



St Leonard's

C of E Primary School

Anti-Racism Policy

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To be reviewed:	July 2028
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‘A new commandment I give you: love one another. As I have loved you, so you must love one another.’

John 13:34

With God’s help, we will be inclusive, independent, inquiring and inspirational.

- We will be inclusive by loving all and embracing differences so that all are treated with dignity and respect.
- We will be independent by persevering and encouraging everyone to be the best they can be, working together as a nurturing, Christian family.
- We will be inquiring by asking questions so that we grow in mind, body and spirit, learning about God’s wondrous, diverse world.
- We will be inspirational by following Jesus’ example, making a positive difference in the lives of others through love.

Introduction

At St Leonard's C.E Primary School, we aim to provide a high quality education in a happy, safe and nurturing environment. Staff, pupils and parents work together to create a kind, compassionate, trauma informed school. Any conduct, words or practices which either disadvantage or advantage people because of their colour, culture or ethnic origin, is not tolerated. If any such instances occur, we deal with them quickly and effectively and in line with this policy, our Anti-Bullying policy and our Behaviour and Relationships policy.

St Leonard's C.E. Primary School is committed to anti-racism. This means:

- We do not tolerate any form of racism or discrimination on the grounds of skin colour, nationality, ethnic origin, religion or belief.
- We will work to address any inequalities, pledging to take actions that will address access and opportunity for all pupils, by highlighting inequalities and increasing awareness.
- We are committed to creating a learning environment where every pupil is respected and valued.

Aims & purpose of the policy

At St Leonard's, we are committed to promoting equality, diversity, justice and inclusion within our school community.

Our aim is to ensure a safe, supportive, and inclusive environment for all children, staff, parents, and visitors, irrespective of their race, ethnicity, or background. The intent of this policy is to affirm our stance against racism in all its forms and to actively implement practices that promote anti-racism within our educational framework. Racism is a crime, and race is a protected characteristic under the Equality Act 2010.

We are aware that discrimination can be unconscious and difficult to spot. It therefore requires all staff to be self-aware and think about their own day-to-day responses and practices, encouraging a culture of reflection and challenging negative behaviour, language and attitudes. Staff training is important in achieving these outcomes.

At St Leonard's, our aim is that our children grow up to be respectful citizens in modern, multi-cultural Britain. We recognise that our school population is mainly White British and through our Equity, Diversity, Justice and Inclusion work and action plan we aim to teach our children the British Value of mutual respect and tolerance.

Objectives

1. To Foster Understanding: Educate the school community about racism, its impact, and the importance of anti-racism.
2. To Promote Inclusion: Create an environment where all students feel valued and respected.

3. To Enhance Cultural Competence: Equip students and staff with the tools to engage with and celebrate diversity.

4. To Encourage Reporting: Establish clear procedures for reporting incidents of racism and addressing them promptly and effectively. This is done by staff under serious incidents on Behaviour Watch.

5. To Engage the Community: Work collaboratively with parents, carers and local organisations to support anti-racist initiatives.

Legislation guidance documents

Our anti-racism policy is underpinned by relevant legislation, including:

- The Equality Act 2010
- The Children Act 1989 (and subsequent amendments)
- The Education Act 2011
- Human Rights Act 1998
- Commission on Race and Ethnic Disparities (2021) 'Education and training'

Definitions

Racism: Discrimination or antagonism directed against individuals or groups based on their race or ethnicity.

Anti-Racism: Active efforts to oppose and eliminate racism in all its forms, promoting equality and justice for all

Racism can take many forms, but the following are types of racist behaviour which we may face in a primary school:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner

A racist incident is any incident, which is perceived to be racist by the victim, or any other person.

Anti-racism is part of everything we do as we know that prevention is better than cure.

Our commitment to anti-racism is not limited to a single lesson or awareness week – it is woven into daily school life. We actively work to create an environment where pupils have respect for themselves and for each other. We have several preventative strategies.

These include:

- Inclusive teaching and curriculum: Ensuring representation, diversity, challenging stereotypes, tackling bias, racism and celebrating identity is interwoven throughout subjects.
- Supporting pupils to develop a confident sense of personal identity.
- Teaching British values and protected characteristics
- Behaviour and ethos: Developing an inclusive school ethos where all members of the school community feel valued, respected and safe and making clear that discriminatory language or actions will never be tolerated and will always be addressed seriously.
- Ensuring school and classroom resources, posters, pictures, books, music, toys, dolls and other materials are diverse in terms of race and ethnicity (as well as faith, gender, family situations, disability.)
- Recruitment and staffing: promoting fairness and inclusivity in hiring and professional development.
- Policies and practice: Implementing robust policies and monitoring these effectively. Analysing racist incidents and using the data to inform policy and practice.
- Monitoring, pupil voice and accountability: using data and listening to pupil voice to identify inequality, shape our approach, and measure impact.
- Staff training and development: providing staff with regular training opportunities to grow in confidence and knowledge, and to reflect on their practice.
- Partnerships and advocacy: working with families and the wider community to act together, while enabling pupils to take meaningful action on issues of justice within and beyond school. Developing strong links with the community and outside agencies.

