



# Judith Kerr Primary School

## Anti-Racism Policy

---

### Policy Details

<b>Policy Owner:</b>	Headteacher
<b>Approved by:</b>	Anthem Community Council
<b>Date Approved:</b>	
<b>Review Date:</b>	Annually
<b>Version:</b>	1.0

---

## Contents

1. **Policy Statement**
2. **Aims**
3. **Scope**
4. **Consultation**
5. **Roles and Responsibilities**
  - 5.1 Headteacher and Senior Leaders
  - 5.2 Staff
  - 5.3 Anthem Community Council (ACC)
6. **Curriculum and Teaching**
7. **Behaviour and Attitudes**
8. **Procedures for Reporting and Responding to Racist Incidents**
  - 8.1 Definition
  - 8.2 Reporting
  - 8.3 Recording (CPOMS)
  - 8.4 Response
    - a. Support for the victim
    - b. Response to the perpetrator
    - c. Wider actions
  - 8.5 Monitoring and Safeguarding Oversight
9. **Personal Development**
10. **Staff Training**
11. **Monitoring and Review**
12. **Commitment**
13. **Appendices**
  - Appendix 1: Pupil-Friendly Definitions
  - Appendix 2: Racist Incident Response Flowchart

## Policy Statement

Judith Kerr Primary School is committed to being **an actively anti-racist school**. We recognise that racism may manifest at individual, institutional and systemic levels, and we are resolute in our commitment to identifying, challenging and preventing it. We further acknowledge that racism can be both overt and subtle in nature, and that unconscious bias — defined as unintended assumptions based on race — may influence decision-making and interpersonal interactions, even where no harm is consciously intended.

This policy sits **alongside the Behaviour and Ethos Policy, the Anti-Bullying Policy, Whole-School Equality Policy and the Child Protection and Safeguarding Policy**, while providing a distinct and explicit framework **for anti-racist practice, education and accountability across the school community**.

In line with the **Ofsted Education Inspection Framework (EIF)**, this policy supports:

- A safe, respectful and inclusive school culture
- Strong **behaviour and attitudes**
- Pupils' **personal development**, including a secure understanding of equality and diversity
- High-quality **education that reflects and values diverse perspectives**

## Aims

We aim to:

- Ensure all members of the school community feel **safe, respected and included**
  - Enable pupils to **understand, recognise and challenge racism**
  - Provide a curriculum that reflects **diverse voices and experiences**
  - Actively identify and address **inequalities or disparities**
  - Maintain clear, consistent procedures for **reporting and responding to racist incidents**
-

## Scope

This policy applies to:

- All pupils
- All staff (teaching and non-teaching)
- Anthem Community Council members
- Parents/Carers
- Visitors and volunteers
- All those who represent our community

## Consultation

This policy has been developed through consultation with:

- Pupils
- Staff
- Parents and carers
- Anthem Community Council members

Consultation will continue as part of the school's **ongoing review cycle**.

## Roles and Responsibilities

### Headteacher and Senior Leaders

Ensure that the policy is implemented and reviewed regularly

- Embed anti-racism within **school improvement planning**
- Monitor **CPOMS data, safeguarding records and outcomes**
- Ensure appropriate **training and support for staff**

### Staff

- Model inclusive and respectful behaviour
- Challenge racism and stereotypes
- Record and report all incidents in line with this policy and the Anti-bullying Policy

### ACC

- Provide **oversight and challenge**
- Review impact through safeguarding and behaviour reporting

## 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:

- Whole school ethos and environment
- Whole school activities
- Curriculum
- Training and support for staff
- Involving pupils
- Partnerships with parents, carers and communities

## Curriculum and Teaching

The curriculum will:

- Reflect **diverse identities, cultures and histories**
- Teach pupils about **fairness, equality and justice**
- Provide opportunities to **discuss and challenge discrimination**

Teaching will:

- Be inclusive and representative
- Challenge stereotypes
- Promote respectful dialogue

## Behaviour and Attitudes

Racist behaviour is **not tolerated**.

