



SELBORNE PRIMARY SCHOOL

Anti-Racist Policy

Reviewed by school	November 2024
Ratified at the CLS Governor committee meeting	28.11.24
Adopted at the Governing Body meeting held on	05.12.24
Next review date	December 2026

Selborne Primary school is an inclusive school. We provide a caring and welcoming community, where kindness is evident and pupils' behaviour is commendable. All our children are supported to reach ambitious goals in a nurturing environment, where pupils feel valued and respected. We actively promote diversity, equity and understanding, encouraging open conversations about race and challenging stereotypes.

Selborne Primary school will not tolerate any form of racism and is committed to an anti-racist ethos. Our aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. The school's anti-racist policy and practice help to identify, challenge and change any attitudes which lead to negative discrimination against people on the basis of their race, colour, nationality, language or religion.

At Selborne Primary School, our goal is to empower pupils to advocate for equity, fostering a community which celebrates difference and works together to dismantle racism.

Policy aims

This policy sets out the school's approach to preventing and dealing with racism and racist incidents as per the Race Relations Act 1976. It operates within the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all of our pupils preparing them for a society based on mutual respect and understanding. Our aim is to provide an effective framework for the prevention and management of racist incidents within our school. This will support our school in providing a safe and secure environment in which all members of the school community show respect and value one other.

The policy aims to ensure that:

- Governors, all staff, pupils and parents/carers have an understanding of what a racist incident is.
- Governors and all staff know what the school policy is on tackling and preventing racism and dealing with it if it occurs.
- Pupils, parents/carers know what the school policy is on racism and 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 racist incidents.
- Bullying and prejudice-based language of any kind, involving pupils, adults, staff or parents is unacceptable and will not be tolerated at our school.
- All pupils have the right to learn in an environment where they feel safe and happy.
- Preventing and tackling racism is part of the school's approach to promoting excellent behaviour and is supported by our commitment to providing a caring, friendly, respectful and safe learning environment for all of our pupils where the values of equity, democracy, inclusion, respect and wellbeing are taught to all.
- We promote an inclusive ethos which focuses on respecting one another and celebrating difference and diversity.
- Preventing and tackling racial incidents are part of our work to support pupils' social and emotional development and their positive mental health.

Links to other policies

Our commitment to tackling racial incidents in schools is central to our ethos and ongoing effort to discourage anti-social behaviour and promote inclusive learning. This policy is part of promoting excellent behaviour in our school and links to the PSHE, the Safeguarding Policy, Anti-Bullying Policy, Behaviour Policy, Equality Policy and E-Safety Policy.

Definition of Racism

Our definition of racism is based on The Equality Act 2010 which offers protection from discrimination on the grounds of skin colour, nationality or ethnic origins. The Equality Act 2010 also prohibits discrimination on the grounds of religion or belief.

We recognise that racism can include:

- Physical assault.
- Derogatory name-calling, banter, insults and racist jokes.
- Racist graffiti.
- Wearing racist badges.
- 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 in the course of discussion in lessons.
- Expressing prejudices or sharing deliberate misinformation on racial, religious or ethnic distinctions.
- Attempts to recruit for racial organisations or groups.
- Writing or expressing provocative slogans or catch phrases.
- 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.

Racist Bullying

All racist incidents, including those which could be deemed to be racist bullying, must be recorded. Where there is evidence that a number of 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 (i.e. a sense of powerlessness, isolation and distress from repeated incidents). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved. We recognise the potential for children with SEND and disabilities, who might be disproportionately impacted by racial incidents without outwardly showing any signs.

Prevention

Our approach to preventing racism within our school involves direct teaching about racism and its effects, celebrating difference and diversity and promoting equality, inclusiveness and positive behaviour. We do this through a number of ways.

Whole school ethos and environment

We aim to create a positive, safe and inclusive environment, which values diversity. We have high expectations of children's behaviour to show respect for each other and accept responsibility for their behaviour. 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 want all pupils to contribute to the development of the school's approach to tackling and preventing racism, including when they might be bystanders. We involve pupils through the School Council and through feedback on the development of anti-racist resources and lessons. We ensure that all children:

- Understand that the school is opposed to any form of bullying or harassment, including racism or racial harassment.
- Know how the racist incident procedure works and are encouraged to use it without fear of victimisation.
- Understand that all racially motivated incidents are recorded and that serious incidents could be reported to the police.
- Know what sanctions and support are available.

We believe that parents/carers have a crucial role in supporting the school's anti-racist policy and in actively encouraging their child to be a positive member of the school and society.

Curriculum

We continue to critically evaluate our curriculum to reflect the lives and diversity of our Selborne community. We are actively engaging in continually developing our curriculum with the support and training from Ealing Learning partnership (ELP) and have ensured that all staff have had access to subject knowledge training relating to Black history and the contributions Black people have made to our society.

We know the teaching of Black history is of significant importance for children of all ethnicities growing up and living in a multi-ethnic society. These changes to our curriculum will be approached from an aspirational perspective and maybe taught through various subjects on our curriculum.

