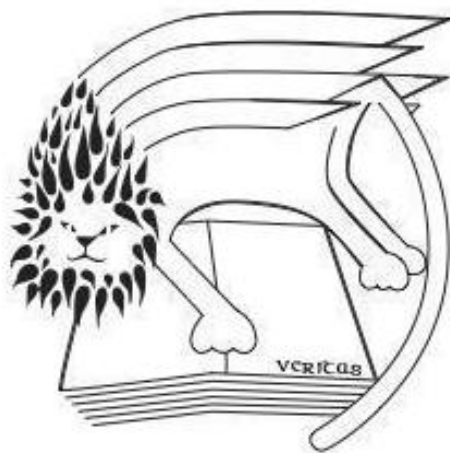


# St. Mark's Catholic School



## Anti-Racism Policy

Effective Date:	Review Date:	Prepared by:	Designated SLT:	Governor's Committee:
Oct 2024	Oct 2025	SMG	SMG	FGB

## Our Mission:

*St Mark's is a Catholic community inspired by Gospel values where relationships are rooted in love. At the heart of our mission is a commitment to live out our faith and a dedication to embrace excellence in all that we do. We believe in education that instils possibilities, transforms lives and enables all to fulfil their potential.*

The community of St. Mark's believes that every individual is created by God and is precious to God. Each person is called to serve God and their neighbour and to fulfil their potential.

St. Mark's is a Catholic School which has at its heart a love of God, the education of its pupils and a mission to serve our neighbours and community. We seek to foster a spirit of truth, reconciliation, justice and peace. We are committed to developing the spiritual, intellectual, moral, cultural, social and physical potential of all our members within a safe and supportive environment.

## **St Mark's Anti-Racism Statement**

**St Mark's is committed to work to become a truly anti racist school for the benefit of every member of the school community.**

## **Key Principles**

As a Catholic school St Mark's recognises its moral and legal duty to promote equality and eliminate unlawful discrimination and racism within the school environment and workplace. We reject all forms of racist behaviour and are committed to the elimination of racial discrimination in our organisation, curriculum and learning environment. Our school is dedicated 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 at St Mark's. We recognise and acknowledge that eradicating racism and discrimination from the learning and working environment, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community.

At St Mark's we welcome and celebrate the diversity of cultures, backgrounds, faiths and beliefs of everyone. We aim to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff well-being where they can achieve their full potential.

In our bid to be a truly anti-racist school we seek to ensure that St Mark's is a place where everyone is happy to learn and work. To achieve this we make a commitment to: engage with pupil, staff and parent voice; review our work and strategies regularly; engage with experts and fulfil our statutory responsibilities.

## Purpose

St Mark's Catholic School is committed to be an anti-racist school; to promote equality and actively tackle discrimination within all areas of school life. Our school community recognises and nurtures the identity of children and staff of all ethnicities, religions and cultures. We strive to develop positive anti-racist language, awareness, images, role models and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that harassment will not be tolerated. St Mark's will be proactive in celebrating achievements, both of individuals and groups of all backgrounds. All children need to see a range of cultures that are positively valued and represented. Through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism; and that racist symbols, badges or insignia are forbidden in school.

**In our journey to become an anti-racist school we are working with all members of our community and are committed to:**

- eliminating discrimination on the grounds of colour, religion, ethnicity or place of origin, including direct and indirect (unconscious bias, micro-aggressions), racial vilification and harassment – in all aspects of the learning and working environment;
- ensuring that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy;
- challenging racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- providing an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different ethnicities and different geographical regions;
- providing students, staff, parents, carer-givers and all members of our community a clear procedure to follow when issuing complaints and seeking resolutions;
  - assisting in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible;
- making sure that all students and staff are encouraged and supported to achieve their full potential;
- educating staff and students on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multicultural and multi-ethnic Britain, racial literacy, colourism, cultural appropriation etc so that all members of the community can recognise and report racism in all its forms. The school's approach to these issues, concepts and theories reflects government guidance, professional guidance from recognised experts and external agencies as well as examples of good practice;
- implementing anti-discriminatory employment practices.

