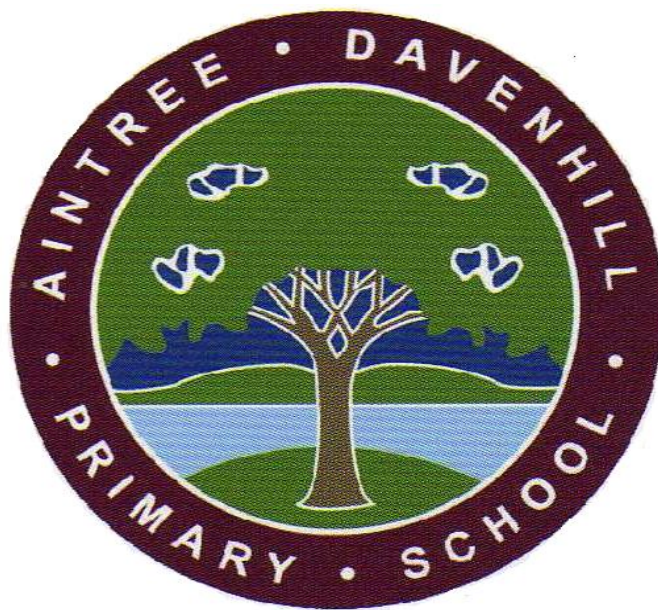


Aintree Davenhill Primary School



Anti-Racism Policy

Approved by the Curriculum Committee on _____

Signed _____

Chair

June 2026

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Statement of Intent

Aintree Davenhill recognises the importance of addressing the issue of racism in schools and wider society. The school curriculum and environment aims to ensure that all pupils and staff understand the importance of embracing and celebrating diversity and difference within society.

No pupil should have their education tainted by racist behaviour and staff members should be able to attend work without the fear of being discriminated against – school should be a safe and supportive environment for everyone. This policy aims to cement the school's approach towards anti-racism and how a whole-school approach towards this will be achieved.

The key aims of this policy include, but are not limited to, the following:

- Ensuring no pupil's education is impacted by racism
- Cementing the school's view that racism in any form is entirely unacceptable
- Challenging the normalisation of any forms of racism
- Empowering pupils and staff from ethnic minority communities can feel empowered to explore and express themselves and their identities
- Challenging racial inequalities, misinformation, and oppressive racial assumptions
- Enforcing a whole-school approach towards anti-racism
- Helping pupils and staff understand race and racism
- Ensuring that pupils' ideas about race are explored and discussed within educational contexts
- Providing pupils and staff with access to opportunities to learn about and understand racism and the form it can take, how such beliefs are formed and how to challenge them
- Incorporating anti-racist teaching into the curriculum through the exploration of historical racism, patterns of power imbalances and discrimination, in an age-appropriate manner

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Commission on Race and Ethnic Disparities (2021) 'Education and training'
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- Equality Act 2010
- Human Rights Act 1998

This policy operates in conjunction with the following school policies:

- Equality Objectives Statement
- Anti-bullying Policy
- Staff Code of Conduct
- Grievance Policy
- Disciplinary Policy and Procedure
- Behaviour and Relationships Policy

2. Definitions

Certain terms are used throughout this policy and are defined as follows:

Race – A protected characteristic of an individual's identity which includes skin colour, nationality (including citizenship), ethnic or national origins and ethnic group.

Anti-racist – The school's intention to actively challenge racist behaviour, views and misconceptions and to educate the school community on the importance of embracing and celebrating an ethnically diverse world.

Racist behaviour – An incident or series of incidents which, whether intentionally or unintentionally, intimidate, offend, exclude, belittle or harm an individual in any way physically, emotionally or mentally because of their ethnic origin, colour, race, religion or nationality. Examples of racist behaviour are provided in the 'Behaviour' section of this policy.

Ethnic minorities – Ethnic minorities are all ethnic groups except the white British group. Ethnic minority groups include:

- Asian or Asian British
- Black, Black British, Caribbean or African
- Mixed or multiple ethnic groups, e.g. white and Black Caribbean or any other Mixed or multiple-ethnic background
- White minorities, including Gypsy, Roma and Irish Traveller groups

3. Roles and Responsibilities

The headteacher will:

- Take the lead responsibility for implementing this policy and developing a whole-school approach to anti-racism.
- Make arrangements to provide staff members with opportunities to take up training and CPD that addresses racial equality.
- Listen to the views of everyone in the school community, and work with the SLT and governing body to implement a whole-school approach to anti-racism.
- Actively seek to implement the best practices which improve the school's anti-racist approach.
- Hold assemblies relating to racial equality.
- Examine the recruitment of staff from ethnic minority backgrounds and consider whether steps could be taken to improve diversity across the school's employees.
- Send out emails or letters which remind pupils, staff members and parents of the school's ethos and values.
- Ensure that this policy and related policies are readily available to all members of the school community.
- Keep a record of any incidents of racist behaviour and take appropriate action.
- Consider whether to report racist incidents as hate crimes to the police on a case-by-case basis.
- Report any incidents of racist behaviour to the governing body.
- Assess the school's recruitment procedures and address whether there are any issues with regard to equal opportunities and enhancing diversity across the school's staff members where possible.

