



Anti-Racism Policy

1. Definition of Racism

- 1.1 The Pegasus Academy Trust (PAT) will adopt the definition of racism as defined in the Macpherson Report: *'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as its more overt form'*.

2. Rationale

- 2.1 The primary objective of the Pegasus Academy Trust, as stated in its [Articles of Association](#) is *'to advance for the public benefit education in the United Kingdom'*. The Trust does this according to the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all pupils in the UK and prepares them to be good citizens of a society which is based on mutual respect and understanding. It is therefore important that as a Trust no one is made to feel different due to their colour, culture, origin, gender or religious beliefs.
- 2.2 Pupils, teachers and all other staff working within the Trust will endeavour to further this objective by making their own contribution towards a happy and caring environment and by showing respect for each other's racial and cultural backgrounds, treating each other with dignity - see our 'Pegasus People' statement. Discrimination on the basis of colour, culture, religion or origin is not tolerated in any of our schools. The Trust acknowledges the complexity of British society and recognises that it would be failing our pupils if it did not prepare them to be Londoners of the future. The Trust is committed to emphasising the common elements and values of our multiple cultures whilst appreciating the differences. A racist incident is one perceived to be racist by the victim or any other person and all incidents in [2.3] below should be assessed with this in mind.
- 2.3 Unacceptable racist acts:
- a) Direct physical assault or threat of it;
 - b) Inciting racism in others;
 - c) Behaving in a racist way and treating others less favourably on the basis of race;
 - d) Racist name-calling, repeating the racist comments of others or racist 'joke-making';
 - e) Expressing prejudices or deliberate mis-information on racial or ethnic distinctions;
 - f) Distributing racist literature;
 - g) Writing or expressing provocative slogans or catch phrases, including on social media;
 - h) Refusal to cooperate with other people because of their ethnic origin

3. Principles

- 3.1 The Trust is an anti-racist organisation and is committed to challenging racism in any form and will not tolerate it. The Trust will:
- a) Instigate action to support victims of racism;
 - b) Ensure existing Trust policies address inappropriate behaviour around racism and other discriminatory practices;
 - c) Follow proper internal procedures and, according to the policies of PAT, record and report racist incidents to the appropriate authorities within the Trust to endeavour to eradicate such behaviour;
 - d) Educate staff on racism in order to prevent unintentional acts of racism;
 - e) Promote a safe and supportive environment enabling victims to feel comfortable about reporting racism;
 - f) Ensure that no member of staff will be excluded or treated differently due to them reporting racism;
 - g) Ensure that all staff are held accountable to being anti-racist by means of regular training;

h) Guarantee that any racist incident is resolved to the satisfaction of the victim and according to the established policies of the Trust.

3.2 This policy also relates to other guidance and intentions detailed in the Trust's Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Safeguarding Policy and the DfE's 'Every Child Matters' policy.

4. Purposes for pupils

4.1 Pupils will be encouraged to enjoy the multi-cultural and diverse nature of London. Through a well-balanced, objective and sensitive curriculum, pupils will avoid omissions and misrepresentations of historical, cultural and racial differences and experiences.

4.2 Our pupils will know and understand, from an early age, what constitutes a racist remark or action and why it is offensive (**See 'Unacceptable racist acts' [2.3] above**); to use the correct name to describe their language and be confident to speak, hear or read in their home language in school whilst being careful not to use their own language to deliberately exclude other pupils.