This policy supports the Behaviour & Ethos Policy and Anti-Bullying Policy by:

- Providing clarity on **racist incidents**
- Ensuring **consistent and appropriate responses**
- Embedding **education alongside sanctions**

## Procedures for Reporting and Responding to Racist Incidents

### Definition

A racist incident is:

Any incident which is perceived to be racist by the victim or any other person.

We recognise that racism can include:

### Racial Harassment

This 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 deliberate misinformation on racial, religious or ethnic distinctions.
- Attempts to recruit for racial organisations or groups.
- Writing or expressing provocative slogans or catch phrases.
- Ridicule 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\* \*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 disproportionately impacted by racial incidents without outwardly showing any signs.

## Reporting

- All incidents must be reported **immediately to a member of staff**
- Staff must respond **seriously and sensitively**
- Reports may come from pupils, staff or parents/carers

## Recording (CPOMS)

All incidents must be recorded on **CPOMS** and include:

- Date, time and location
- Appropriate categorisation
- Individuals involved
- Nature of the incident
- Actions taken
- Follow-up actions

## Response

Responses will include:

1. **Support for the victim:**
  - Immediate reassurance
  - Ongoing support and monitoring
  - Safeguarding action if required
2. **Response to the perpetrator:**
  - Clear explanation of harm caused
  - Educational intervention
  - Sanctions (in line with Behaviour & Ethos Policy where appropriate)
3. **Wider actions:**
  - Communication with parents/carers
  - Curriculum or class-based follow-up

## Monitoring and Safeguarding Oversight

- Incidents are reviewed through **regular safeguarding audits**
- Senior leaders monitor patterns and trends
- Ensures:
  - Appropriate follow-up
  - Victim support
  - Consistent responses

Findings inform:

- Staff training
- Curriculum development
- Policy review

## Personal Development

The school promotes:

- Respect for diversity
- Confidence to challenge injustice
- A strong sense of belonging
- Opportunities for pupil voice

## Staff Training

All staff will:

- Receive regular **anti-racism training**
- Understand reporting procedures
- Engage in reflective practice

Training will include an introduction to unconscious bias — the automatic, unintended assumptions that can shape how we respond to pupils and families — and how to recognise and mitigate it in everyday practice.

## Monitoring and Review

The policy will be reviewed annually using:

- CPOMS data
- Safeguarding audits
- Pupil voice
- Staff and parent feedback
- ACC oversight



## Commitment

Judith Kerr Primary School is committed to **continuous improvement** in anti-racist practice. This work is ongoing and central to the school's values.

---

## Appendix 1: Pupil-Friendly Definitions

These definitions may be shared in classrooms and adapted by age.

### **Racism**

Treating someone unfairly because of their skin colour, culture, or where they come from.

### **Anti-Racism**

Actively standing up against racism and making sure everyone is treated fairly.

### **Discrimination**

Treating someone differently in a negative way because of who they are.

### **Stereotype**

Assuming something about a person based on a group they belong to.

### **Equality**

Making sure everyone has the same opportunities.

### **Equity**

Making sure everyone gets what they need to succeed.

## Appendix 2: Racist Incident Response Flowchart

### Step 1: Incident Occurs / Reported

### Step 2: Immediate Staff Response

- Listen
- Reassure
- Take seriously

### Step 3: Record on CPOMS

- Ensure factual account
- All individuals involved
- Initial action

### Step 4: Investigation (Senior Leader if required)

- Gather information
- Speak to all parties

### Step 5: Action Taken

#### For victim:

- Support
- Safeguarding consideration

#### For perpetrator:

- Education (restorative work)
- Sanction (if appropriate)

### Step 6: Parent/Carer Communication (if appropriate)

### Step 7: Follow-Up

- Monitor wellbeing
- Ensure resolution

### Step 8: Safeguarding Audit Review

- Pattern analysis
- Further action if needed