

Churchfields Primary School

Anti-Racism Policy 2025

Introduction:

Churchfields Primary School understands how critical it is to combat racism in both the classroom and society. Through the school curriculum and environment, we aim to ensure that all children and staff understand the importance of embracing and celebrating diversity and difference within society. School should be a safe and encouraging atmosphere for everyone. No one should experience discriminatory behaviours, including those that target their race or ethnicity.

Aim:

The aim of this policy is to formalise the school's anti-racist stance and highlight how a whole-school approach will be implemented.

We have set the following goals:

- Ensure no child's education is impacted by racism.
- Reaffirm the school's stance that racism in all its manifestations is unacceptable.
- Challenge the normalisation of racism in all its manifestations.
- Challenge racial inequalities, misinformation, and offensive racial comparisons and assumptions.
- Support children and staff to understand race and racism.
- Ensure that children's ideas about race are explored and discussed.
- Provide children and staff with opportunities to learn about and understand racism and the form it can take, how such beliefs are formed and how to challenge them.

Roles & Responsibilities:

The Headteacher will:

- Take the lead responsibility for implementing this policy and developing a whole-school approach to anti-racism.
- Provide opportunities for staff to participate in training and CPD that address racial inequality.
- Ensure that all staff members receive training on how to recognise, address, and respond to racist behaviours.
- Ensure episodes of racist behaviours are recorded and appropriate actions are taken (see behaviour policy).
- Ensure all staff know where they can access guidance relating to any questions, concerns or queries they have about racial equality and how to support their children.
- Ensure that all staff members are aware of and uphold the school's stance that any form of racist behaviour is unacceptable.

The Inclusion Leader will:

- Listen to the views of all children, staff members and parents and report these to the headteacher.
- Open up conversations about race, racism and racist stereotypes and model the intention to achieve a whole-school approach to anti-racism, e.g., assessing what further support is required and what is already in place and going well.
- Ensure that activities and opportunities, both curricular and extra-curricular, are inclusive.
- Monitor demographic data of children to ensure the school has a clear picture of the groups represented.
- Offer suggestions to the SLT on how to strengthen the school's anti-racist stance.
- Ensure emotional support is provided to any targets of racist behaviour.
- Make referrals to external agencies or the police where this is appropriate.

All staff will:

- Participate in CPD relevant to racial equality and dealing with any episodes in the school.
- Ensure that they take any racist behaviour seriously and that claims are never dismissed.
- Be vigilant to racist behaviour, whether it occurs face-to-face or online, and report any concerns.
- Encourage children to speak out if they have any worries, concerns or questions about racial equality.
- Seek help from a member of the SLT or the headteacher if they are unsure how to handle a situation.

Parents / Carers will:

- Always treat all members of the school community with respect and dignity.
- Support the school Anti-Racism policy.
- Always treat all members of the school community with respect and dignity.

Children will:

- Act in accordance with the behaviour policy.
- Always treat their peers with respect and dignity.
- Learn to embrace diversity in our school and understand the importance of how difference benefits us all.
- Participate in the school's anti-racist curriculum.
- Report any incidents of racist behaviour to a member of staff.

- Know who they can ask if they have any concerns or questions regarding racist behaviour and racial equality.
- Understand the implications of participating in racist behaviour, including how this impacts the targets and what the consequences of this will be for the perpetrator.

Curriculum:

Our curriculum will provide children with the opportunity to learn about racial equality in an age-appropriate way.

The core goals of the school's curriculum will be the following:

- Challenge racial inequality
- Achieve cultural inclusion
- Respond to the differences in people's lives caused by racism, poverty and discrimination

The school will incorporate cross-curricular links wherever possible to improve children's knowledge and understanding of racial equality. Children will learn how to define 'race' and 'ethnicity' and how these terms form an integral part of an ethnic minority individual's identity, values and traditions.

Children will be taught about the historical context of Black and ethnic minority people in Britain emphasising, for example, that Black people's British history does not only involve their enslavement.