5. Guidelines for staff

5.1 General staff guidance

- a) Pupils' names will be accurately recorded and correctly pronounced. Where staff are unsure they will be led by the children and their families;
- b) All staff in our schools take all forms of racism seriously, and intervene to prevent incidents from taking place when arguments may escalate. We attempt to support all children in the Trust and through our actions, establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of racism;
- c) We recognise that the behaviour of all staff in the Trust will be seen by children as model behaviour, therefore it is imperative that all staff behaviour demonstrates acceptance, understanding and care towards all children and high-quality professional relationships with all adults;
- d) We show equal regard for all and our interactions are free from intimidation;
- e) Staff should be aware of and value the language or dialect spoken by pupils and their families, which is recorded on SIMS;
- f) All people must be aware of the use of racist connotations in the language they themselves use. Where this becomes apparent, other staff might have a supportive conversation with a colleague to suggest alternative language – see **Appendix A 'Glossary'**;
- g) All staff should consider possible cultural assumptions and bias within their own attitudes. Where this becomes apparent, other staff might have a supportive conversation with a colleague to make them aware of this;
- h) The help of parents in school will be welcomed irrespective of their racial or cultural backgrounds;
- i) Parents, staff and pupils will be made aware of the Trust's commitment to mutual respect through newsletters, assemblies and displays;
- j) We will routinely review the representation of the community groups represented within the Trust in the learning materials offered to children and this will be obvious in displays around the school and at events like international evenings;
- k) Racist symbols, badges or insignia on clothing or bags are forbidden in all schools within the Trust;
- l) Racist graffiti should be immediately reported so that it can be removed;
- m) In all staff appointments the best candidate will be appointed based upon strict professional criteria as required in equal opportunity legislation;
- n) The Trust follows the national admission policy which does not permit race or colour to be used as criteria for pupil admission;
- o) All new staff will be given a copy of this policy.

5.2 The role of Members of the Academy Council (MACs)

- a) The Academy Councils support the Head of School/Deputy Heads. This policy statement makes it very clear that the Directors and Academy Councils do not allow racism to take place in any school within the Trust, and that any incidents of racism that do occur are taken very seriously and dealt with appropriately;
- b) The Academy Council monitors the incidents of racism that occur, and reviews the effectiveness of this Trust policy on a regular basis. The Directors have a standing item on termly Heads of School reports that require the Head of School/Deputy Head to keep accurate records of all incidents of racism and to report to the MACs about the effectiveness of school antiracist strategies;
- c) MACs respond immediately to any request from a parent to investigate incidents of racism. In all cases, MACs notify the Head of School/Deputy Head and asks him/her to conduct an investigation into the case and to report back to a representative of the Academy Council.

5.3 Role of Head of School / Deputy Head of School

- a) The Head of School will implement the Trust's anti-racism strategy and ensure that all staff (both teaching and non-teaching staff) are aware of the Trust's policy and know how to deal with incidents of racism;
- b) The Head of School reports to the Academy Council about the effectiveness of the anti-racism policy in the Head of School report;
- c) The Head of School and teachers will ensure that all children know that racism is wrong, and that it is unacceptable behaviour in this Trust. The Head of School and teachers draw the attention of children to this fact at suitable moments through assemblies, the PSHE curriculum and when setting class rules. For example, if an incident occurs, they may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong. Children also discuss racism at school council meetings and in class circle time meetings;
- d) The Head of School ensures that the staff involved in incidents of racism receive sufficient training and/or are suitably experienced;
- e) The Head of School sets the school climate of mutual support, respect and praise for success, so making any form of negative comment less likely. This positive climate is reinforced through the Trust's 'Pegasus People' mission statement. When children feel they are important and belong to a friendly and welcoming school, any form of bullying or racist behaviour is far less likely to be part of their behaviour;

5.4 The role of midday supervisory assistants (MSAs) & Lunchtime supervision staff:

- a) The MSA/lunch time supervision staff have a special responsibility to be alert to signs of racism during the longer lunchtime playtime;
- b) All incidents involving intimidation, violence and social exclusion that are reported by a child to an MSA/lunchtime supervision staff must be referred on to the Head of School/Deputy Head of School or most senior member of staff;
- c) Lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing;

5.5 The role of parents

- a) If a parent is concerned that their child is being targeted, then they should talk to their child, listen, reassure, stay calm and if unsure seek advice on what to do. The parent should talk to the child's teacher (first), then the Head of School if required.
- b) 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.

