider ways of countering this, e.g. participating in overseas links.

10. Pupils' work and other resources should be used to promote an image of the school which is inclusive and welcoming to all.

Trinity Catholic College recognises that the use of pupils' work in public places both gives them confidence and sends a clear message about the school's ethos. It is important that any displays reflect the reality of what is happening in the school.

