

Anti-Racism Policy

Headcorn Primary School



Approval Body	Full Governing Body
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Date for Review	July 2027
Signed – Head Teacher	S Symonds
Signed – Chair of Governors	T Kelly

Introduction

Headcorn Primary School is committed to creating a learning environment where every pupil is respected and valued. We do not tolerate any form of racism or discrimination on the grounds of skin colour, nationality, ethnic origin religion or belief. This policy outlines our approach to preventing and addressing racism and discrimination within our school community and embedding anti-racist practices in our school systems. This policy outlines how we will identify, challenge and change those attitudes which lead to negative discrimination against people on the basis of their race, colour, nationality, culture, language or religion.

It is guided by the protections offered by the Equality Act (2010) and adheres to the Universal Declaration of Human Rights, as well as the United Nations Convention on the Rights of the Child. It is part of promoting good behaviour in school and links to the PSE policy, the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Positive Relationships and Behaviour Policy, Single Equality Policy and Online Safety Policy.

All pupils at Headcorn Primary School have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents and 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.

Aims

- To promote understanding and respect for differences in all aspects of human life.
- To challenge and prevent any form of racism within the school.
- To ensure that everyone within the school community is treated fairly and equally.
- To ensure that pupils, parents and carers know what the school policy is on racism, what they should do if a racist event occurs, what they can expect of the school in dealing with racism and what the school is doing to prevent it.
- To equip pupils, staff, and parents with the knowledge to challenge racial prejudice

Leadership and Management

As a whole school we are committed to:

- Actively addressing all instances of racial discrimination, as well as actively promoting racial equality and equality of opportunity for all.
- Encouraging, supporting and enabling all pupils and members of staff to reach their full social academic and professional potential.
- Working partnerships with parents / carers and the wider community to promote racial equality and address racial discrimination in any form.
- Ensuring that the school's Anti-Racism Policy is embedded within daily practice.

Responsibilities

The Governing Body should:

- Ensure that the school complies with legislative requirements and that this policy is fully implemented.
- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning racism.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Undergo any relevant training that will enable them to fulfil their role effectively, and appoint a governor to liaise with the school regarding the implementation and impact of this policy.

The Headteacher should:

- Oversee the implementation of the anti-racism policy and report to the Governing Body on its effectiveness in terms of incidents of racism.
- Monitor incidents of bullying and harassment in terms of difference and diversity and take action if a cause for concern is identified.
- Ensure this policy is publicised and followed, reinforcing the message that racism is unacceptable through whole school activities and information.
- Ensure that staff receive appropriate training to equip them to recognise and deal with racist incidents.

All staff should:

- Challenge racism and incorporate anti-racist principles into teaching and pastoral care.
- Ensure that pupils are aware of their responsibilities through explicit instruction.
- Recognise and address racial bias and stereotyping in their daily practice
- Be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- Avoid labelling pupils as 'racist' and 'victim' – after an incident both pupils may need support to rebuild or reinforce self-image and esteem.
- Report any racist incidents on the school's Safeguarding management and monitoring system (CPOMs).

All pupils should:

- Understand that the any form of racism is not tolerated by the school.
- Respect one another and speak out against incidents of racism, whether experienced personally or as a witness.
- Ask staff for help in dealing with such incidents and situations rather than retaliate.
- Adhere to the school's Behaviour Policy.
- Know what to do if they feel they are victims of or observers of incidents of racism.

Parents and carers should:

- Understand that the any form of racism is not tolerated by the school.
- Support the school policy on anti-racism and inform the school if they believe a racist incident has occurred at school.
- Respect one another and speak out against incidents of racism.
- Work positively with the school to report any incidents.
- Support your child so that they adhere to the school's Behaviour Policy.
- Play an active role in dealing with racist conduct if their child is responsible for it.

