



Brampton Primary School Anti-Racist Policy.

Date: November 2023

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Curriculum
5. Reporting and recording
6. Support
7. Monitoring and review

Statement of intent

Brampton Primary School understands how critical it is to combat racism in both the classroom and society at large. Through the school curriculum and environment, we aim to ensure that all pupils and staff understand the importance of embracing and celebrating diversity and difference within society. Schools should be a safe and encouraging atmosphere for everyone. No child should have their education ruined by discriminatory behaviours, including those that target their race or ethnicity.

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 pupil's education is impacted by racism.
- Reaffirm the school's stance that racism in all its manifestations is wholly unacceptable.
- Challenge the normalisation of racism in all its manifestations.
- Empower students and staff from ethnic minority communities to explore and express their identities.
- Challenge racial inequalities, misinformation, and offensive racial comparisons and assumptions.
- Enforce a whole-school anti-racism strategy.
- Incorporate anti-racist teaching into the curriculum through the exploration of historical racism in an age-appropriate manner.
- Help pupils and staff understand race and racism.

- Ensure that pupils' ideas about race are explored and discussed.
- Provide pupils and staff with access to opportunities to learn about and understand racism and the form it can take, how such beliefs are formed and how to challenge them.

1. 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 wellbeing provision in schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- Equality Act 2010
- Anti-bullying Policy
- Staff Code of Conduct
- Behaviour Policy

2. 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

3. Roles and 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 everyone in the school community has easy access to this policy and any associated policies.
- Ensure episodes of racist behaviours are recorded and appropriate actions are taken.
- Report any incidents of racist behaviour to the governing board.
- Monitor and analyse whether the composition of the school's staff, including its leadership, is reflective of the cultural contexts of the community in which it serves.

The senior leadership team (SLT) will:

- 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 pupils.
- Listen to the views of all children, staff members and parents and report these to the headteacher.
- Ensure that all staff members are aware of and uphold the school's stance that any form of racist behaviour is unacceptable.
- Ensure that staff members are trained in how best to challenge racist behaviour.
- Ensure that all staff members receive training on how to recognise, address, and respond to racist behaviours.
- 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.

The equality lead will:

- 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 that cultural traditions of all represented ethnic minority groups are observed in the school.
- Work closely with the curriculum lead to ensure that all opportunities for inclusion, celebrating diversity and promoting anti-racism are exploited.

All staff members will:

- Participate in continuing professional development and training relevant to racial equality and dealing with any episodes in the school.

- Ensure that they take all reports of racist behaviour extremely 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 pupils to speak to their teachers or use the worry boxes in their classes 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.

The governing board will:

- Hold the headteacher accountable for the implementation of this policy and the whole school approach towards anti-racism.
- Ensure that the school is meeting staff member's training needs.

The safeguarding and behaviour lead will:

- Ensure emotional support is provided to any victims of racist behaviour.
- Make referrals to external agencies or the police where this is appropriate.

Children will:

- Act in accordance with the behaviour policy.
- Treat their peers with respect and dignity at all times.
- 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 victims and what the consequences of this will be for the perpetrator.

4. Curriculum

The school's curriculum will provide pupils with the opportunity to learn about racial equality in an age-appropriate manner from early years to KS 2. 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 pupils' knowledge and understanding of racial equality. Pupils 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.

Pupils 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:

- 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

Pupils will also be taught 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.

The school's curriculum will ensure that pupils 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 victims' physical, mental and emotional wellbeing

The school will develop strategies which ensure the views of ethnic minority individuals in the school community to provide all pupils with an environment in which they feel comfortable exploring and discussing race within educational contexts.

The evaluation of curriculum plans will incorporate the views, ideas and lived experiences of teachers/staff and children and action will be taken to continue to improve the school's anti-racist curriculum accordingly. Relevant subjects, e.g., history, will teach children about the experiences and histories of ethnic minority groups in Britain, including significant historical figures from ethnic minority communities and their achievements. The curriculum design 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.

The curriculum will aim to challenge cultural assumptions which perpetuate racist behaviour by providing children with the opportunity to learn about British and global history, the power dynamics within racism, bias, and racial hierarchies. Pupils will discuss contemporary and historical issues surrounding racial inequalities in society and the reasons why people feel the need to act.

5. Reporting and recording:

The school will take incidents and reports of racist behaviour **extremely seriously with heavy sanctions on perpetrators in accordance with our behaviour policy**. This will also include an opportunity for restorative justice for the parties involved. A record of such incidents and reports will be made on SafeGuard. Any instances of racist behaviour will be reported in details to the headteacher. The year groups involved and any trends will be taken into consideration when reporting instances of racist activity to the governing body. The victim of any incident of racist behaviour will be informed of any investigation and the outcome. The school will ensure that parents 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.

6. Support:

Following any incident or report of racist behaviour, the victim will be provided with the appropriate type and level of support. Victims of racist behaviour will be offered direct support from the school's safeguarding and/or equality lead where appropriate. Following any incident of racist behaviour, the victim's experience will be listened to and validated with the intention of rebuilding any impact the experience, or experiences, have had on their confidence and self-esteem.

Pupils will be encouraged to ask questions about race and racism to support their learning and understanding of what it means to be anti-racist. The school will ensure that its supportive and inclusive culture is embraced by every member of the school community and will react to any comments, queries and concerns as appropriate. All staff members and children will be encouraged to educate themselves about racial equality, talk openly about racial equality and discuss ways in which change can be made. Children and staff members will be urged to support one another by holding discussions to further understand the issue of racial inequality and empower their peers and colleagues. The SLT will consider how best to accommodate such discussions and ensure that this is done in a respectful and sensitive manner.

7. Monitoring and review:

This policy will be reviewed by the equality lead and ratified by governors every two years and updated where appropriate. This policy will next be reviewed in September 2025.