



Holway Park CP School & Autism Centre Anti-Racism Policy

September 2026

Holway Park CP School & Autism Centre is committed to creating a learning environment where every pupil is respected and valued. It recognises its moral and legal duty to have due regard to the need to:

The stopping of unlawful behaviour that is banned by the Equality Act 2010, including discrimination, harassment and victimisation. Advancing equal opportunities between people who have a protected characteristic and those who do not; and fostering good relations between people who have a protected characteristic and those who do not.

For the purposes of this policy, racism may refer to hostility or prejudice based on colour, ethnicity, ethnoreligious group (e.g. antisemitism) or place of origin (perceived or actual).

We will promote equality and eliminate unlawful discrimination including racism within the school environment and workplace.

We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, abuse, antisemitism, harassment and victimisation) in our school, curriculum and in the learning and working environment.

We know that racism is something that needs to be seen and acknowledged before it is understood. Does seeing and acknowledging automatically mean understanding? Once understood, it can be tackled. As a school community, we consider that racism in education should be treated as a safeguarding issue.

“If any member of staff or volunteer or visitor has knowledge, concerns or suspicion that a child is suffering, has suffered harm or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred.”

Safeguarding is taking action to promote the welfare of children and protect them from harm. It is about keeping children safe from harm and abuse. This means keeping children safe from accidents, crime and bullying and actively promoting their wellbeing in a healthy, safe and supportive environment.

Our school is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No pupil, employee, school governor, parent/carer, or community member should experience racism within the learning or working environment of the school. We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community.

As a school we welcome the diversity of cultures, backgrounds, faiths and beliefs and celebrate the backgrounds of all learners, staff and others associated with the school. The school aims to create an inclusive school culture that fosters acceptance and respect for diversity.

The Equality and Human Rights Commission explains race discrimination:

The Equality Act 2010 says you must not be discriminated against because of your race.

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.

Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.

Racial discrimination can occur either directly or indirectly.

Direct discrimination occurs when someone is treated less favourably because of their race, colour, descent, national or ethnic origin. For example, where a school does not employ a staff member because they are of African descent.

Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage. For example, a school uniform requirement that stipulates that all learners wear a short (above the knee) games skirt for P.E. lessons could indirectly discriminate against learners of certain cultures and backgrounds (for example, Muslim learners) for whom strict modesty is observed.

Examples of racial harassment are: • verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, 'banter' and pranks, malicious comments, hostile attitudes. • non-verbal conduct of a racist nature: display of racial material, graffiti, damage to personal property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

Prevention

Our approach to preventing racism within our school involves explicit 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 learners
6. Partnerships with parents, carers and communities

Staff Expectations

- promote an inclusive and collaborative ethos in their interactions with learners, staff, governors and visitors.
- take all forms of racism seriously and intervene to prevent incidents from taking place.
- not use language that perpetuates negative images of people of colour, for example, terms such as 'third world' or 'natives.' - including in down time in the staffroom and other areas of the school especially on social media or communications with the public and community
- screen resources so that an inclusive accurate message is explicit to reinforce respect and value one another's differences.
- show equal regard for all - praising, rewarding and celebrating the success of all learners.
- recognise that the behaviour of all staff in the school will be seen by learners as model behaviour, therefore, it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children and high quality professional relationships with all adults.

Commitment

We challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, **however thoughtless or unintentional**.

We are committed to providing an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different ethnicities and different geographical regions.

Assisting in the identification of barriers to equality of opportunity for learners and staff and to ensure that these barriers are addressed where possible.

Implementing anti-discriminatory employment practices.

Our school strives to develop positive anti-racist language, awareness, images, role models and practice and an environment which reflect that all people are equally valued, and that harassment will not be tolerated.

Our school continues to develop an anti-racist ethos, curriculum and teaching.

In our school learners will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism; racist symbols, badges or insignia are forbidden in school.

Responsibilities

Learners are responsible for:

- treating others with respect in accordance with our 4Ss school's ethos.
- telling an adult about an incident if they perceive themselves to be the victim of racism, or they witness incidents of racism;
- asking for help from staff in defusing a difficult situation without retaliating.

Parents and carers are responsible for:

- talking to their child, listening, reassuring, staying calm and informing the school if they feel that their child has experienced racism within the school community. Incidents discussed via social media/press make it difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately.
- supporting the school's Anti-Racism policy and actively encouraging their child to be a positive member of the school.