6. Actions following a racist incident

- 6.1 All forms of racial abuse by any person within the school are treated seriously.
- a) We will record, investigate and act upon such incidents and 'all' parties will be contacted as required;
 - b) All incidents of racism should be reported to the Head of School or in his/her absence another senior member of staff. All racist incidents will be investigated by the Head of School or other senior staff member;
 - c) The HOS will keep a record of any racist incident in their office/on CPOMS.
 - d) It will always be made clear to offending pupils/staff that such behaviour is unacceptable and will not be tolerated at any school within the Pegasus Academy Trust. By encouraging pupils/staff to work collaboratively within an integrated group we will discourage such abuse;
 - e) Racist incidents in school are reported to MACs at Academy Council Meetings (see [5.3] above) Parents are notified of racist incidents if an incident is proven, or told of allegations if the circumstances cannot be reliably determined.
 - f) MACs will be informed about the occurrences of racial incidents by the Head of School's and training may also be offered to support MACs in properly dealing with racist incidents through Octavo;
 - g) Should any member of staff be aware of a racist incident out of school, perhaps involving pupils, parents or carers this should also be referred to the Head of School who may record and report any such incident to an appropriate agency (e.g. police, housing, Racial Harassment Project)

7. Strategies employed to raise awareness and so reduce risk of racism.

- 7.1 Among the strategies that PAT uses to raise awareness are:
- a) Participation in multicultural/international week;
 - b) Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PSHE but not restricted to these subjects)
 - c) Providing positive images and role models in resources and displays- use of videos etc.
 - d) Provide opportunities for pupils to learn about cultural diversity e.g. units of work for history, geography, R.E. art and music;
 - e) Where possible involving people from diverse and varied backgrounds in school;
 - f) Using PSHE., circle time and assemblies to discuss and develop strategies for dealing with conflict, for encouraging co-operation and collaborative learning and for listening to each other's point of view and opinion;
 - g) Use of language that portrays negative images should be avoided, e.g. terms such as 'third world' or 'natives'. Consider resource materials so that an accurate picture is given in pictures, posters, books, TV programs and worksheets to reinforce respect and value one another's differences;
 - h) Having high expectations of all children regardless of background;
 - i) Implementation of SEAL across the school – promotes relationships;
 - j) Staff vigilance and training;
 - k) Focus for Assemblies – raise awareness through stories and positive examples.

8. Monitoring and review

- 8.1 This policy is monitored by the Head of School/ Deputy Head of School, who report to MACs as detailed at 5.3 [b] above;
- 8.2 Directors have the overall responsibility for the implementation and effectiveness of this policy and review it when advised by the Executive Principals that this is necessary.

9. Revision history

Date	Revisions made
March 2021	Policy formulated by inclusivity committee (from original by Bure Valley School???) and revisions to make more specific to PAT suggested by JR.
May 2021	Improved version with ambiguities removed throughout
June 2021	[V4] Glossary added and grammar checked for final version

Appendix A - Glossary

A1. Introduction

A1.1 When talking about race and ethnicity there are several words, phrases and acronyms that are frequently used in conversation in the UK. However, language and terminology are continually changing and it is important to acknowledge the meaning and terms we use to address individuals and communities should be respectful and inclusive. It is also important to realise individuals and communities will decide how they want to be identified and described. Identity is very personal. It is useful to listen, educate yourself and if in doubt ask the individual how they would like to be identified?

A2 Terminology

A2.1 **Race.** Race is a system of categorisation that is based mainly on physical attributes or traits, that assigns people to a specific race through similar appearance such as skin colour or facial features (for example, 'Black', 'Brown' or 'White'). Social psychologists view race as a social construct. However, recognising race as a social construct does not make it less real as within society individuals are racialized and experience racism and bias. Through categorisation race advantages certain groups of people and disadvantages others in society.

A2.2 **Ethnicity.** The term 'ethnicity' is considered 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' or 'Irish'). It is more commonly used and asked when collecting data around populations in the census or in equality monitoring questionnaires in the UK.

A2.3 **Ethnic minority, minority ethnic.** 'Ethnic minority' or 'minority ethnic' are terms used to 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.

