



## Anti-racism Policy

This policy applies to all members of the Russell School Trust, which includes Royal Russell Senior School, Royal Russell Junior School and St David's School, Purley.

### The School Communities

Royal Russell School and St David's School actively celebrate the diversity of our pupils, staff and families and the school communities are made up of children, staff, parents, other employees, guardians and governors from many different races, creeds and backgrounds. Our schools welcome pupils from all faith backgrounds and none; we encourage all pupils to reflect on spiritual, moral and social questions and our approach is influenced by our Christian ethos and tradition.

### Statement

**All governors, members of staff, all pupils, all parents and members of the wider Royal Russell and St David's communities must understand that racism will not be tolerated within the Russell School Trust.**

As a learning community we understand and take seriously our responsibility to ensure that we promote the message of inclusion, embracing equality, diversity and being actively anti-racist in our curriculum, our ethos, our teaching and in all areas of School 'life'; we understand the need to address, in meaningful and sensitive ways, all of the issues that young people face in these areas.

Royal Russell and St David's schools strive to provide an inclusive and tolerant environment in which the wellbeing of every young person comes first and, in so doing, we aim to embrace and support our whole community.

We are a community that has always sought to promote and support a deeper understanding of inclusion and anti-racism, but we also understand that we can and should do more. This includes a commitment to increase the racial diversity of our curriculum. For Royal Russell School, this commitment is further explained in our '[Strategic Inclusion Activities](#)' document, published on our website.

We understand that we must also equip our pupils with the knowledge and skills to meaningfully reflect on the most difficult concepts such as accepting diversity and countering entrenched racism. As educators, we want to work hard to better understand the issues at hand and make changes that will be genuinely impactful.

In summary we will:

- challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- make sure that all pupils and all staff are encouraged and supported to achieve their full potential;

- provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups and different geographical regions;
- prevent direct and indirect, overt and covert discrimination on grounds of race or geographical origin;
- assist in the identification of possible barriers to equality of opportunity for pupils and staff and ensure that these barriers are addressed where possible.

## Understanding and tackling Racism

Racism is a form of bullying. It can be both (a) **institutional** and (b) **personal**, overt or subtle, intentional or unintentional.

### a. 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 Royal Russell and St David's School recognise the need to consciously challenge such attitudes.

### b. Personal racism:

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.

Alleged incidents of racism will be investigated by following our Behaviour Policies and Discipline Procedures.

If, on investigation, the Headmaster considers that a hate crime has been committed, he will report the incident to the police:

[How to report hate crime | Metropolitan Police](#)

If, after investigation, an incident of racism is proved, sanctions will be issued for those involved.

For pupils, these are set out in our Disciplinary Policies and may include a fixed term or permanent exclusion from the School.

Repeated or extreme racist behaviour is incompatible with our School values and

permanent exclusion may be used in such cases.

For staff, the Staff Code of Conduct sets clear expectations of behaviour and possible disciplinary action is set out in the Staff Disciplinary Procedure and includes the potential for dismissal for an act of gross misconduct.

For parents, racist behaviour is incompatible with our School values and with the expectations set out in our terms and conditions. As such, racist behaviour by a parent could result in their child being permanently excluded from the School.

In all cases a record of the incident will be kept on file and the perpetrator will be offered appropriate training in order to improve their understanding of the serious nature of their actions. It is important that the victim of the racist incident is made to feel comfortable with the outcome of any disciplinary measures taken. It is also important to remember that anyone who has been a victim of a racist incident has the legal right to report it as a crime to the police.

### **Teaching approaches**

In seeking to promote both understanding and challenging of discriminatory attitudes staff may, on occasion, use material that includes the use of offensive language. By acknowledging the existence and use of such language, both in its historical and contemporary context, staff can help to, in the controlled environment of the classroom, reinforce the clear message that such language has no place in the School or in the wider community.

Staff must be careful in their approach to such language and should always be aware of any occasion on which such language is likely to feature in their lesson. It is therefore the job of Heads of Department and Subject Leaders to ensure that all staff in their department are kept up to date with a list of resources that contain language that could be deemed offensive. Furthermore:

- Staff will not, on any occasion, use offensive language themselves, but will instead make it clear through phrases such as "the n word."
- No resource produced by staff should include such terms in full, instead they should be blanked out with only the first, or first and last, letters used
- Only in published resources, such as novels or films, can such words be seen in full.
- Any written or spoken use of such language in either its explicit (media and published text only) or blanked out form, must be accompanied by a discussion of the context in which it is being used.
- Before any class discussion, it is the responsibility of the member of staff to explain to pupils that any use of such language no matter the context, will not be tolerated and will be sanctioned in accordance with the Behaviour Policies.

**This policy should be read in conjunction with the:**

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Staff Disciplinary Procedure
- Staff Code of Conduct

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## English Department Policy for the use of Racial Language in Literature

In line with the school's Anti-Racism Policy, the English Department aims to promote the message of equality, embracing diversity and being actively anti-racist in our curriculum and our teaching. Being a subject that involves much discussion and exploration of meanings, we understand the need to address in meaningful and sensitive ways, many of the issues that young people face in these areas.

Part of our aims and objectives as a department are as follows: to help pupils engage with a wide range of literary texts from around the world; to explore, through literature, the cultures of their own and other societies; to find enjoyment in reading literature and understand its influence on individuals and societies. With these aims comes a commitment to promote and support a deeper understanding of equality, diversity and anti-racism.

One such way we address this is through our wide choice of texts and the lens through which we explore these texts. For the IGCSE specification, most classes teach John Steinbeck's *Of Mice and Men*. This is a classic, accessible novel; we find Royal Russell pupils excel with their understanding and analysis of this novel and perform well in the examination. Through the teaching of this novel, we explore the presentation of Crooks as a sympathetic character and Steinbeck's anti-racism sentiment that challenged 1930s American attitudes to race.

At Key Stage 3 students may study "Lord of the Flies" by William Golding, another classic novel from the twentieth century. Through the teaching of this novel (and with reference to *A Coral Island* which Golding refers to), we explore and challenge how attitudes to race and culture have changed and developed over time.

From time to time, unseen fiction and/or non-fiction texts in KS4 or KS5 may include challenging language and/or themes. Whenever these texts are met, we ensure that references to language and culture are explored and challenged in an appropriate way.

As part of our Anti-Racism Policy, we endeavour to challenge the use racial language. We therefore must acknowledge the prevalent use of racial language in the novels mentioned above in their presentation of 1930s American society and Post War British society. In particular, we approach the use of the word 'n\*\*\*\*\*' with much caution and acknowledge the social and emotional weight that this word carries. Our approach is as follows:

- The word 'n\*\*\*\*\*' will be encountered by pupils in written form when reading the text, either in class or at home.
- Before reading the novel, we address the context of this word. We discuss how it was normalised amongst ranch workers in 1930s American society and what this shows about the times in which they lived. We recognise how language and attitudes change over time; we reinforce how offensive this word is today and how its use now is completely inappropriate.
- As such, when reading in class, both pupils and teachers do not say the word aloud, but are invited to 'blank' it out or say the "the 'n' word". Pupils can write the word as part of an analysis essay in the following format: 'n\*\*\*\*\*'. It can never be used out of context.
- We never tolerate the use of this word being spoken aloud and foster an understanding that misuse of language can cause offense.
- Any misuse of this word, or any other racist language in the English classroom, would result in possible disciplinary action as laid out in the school's Anti-Racism Policy.

Please see the school's Anti-Racism Policy for further details about our response to racism and racist language in general.