

Judith Kerr Primary School

Anti-Racism Policy

Policy Details

Policy Owner:	Headteacher
Approved by:	Anthem Community Council
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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**
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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.

The school recognises that prejudice and discrimination may be experienced because of a person's race, ethnicity, nationality, culture, religion, faith, belief or perceived identity.

We recognise that racism can intersect with other forms of discrimination and that some groups may experience hostility linked to both their ethnicity and their faith.

This includes antisemitism, Islamophobia and other forms of religious discrimination or religiously motivated harassment.

The school will not tolerate any form of racism, antisemitism, religious discrimination, hate incidents or prejudice-based bullying and will respond to such incidents using the procedures set out in this policy.

We recognise that racism can include:

Antisemitism and Religious Discrimination

The school recognises that antisemitism is a specific form of prejudice, discrimination or hostility directed towards Jewish people, Jewish communities, Judaism or Jewish heritage.

The school also recognises that pupils, staff and members of the wider school community may experience discrimination, harassment or bullying because of their religion, faith, belief or lack of belief.

Examples may include:

- Derogatory comments, jokes or stereotypes about a religion or faith group.
- Mocking religious practices, beliefs, clothing, symbols or observances.
- Excluding an individual because of their religion or belief.
- Use of antisemitic, Islamophobic or other faith-related discriminatory language.
- Damage to, or disrespect towards, religious items or places of worship.
- Online or in-person harassment based on religion, faith or belief.

All such incidents will be taken seriously, recorded on CPOMS, investigated appropriately and addressed in line with the school's safeguarding, behaviour and equality procedures

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.

Antisemitism

Treating Jewish people unfairly, excluding them, or making unkind comments about them because they are Jewish.

Religious Discrimination

Treating someone unfairly because of their religion, faith, beliefs or because they do not follow a religion.

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