

# **ST VINCENT'S CATHOLIC PRIMARY SCHOOL**



## **ANTI-RACISM POLICY**

**Review Date: January 2027**

## **Mission Statement**

### **Caritas Christi Urget Nos**

***The love of Christ urges us to care for each other and strive for excellence in everything we do.***

## **Introduction**

St Vincent's Primary School is a UNICEF Rights Respecting School which upholds the rights of the child and the inherent right of equality without discrimination. St Vincent's will not tolerate any form of racism and is committed to an anti-racist ethos. Our aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. The school anti-racist policy and practice, help to identify, challenge and change those attitudes which lead to negative discrimination against people on the basis of their race, colour, nationality, culture, language or religion.

## **Key Principles**

This policy sets out the school's approach to preventing and dealing with racism and racist incidents as per the Race Relations Act 1976 working within the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all of our pupils preparing them to develop a society which is based on mutual respect and understanding. Our aim is to provide an effective framework for the prevention and management of racist incidents within our school. This will support our school in providing a safe and secure environment in which all members of the school community show respect for, and value, one another in line with our Catholic faith practices and Gospel and Vincentian Values.

The policy aims to ensure that:

- Governors, teaching and support staff, pupils and parents and carers have an understanding of what a racist incident is.
- Governors and teaching and support staff know what the school policy is on tackling and preventing racism and dealing with it if it occurs.
- Pupils and parents and carers know what the school policy is on racism, and what they should do if a racist event occurs, what they can expect of the school in dealing with racism and what the school is doing to prevent racist incidents.
- Bullying and prejudice-based language of any kind, involving pupils, adults, staff or parents is unacceptable and will not be tolerated at our school.
- All pupils have the right to learn in an environment where they feel safe and happy.
- Preventing and tackling racism is part of the school's approach to promoting good behaviour and is supported by our commitment to providing a caring, friendly, respectful and safe learning environment for

all of our pupils where the Vincentian values are taught, in line with the Gospel and British Values.

- We promote an inclusive ethos that focuses on respecting one another in line with our Gospel and Vincentian Values, and celebrating difference and diversity, where racism is never acceptable.
- Preventing and tackling racial incidents are part of our work to support pupils' social and emotional development and positive mental health and to be recognised as a healthy school.
- Ensuring existing school policies address inappropriate behaviour around racism and other discriminatory practices.
- Recording and reporting racist incidents to the appropriate authorities both internal and external to the school to endeavour to eradicate such behaviour.

### **Links to other policies**

Our commitment to tackling racial incidents in schools is central to our ethos and ongoing effort to discourage anti-social behaviour and promote inclusive learning.

This policy is part of promoting good behaviour in school and links to the Racial Justice, Equality and Discrimination Policy, Emotional Wellbeing and Mental Health Policy, the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Behaviour Policy, Equality Policy and Online Safety Policy.

### **Definition of Racism**

Our definition of racism is based on:

- The Equality Act 2010 which offers protection from discrimination on the grounds of skin colour, nationality or ethnic origins. The Equality Act 2010 also prohibits discrimination on the grounds of religion or belief.
- The Macpherson Report: 'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.'

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 cooperate 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 the 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.

### **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

1. Whole school ethos and environment
2. Whole school activities
3. Curriculum
4. Training and support for staff
5. Involving pupils
6. Partnerships with parents, carers and communities

#### 1. Whole school ethos and environment

- We aim to create a positive, safe and inclusive environment which reflects God's message of us all being created equal in His image and that values diversity.
- We have high expectations of children's behaviour to show respect for each other and accept responsibility for their behaviour.
- Staff model positive behaviour and communication skills both with pupils and other adults in the school.

- We teach children the kind of behaviour we expect based on our Vincentian Values and reward good behaviour.
- Staff always challenge children when they use prejudice - biased and racist language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything.

## 2. Whole school activities

- We have introduced restorative approaches for dealing with conflict.
- We support and promote national campaigns including Black History Season and Anti-Bullying Week.
- We have a specific focus on the role of bystanders and allyship and teach children that if they witness racism they should report it to a teacher or trusted adult.
- We teach about equality and actively challenge racial stereotypes and promote equality through displays, stories and images.
- We are a Gold 'rights aware' UNICEF Rights Respecting School which upholds the rights of the child. Articles 2 and 14 refer specifically to discriminatory behaviours and as duty bearers we identify racist behaviour as an infringement of children's rights.