Information to support parents in talking about racism with their children can be found in the links below:

<https://www.nspcc.org.uk/advice-for-families/children-race-racism-racial-bullying/>

<https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

Identification

Racism can be defined as when a person is abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity. Headcorn Primary School also recognises its role in tackling unconscious bias in all parts of the school community.

- Racism and racial harassment can include:
- Physical assault
- Derogatory name-calling, banter, insults and racist jokes
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner.
- Racist comments in the course of discussion in lessons
- Expressing prejudices or deliberate misinformation on racial, religious or ethnic distinctions.
- Ridiculing an individual for cultural differences.
- Refusal to co-operate with others because of their colour, ethnicity, religion or language.
- Written derogatory remarks
- Accessing racist material on the Internet

Prevention

Our approach to tackling and preventing racism within the school involves educating children about racism and its effects, celebrating difference and diversity and promoting equality, inclusiveness and positive behaviour.

We do this in the following ways:

1. Whole school ethos, environment and activities

- We aim to create a positive, safe and inclusive environment that values diversity, recognising and nurturing the identity of children of all races and cultures.
- We have high expectations of children's behaviour to show respect for each other and accept responsibility for managing and responding to their behaviour in school.
- Staff model positive behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour.

- Staff always challenge children when they use prejudice - biased and racist language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything.
- We use restorative approaches for dealing with conflict.
- We support and promote national campaigns such as Black History month and Anti-Bullying Week.

2. Curriculum

Teachers use a variety of strategies within the classroom to support the school's approach to addressing racism. These include:

- Providing positive images and role-models in resources and displays 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 outdated 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 equality 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 and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.
- Having high expectations of children of all ethnic backgrounds, making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

In PSHE and Relationships Education pupils learn:

- What bullying is and different types of bullying including online/cyberbullying, homophobic, biphobic and transphobic, the impact of bullying on the person,

relationships and mental health and how it can develop into prejudice and discrimination, why people bully.

- Strategies to respond to racism, the responsibilities of bystanders what to do about it, how to be an ally and get support.
- The importance of respect for others, being inclusive and celebrating difference and diversity
- That difference is positive and that we are all unique.
- The negative impact of stereotypes.
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain healthy relationships.

Recording and Reporting

Any report or allegation of a potentially racist incident requires an investigation even if it is found to have been unsubstantiated. While some investigations will be very simple, others may require witness statements or other supporting documentation. This information will be uploaded to CPOMs.

In all cases:

- Records relating to racist incidents will be treated as highly confidential and must be uploaded by the relevant member of staff to CPOMs.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation should be uploaded on to CPOMs.
- Analysis of CPOMs data will enable us to learn from particular incidents, highlight trends and monitor progress.
- The Governing Body will receive regular reports from the school regarding racist incidents and the school's response.
- Any summary of incidents or monitoring report by the school that will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in racist incidents.
- We will investigate and act upon any racist incident that is reported to school staff promptly, whether taking place at school or outside of school e.g. online, on public transport, outside local shops.
- We will communicate with parents of all children involved regularly throughout the investigations.

What will we do when a racist incident has been reported?

We aim to have a consistent approach throughout the school to deal with racism and investigate all report. We will:

- Identify a senior member of staff to investigate the incident thoroughly.
- Support the child and talk with them about what has happened and what they would like to happen.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the racism has stopped.
- Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
- Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on CPOMs.
- Consider any curriculum implication including the need for a school assembly or lessons, changes to the behaviour code or any policies.
- Support for the victim and/or the alleged perpetrator.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority.
- Data on racist incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been the victim of a racist incident?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken.

- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been displaying racist attitudes (perpetrator)?

We will:

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher who should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer and reinforce the school's commitment to tackling racial incidents.
- Spend time talking to the child to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use appropriate approaches e.g. restorative approaches which hold the child accountable for their actions and deter them from further racist behaviour.
- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour and is explained in our Behaviour Policy. Where appropriate we will also impose further sanctions, such as suspension or exclusion.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected