

Fioretti Trust

Name of Policy

Anti-racism

<u>Version</u>	<u>Date Proposed</u>	<u>Date Accepted</u>	<u>Date of next review</u>	<u>Signature (Chair of Committee)</u>	<u>Reason for Revision</u>
Version 0.1	04.07.23	11.07.23	July 2025		New Policy

<u>Written By</u>	<u>Committee Responsible</u>	<u>Regularity of review</u>
EW, CG and IDEA Working Party	Trust Board	Bi-Annually

Fioretti Trust

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DRAFT Anti-Racism Policy

Introduction and background

The Fioretti Trustees believe that all pupils, staff, parents and carers within our Trust schools have the right to be treated with respect and to feel safe with regard to their individual ethnic background.

The Trust established an Inclusion, Diversity, Equity and Accessibility (IDEA) Working Group in Spring 2022, in order to improve and promote IDEA issues in schools across our Trust. Following feedback from a range of stakeholders, it was a recommendation that the Trust introduce an anti-racism policy as an early priority.

The Trustees and our Central Team recognise that talking about racism can often be difficult and uncomfortable, therefore accessing training on racial literacy and building confidence to speak about issues concerning race is essential. On this basis, the Trust has employed external consultants, equipped with the relevant skills, to support and help with staff training.

The consultants have also supported the Trustees, Central Team and IDEA Working Group in the development of an Anti-Racism Action Plan which was ratified (December 2022) by the Trustees as a first step to producing this Anti-racism policy.

Purpose

All children in our schools have the right to receive their education and maximise their potential in an environment free from humiliation, oppression or abuse on racial grounds. Parents/carers should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with, and that help and support will be given to all involved.

Definition of racism

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

Good practice

- Our senior leaders will demonstrate a strong commitment to anti-racism and provide clear guidance, support and training for all staff.
- Our senior leaders will work to ensure that the policy and its related procedures are understood and promoted across the Trust.
- Our schools will ensure that racial equality and equal opportunities good practice exists throughout the selection and recruitment process for staff.
- Our school communities recognise, nurture and celebrate the identity of children of all ethnicities and cultures.

- Our schools strive to develop positive anti-racist language, and awareness to create an environment where all people are equally valued and where no harassment will be tolerated.
- Our schools will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds.
- All children will have access to a good curriculum enriched with resources which incorporate the contributions from a range of cultures across all subject areas.
- All children will have the opportunity to see and share a range of cultures which are positively valued, for example: through trips and visitors.
- Through appropriate PSHE lessons, collective worship and the wider curriculum, pupils will be shown that racism, in any form, is unacceptable.

The role of staff

- As part of the staff induction process, all new starters will receive training on anti-racism as we see this as an integral part of safeguarding children.
- All staff will lead by example and actively promote a culture of anti-racism in all they do.
- All staff will access bi-annual, and additional training as required, regarding racism and unconscious bias.
- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- All staff should act as soon as possible where a racist incident occurs and ensure that all interaction is carried out privately, i.e., away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- All reports of racist incidents must be recorded on the safeguarding management system (e.g. CPOMS) and this log is reported termly to local governors and trustees (data is used to monitor patterns and trends).
- The school will contact the parent/carers of the victim and perpetrator. A suitable sanction, following the school level Behaviour Policy, will be discussed with all parties involved.

It is essential that work to address issues of racism and equity should take place at every opportunity through the curriculum. There are a wide range of strategies that teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include:

- Providing positive images and role-models in resources, displays and through educational visits and visitors to school, which reflect the experiences and backgrounds of all children in our multicultural society.
- Critically examining existing resources in the school to ensure that stereotyped and out-dated images and viewpoints of groups of people are not being perpetuated.
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence.
- Exploring with children at the appropriate level, issues of racism and equity in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.
- Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.

- Building positive links with community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.
- Having high expectations and aspirations for children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

The role of the pupil

- All pupils should adhere to our school's Behaviour Policy.
- Pupils who witness incidents of racism have a responsibility to report this.
- We recognise that pupils subjected to racism may have concerns about sharing their experience, however, we strongly encourage them to share their experience with a member of staff so that the issue can be fully investigated.
- Pupils should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

The role of parents/carers

- Parents/carers are asked to fully support the school's policies on anti-racism and behaviour and will inform the school if they believe a racist act has occurred at school.
- Parents/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in working with school staff to support their child in understanding the impact of their behaviour and learning from the incident.

The role of Trustees and Local Governors

- The Trustees are responsible for ratifying the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed. The Trustees and Local Governors will:
 - support the Head of Trust, Senior Leaders and staff in the implementation of this policy;
 - ensure anti-racism is a regular item for discussion at Board meetings;
 - be fully informed on matters concerning racism; and
 - regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Monitoring and review

The Trustees recognise the importance of monitoring the impact and overall effectiveness of the anti-racism policy closely. The policy will be subject to consideration in daily school life, staff meetings, SLT meetings, Trust /Local Governing Board meetings and class discussions. It will also form part of the annual Fioretti IDEA Toolkit self-evaluation audit, a detailed evaluation of how the Trust is performing in respect of IDEA (including anti-racism) where data and trends are considered, along with any recommendations for changes to this policy. The outcome of this audit will be reported to all stakeholders via the Fioretti website.

This policy will be reviewed every two years