## 3. Curriculum

Anti-racism is covered broadly in the curriculum, covering the statutory content and with a focus on types of racism, the impact and how to report and get help, healthy and unhealthy relationships, respect for difference, stereotyping and its consequences, prejudice and discrimination. We have actively engaged in decolonising our curriculum which seeks to function as a mirror and a window in order to reflect the world we live in. Lessons and resources mirror children's experiences back to them but also offer windows into the experiences of others\*. Children develop a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes and celebrating difference.

\*[http://www.nationalseedproject.org/images/documents/Curriculum\\_As\\_Window\\_and\\_Mirror.pdf](http://www.nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf)

In PSHE and Relationships Education, St Vincent's use the 'Life to Full' Programme and their 'Ten Ten' resources. It has three core themes: Created and Loved by God, Created to Love Others and Created to Live in Community. The framework is built upon a 'spiral curriculum', which means that the learning builds for pupils as they move through the school in an age-appropriate way, gradually expanding and deepening their knowledge, experience, and attributes. Each topic draws on key virtues that sit at the heart of Catholic education and our Vincentian Values; virtues such as respect, appreciation, patience, forgiveness, justice, service and commitment. These virtues are the pillars around which the entire teaching and learning is based.

In PSHE and Relationships Education pupils learn:

- What bullying is and different types of bullying including online/cyberbullying, the impact of bullying on the person, relationships and mental health and how it can develop into prejudice and discrimination, why people bully.
- Strategies to respond to racism, the responsibilities of bystanders, what to do about it, how to be an ally and get support.
- The importance of respect for others, being inclusive and celebrating difference and diversity
- That difference is positive and that we are all unique.
- The negative impact of stereotypes.
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain healthy relationships.

#### 4. Staff Training and support for staff

All staff receive training from the Anna Freud Centre on all aspects of racism and the school has a staff Cultural Working Party which reviews the curriculum and feeds back on anti-racist strategies in the school.

We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify racism, what to do if it occurs and how to prevent it. We include all school staff, including support staff, site staff, office staff to ensure a consistent approach and also because pupils may disclose details of a racist incident to any member of staff.

All staff can:

- Recognise a racist incident.
- Respond appropriately when they witness a racist incident or one is reported to them.
- Understand the school's policy and procedure and the need for consistent responses and sanctions.

#### 5. Involving Pupils

We want all pupils to contribute to the development of the school's approach to tackling and preventing racism, including when they might be bystanders. We involve pupils through the Rights Respecting Ambassadors and through feedback on the development of anti-racist resources and lessons. We ensure that all children:

- Understand that the school is opposed to any form of bullying or harassment including racism or racial harassment.
- Know how the racial incident procedure works and are encouraged to use it without fear of victimisation.
- Understand that all racially motivated incidents are recorded and reported and that serious incidents are reported to the police.
- Know what sanctions and support are available.

## 6. Partnerships with parents, carers and communities

We believe that parents and carers have a crucial role in supporting the school's anti-racist policy and in actively encouraging their child to be a positive member of the school. We ask for parents to contribute to draft policies and we have an annual school survey for parents and carers which includes questions about how well they think the school is doing.

### **Recording and Reporting Racist Incidents**

Any report or allegation of a potentially racist incident requires an investigation even if it is found to have been unsubstantiated. While some investigations will be very simple, others may require witness statements or other supporting documentation. This information will be uploaded to our online reporting platform, CPOMS.

In all cases:

- Records relating to racist incidents will be treated as highly confidential and must be uploaded by the relevant member of staff to CPOMS.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation should be uploaded onto the CPOMS platform.
- Analysis of CPOMS will enable us to learn from particular incidents, highlight trends and monitor progress.
- Any summary of incidents or monitoring reports by the school which will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in racist incidents.
- We will investigate and act upon any racist incident that is reported to school staff promptly, whether taking place at school or outside of school e.g. online, on public transport, outside local shops. We will also consider whether it is appropriate to notify the police of the incident.
- We will communicate with parents of all children involved regularly throughout the investigations.

What will we do if we know a racist incident has been reported?

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports. There is guidance in the staff handbook regarding how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We will

- Identify a senior member of staff to investigate the incident thoroughly.
- Support the child and talk with them about what has happened and what they would like to happen.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the racism has stopped.

- Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
- Keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on CPOMS.
- Consider any curriculum implication including the need for a school assembly or lessons, changes to the communication or any other policies.
- Support for the victim and/or the alleged perpetrator.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority Officer.

Data on racist incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been bullied?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meetings.
- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been bullying (perpetrator)?

We will:

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Headteacher who should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.
- Spend time talking to the child to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use appropriate approaches e.g. restorative approaches which hold the child accountable for their actions and deter them from further racist behaviour.

- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour and is explained in our Behaviour Policy under persistent inappropriate behaviour.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

### **School Responsibilities**

The Headteacher will:

- Have overall responsibility to ensure the effective implementation of the school's anti-racist strategy

The Headteacher or member of staff responsible for anti-racism will:

- Ensure that the policy is implemented and reviewed regularly.
- Provide a termly report of incidents of racism to the governing body.
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern.
- Ensure the policy is regularly published to the whole school community and the message that racism is not accepted is reinforced through whole school activities and information.
- Ensure that all staff receive sufficient training to be equipped to identify and deal with racist incidents.
- Regularly review the policy in the light of any incident.
- Include regular updates to staff through the annual safeguarding training.
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle racism.

The Governing Body will:

- Support the Headteacher in all attempts to eliminate racism from our school as part of their safeguarding responsibility.
- Require the Headteacher to keep accurate records of all incidents of racism and report on them to the governing body on a termly basis.
- Require the Headteacher to report annually to the governors about the effectiveness of school strategies.
- Require the Headteacher to review and keep up to date the anti-racist policy.
- Notify the Headteacher of any request from a parent/carer to investigate incidents of racism.

SLT will:

- Support the child who has been subject to racism.
- Take statements from all the pupils involved, including any bystanders.
- Communicate with parents and keep them updated throughout the investigation.
- Issue sanctions and conduct restorative justice\* meetings in order to prevent further incidents.

- Discuss the incident with relevant staff to identify any further support needs for the pupils involved-both the pupil who has been the victim and the pupil who has committed the racist incident.
- Monitor the situation to ensure the racism has stopped.
- Gather feedback from those involved about how the incident was dealt with.

All members of staff will:

- Record and report all incidents of racism quickly.
- Listen to the concerns of pupils.
- Be vigilant around the school.
- Role model healthy and respectful relationships.
- Promote equality and deal effectively with any prejudiced-based language.

Racism outside school premises

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff Section 89 of the Education and Inspections Act 2006.
- This could relate to racist incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
- Where racism outside school is reported to school staff, it should be investigated and acted on.
- The Headteacher should also consider whether it is appropriate to notify the police or local authority.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### **Key contacts**

Governor with a lead on Racial Justice, Equality and Diversity: Phillippa Weekes  
 Lead Teacher for Racial Justice, Equality and Diversity: Liz Wolfenden  
 Designated Safeguarding Lead: Marie Tuohy, Liz Wolfenden, Kerry Malone, Matt Gibson, Emma Doherty,  
 PSHE Lead: Matt Gibson

### **Sharing the policy**

Key information from this policy will be incorporated into the following documents:

- Staff Handbook
- Governor Handbook

A full copy of this policy is freely available to parents and carers on request and a copy is on the school website. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery

### **Support for pupils and parents**

*Advice to parents*

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

### *Advice to pupils*

- If you are a victim of racism (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk/>
- Friends of those targeted by racism should tell staff or a parent.
- Nobody deserves to be racially mistreated, remember, you have a right for this not to happen to you and it is not weak to tell someone.

### *Advice to bystanders*

Do not ignore or support racist behaviour if you see it happening to someone else. If you do see someone being treated in a racist way please:

- Do not join in even if you feel pressured to do so.
- Tell a member of staff what you have seen.
- Tell your parents or carers or someone else you trust.
- If you feel safe to do so, tell the perpetrators they should stop.
- If you are not sure what you should do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk/>

### *If you are bullying someone*

- Stop
- Talk to someone about what you're doing and ask for help to understand and change your behaviour – and to find out how you can apologise and make amends to the person you've been bullying.
- If you are not sure what to do, you could call Childline which is a confidential advice service for children. The number is: 0800 1111. You can also email, text and have an online chat with a counsellor at Childline. Their website is: <http://www.childline.org.uk> they won't judge you and they understand that there are often many reasons why children and young people bully others, sometimes because they themselves have been bullied.

## **Glossary**

*Restorative approaches* - Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

*Allyship* - the status or role of a person who advocates and actively works for the inclusion of a marginalised or politicised group in all areas of society, not as

a member of that group but in solidarity with its struggle and point of view and under its leadership.

*Prejudice* - preconceived opinion that is not based on reason or actual experience.

*Decolonising the curriculum* - Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped colonisation and the actions of the British Empire contributes to contemporary racial inequalities.

### **Equal Opportunities**

In making decisions about Anti-racism, all staff will take into account any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case and ensure that the physical environment of the school enables all students to have equal access to continuity of education.

### **Monitoring and Evaluation of this policy**

The Governing Body and Cultural Working Party will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	Head teacher
Date of Policy:	January 2025
Date for Review:	January 2027

**Flow diagram giving summary of actions**