A2.4 **BAME or BME.** Defined by The Cambridge English Dictionary as '*An abbreviation for Black, Asian, and Minority Ethnic: used to refer to people in the UK who do not consider themselves to be white*'. 'BME' is a shortened version generally understood to mean 'Black and Minority Ethnic'. **Please note** that there is not a consistent approach across government to the use of these abbreviations and the Race Disparity Unit (RDU) do not use them at all as they do not believe them to be widely enough recognised. <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity>

A2.5 **Racially minoritised** is a term used 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. In addition, terms such as ethnically diverse or racially and culturally diverse are now more widely being recognised to describe racial or ethnic diversity communities as opposed to BAME or BME.

A2.6 **People of Colour.** This is a descriptor 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 because it does not assume or make reference to a majority White population. However, others see it as similarly problematic as BAME or BME, in that it groups together people of great ethnic diversity and different shared experiences and identities.

- A2.7 **Unconscious bias** (or implicit bias) is often defined as prejudice or unsupported judgments in favour of or against one thing, person, or group as compared to another, in a way that is usually considered unfair. Many researchers suggest that unconscious bias occurs automatically as the brain makes quick judgments based on past experiences and background. As a result of unconscious bias, certain people benefit and other people are penalised. In contrast, deliberate prejudices are defined as conscious bias (or explicit bias). Unconscious bias tends to be exhibited toward minority groups based on factors such as class, gender, sexual orientation, race, ethnicity, nationality, religious beliefs, age, disability and more.
- A2.8 **White privilege** is the societal privilege that benefits white people over non-white people in some societies, particularly if they are otherwise under the same social, political, or economic circumstances.
- A2.9 **Please note.** Care should be taken when using umbrella terms such as these by grouping all minoritised individuals together as this homogenises their lived experiences. Although they may share commonalities in some aspects there will also be significant difference between them. Always consider whether to use these terms and it may be more useful to talk with specificity with regard to races and/or ethnicities for example, Black Caribbean or African, Asian Bangladeshi, Chinese or Mixed heritage.

A3 Racism

- A3.1 Racism does not only discriminate against some people based on race it also privileges others. Racism comes in many forms and can be broken down into 3 categories:
- a) **Interpersonal racism.** Prejudices and discrimination behaviour where one group makes assumptions or has biases about the abilities, motives and intent of other groups based on their racial or ethnic categorisation. This set of prejudices leads to intentional and unintentional acts towards members of that group.
 - b) **Internalised racism.** Where members of the stigmatized or/ and marginalised group are bombarded with negative images or acts about their worth or abilities. They may internalise those negative messages which in turn hold them back from reaching their full potential.
 - c) **Institutional racism.** When private or public institutions discriminate either directly or indirectly against certain groups or communities based on race or ethnicity. Institutional racism resides in the policies, procedures, operations and culture of public or private institutions – reinforcing individual prejudices and being reinforced by them in turn.
- A4 **Anti-Blackness.** Anti-Blackness refers to systemic racism and oppression specifically against, Black individual or communities which includes the devaluation of Black lives, violence against Black people, and the unwillingness to acknowledge their humanity.
- A5 **Islamophobia.** Anti-Muslim hate is the expression of systemic racism against Muslims and those racialised as Muslim. It is the marginalisation of the Muslim community where they may experience violence, harassment and discrimination.
- A6 **Anti-Semitism.** Anti-semitic hate relates to feeling or showing hostility, violence, harassment towards or discrimination against Jews as a cultural, racial, or ethnic group.
- A7 **Anti-Asian hate.** In the UK, there has also concerning increase in violence against East and South East Asian (ESEA) community since the COVID pandemic in 2019. This has led to an increase in hostility, violence and harassment towards South East Asian and Chinese communities.

- A8 Anti-racist.** Being anti-racist is the commitment to identifying and fighting racism in any form, including in yourself and society. It is an active stance, as opposed to simply “not being racist.” According to Ibram X. Kendi, the author of ‘How to be Antiracist’, being non-racist implies neutrality, and neutrality in the face of racism simply upholds existing inequitable systems.
- A9 Intersectionality.** Intersectionality refers to the overlap of systems of oppression — including sexism, racism, homophobia, etc. — and the way they disproportionately affect people with intersecting identities - for example, the unique ways in which Black or Asian women are subjected to both racism and sexism. The theory of intersectionality was developed by lawyer and civil rights advocate Kimberle Crenshaw.