Anti-Racism Policy

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Firs Primary School

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1. Introduction

Firs Primary School is continually working towards anti-racism. To influence the anti-racist pedagogy and practice we strive for, we have adopted the below definition from International Perspectives: Women and Global Perspectives:

> "Anti-racism is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably"

As a school, we acknowledge the role of education in upholding institutional racism, and endeavour to dismantle it where it may occur within our setting. This policy details how we may do this, with its purpose being three-fold:

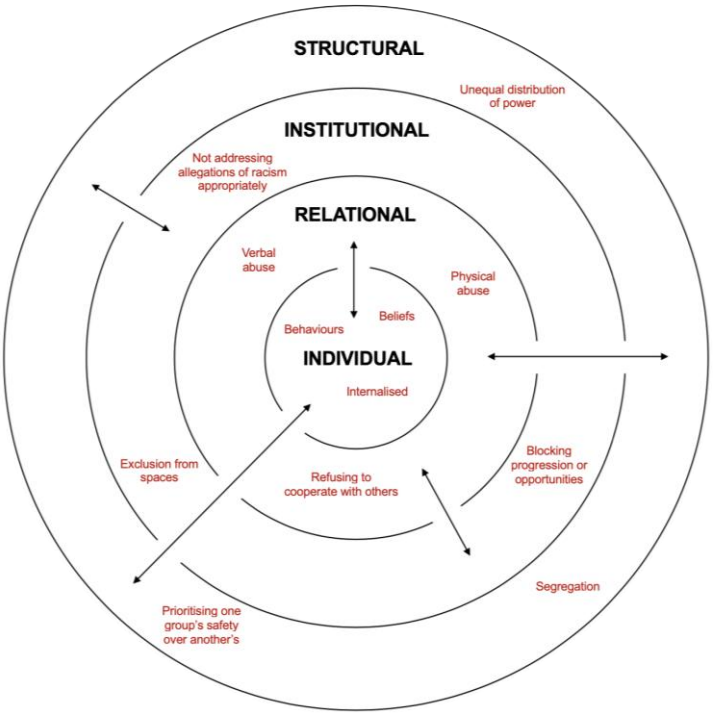
1. To ensure that our school provides an equitable education for all pupils which prepares them to think critically about our multi-cultural and ethnically diverse society;
2. To implement measures so that all members of our school community (including pupils, school staff, parents/carers, governors) feel safe and know that they belong in our setting;
3. To ensure a whole-school approach to tackling racism when it occurs.

This policy should be read in conjunction with other related school policies: Anti-Bullying; Attendance; Child Protection and Safeguarding; EAL; Equal Opportunities; Positive Behaviour; PSHE; SEND.

2. Key Definitions

2a. Race and Racism

Race is socially constructed and has no biological reality. Colonial history has influenced how we understand race currently. After widespread anti-colonial rebellions in the 1600s, the idea of race was created to divide alliances between indentured Europeans and enslaved Africans. This has since manifested into a system of racism, with its effects having lasting impacts for people of colour.



Racism exists within a hierarchy of power (structural racism), meaning that it only materialises because one racial group has power while other groups do not. Inspired by Guilaine Kinouani's work on the 'levels of racism', which demonstrates how each form of racism cannot exist in isolation, we have created this diagram to represent how racism may present itself. Racism is not just relational, referring to hateful behaviour towards people of colour, but instead works on many levels which may stem from individual beliefs. Institutional racism refers to the persistent failure to recognise racism and its impacts within an institution.

2b. Ethnicity

Ethnicity refers to a group who may share cultural traditions, based on geography, language, culture, etc. Ethnicity originates from the Latin word 'ethnicus', meaning pagan or heathen.

2c. Nationality

Nationality relates to a group who may identify with a particular nation.

2d. Black, Asian and Minority Ethnic (BAME)

BAME is a collective term which includes all racial and ethnic groups protected under the Equality Act (2010). As a school, we acknowledge that people belonging to such communities may define themselves in a variety of ways, and that each group may

have diverse experiences. Other terms we may use to indicate those not racialised as white are: Black, Brown, people of colour, and Black and Global Majority. The latter term is increasingly used to represent that those racialised as 'ethnic minorities' are in fact the global majority.

2e. Colour evasion

Replacing the term colourblindness because of its ablest notions, staff at Firs Primary School refer to the denial of race as colour evasion. Dismissing race reinforces the belief that 'everyone is the same' and thus denies people of colour, particularly the diverse community of pupils within our school, the breadth of their racial and cultural experiences. This also dismisses the fact that racism is still prevalent within our society.

