



Robert Bloomfield Academy

Anti-Racism Policy

Current Version	<i>June 2021</i>
Minor changes made	
Significant changes made	
Ratified	
Validity	2 Yearly
Next Review	June 2023
Author	S Robson, Assistant Principal



Anti-Racism Statement 2021

To be reviewed Summer Term 2023

1. Principles

Robert Bloomfield Academy (RBA) and the Local Authority (LA) have accepted and endorsed the Macpherson Report. As such, RBA have adopted the guidance issued to schools by the LA. The purpose of this guidance is to help create a learning community characterised by empathy, understanding and harmony across ethnic, national and faith traditions. In our Trust, we aim to nurture diversity and value and celebrate it. RBA will adopt fully the Statutory Code of Practice on the Duty to Promote Race Equality (May 02).

2. Definitions

"Promoting Race Equality" involves tackling unlawful discrimination, promoting equality of opportunity and promoting good relationships between people from different racial groups.

The definition of a racist incident, from the Macpherson Report is:

"A racist incident is an incident which has been perceived to be racist by the victim or any other person"

The report also raises the issue of institutional racism and this is defined 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 amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."

Education is the key to creating a just society which values all the people living and working in it. It is important that in any educational establishment, the key principles are agreed with all adults, students, their parents and the communities to which they belong, and that everybody involved works towards a shared vision and common goals.

- All learners, irrespective of class, race, religion, culture, gender, sexual orientation or disability have an equal right to develop and achieve their full potential.
- Education curricula should have a broad global perspective, which validates worldwide contributions to knowledge and civilisations.
- Education should enable students to understand the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with racial discrimination and harassment. Students should be encouraged to reflect on the impact of social discrimination and the need to promote justice for all.
- Education is concerned with knowledge, skills, attitudes and values. All those involved in education must have a clear understanding of the non-discriminatory attitudes and values to be developed in children, through the educational opportunities and experiences offered.
- Social, linguistic and cultural diversity are strengths to be utilised by teachers and educators in enriching and enhancing children's learning.
- The language or languages a child speaks are intrinsic to personal and cultural identity. The languages used in the home should be recognised and valued in school.
- All learners need access to the language that is the main medium of instruction in the school. An effective command of the main language is essential in order to ensure that learning and communication are not impeded.

- All education establishments should implement an agreed policy on equality of opportunity, access and race equality. The effectiveness of strategies for tackling abuse, harassment and isolation on the grounds of gender, religion, race, sexual orientation or disability should be regularly monitored.
- Education should be a partnership between schools and parents, recognising the existence of complementary expertise and knowledge. Schools need to build partnerships with the home, providing opportunities for parents to appreciate the values underpinning education and to develop a shared perspective on the importance of linguistic, racial, religious and cultural diversity.

3. Strategies

- Home-School Agreement, work across the curriculum and collective worship opportunities/assemblies all support RBA's aspiration to have an effective policy and practice.
- RBA will monitor and record all racist incidents; this is a strong recommendation of the Macpherson Committee.
- The recording of incidents and the opportunity to be 'listened to' will provide a safe and secure environment for the students.
- The Principal will maintain a file of all incidents, collected from pastoral leaders throughout the school (SIMS).
- An annual return will be sent to the LA, in aggregated form and with total anonymity.
- RBA school management will assess and evaluate policies, to ensure their proposed impact on race equality is considered.
- Assessments of student performance and attendance will be analysed.
- The regular re-drafting of our Race Relations Policy, with regard to curriculum content, management, staff development and recruitment, admissions, student support, student discipline and community links.

4. Monitoring, Evaluation and Review

The Assistant Principal for Conduct will monitor, and evaluate the policy. The policy will be reviewed biannually by the Senior Leadership Team and the Governing Body

5. Implementation

This policy is available on the school website, on request to parents, the LA and OFSTED through the Principal

6. Author & Date

Steve Fox Vice Principal.
June 2019

Approved by

Reviewed:

Stuart Robson, Assistant Principal: Conduct
June 2021