Examples could include but are not limited to:

- The Beachy Head Woman, a third century Afro-Roman who grew up and died in East Sussex in the third century
- Black Tudors, such as the royal trumpeter, John Blanke

Children will also be taught, in an age-appropriate way, about the context of today's immigration debates giving regard to the number of people who came to the UK from colonies and former colonies.

Our curriculum will ensure that children are taught about the key values that support an anti-racist curriculum:

- **Equity** – fairness in access, opportunity, experience and outcome
- **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 targets' physical, mental and emotional wellbeing.

The evaluation of curriculum plans will incorporate the views, ideas and lived experiences of staff and children and action will be taken to continue to improve the curriculum accordingly.

The curriculum will be a collaborative effort which endeavours to avoid ethnocentrism by ensuring children are provided with the opportunity to learn about a variety of cultures, practices, behaviours, values, beliefs and people.

Racial Harassment & Bullying:

Racial harassment and bullying could be (but is not exclusive to) the following forms -

- Physical assault
- Derogatory name-calling, insults and racist jokes or graffiti
- Carrying or distributing racist material such as leaflet comics or magazines
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner
- Racist comments during discussion in lessons*
- Attempts to recruit for racial organisations or groups
- Ridicule an individual for cultural differences
- Refusal to co-operate with others because of their colour, ethnicity or language
- Written derogatory remarks
- Accessing racist material on the Internet*

*unless part of a study of racism within curriculum

Where there is evidence that several individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying as referenced in the Q1E anti-bullying policy.

In this instance, procedures will be followed in-line with the Q1E anti bullying policy.

Racist Incidents Involving Staff:

Racist incidents can sometimes involve members of staff as perpetrators or targets. When a member of staff is implicated in a racist incident (either as a target or perpetrator) the headteacher will consider either investigating internally or discussing such situations with the police / Bromley safeguarding team / LADO.

Incidents Occurring in the Local Community:

When racist incidents occur outside school and are brought to the attention of staff via a third party, the Headteacher will consider either investigating internally or discussing such situations with the police / Bromley safeguarding team.

Reporting and Recording:

The school will take incidents and reports of racist behaviour extremely seriously with consequences in accordance with the behaviour policy. This may include an opportunity for restorative justice for the parties involved.

A record of such incidents and reports will be made on CPOMS.

The subject of any incident of racist behaviour will be informed of any investigation and the outcome.

The school will ensure that parents / carers are made aware of the actions being taken to achieve a whole-school approach to anti-racism.

Incident reports will be reviewed and tracked to identify any trends.

Related Policies:

Q1E Anti -Bullying Policy
Churchfields Behaviour Policy

Appendix 1 – definition of terms:

Key terms used in this policy are defined below

Race – A protected characteristic forming part of a person's identity, which includes skin colour, nationality (including citizenship), ethnic or national origins and ethnic group (Equality Act 2010)

Anti-racist – The work of actively challenging and opposing racism or racist behaviours, views and misconceptions by educating the school community to promote and celebrate racial equality

Racist behaviour – An episode or a string of episodes that, whether intentionally or not, intimidate, offend, exclude, denigrate, or otherwise hurt a person physically, emotionally, or mentally due to their ethnicity, skin colour, race, religion, or nationality

Ethnic minorities – All ethnic groups except the White British, including the following:

Asian or Asian British

Black, Black British, Caribbean or African

Mixed or multiple ethnic groups, e.g. White and Black Caribbean or Any Other Mixed Background or Multiple-ethnic Background

White minorities, including Gypsy, Roma and Irish Traveller groups

Appendix 2 – Legal Framework:

This policy gives due regard to all relevant legislation, statutory guidance and school policies including, but not limited to, the following:

Commission on Race and Ethnic Disparities (2021) 'Education and training'

DfE (2014) 'The Equality Act 2010 and schools'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2018) 'Equality Act 2010: advice for schools'

Equality Act 2010

Q1E Anti-bullying Policy

Q1E Staff Code of Conduct

Churchfields Behaviour Policy