In addition to this policy we have a longer term strategy to enable us to focus our work and ensure we make an impact. The strands within our strategy cover CPD for staff; curriculum (including PSHCE) and assessment; recruitment and retention and staff and student voice. The strategy will continuously be reviewed. 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, governors' meetings, assemblies and class discussions and student and staff voice surveys.

This policy and any actions that arise because of it, take into account current statutory requirements, in particular, we reference:

- The Race Relation (Amendment) Act 2000
- The Equality Act 2010
- The Children's Act 2004
- The Employment Act 2008 Under Section 71 of the Race Relations (Amendment) Act 2000

St Mark's Catholic School has a legal duty to "eliminate unlawful racial discrimination and promote equality of opportunity, and good relations between persons of different racial groups". In addition, The Equality Act 2010 makes it unlawful for the school to discriminate against, harass or victimise a child: a) in relation to admissions; b) in the way it provides education for pupils; c) in the way it affords access to a benefit, facility or service; d) by excluding a pupil; or e) by subjecting them to any other detriment.

St Mark's acknowledges 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"***. (Home Office, The Stephen Lawrence Inquiry: Report of an Inquiry by Sir William Macpherson of Cluny, Cm 4262-I, February 1999, para 6.34)

The current legal definition of racism in the UK is ***"Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race"***. (<https://www.cps.gov.uk/legal-guidance/racist-and-religious-hate-crime-prosecution-guidance>) Based on the above definition, for the purposes of this policy racism may refer to hostility or prejudice based on colour, ethnicity, ethnoreligious group (e.g. antisemitism) or place of origin (perceived or actual). Racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favourably because of their race, colour, descent, nationality or ethnic origin. 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. Racial harassment is defined 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"***. Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, 'banter' and pranks, malicious comments, hostile attitudes;
- non-verbal conduct of a racist nature: display 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.

A person who has experienced a racial incident can be said to be the victim of racial harassment. All members of our school community, including parents and care-givers, 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.

## **Responsibilities**

### **Students are responsible for:**

- treating others with respect in accordance with the school's anti-racism guidelines in pupils' diaries
- a student who perceives themselves to be the victim of racism, and students who witness incidents of racism have a responsibility to report this; and
- students should ask for help from staff in defusing a difficult situation. They should not retaliate.

### **Parents are responsible for:**

- if a parent is concerned that their child has experienced racism within the school community, they should talk to their child, listen, reassure, stay calm and inform the school.

- parents have a responsibility to support the school's Anti-Racism policy and to actively encourage their child to be a positive member of the school.

**SLT are responsible for:**

- ensuring all stakeholders are aware of how to report racist incidents;
- investigating incidents of racism and providing appropriate re-education and/or sanctions to perpetrators of racist incidents;
- being the contact point for allegations of racism and providing timely and professional responses to complaints regarding racism;
- monitoring exclusion data and red reports by ethnicity, identifying trends or patterns to ensure any barriers to students' feeling part of the community are tackled.
- reporting all racist incidents to the local authority and DoWAT
- ensuring the targets of racism receive timely and appropriate support either in school or via external/partner agencies.
- making sure this policy is readily available and that the governors, staff, students, and their parents and guardians know about it, are trained about it and that its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy;
- taking appropriate action in cases of racial harassment and racial discrimination.

**All staff are responsible for:**

- all teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic, religious and ethnic diversity, challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours;
- all staff, teaching and non-teaching should be vigilant in order that racist behaviour does not go undetected;
- dealing with racist incidents, 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, religion, ethnicity or place of origin; 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.
- promote an inclusive and collaborative ethos in their interactions with students, staff and parents;
- take all forms of racism seriously, and intervene to prevent incidents from taking place;
- staff and students' names will be accurately recorded and every effort made to be correctly pronounced;
- all staff should be aware of possible cultural assumptions and bias within their own attitudes;
- use of language that perpetuates negative images of minoritised ethnic groups must not be used e.g. terms such as 'third world' or 'natives';
- staff must screen resource materials to ensure anything that could be offensive or sensitive is not used or shared. Posters, books, TV programmes and worksheets must reinforce respect and value one another's differences;
- show equal regard for all; praising, rewarding and celebrating the success of all children;

- recognise that the behaviour of all staff in the school will be seen by students as model behaviour, therefore it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children and high quality professional relationships with all adults.

