



Anti-Racism Policy

Reviewed by: Headteacher and Governors

Last review: Summer 2025

To be reviewed: Summer 2027

Based on OK2B Model policy **Version1**

Introduction

Trotts Hill is committed to being an actively anti-racist school. We recognise that racism, in all its forms, is harmful to individuals and communities and that addressing racism benefits all children, staff, and families. This policy sets out our commitment to anti-racism, how we will identify and address incidents, and how we will embed anti-racist principles into our curriculum, policies, and wider school culture.

Scope and Purpose

This policy sets out the school's approach to preventing and dealing with racism and racist incidents as per the Race Relations Act 1976 working within the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all of our pupils preparing them to develop a society which is 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 for and value one other.

This policy applies to all members of the school community, including pupils, staff, governors, parents, and visitors. It is designed to:

- Prevent racism through education, awareness, and proactive measures.
- Ensure all incidents of racism are addressed effectively and consistently.
- Embed anti-racism in school culture, curriculum, policies, and procedures.
- We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity, where racism is never acceptable.

- Provide guidance on reporting, accountability, and restorative justice approaches.
- Support affected individuals who are victims of racism, ensuring their safety and wellbeing and prioritising their mental health.
- Align with legal frameworks including the Equality Act 2010, Public Sector Equality Duty, Keeping Children Safe in Education 2024 and Ofsted expectations.

Embedding This Policy

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 good behaviour in school and links to the PSHE/RHSE policy, the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Behaviour Policy, Equality Policy and Online Safety Policy.

Key information from this policy will be incorporated into the following documents:

- Code of Conduct

A full copy of this policy is freely available to parents and carers on request and a copy is on the school website. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

Defining 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.
- *The Institute of Race Relations* states racism as the belief or ideology that 'races' have distinctive characteristics which gives some superiority over others. Also refers to discriminatory and abusive behaviour based on

such a belief or ideology. In the UK, denying people access to goods and services on the basis of their colour, nationality, ethnicity, religion etc is illegal and called racial discrimination.

Racial Harassment

This can include:

- Physical assault
- Derogatory name-calling, 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*
- 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
- Singing songs with racially offensive lyrics
- Accessing racist material on the Internet*

*unless part of a study of racism within curriculum

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).

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 SEN and disabilities who might be disproportionally impacted by racial incidents without outwardly showing any signs.

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 may consider discussing such situations with the police.

Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone or in person.

Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes.

Concerns from parents will be responded to in an appropriate manner.

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

1. Whole school ethos and environment
2. Whole school activities
3. Curriculum
4. Training and support for staff
5. Involving pupils
6. Partnerships with parents, carers and communities

I. Whole School Anti-racist 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.

II. Whole School Activities

- We have introduced restorative approaches for dealing with conflict.
- We support and promote national campaigns including Anti-Bullying Week and Odd Socks Day.
- We also focus on the role of bystanders and allyship and teach children that if they witness racism they should report it to a teacher or trusted adult.
- We teach about equality and equity and actively challenge racial stereotypes and promote equality and equity through displays, stories, images and an inclusive curriculum.

III. Curriculum

Anti-racism is covered broadly in the curriculum, covering the statutory content and with a focus on types of racism, the impact and how to report and get help, healthy and unhealthy relationships, respect for difference, stereotyping and its consequences, prejudice and discrimination.

We have actively engaged in decolonising our curriculum with the support of training from OK2B. Children develop a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes and celebrating difference.

SEP

The curriculum will reflect diverse histories, cultures, and contributions, ensuring representation of Black, Asian, and other racialised communities. Some of the ways we will ensure this are:

- Content will focus on inclusivity, fairness, and celebrating diversity in an accessible manner (EYFS - KS1).
- Pupils will be introduced to concepts of systemic racism, unconscious bias, and historical context in an age-appropriate way (KS2).
- Teaching materials will be regularly reviewed to avoid bias and stereotyping.
- Staff will use anti-racist pedagogies, including discussions on race, identity, and justice in an age-appropriate way.

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.

IV. Staff Training

All staff receive training from OK2B on all aspects of racism and the school has a staff anti-racist group which reviews the curriculum and feeds back on anti-racist strategies in the school.

We have ongoing safeguarding training which includes an update of this policy and ensuring that staff know how to identify racism, what to do if it occurs, and how to prevent it. We include all school staff, including support staff, site staff, and office staff 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, timely and victim-centred responses and sanctions.