In PSHE and Relationships Education pupils learn:

- What bullying is and the different types of bullying, including online/cyberbullying. The impact of bullying on the person, relationships and mental health and how it can develop into prejudice and discrimination. They explore why people could choose to bully.
- Strategies to respond to racism, the responsibilities of bystanders what to do about it, how to be an ally and how to 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

Training and support for staff

We believe that a key foundation of anti-racist education is ensuring the racial literacy of all staff, at all levels within our school. Every member of staff has a different lived experience and understanding of race equality and racism. To ensure that staff have the racial literacy to effectively identify and tackle disproportionality and create a truly anti-racist environment we have ensured that all our staff have and will continue to receive training on race equity and unconscious bias. We include all school staff across the school to ensure a consistent approach and also because pupils may disclose details of a racist incident to any member of staff.

All staff can:

- Recognise a racist incident.
- Respond appropriately when they witness a racist incident or one is reported to them.
- Understand the school's policy and procedure and the need for consistent responses and sanctions.

Partnerships with parents, carers and communities

At Selborne, we believe that parents/carers have a crucial role in supporting the school's anti-racist policy and in actively encouraging their child to be a positive member of the school. We have developed a Race Equality Parents/carers' group who work with staff on curriculum, behaviour, culture and language to improve the school's provision/offer.

Recording and Reporting Racist Incidents

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.

In all cases:

- Racist incidences are reported to parents.
- Records relating to racist incidents will be treated as highly confidential and will be uploaded by a member of staff to My Concern.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation will be uploaded on to the My Concern platform.
- Analysis of My Concern will enable the school to learn from particular incidents, highlight trends and monitor progress.
- Any summary of incidents or monitoring reports by the school that are shared with governors, the staff or the wider school community must be anonymised.
- We will continue to communicate with parents of all children involved regularly throughout the investigations.

What will we do if we know a racist incident has been reported?

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports. 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 how they are feeling.

- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the racism has stopped.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- 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 any harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on My Concern.
- Consider any curriculum implication or changes to the behaviour code or any policies.
- Support for the victim and/or the alleged perpetrator.
- Consider if there is a child protection issues.
- Seeking further advice from relevant agencies, if appropriate.

Data on racist incidents are reported to governors each term in the Headteacher Report, including numbers of incidents in which year group, types of incident, any themes or trends of incidents (ie. a particular race) and a summary of how they have been resolved.

What will happen to the child who has been bullied?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parents/carers to discuss the matter and explain that action has been taken. Individual consequences may not be shared in detail.
- Reinforce the school's commitment to all tackling racist incidents appropriately.

What will happen to the child who has been bullying (perpetrator)?

We will:

- An appropriate member of staff will intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour will be challenged immediately. The perpetrator will be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action will 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 SLT who should decide whether any further action needs to be taken, including informing the parents/carers of the relevant pupil(s) of any investigation and the outcome.
- Discuss the incident with the alleged perpetrator's parents/carers (if appropriate) 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, as per the school's behaviour policy.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

ROLES AND RESPONSIBILITIES

The Headteacher will:

- Have overall responsibility to ensure the effective implementation of the school's Anti-Racist policy
- Appointment a Race Equality Lead.
- Provide a termly report of incidents of racism to the governing board.
- Monitor bullying and harassment of pupils in terms of difference and diversity and take action if there is a cause for concern.
- Ensure the policy is regularly publicised to the whole school community and the message that racism is not accepted is reinforced through whole school activities and information.

- Ensure that all staff receive sufficient training to be equipped to identify and deal with racist incidents.
- Regularly review the policy in the light of any incident.
- Include regular updates to staff through briefings and training.

The Race Equality Lead will:

- Be responsible for leading Race Equality work at Selborne.
- Lead the engagement of parents from key ethnic groups, particularly Black Caribbean, white and black Caribbean and Somali, which is currently an ELP focus
- Lead the development of an action plan to bring about positive change in this area.

The Governing Board will:

- Support the Headteacher in all attempts to eliminate racism from our school as part of their safeguarding responsibility.
- Require the Headteacher to keep accurate records of all incidents of racism and report them to the governing board on a termly basis.
- Require the Headteacher to review and keep up to date the Anti-Racist policy.
- Notify the Headteacher of any request from a parent/carer to investigate incidents of racism.

Race and Diversity Governor will:

- Maintain a strategic approach overview of the race equality work on behalf of the governing board
- Champion the achievement of ethnic groups who are not achieving at the same level as their peers, with a particular focus on Black pupils, within the school.
- Provide support and challenge to the race equality and diversity staff lead.
- Positively engage with Black parents and the wider parent community around race equality through ELP's commitment (next 4 years) on this particular group.
- Participate in training and events with race and diversity leads.

All members of staff will:

- Record and report all incidents of racism promptly.
- Listen to the concerns of pupils.
- Be vigilant around the school.
- Role model healthy and respectful relationships.
- Promote equality and deal effectively with any prejudiced-based language.

Advice to parents <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racismracial-bullying/>

Advice to pupils

- If you are a victim of racism (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk/>
- Friends of those targeted by racism should tell staff or a parent.
- Nobody deserves to be racially mistreated, remember, you have a right for this not to happen to you and it is not weak to tell someone.

Advice to bystanders

Do not ignore or support racist behaviour if you see it happening to someone else. If you do see someone being treated in a racist way please:

- Do not join in, even if you feel pressured to do so.
- Tell a member of staff what you have seen.
- Tell your parents or carers or someone else you trust.

If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111 or you can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk/>

If you are bullying someone:

Talk to someone about what you're doing and ask for help to understand and change your behaviour and to find out how you can apologise and make amends to the person you've been bullying. This behaviour must stop.