3. Roles and Responsibilities

It is essential that issues of race and racism are addressed at every available opportunity at our school, and that this takes a whole school approach. Reflecting this, below details the roles and responsibilities that each member of our school community will take to work towards anti-racism. It is expected that all members engage committedly with this policy to their full potential to achieve our aims.

3a. Role of Anti-Racist Lead and Headteacher

- To oversee the implementation of our school's Anti-Racism Policy
- To engage in regular professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice
- To provide support to members of our school community through various means, such as: planning professional development opportunities for all staff; supporting all teaching staff with curriculum planning, implementation and review through an anti-racist lens; supporting pastoral staff with attendance and behaviour concerns through an anti-racist lens
- To collect and examine evidence which reveals the impact of our school's Anti-Racism Policy, such as staff, parent/carer and pupil voice
- To regularly engage with the Senior Leadership Team to enhance our school's anti-racist pedagogy and practice at a whole school level

3b. School staff

- To regularly engage in professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice
- To hold high expectations for all children at Firs Primary School and to ensure that all pupils' academic, personal, social, emotional and mental health needs are met
- To explore issues of race and racism with children at an appropriate level that not only shows that racism is unacceptable, but also provides children with both confidence and strategies to challenge injustice
- To be visible and vigilant in our school setting to ensure that racism does not go undetected, and to ensure that when racism does occur, appropriate action is taken, as further outlined in Section 4. Dealing with Racist Incidents
- To regularly review curriculum content and teaching resources to highlight opportunities for further inclusion of protected characteristics, and to ensure that representation of these characteristics are made sensitively and critically

3b. Pupils

- To demonstrate our 'Firsy Five' values and follow the expectations set out in our Positive Behaviour Policy
- To demonstrate our Shared Principles of Engagement (see Appendix C) during discussions involving protected characteristics
- To understand and act on their responsibility to call out and report racism
- To call in and educate others about racism where appropriate

3c. Parents/carers

- To inform the school of racist incidents that have happened within our setting or the wider community which may have an impact on our school community
- To take an active role in tackling racism where their child may have been involved in a racist incident

3d. Governors

- To provide support to the school's Anti-Racist Lead in the implementation and impact of our school's Anti-Racism Policy
- To regularly engage in professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice

- To ensure that all governing practice is approached with an anti-racist perspective
- To monitor the attainment of Black and Global Majority pupils and set measurable performance indicators to review the impact of racial equality initiatives
- To regularly review and analyse racist incidents to identify trends in racist behaviour, particularly in relation to the continual transience that characterises our school community, and to work with the Anti-Racist Lead and school staff to address these
- To regularly audit the skills and experiences of governors, as well as the ethnicity, gender and other demographics of the board to ensure that the governing body effectively represents our school community
- To support the Anti-Racist Lead to audit and plan professional development opportunities for all school staff
- To ensure that staff recruitment occurs equitably and maintains an anti-racist perspective

4. Dealing with Racist Incidents

4a. Defining Racist Incidents

At Firs Primary School, we make it very clear that racism is not tolerated at our setting. We define racist incidents as it is stated in the law:

> "A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

As a school, we acknowledge the role of education in institutional racism because we work within a society that is structurally racist. We also recognise the detrimental impact that racist incidents can have on pupils' academic, personal, social, emotional and mental health progress. As such, we understand that racism is a safeguarding issue for our pupils and will treat all disclosures with utmost priority. We take the attitude of 'when, not if' racism occurs and will take appropriate action in all circumstances where racism has been reported.

4b. Examples of racist behaviour

Examples of how racist may occur are below. However, this list is not exclusive.

Overt racism may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Refusal to co-operate with others because difference of colour, race, ethnicity, nationality, culture, religion or language
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments, graffiti and written abuse
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or insignia
- Distributing racist material such as leaflets, magazines or computer software
- Recruiting other young people to racist organisations or groups

Covert racism, referring to racial discrimination which may be disguised or subtle, may include:

- Not addressing allegations of racism appropriately or treating complainants as 'troublemakers'
- Blocking progression or learning opportunities within employment and education
- Avoiding or isolating people, or not inviting them
- Subjecting people to greater scrutiny or monitoring
- Using negative language or making 'jokes' about people's race, ethnicity and/ or nationality
- Colour evasion
- Not providing appropriate support or not responding to cultural or religious needs
- Enacting behaviours signalling that someone doesn't belong or isn't welcome

4c. Actions to take

All staff understand their legal duty to address racist incidents, as outlined in the Equality Act (2010), which makes discrimination on the grounds of nine protected characteristics unlawful.