V. Pupil Voice and Participation

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:

- Are encouraged to share experiences and ideas through school councils, discussion forums or pupil voice surveys.
- Understand that the school is opposed to any form of bullying or harassment including racism or racial harassment.
- Know how the racial incident procedure works and are encouraged to use it without fear of victimisation.
- Understand that all racially motivated incidents are recorded and reported and that serious incidents are reported to the police.

- Know what sanctions and support are available.

VI. Parent, Carer and Community Engagement

We believe that parents and 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 an annual school survey for parents and carers which includes questions about how well they think the school is doing. The school works with parents and carers to promote anti-racist values at home and in the community.

VII. Addressing, Recording and Reporting Racist Incidents

When a racist incident has been reported

We will:

- Identify a member of SLT 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 and 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, lessons or changes to any policies.
- Consider what proactive measures can be taken to minimise the likelihood of a similar issue arising in the future.
- Support for the victim and/or the alleged perpetrator with emotional and pastoral support.
- Staff will ensure a trauma-informed response, recognising the emotional impact of racism.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority Officer.
- 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 bullied? We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meetings.
- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been bullying (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)/carers of the relevant pupil(s) of any investigation and the outcome.
- The Headteacher should consider the use of a full range of sanctions.
- Discuss the incident with the alleged perpetrator's parent/carer (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, build better understanding around the subject and deter them from further racist behaviour.
- Use formal sanctions. The sanction used will depend on the severity and persistence of the racist behaviour and is explained in our Behaviour Policy under persistent inappropriate behaviour. Where

appropriate we will also impose further sanctions, such as exclusion.

- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

VIII. Responsibilities

The *Headteacher* will:

- Have overall responsibility to ensure the effective implementation of the school's anti- racist strategy.

The Headteacher will:

- Ensure that the policy is implemented and reviewed regularly.
- Provide a termly report of incidents of racism to the governing body.
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern.
- Provide a report on the effectiveness of the anti-racist policy.
- 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.
- Apply restorative justice principles wherever possible and appropriate.
- 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 the annual safeguarding training.
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle racism.

The *Governing Body* will:

- Ensure that as a Board they are fully trained and have up-to-date understanding of current racial issues in education and restorative justice measures.
- 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 on them to the governing body on a termly basis.
- Require the Headteacher to report regularly to the governors about the effectiveness of school strategies.
- 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.

SLT will:

- Support and engage fully with all anti-racism personal development and initiatives across the school.
- Apply restorative justice principles wherever possible and appropriate.
- Support any child who has been subject to racism.
- Sensitively take statements from all the pupils involved, including any bystanders.
- Communicate with parents and keep them updated throughout any investigation.
- Issue sanctions and conduct restorative justice meetings in order to prevent further incidents.
- Discuss the incident with relevant staff to identify any further support needs for the pupils involved-both the pupil who has been the victim and the pupil who has committed the racist incident.
- Monitor the situation to ensure the racism has stopped.
- Gather feedback from those involved about how the incident was dealt with and make necessary adjustments.

All members of staff will:

- Monitor the situation to ensure the racism has stopped.
- Record and report all incidents of racism quickly.
- Listen to the concerns of pupils.
- Apply restorative justice principles wherever possible and appropriate.
- Be vigilant around the school.
- Role model healthy and respectful relationships.
- Promote equality and deal effectively with any prejudiced-based language.

Racism outside school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff *Section 89 of the Education and Inspections Act 2006*.

This could relate to racist incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops. Where racism outside school is reported to school staff, it should be investigated and acted on.

The Headteacher should also consider whether it is appropriate to notify the police or local authority.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

IX. Key Contacts

Designated Safeguarding Lead: Liz Evans
 Head Teacher: Liz Evans
 Governor: Ruth Kramer

X. Support With Racism

Parents:

It's important you grow your confidence in speaking to your children about racism, whatever your ethnicity. They will be able to feel any discomfort you experience. Open and honest conversations rooted in empathy will help you and them navigate it. Here's some useful resources:

[NSPCC](#)

[Young Minds](#)

Students:

- 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/carers who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is here: [Childline - Racism and Racial Bullying](#). You can also call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. They won't judge you, will listen and offer advice if you would like it.
- Friends of those targeted by racism should tell staff or a parent.
- Nobody deserves to be racially abused, remember, you have a right for this not to happen to you and it is not weak to tell someone.

If you have been racist to someone:

- Stop!

- 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.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk> they won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.
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Policy Review

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SLT lead: Liz Evans