### **The Governing Body is responsible for:**

- ensuring that the school complies with relevant equality and employment legislation, and that this policy and its related procedures and strategies are implemented.

### **Good Practice**

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all students. These could include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all students in our multicultural society;
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;
- developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence;
- encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom;
- building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.

### **Reporting and Responding to Incidents of Racism**

*See appendix flow chart.*

If a student commits an act of racism this must be recorded on SIMs and reported to the relevant Pupil Progress Leader who will then determine the next course of action.

If a member of staff commits an act of racism against another member of staff, then the Headteacher or a member of SLT should be informed so action can be taken, if required, and incidents can be monitored. Where applicable we encourage staff to try to resolve any issues through a conversation explaining why their actions are racist and have caused offence. All staff members at St Mark's should be open and receptive to these conversations so we can learn and move forward. If a member of staff commits an act of racism against a student or parent (or member of staff) then this should be reported to SLT and this will then be investigated and the correct procedures outlined in staff policies will be followed.

All racist incidents in school are recorded and logged.

The school recognises the need for education in order to eradicate racism. All stakeholders in school must be able to identify racism, cultural or religious prejudices or unconscious bias in order for us as a community to respond, challenge and prevent. The need for education extends to dealing with the instigators of racist incidents. Where incidents are caused by a lack of understanding the student(s) will be directed to a task to reflect on the harm caused. Where the incident stems from a desire to cause harm / distress / or is a repeated incident of racism the student(s) involved will be sanctioned in line with the school's bullying and behaviour policies. The aim when managing any racist incident is to find a way to achieve mutual understanding and ultimately reconciliation. The process of reconciliation requires those who committed the racist act to hear and acknowledge the hurt they have caused, admit their mistakes and genuinely apologise. The process is completed by the person who has been targeted with the racist behaviour accepting the apology and offering forgiveness. This process is rooted in our Catholic faith and the model of restoration of relationships exemplified by Christ.

## Related Policies

Behaviour policy  
Anti-bullying policy  
Equality Objectives  
Staff Disciplinary policy  
Staff Grievance Policy

## Anti-Racism Glossary

<https://www.lawsociety.org.uk/topics/ethnic-minority-lawyers/a-guide-to-race-and-ethnicity-terminology-and-language>

### Anti-racism

Anti-racism is an active commitment to working against racial injustice and discrimination. It's making conscious and thoughtful decisions regarding your own behaviours and how they negatively influence and impact your own biases and actions. You do not have to be completely free of racism or bias to be anti-racist. Part of the role as an anti-racist person is self-reflection and self-improvement. An anti-racist is different from a non-racist due to the active nature of the position. To be anti-racist is to be an active part of the solution, whereas a non-racist is a bystander of the problem.

### Race

Race is a categorisation that is based mainly on physical attributes or traits, assigning people to a specific race simply by having similar appearances or skin colour (for example, Black or white). The categorisation is rooted in white supremacy and efforts to prove biological superiority and maintain dominance over others. It's now widely accepted that race is a social construct. However, having been racialised and shared common experiences of racism, racial identity is important to many and can be a basis for collective organising and support for racially minoritised individuals.

### Ethnicity

Ethnicity is broader than race and has usually been used to refer to long shared cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins (for example, African-Caribbean, Indian, Irish). Ethnicity can be seen as a more positive identity than one forged from the shared negative experiences of racism. It's more commonly used and asked about within diversity questionnaires in the UK.

### Ethnic minority, minority ethnic or minoritised ethnic

These terms usually refer to racial and ethnic groups that are in a minority in the population. In the UK, they usually cover all ethnic groups except White British. For example, they include white minority ethnic groups such as Polish or Gypsy, Roma and Irish Traveller. 'Minority ethnic' is sometimes preferred over 'ethnic minority'. Use of minority ethnic was proposed to help counter the use of the term 'ethnic' when referring to people who are not White British. Some felt that by not putting 'ethnic' first, 'minority ethnic' better recognised the fact that everyone has an ethnicity including White British people. 'Minoritised ethnic' (or the similar term 'racially minoritised') has been recommended more recently as it recognises that individuals have been minoritised through social processes of power and domination rather than just existing in distinct statistical minorities. It also better reflects the fact that ethnic groups that are minorities in the UK are majorities in the global population. As we discuss further below, you should take care when using umbrella terms such as these. Users should be aware of the negative consequences of grouping all minoritised individuals together in this way, especially when there is significant diversity between them. Always consider use of these terms carefully and be sure and prepared to clarify which races and/or ethnicities you are actually speaking about.

