



NOTRE DAME HIGH SCHOOL

ANTI-RACISM POLICY

The school opposes racism and discrimination and works to combat such attitudes. We believe that all students are unique and of equal value regardless of colour, culture, ethnic origin or any other difference.

- 1. The governing body, sub committees and interviewing panels should, wherever possible, reflect racial diversity.**

The governing body will, whenever possible, seek to increase the number of governors of minority ethnic backgrounds. These should be encouraged to play a key role in policy making and personnel appointment.

- 2. Procedures for staff appointments should not disadvantage any staff on the grounds of their colour, culture or ethnic background.**

Equal opportunities must ensure that person specifications, interview questions and criteria do not disadvantage any staff on the grounds of their colour, culture or ethnic background. Staff from minority ethnic groups should not be appointed on tokenistic grounds e.g. solely for their cultural expertise.

- 3. Performance management and all aspects of training should encourage the professional development of staff from all ethnic groups.**

- 4. Staff should be provided with training to raise awareness of racist issues.**

It is easy for staff subconsciously to stereotype students of particular ethnic groups in expectations of academic achievements and/or of behaviour patterns. Stereotyping can be addressed by training staff to deal with their own feelings about race.

- 5. There will be a clear and effective pattern of response to racist incidents and of pastoral care for those involved.**

Racist incidents can arise from abusive behaviour by pupils, by staff, or by parents or others in school. Pupils can be involved in the establishment of codes of conduct, to determine what is acceptable behaviour in the school community. Governors must then ensure that clear, effective and openly just procedures of enquiry and sanction are in place to deal with breaches of the codes. Emphasis will generally be on arbitration rather than discipline, providing

immediate continuous support for pupils suffering from racial abuse and resulting in counselling and support for those exhibiting racist behaviour.

- 6. Any information gained from the monitoring of progress/behaviour/attendance of any students should be sensitively handled, to ensure that all students are fulfilling their potential.**

- 7. The curriculum will help prepare students for a multi-cultural, multi-ethnic and multi-faith society.**

All subject departments, wherever possible, will help students to celebrate diversity within the school and more widely. Religious Education will play a role by involving members of other faiths.

- 8. The school will celebrate all aspects of cultural diversity within the school and promote self-esteem and positive self-image.**

Respect and support for isolated families and students from different backgrounds is vital in largely mono-cultural schools. Use of several languages should be positively encouraged – bilingualism is an asset and respect for pupils' languages and dialects increases their self-esteem and educational achievement.

- 9. Staff and students will be helped to develop a positive attitude towards people of ethnic groups within the school and those not represented within the school.**

Students can be educationally impoverished through lack of contact with people from a variety of ethnic and cultural backgrounds. Governors and teachers should actively consider ways of countering this.

- 10. Assessment must be fair and valid for all students and accessible to parents.**

- 11. The image of the school is inclusive and welcoming to all, through the promotion of students' work and other resources.**

Use of students' work in public places gives them confidence and sends a clear message about the school's ethos.

PROCEDURES FOLLOWING A RACIST INCIDENT

1. RACIST INCIDENT LOG

The incident will be recorded using the Racist Incident Log. This will enable the School to keep a record and provide the appropriate data to Sheffield LEA of the number of incidents per year.

2. Students will be interviewed and an apology sought

The apology will take place after the student has been counselled about the racist nature of what they have done and the Schools' commitment to not accepting racist behaviour, and as in our Anti-Bullying Policy it may also result in:

- 2.1. Detention.
- 2.2. Verbal reprimand.
- 2.3. Letter to parents.
- 2.4. Isolation from class.
- 2.5. Reconciliation.

3. Two or more racist incidences will result in:

a letter being sent home,

and as in our Anti-Bullying Policy it may also result in:

- 3.1. Parents to be contacted and invited to come into school.
- 3.2. Detention, either at lunch time or after school.

4. A serious racist incident will result in one or more of the following:

- 4.1. A letter being sent home.
- 4.2. Parents to be contacted and invited to come into school.
- 4.3. Detention, either at lunch time or after school.
- 4.4. Counselling.
- 4.5. Service to the school community, e.g. wiping trays, litter picking, cleaning tables, etc.
- 4.6. Exclusion.