All staff are responsible for:

- all teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic and ethnic diversity,
- challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours.
- all staff, teaching and non-teaching, should be vigilant so that racist behaviour does not go undetected. • dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping.
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of colour, ethnicity or place of origin.
- keeping up to date with the law on discrimination and taking up training and learning opportunities to better understand learners' diverse cultural and ethnic backgrounds.

The Senior Leadership Team is responsible for:

- ensuring all stakeholders are aware of how to report racist incidents.
- investigating incidents of racism and providing appropriate re-education and/or sanctions to perpetrators of racist incidents.
- being the contact point for allegations of racism and providing timely and professional responses to complaints regarding racism.
- monitoring attainment, exclusion and attendance data by ethnicity, identifying trends or patterns to ensure any barriers to learners' feeling part of the community are tackled;
- ensuring consistent and clear recording by staff of all forms of racist/prejudice incidents or racist/prejudice bullying on the school safeguarding reporting system- CPOMS with scrutiny of these reports by senior leaders

The Head Teacher is responsible for:

- making sure this policy is readily available and that the governors, staff, learners, and their parents/carers know about it.
- making sure all staff know their responsibilities.
- taking appropriate action in cases of racial harassment and racial discrimination.
- providing a termly report of incidents of racism to the governing body.

The Governing Body is responsible for:

- ensuring that the school complies with relevant equality and employment legislation, and monitoring that this policy and its related procedures and strategies are implemented.

Good Practice

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom to support a school's approach to dealing with and addressing racism with all learners. These could include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all learners in our multicultural society.
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.
- developing global dimensions to the curriculum which value contributions of all people to world culture
- exploring with learners at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.
- encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.
- develop positive links with community groups to ensure that the multicultural dimension to the curriculum is fully developed.
- having high expectations of learners of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each pupil's individual learning and social needs are met.

Responding to Incidents of Racism

The school recognises the need for education to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices or unconscious bias for us as a community to respond, challenge and prevent. The need for education extends to dealing with the perpetrators of racist incidents.

Where incidents are caused by a lack of understanding the learner(s) will be directed to reading / an empathy task / reflecting on the harm caused / exploring where their own prejudices come from.

Where the incident stems from a desire to cause harm / distress / or is a repeated incident of racism the pupil(s) involved will be sanctioned in line with the school's antibullying and behaviour/relationship policies.

The aim when managing any racist incident is to find a way to achieve mutual understanding and reconciliation. The process of reconciliation requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes and genuinely apologise. Reconciliation can be a difficult process. These reconciliation meetings will be offered to all who experience or are involved in racist incidents.

Procedure for dealing with alleged racist incidents involving learners

“Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person’s race or perceived race.”

Based on the above definition, for the purposes of this procedure, racism may refer to hostility or prejudice based on, colour, ethnicity or place of origin.

1. Incident reported to school by staff or parent/carers or pupil.
2. Report created on CPOMs by member of staff receiving report which is then submitted for triage to Headteacher and investigation by school safeguarding staff.
3. SLT/ Designated Safeguarding Person begins the investigation.
4. Accounts taken from all involved including witnesses.
5. Headteacher and parents/carers informed of investigation.
6. Decision made once all the evidence collated.
7. Appropriate sanction/support given.
 - a) Lack of understanding – the pupil may be directed to an empathy task to reflect on the harm caused. Therefore exploring where their prejudices come from.
 - b) Due to the harm or distress caused by the incident/s, there is a sanction in line with the school’s anti-bullying policy as well the behaviour/relationships policy.
8. Parents/carers informed of the outcome of the investigation.
9. LA informed
10. Restorative conversations take place with all parties involved. This should be offered in all cases. Learners will need time before restorative conversations take place. All involved are given the opportunity to speak and respond to the situation. Agreed protocols for future interaction are put in place. There should be a behaviour agreement in place. CPOMs record is correctly categorised and closed outlining the type of bullying or prejudice involved.

Procedure for dealing with alleged racist incidents involving a staff member at Holway Park CP School & Autism Centre.

All incidents should be reported to the Headteacher immediately by email. This includes incidents where a staff member is racist towards a pupil, where a staff member is racist towards another member of staff or towards a parent or visitor. The incident will be logged and investigated by the Headteacher or a member of the SLT.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct if proven and will be treated in line with the school’s disciplinary procedure.