

Federation Vision

The vision of the Fairlawn and Haseltine Federation is for our children to be exceptional learners who can apply their knowledge and skills to all situations and for the federation to provide consistently outstanding teaching for learning experiences throughout a child's time with us. As Rights Respecting schools, all children's rights are promoted.



This Anti-Racism Policy should be read in conjunction with:

- Behaviour Policy
- Anti-Bullying Policy
- Reporting of Hate Incidents procedures
- Safeguarding and Child Protection Policy and KCSIE
- E-safety Policy & agreements
- Home-School Agreements between staff, children & parents
- Equalities Act 2010
- Whistleblowing Policy
- Lewisham's Pledge to Tackling Inequalities in Education:
<https://lewisham.gov.uk/myservices/education/schools/race-equality-in-schools>

Introduction

Fairlawn & Haseltine are proactive in meeting and implementing their duties outlined within the Equality Act 2010. The schools actively seek to promote racial equality and race relations to eliminate racial discrimination. Fairlawn & Haseltine are committed to offering the best possible life chances for all stakeholders within our community and place our children at the centre of these intentions.

Fairlawn's Equality Objectives can be found on our website:

<https://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2023/11/Fairlawn-Equality-Statement-2023.pdf>

Haseltine's Equality Objectives can be found on our website:

<https://haseltine.lewisham.sch.uk/about/equality-strategy/>

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This policy intends to align the schools' values and makes clear within these communities and beyond, that we are committed to identifying and removing discriminatory practices, including any form of racism or racist behaviour, in line with the Federation's vision where we will create an environment where children are encouraged to be exceptional learners who can apply their knowledge and skills to all situations. We will provide consistently outstanding teaching for learning experiences throughout a child's time with us. As Rights Respecting Schools, the rights of the child will underpin all that we do.

We intend for all children within Fairlawn & Haseltine Primaries to find a school that is safe and welcoming where they can achieve success. The schools position themselves as inclusive, anti-racist schools that recognise the role prejudice and hostility play in undermining a community where all individuals can belong and feel seen. In line with the schools' legal duties within the Equality Act 2010 and Keeping Children Safe in Education 2023, Fairlawn & Haseltine have implemented an Anti-Racist policy, taking proactive measures to ensure equity of opportunity within the Education of all children. All stakeholders are expected to adhere to this policy.

Aims of the Policy

The Fairlawn & Haseltine Federation aims to promote race equality, actively tackling racial discrimination within all areas of school life. The schools aim to promote, in the widest sense, a happy and nurturing environment in which individuals are appreciated and respected.

All children and staff are expected to further this objective through our curriculum, policies and general practice. We strongly believe that our community should feel represented and reflected throughout all of Fairlawn & Haseltine learning, and we are committed to fostering a sense of belonging for all.

We aim to:

- make sure that all our racially minoritised children and staff are encouraged and supported to achieve their full potential and have the ability to thrive, within a community that creates opportunities to belong;
- provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups;
- prevent direct and indirect, overt and covert discrimination on grounds of race or geographical origin
- challenge, through systems, procedures and teaching: racial discrimination; racist behaviour; racist language or harassment and prejudice and stereotyping, however thoughtless or unintentional;
- assist in the identification of possible barriers to equality of opportunity for children and staff and to ensure that these barriers are addressed where possible.

Definition of Racism:

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In line with the schools' Behaviour and Anti-Bullying Policies, racism is considered to be a High-Level Negative Behaviour and a form of bullying and will be responded to accordingly.

Bullying is defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) and is recognised by the schools as being a form of peer on peer abuse in line with the school **Safeguarding and Child Protection policy**.

The federation therefore recognises that racism can be emotionally abusive and can cause severe and adverse effects on **children's** emotional development and mental health, including having feelings of isolation, depression, anger or even shame about their race or how they look and can lead to adverse childhood trauma.

For **adults**, unfair treatment and microaggressions at work, over-disciplining in schools, prejudice and discrimination in day-to-day life can cause the following mental health issues: depression, stress, emotional distress, anxiety, post-traumatic stress disorder (PTSD), suicidal thoughts, increased blood pressure, substance abuse and unhealthy eating habits.

<https://www.stophateuk.org/2022/10/17/how-racism-affects-health-and-wellbeing/>

The Federation recognises that there are 4 types of racism that impacts on members of the schools' communities - pupils, staff & parents: Institutional, Interpersonal, Internalised and Structural. Behaviours and actions within these categories can be covert or overt:

1. Institutional racism:

- The Stephen Lawrence Inquiry Report defined this as: 'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'
- When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.
- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and Fairlawn & Haseltine recognise the need to consciously challenge such attitudes.