Our school's curriculum ensures that pupils are taught about the key values that support an anti-racist culture, including:

- Equity – fairness in access, opportunity, and experience.
- Diversity – celebrating all religions, races, and ethnicities.
- Justice – fairness and non-discrimination, safety and security.
- Inclusion – belonging and feeling relevant and involved.
- Voice – representation, participation and the power to affect decisions.
- Respect – enabling and protecting personal and cultural dignity, enabling truthful histories, and destigmatising communities.
- Wellbeing – understanding how racism damages victims' physical, mental and emotional wellbeing.

Procedures for dealing with racist incidents

1. Staff or children who witness or hear racism or language related to race, religion or culture to report this to a member of DSL/SLT immediately. This includes any reference to skin colour, hair colour, clothing or anything that could be perceived as racist language.
2. DSL/SLT will discuss the incident with the **victim** and any witnesses and investigate thoroughly.
3. DSL/SLT will discuss the incident fully with the **person who used the language** so that they are made to understand the effects of their racist behaviour. It will be made clear that racism is not tolerated at St Leonard's. This will be done following the restorative approach as per our Anti-bullying and Behaviour and Relationships policy.
4. Parents of the victim(s) and the person/people who used the language will be informed of the incident and the action taken. Parents/carers do not have access to the information concerning any other child or person involved.
6. The incident is recorded on CPOMs, along with actions taken and this is monitored for frequency of incidents or emerging patterns.
7. Racist incidents are reported to Governors on a termly basis and
8. Consequences for the child/ren are decided upon depending on the severity of the incident at the Headteacher's discretion and in line with the Behaviour and Relationships policy.
9. Support will be offered for both the victims and the person who used the language and their family's to ensure the behaviour is not repeated.

Support

We recognise that victims will need support and must be reassured that the matter will be treated seriously and that a full investigation will take place. We will ensure that parents/carers are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide support or encourage parents/ carers to seek support for themselves and other members of the family.

We recognise that members of staff can also experience racial harassment from pupils/young people, from other staff, from parents/carers, and from visitors or members of the public. We will support them in the same way as we would pupils/young people.

Children who use racist language may also need to be supported and appropriate action will be taken. This may involve engaging them in discussion around why their behaviour was unacceptable and/or alerting their parents to the incident and action taken to resolve the issue. The child may feel anti-social feelings (guilt, sadness) as part of this response but should be left with pro-social feelings (respect, positivity) to reduce the risk of further

incidents. When a child will not accept their behaviour or use of language was unacceptable further guidance and advice may be sought for external support.

Bringing the two parties together

- Tell both parties that the school takes all forms of racism seriously. Explain why.
- Give the pupil who has experienced the incident the opportunity to explain how they feel
- Give the other child the opportunity to respond and apologise
- Allow the victim to accept the apology
- Aim for reconciliation between the two parties
- Inform the parents of both parties about the incident and the action taken. Explain why the action was taken. **This needs to be done on the day of the incident.**

It may be necessary to carry out some follow up work with the victim, the child/ren who used the language and other pupils who may have witnessed the incident or been affected by it.

Roles and responsibilities

Senior leadership team

- The Headteacher and Senior Leadership Team (SLT) oversee the implementation of the policy, co-ordinate training sessions for staff, and lead on reviewing and reporting progress.
- All staff members are expected to model anti-racist behaviour and intervene appropriately when witnessing racist behaviour.
- Staff are expected to report racist incidents, or incidents that could be perceived as racist immediately to a member of SLT.
- Governors support and monitor the policy's effectiveness and ensure appropriate resources are allocated for its successful implementation.

Pupils

- Must treat others with respect in accordance with our Christian Values and school rules of Ready, Respect and Safe.
- Must report a racist incident; this includes a child who perceives themselves to be the victim of racism, and children who witness incidents of racism.
- Must ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

Parents/carers

Parent/carer partnerships are vitally important and we count on your support in tackling all forms of prejudice, including racism.

- If a parent is concerned that their child has experienced racism within the school, they should talk to their child, listen, reassure, stay calm and inform the school. (Incidents discussed via social media/press make it very difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately).
- Parents have a responsibility to support the school's Anti-Racism policy, Anti-bullying and Behaviour and Relationships policy.

Assessing the impact of this policy

To ensure this policy is successfully implemented, we check the following areas at our annual review of the policy with staff and Governors.

- Are pupils from ethnic groups achieving their full potential?
- Are their individual needs met?
- Do all pupils have equality of opportunity?
- Are we preparing all pupils for living in a multi-ethnic society?
- Are we promoting harmony and preventing racial incidents?
- Does our policy challenge racial discrimination?

To answer the above questions as a school we:

- Talk to pupils, parents and staff
- Collect and analyse pupil performance data, ethnicity and racial incidents.
- Prepare an action plan each year

Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life; as part of the school development plan, staff meetings, SLT meetings, governors meetings, worships and class discussions and pupil voice surveys.

Records of racist incidents are recorded on the CPOMs including action taken and outcomes. Racist incidents are reported to the Governing body termly.