For all incidents that school staff witness, they will follow the framework of: interrupt, question, educate, echo. They will interrupt by calling out any racist behaviour immediately and visibly. Staff will then call in by questioning the intent and cause of this behaviour, and use this as an opportunity to educate pupils on the potential harm that this behaviour may cause. We expect all other staff and pupils involved, as upstanders, to echo this sentiment so it is clear that we do not tolerate discrimination. Examples of how members of our school community may call out and call in are below. These are adapted from Tufts University's work on interrupting bias.

Calling out	Calling in
▪ I need to stop you there. ▪ That word/comment is offensive. Please be mindful and choose a different word. ▪ I wonder if you have considered the impact of your words. ▪ It sounds like you're making some assumptions that we need to unpick a bit. ▪ It sounded like you just said _____. Is that really what you meant? ▪ That's not showing our FIRSY values. ▪ I need to leave if the conversation continues down this road.	▪ What was your intention when you said that? ▪ What impact do you think your behaviour might have? ▪ How might the impact of your behaviour differ from the intent? ▪ How might someone see this differently? ▪ What might others say/think/feel? ▪ Why do you think that this is true? ▪ What is the best way for you to continue?

In the first instance of a racist incident being reported, staff will remain calm and ensure they listen with an impartial ear. This conversation should take place in an environment where the complainant feels safe and comfortable, and should be private. Staff will take an exploratory rather than accusatory approach to collect as much information as possible. This information will be communicated to the Learning Mentor, the Anti-Racist Lead or a member of the Senior Leadership Team as soon as possible and immediate action will be taken.

In all circumstances, the needs of all people involved with be considered and restorative practice will be undertaken. Actions taken will be age- and context-specific, with a focus on ensuring all involved (including those within the vicinity who may have

witnessed the incident) can rebuild their self-esteem and confidence. There will also be opportunity for these pupils to have a check-in at a later point. The impact (or potential impact) of the racist behaviour, rather than the intent, will be at the forefront of decision-making. Appropriate consequences will be given depending on the severity of the situation, in line with our Positive Behaviour Policy, and school staff will contact home for all pupils involved to inform them of the incident (see Appendix A – Dealing with Racist Incidents Flowchart).

The Learning Mentor and Anti-Racist Lead will record the incident, in consultation with a member of the Senior Leadership Team (see Appendix B – Racist Incident Reporting Form). These records will then be shared with the Governing body three times a year in the school's behaviour report to identify and address any trends.

5. Curriculum

5a. School Curriculum

This section should be read in conjunction with Section 3b. School Staff.

At Firs Primary School, we strive for a curriculum that prepares pupils for life within our multicultural society. We ensure that pupils engage in and understand current affairs and that they understand the role they may play in global issues. We encourage all pupils to be anti-racist and provide them with the knowledge and skills to call out and call in about racism and discrimination. This is planned sequentially so that it is appropriate for where children are in their learning journey.

Alongside this, we aim to embed diverse perspectives within our curriculum that encourage children to think critically about knowledge. We include critical representations of people with protected characteristics to expose children to the breadth of experience globally. Where possible, we engage with external organisations that are selected for their appropriateness and the enrichment they may provide pupils academically, personally, socially and emotionally.

When exploring these issues, all school staff must take a trauma-informed approach which acknowledges the harm that discrimination causes. Content on protected characteristics may expose injustices pupils themselves experience and so appropriate safety measures are put in place prior to such content being shared with pupils. Staff will discuss our Shared Principles of Engagement to ensure that pupils understand the expectations (see Appendix C – Shared Principles of Engagement). Pupils will also be encouraged to express any discomfort or distress caused, either via talking to an adult privately or using a worry box, which are found in every classroom.

5b. Reviewing Curriculum Content with an Anti-Racist Lens

Curriculum content is regularly reviewed by subject leads, and opportunities to further enhance diverse perspectives within the curriculum are sought. Below are some questions that staff use to prompt subject reviews, inspired by Shannon Morreira's and Kathy Luckett's work on decolonising the classroom:

- How does my positionality inform the choices I make about my subject area?
- What norms, values and perspectives inform my subject area (thinking about what is present but also what is absent and why)?
- Who do I design my curriculum for? What are the assumptions I make about pupils' backgrounds, cultures, languages and school experiences?
- How does my subject area include the experiences, histories and cultures of global majority communities?
- How does my subject area build a community where pupils are encouraged to learn from each other and share their experiences?
- How do the assumptions I make about students inform the criteria I use to assess their understanding? What methods may show what all students are capable of, using their strengths and creativity?

5b. Staff Professional Learning and Development

For school staff, professional development opportunities are provided regularly. An online resource bank, which is regularly updated, is always also available to access. Staff are encouraged to reflect on the following questions when engaging in professional learning:

- What does this have to do with me?
- What emotions are evoked as I learn? Why might this be?
- What new learning have I gained after engaging with this?
- How does this connect with any prior learning?
- What needs to shift in my worldview to consolidate this new learning?
- How can I apply what I have learned moving forward?
- Who can I share this with?