2. Interpersonal racism:

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This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

- Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture;
- Derogatory name calling, insults, ridiculing and racist jokes;
- Racist graffiti;
- Provocative behaviour such as wearing racist badges or insignia;
- Verbal abuse and threats;
- Incitement of others to behave in a racist way;
- Racist comments within the context of lessons.

3. Internalised racism:

When racism is internalised, the person accepts the negative attitudes, beliefs, stereotypes and ideologies that the dominant society perpetuates about the marginalised racial group. The power that the dominant group holds in society enables them to determine what is correct, acceptable or normal. Any deviation from this standard is therefore labelled as incorrect, unacceptable and/or abnormal. Internalised racism can result in:

- Mental Health issues, such as depression
- Feelings of inferiority
- Low self-esteem
- Self-doubt
- Feelings of rejection
- Feelings of helplessness and/or hopelessness
- People of colour not wanting to associate with the 'norms' of their own race – they may identify as White

Overtime, it could also lead to:

- Oppressed rage
- Obesity
- Addictions
- High blood pressure
- Stress
- Domestic abuse

4. Structural (or societal) racism

Structural racism is a type of racism based on a set of institutional, historical, cultural and interpersonal practices within a society that places one or more social or ethnic groups in a better position to succeed and disadvantages other groups so that disparities develop between the groups. It is a feature of the social, economic and political systems in which we all exist.

The Federation recognises the importance of the following sources to support parents, staff & children when discussing racism & the impact of it:

- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>
- <https://www.acas.org.uk/race-discrimination/types-of-race-discrimination>
- <https://www.citizensadvice.org.uk/law-and-courts/discrimination/discrimination-because-of-race-religion-or-belief/discrimination-because-of-race/>
- <https://www.mind.org.uk/information-support/tips-for-everyday-living/racism-and-mental-health/>
- <https://www.youngminds.org.uk/young-person/coping-with-life/racism-and-mental-health/>

In Practice:

a) Curriculum:

- We will use the Curriculum to teach equality and respect, creating opportunities across all subjects to support children in valuing cultural diversity and understanding.
- We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding for all at age appropriate levels
- **School Environment**
 - Fairlawn & Haseltine are committed to ensuring that our book corners and displays are reflective of the children in our classrooms; it is important that our children are able to identify with characters in stories, with story lines and with authors.
- **PSHE**
 - More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHE) to prepare children to meet their responsibilities as citizens in a multi-cultural society.
 - Children will be taught explicitly about prejudice and discrimination within society and the effect that this can have, and will be given time and space to reflect on their own experiences.
 - They will also learn about their legal rights under the Equality Act 2010, and how they can ensure that they are maintaining the rights of others.
 - We will also ensure that teaching materials used are representative of our school community, for example when children are learning about future career options and/or people who inspire them.
 - Please see PHSE policy & curriculum for further details.
- **Wider Curriculum**
 - At Fairlawn & Haseltine, we are also committed to teaching children about their rights through Unicef's Rights Respecting Schools program.
 - Within this context the school will continue to teach children the difference between right and wrong and the need to respect one another as well as themselves.
 - We will seek to promote racial harmony, prepare children for living in a diverse and increasingly inter-dependent society and specifically to address racism, sexism and other forms of discrimination.
- **RE**

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- The RE curriculum is also key in enabling children to gain insights into the origins and practices of their own cultures, and into those of the wider community.
- Various trips over different year groups allow first-hand experience of different cultures and beliefs.

Staff Code of Conduct

All staff are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate. Please see Staff Handbook – Code of Conduct section.

b) Social Inclusion:

As an inclusive School, Senior Leaders and the Governing Body will seek to ensure that:

- All children achieve as much as they can, and derive maximum benefit, according to their individual needs, from what the school provides;
- Children, or groups of children, who may be underachieving in particular areas are identified and strategies are put in place to increase their rate of progress;
- There is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual children: Pupil Progress meetings are held termly;
- Account is taken of children's views as we seek to remove barriers to attainment and progress.

c) Behaviour Policy/Anti-bullying Policy and Safeguarding Policy:

We include racial issues in the School's Behaviour and Anti-bullying policies and the Federation is committed to our principle of promoting anti-racist practices and behaviour.

These policies also align with the school Safeguarding and Child Protection policy, in addition to the reference policies outlined above that this policy should be considered in conjunction with.

Please refer to these documents on our website.

d) Racist Incident Reporting:

Fairlawn & Haseltine endeavour to challenge racism and racist behaviour towards all members of our community.