### 'BAME' and 'BME'

These acronyms have been used to refer to people of non-white ethnicities who are minoritised in the UK. Note that these statistical categories do not tend to include white minority ethnic groups but they do include those who identify as having a mixed ethnicity. Both 'BAME' (Black, Asian and minority ethnic) and 'BME' (Black and minority ethnic) are often used when making comparisons with the white population in the UK and reflect a common way of gathering and collating statistics, for example, by the Office for National Statistics (ONS) and in company diversity monitoring. 'BAME'

became more frequently used than 'BME' to recognise the significant and distinct Asian population in the UK. It should be noted too that the 'Asian' category used by the ONS includes South Asian ethnicities (for example, Indian, Bangladeshi and Pakistani) and East Asian ethnicities (for example, Chinese). Use of the term 'BAME' has been increasingly criticised. In Black History Month, our Ethnic Minority Lawyers Division recorded a podcast on '[Is BAME problematic?](#)'. More recently, UK broadcasters (the BBC, ITV, Channel 4 and Channel 5) have committed to avoid using the acronym wherever possible. The controversy and unease with the term 'BAME' largely stems from the grouping together of diverse ethnicities, and the implication that it reflects a singular or homogenous ethnic identity. However, it may be appropriate in some contexts still to use such broad categories, for example, when you are making statistical comparisons between white and the Black, Asian and minority ethnic populations.

It's better to write them in full at first use, as research has found many also do not understand what they stand for. You should also use capitals and avoid writing 'Bame', which implies it's a distinct word or identity, or pronouncing it as a word. The population of the UK has become much more ethnically diverse and the range of differing experiences and identities has grown. There is a real need to acknowledge this and improve our understanding of the experiences of different racial or ethnic groups rather than lumping them all together. Data collection and statistical analysis (sample size permitting) should seek to move beyond simplistic comparisons wherever possible. Terms such as 'BAME' or 'BME' should not be used as a replacement for directly addressing a specific racial or ethnic group or individual when that is who we are speaking about. They are not adjectives and do not describe an individual identity. For example, avoid saying: "He's a BAME solicitor." Where possible be specific and say "he's a Black solicitor" or "she's an Asian solicitor".

### **People of Colour**

This is primarily used in the USA and has not been fully adopted within the UK although it has become more popular. Some perceive it as a more positive term than 'BAME' or 'BME'. However, others see it as similarly problematic, in that it groups together people of great ethnic diversity and different shared experiences and identities.

### **Cambridge Dictionary**

#### **Colourism**

Dislike and unfair treatment of the members of a particular racial group who have a darker skin colour than others in the same group.

Example - One of the first forms of colourism was slave owners deciding that only light-skinned enslaved people would work in the house while the darker-skinned ones were subjected to the harsh conditions of the fields.

#### **Microaggression**

a small act or remark that makes someone feel insulted or treated badly because of their race, sex, etc., even though the insult, etc. may not have been intended, and that can combine with other similar acts or remarks over time to cause emotional harm.

Examples – tokenism or objectification, assumptions, colour blindness, denial or racism.



# St Mark's Catholic School - Reporting and Responding to Prejudice Related Incidents

**What should I do if a student commits an act of racism?**



1. Challenge it.
2. Record it on SIMs.
3. You can also follow this up with an email to the PPL.

**What will happen to a student who commits an act of racism?**



Where the incident stems from a desire to cause harm or is a repeated incident of racism the student(s) involved will be sanctioned in line with the school's bullying and behaviour policies. All students will be directed to complete tasks to reflect on the harm they have caused.

**What should I do if a member of staff commits an act of racism against another member of staff?**



1. Challenge it.
2. Try to discuss the incident with the member of staff to inform them why what they have done was offensive.
3. Inform SLT for monitoring purposes and to determine if further action is required.

**What should I do if a member of staff commits an act of racism against a pupil or parent or is accused of doing so?**



**Inform the Headteacher or any member of SLT.**