Training is audited through post-session feedback and staff voice to ensure that it is constructive and that it meets every member where they are in their anti-racist process. We also encourage all school staff to question and examine their own positionality so that they can understand their biases. We hope to instil a supportive and inquisitive culture, whereby all staff feel confident to both give and receive feedback to each other.

Appendix A – Dealing with Racist Incidents Flowchart

At Firs Primary School, we define racist incidents as it is stated in the law: "A racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

All staff understand their legal duty to address racist incidents, as outlined in The Equality Act 2010. Actions highlighted in ● on this flow chart show the steps all staff are expected to take to support in dealing with any racist incidents in our setting.

Racist incident witnessed or reported to a member of school staff

INTERRUPT
Take immediate action by calling out the behaviour.

QUESTION
Discuss with pupils in a private area, e.g.:
- What was the intent?
- What might have been the cause?

Pass the allegation on to the Learning Mentor, Anti-Racist Lead or a member of the Senior Leadership Team.

Check in on the victim(s) to them to rebuild their self-esteem.

Check in on others involved to ensure they know that this behaviour is not tolerated

EDUCATE
Call in on perpetuator to understand the impact (or potential impact) of their behaviour.

ECHO
- Share incident resolution with teacher and parents/carers
- Parents/carers are expected to support in calling in

Incident recorded in consultation with the Learning Mentor, Anti-Racist Lead and a member of the Senior Leadership Team.

Did the behaviour cause harm/distress to anyone involved or is it a repeat offence?

If yes to either:
- Lunchtime reflection
- Potential isolation in another key stage

Appendix B – Racist Incident Reporting Form

Racist Incident Report Form

(Updated November 2023)

This form is completed whenever a racist incident is *thought by someone* to have occurred. For the purposes of such reporting and recording "a racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

Date: ____/____/____ Time: ____:____ Location: _____

Perpetrator(s)

Full name: _____ **Year Group:** _____ **No. of offences:** _____

Ethnicity (please tick below)

- ☐ White (British)
- ☐ White (Other)
- ☐ Gypsy/Roma
- ☐ South Asian (Indian)
- ☐ South Asian (Pakistani)
- ☐ Mixed (White/Black African)
- ☐ Mixed (White/South Asian)
- ☐ Mixed (White/Caribbean)
- ☐ Mixed (Other)
- ☐ Filipino
- ☐ Black or Black British (Caribbean)
- ☐ Black or Black British (African)
- ☐ Chinese
- ☐ Other

Victim(s)

Full name: _____ **Year Group:** _____

Ethnicity (please tick below)

- ☐ White (British)
- ☐ White (Other)
- ☐ Gypsy/Roma
- ☐ South Asian (Indian)
- ☐ South Asian (Pakistani)
- ☐ Mixed (White/Black African)
- ☐ Mixed (White/South Asian)
- ☐ Mixed (White/Caribbean)
- ☐ Mixed (Other)
- ☐ Filipino
- ☐ Black or Black British (Caribbean)
- ☐ Black or Black British (African)
- ☐ Chinese
- ☐ Other

Nature of incident

- ☐ Physical abuse
- ☐ Name calling, insults, racist jokes and/or language
- ☐ Verbal threats
- ☐ Ridicule based on racial, ethnic or cultural differences
- ☐ Refusal to cooperate based on above differences
- ☐ Written abuse
- ☐ Avoiding, isolating or not inviting others
- ☐ Incitement of others to behave in a racist manner
- ☐ Provocative behaviour such as wearing racist badges or insignia
- ☐ Bringing racist materials into school
- ☐ Racist graffiti
- ☐ Malicious online use
- ☐ Stereotyping
- ☐ Other (please specify)

Brief description of incident, including who it was reported to and by whom, what happened, whether others were involved, and the effects on the victim
Follow-up actions taken, including how the needs of the victim(s), perpetuator and others involved will be addressed

Report completed by: _____ _____/_____/_____

Consultation with: _____ _____/_____/_____

Home contacted by: _____ _____/_____/_____



Shared Principles of Engagement

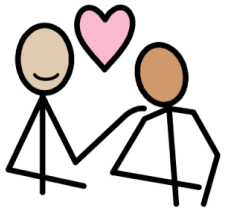


Listen carefully



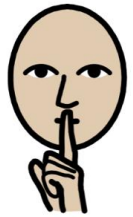


Be kind to yourself and others



Think about your impact

These principles help us to make the right choice and keep everyone safe.



Respect people's