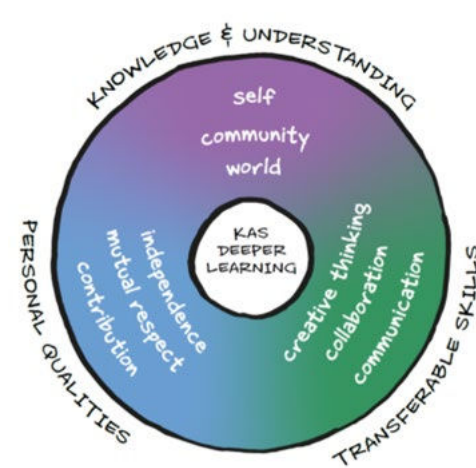


## KAS AGAINST RACISM



### The KAS Deeper Learning Wheel

All King Alfred policies relating to students are informed by our vision of a holistic education, which is represented by the graphic above. This Policy connects to each of the three sections:

In **Knowledge and Understanding**, we aim for all our students to develop a strong understanding of themselves as learners and successful members of the school community. Social responsibility is actively promoted across the school.

In **Personal Qualities**, we aim to support students to make wise and sensible decisions about their own behaviour (independence), to understand the importance of operating within school boundaries (mutual respect), and to appreciate their role in creating a safe and supportive environment (contribution).

In **Transferable Skills**, we aim to support students to recognise others' opinions and value their contribution; and to communicate effectively and respectfully with others.

## 1. INTRODUCTION

At King Alfred School, we are committed to fostering a diverse, inclusive, and equitable environment that celebrates and respects the uniqueness of every individual. We believe in the importance of combating racism in all its forms and ensuring that every member of our school community feels safe, valued, and empowered.

At King Alfred School we will **not tolerate any form of discrimination**, including racism, on the basis of race, colour, ethnicity, nationality, disability, gender, gender identity, neurodivergence, religion, socio-economic status, sexual orientation, or any other protected characteristic.

We **educate** all students about racism in a manner which is suited to their age and experience.

Our aim is to ensure that all members of the school community, including students, staff, parents, and visitors, will be treated with **dignity, fairness, and respect**.

## 2. SCOPE OF POLICY

KAS Against Racism outlines our commitment to actively address and strive to eliminate racism within our school.

It provides a framework for the school's approach to promoting greater understanding between diverse individuals, and the importance of education and dialogue in combatting racism and all forms of discrimination.

*Appendix 1 to this policy outlines the additional considerations in dealing with racist incidents in line with the school's Behaviour Policy. Please read both the school's Anti-Bullying and Behaviour policies for more information.*

### **3. EXPECTATIONS**

i. Racism in any form will not be tolerated at King Alfred School.

Racism is the belief that some races are inherently superior or inferior to others, leading to prejudice, discrimination, or mistreatment based on race. It involves the attribution of certain characteristics, abilities, or values to individuals solely based on their race or ethnicity, often resulting in the denial of equal rights and opportunities.

We recognise that racism harms members of our school community in ways that are not always seen or recognised. This could lead to, for example, stress and anxiety for individuals who experience racism or the creation of a hostile or exclusive environment where individuals do not feel that they belong.

ii. We will all play an active role in ensuring that everyone feels a vital part of the school community.

In order to create an inclusive and welcoming culture we will proactively foster a school environment that is supportive, and nurtures a sense of belonging, whatever their background.

We will actively seek partnerships with organisations and individuals who share our commitment against racism and to diversity, equity, inclusion and belonging.

### **4. EDUCATION**

#### **Students**

We are committed to educate students on what racism is, its impact and how to challenge it throughout their journey through the school. We are committed to develop respect and understanding in students and enable students to take positive and informed action in challenging racism.

The school's PSHE and Callover programme support this Policy. The programme will be delivered both in-house and through external speakers who have experience and expertise in this area.

We ensure that our curriculum reflects the diversity of our society and actively promotes an understanding of different cultures, perspectives, and histories. Our teaching practices will be sensitive to the needs of students from diverse backgrounds, and we will provide support and resources to help all students thrive academically and emotionally.