Staff:

- We have procedures in place for the reporting of racist incident incidents – see Reporting of Hate Incidents Procedures and/or our Whistleblowing Policy.

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Pupils:

- All incidents which appear to have racist connotations should be reported to the Headteacher or Designated Safeguarding Lead in line with the school safeguarding and child protection policy.
- A written record will be of any allegation/belief that a racist incident has occurred. The Hate Incident Reporting format is used for this purpose.

Parents:

- Parents can report incidents of racism directly to the headteacher or can follow the complaints procedure if they consider that the incident has not been dealt with appropriately:
 - Haseltine: <https://haseltine.lewisham.sch.uk/wp-content/uploads/2023/12/Haseltine-Complaints-Policy.pdf>
 - Fairlawn: <https://www.fairlawn.lewisham.sch.uk/wp-content/uploads/2023/11/Complaints-Policy-September-202377.pdf>

Policies that outline the schools' processes and consequences of racist behaviour from children/staff include:

- Behaviour
- Whistleblowing
- Safeguarding
- Reporting Hate Incidents

e) Employer Responsibilities:

The School has in place a number of personnel policies and procedures which meet our legal responsibilities and promote good practice in the area of equal opportunities, including:

- recruitment and selection procedures;
- a Code of Conduct for School-based staff;
- induction arrangements for staff newly appointed to the school, including Staff Handbook;
- Whistleblowing Policy.

We take into account the need to identify and meet staff training needs through access to good quality training and opportunities to exchange good practice. This includes dealing with racial equality and racist issues appropriately.

Staff can also expect to receive, at least yearly, training in a range of aspects around anti-racism & racism, such as:

- Responding to racism
- Embedding a shared language
- Colourism & Hairism
- Unconscious Bias

Online resources for staff include:

- <https://www.acas.org.uk/race-discrimination>
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

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The school encourages whistleblowing (see Whistleblowing Policy) and would involve HR to support staff who have experienced racism in the workplace.

For staff needing support outside of school based & HR personnel, the Education Support website: https://www.educationsupport.org.uk/get-help/help-for-you/helpline/?gad_source=1&gclid=EALalQobChMludvw25LvQMVXzfUAR3SwwnKEAAYASAAEgJCUfD_BwE and telephone number: 0800 562 561 are available.

f) Headteacher's Responsibilities

It is the responsibility of the Headteacher to inform the Governors of the number of racist incidents towards children, by children in termly FGB meetings. If an incident occurs towards a member of staff or to a parent, it is a duty of the Headteacher to inform the Chair of Governors as and when the incident is reported.

In addition, the Headteacher will endeavour to ensure that:

- All staff understand and implement this policy;
- Staff training needs on anti-racism are met;
- The policy is communicated to visitors, contractors, service providers and others associated with the school;
- Racist incidents have been investigated and concluded appropriately and according to procedures and will measures are taken to prevent further incidents;
- The whole community is involved in our work to becoming an Anti-racist school;
- The school is committed to Lewisham's Pledge to Tackling Inequalities in Education.

g) Governing Body Responsibilities:

Members of the governing body will endeavour to ensure that:

- They have undertaken relevant training;
- Have read & understand Lewisham's Governors' Toolkit for Tackling Inequalities in Education;
- Use this Toolkit to challenge the headteacher and the practice in school;
- It is made aware of racist incidents and will challenge the school to ensure appropriate measure were taken to prevent further incidents.

h) Pupil Responsibilities

Pupils will endeavour to ensure that they:

- Respond to the school anti-bullying and behaviour policies
- Share concerns when they have them – either for themselves or for their peers
- Respond to the schools' values
- Adhere to the Pupil/School Agreements & Online Agreements

i) Safeguarding Lead Responsibilities

The DSL will ensure that they:

- Respond to incidents of racism through the lens of safeguarding and child protection.

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- Consider the impact of harm for pupils involved in incidents of racism.
- Follow the reporting procedures

j) Parent Responsibilities

Parents will endeavour to ensure that they:

- Share concerns with the school when they have them
- Respond to the schools' values and parental code of conduct
- Follow the correct reporting procedures (see Reporting Racist Incidents section above)

k) All Staff Responsibilities

All staff will endeavour to ensure that they:

- Adhere to the schools' policies outlined within the intentions of this policy
- Share concerns about staff or pupils when they have them
- Respond to the schools' values
- Consider incidents of racism through the lens of safeguarding and child protection.
- Are involved in our work to becoming an Anti-racist school
- Are committed to Lewisham's Pledge to Tackling Inequalities in Education

Staff Responsible	Sara Anderman, Headteacher Haseltine Hania Ryans, Headteacher Fairlawn
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