We actively promote cross-cultural dialogue, intercultural understanding, and empathy among students and staff. Resources, clubs, and events that celebrate diversity and inclusion are encouraged and supported. We will audit this on an annual basis.

#### **Staff**

We provide ongoing training and professional development opportunities for all staff members to enhance their understanding of racism. Staff are encouraged and supported to actively challenge racist behaviours, language, and stereotypes, and to create an inclusive and supportive classroom environment.

## **Parents**

We seek to engage parents through workshops and talks. Our DEIB Parent Forums enable parents to share their views, give feedback, and work alongside the school in progressing Diversity, Equity, Inclusion and Belonging.

We will collaborate with parents, guardians, and the wider community to address racism and promote inclusivity.

## **INFORMATION, ADVICE AND SUPPORT**

The school recognises that understanding and challenging racism can be difficult and that individuals will require different levels of support and guidance. Students, staff and parents can approach the DEIB Lead, School Counsellor and pastoral staff for consultation and advice. Any conversation will be treated sensitively. We want all members of the community to feel able to speak openly and to ask questions as we understand this is the process by which we learn and improve together.

## **RESPONSE**

We have clear channels for reporting incidents of racism, ensuring that all members of the school community feel comfortable and safe coming forward (Appendix 1). Students can report racist incident anonymously via boxes outside the School Counsellor's office and Pastoral Assistant's office. Incidents can also be reported to any member of the pastoral team, including the Heads of Year, Assistant Head Pastoral and the School Counsellor. Staff are able to report racist incidents via CPOMS where racism is an identified category under bullying and safeguarding. Any reports of racism or racial bias are investigated promptly and impartially. Appropriate disciplinary and education measures are implemented when racism is found to have occurred, and restorative practices will be utilised whenever possible to repair harm and promote understanding. Parents will be informed if their child has instigated or experienced racism in school.

## **MONITORING AND REVIEW**

We use data from, for example, the Flair survey and racial incidents log on CPOMS, as part on an annual review. We also monitor the data on staff retention, career progression and recruitment; pupil retention and admissions; and other appropriate aspects concerning our student body. This will be reported to Council. Feedback from students, staff, parents, and the wider community will be sought at regular intervals and considered to improve our practices.

This policy will be reviewed at least every two years, to ensure its effectiveness and relevance.

**APPENDIX 1**

**Pastoral Issue or learning issue across multiple subjects**

**Considerations when dealing with racist incidents**

1. We understand that for some members of the KAS Community dealing with racism is part of their daily life. This might mean that comments that are seemingly insignificant to an observer are part of an accumulation of hurtful comments and behaviour.
2. Racist incidents may be the result of ignorance and a lack of understanding. We therefore ensure that education is always part of the response when dealing with racist incidents.
3. The 1999 McPherson Report defined a racist incident as “any incident which is perceived to be racist by the victim or any other person”. This will be the starting point for investigations of racist incidents.
4. The process at all stages is led by trained staff, and where - appropriate, from a racialised minority group.

	<b>STEP</b>		
<p>If another student has been impacted by this incident, then their needs and wishes will be taken into account as we work through the process.</p> <p>They will receive all appropriate support, and there will be close communication with their family throughout.</p>	<b>1</b>	<b>Concern raised</b> <b>inform family</b>	by pupil, peer, staff, parent, other <b>(other than in exceptional circumstances)</b>
	<b>2</b>	<b>Investigation</b>	establish facts, through statements and witnesses
	<b>3</b>	<b>Conclusion from investigation</b> <b>inform family</b>	<b>meeting, phone call or email</b>
	<b>4</b>	<b>Response to individual</b>	<u>could include</u> meeting with student meeting with family sanction (e.g. social suspension, internal suspension, Head's suspension, external suspension) support - internal or external appropriate educational input expectations about the future (e.g. contract) monitoring (e.g. report)
	<b>5</b>	<b>Restorative Process</b>	as appropriate and handled with all due care and sensitivity