The SLT will:

- Ensure all staff know where they can access support and guidance relating to any concerns or queries they have relating to racial equality and how to support their pupils.
- Listen to the views of all pupils, staff members and parents and report these to the headteacher.
- Liaise with staff members to find out what CPD and training opportunities they think would be most helpful in improving their understanding of racial equality.
- Ensure that all staff members understand and enforce the school's view that racist behaviour of any kind is unacceptable.
- Ensure that staff members are trained in how best to challenge racist behaviour.
- Ensure that preventing and responding to racist behaviour is included in the training of all staff members.

The Curriculum Leader will:

- Ensure that activities and opportunities, both curricular and extra-curricular, are inclusive.
- Monitor demographic data to ensure the school has a clear picture of the groups represented in the school community.
- Ensure that all pupils and staff are provided with the same opportunities, and develop strategies to address any disparities.
- Advise the SLT and governing body about ways in which to improve the school's anti-racist approach.

- Ensure that cultural traditions of all represented ethnic minority groups are observed in the school.

All staff members will:

- Participate in CPD and training relevant to racial equality and dealing with any incidents in the school.
- Ensure that they take all reports of racist behaviour extremely seriously and that claims are never dismissed.
- Be vigilant to racist behaviour, whether this is happening face-to-face or online, and report any concerns.
- Encourage pupils to speak to teachers if they have any worries, concerns or questions about racial equality.
- Seek help from a member of the SLT or the headteacher if they are unsure how to handle a situation.
- Understand that ethnic minorities are not homogenous groups and everyone has an identity which is unique to them.

The governing body will:

- Hold the headteacher accountable for the implementation of this policy and the whole-school approach towards anti-racism.
- Receive a report from the headteacher each meeting to provide information about incidents of racism in school and how well the school is able to achieve a whole-school approach towards anti-racism and ways to improve this.
- Ensure that the school is taking the views of all pupils, staff members and parents into consideration when implementing this policy and the whole-school approach to anti-racism.
- Ensure that the school is meeting staff member's training needs.
- Ensure that this policy is communicated to everyone associated with the school including visitors, contractors and service providers.

The senior mental health lead will:

- Provide emotional support to any victims of racist behaviour.
- Make referrals to external agencies or the police where this is appropriate.

Pupils will:

- Act in accordance with the Behaviour and Relationships Policy.
- Treat their peers with respect and dignity at all times.
- Learn to embrace diversity in society and understand the importance of how difference benefits us all.
- Participate in the school's anti-racist curriculum.
- Report any incidents of racist behaviour to a member of staff.
- Know who they can ask if they have any concerns or questions regarding racist behaviour and racial equality.

- Understand the implications of participating in racist behaviour, including how this impacts the victims and what the consequences of this will be for the perpetrator.

4. Curriculum

The school's curriculum will provide pupils with the opportunity to learn about racial equality in an age-appropriate manner through each key stage.

The core goals of the school's curriculum will be to:

- Challenge racial inequality
- Achieve cultural inclusion
- Respond to the differences in people's lives caused by racism, poverty and discrimination

The school will incorporate cross-curricular links wherever possible to improve pupils' knowledge and understanding of racial equality.

Pupils will learn how to define 'race' and 'ethnicity' and how these terms form an integral part of an ethnic minority individual's identity, values and traditions.

A decolonising approach to education will be used to interrogate how colonisation has shaped the way people in Western society think, including how this remains a basis on which many contemporary racist attitudes and behaviours are underpinned in contemporary society.

The SLT will discuss implementing decolonising education and how this will help develop an anti-racist school.

Pupils will be taught about the context of today's immigration debates with regard to the number of people who came to the UK from colonies and former colonies.

The school's curriculum will ensure that pupils are taught about the key values that support an anti-racist curriculum, including:

- Equity – fairness in access, opportunity, experience and outcome.
- Justice – fairness and non-discrimination, safety and security.
- Inclusion – belonging and feeling relevant and involved.
- Voice – representation, participation and the power to affect decisions.
- Respect – enabling and protecting personal and cultural dignity, enabling truthful histories, and destigmatising communities.
- Wellbeing – understanding how racism damages victims' physical, mental and emotional wellbeing.

The school will develop strategies which take into account the views of ethnic minority individuals in the school community to provide all pupils with an environment in which they feel comfortable exploring and discussing race within educational contexts.

The school will make use of third-party providers to help raise awareness of racist behaviour, develop tools for prevention and to undertake casework with pupils.

The evaluation of curriculum plans will incorporate the views and ideas of teachers and pupils and action will be taken to improve the school's anti-racist curriculum accordingly.

Relevant subjects, e.g. history, will teach pupils about the experiences and histories of ethnic minority groups in Britain, including significant historical figures from ethnic minority communities and their achievements.

The curriculum design will be a collaborative effort which endeavours to avoid ethnocentrism by ensuring pupils are provided with the opportunity to learn about a variety of cultures, practices, behaviours, values, beliefs and people.

The curriculum will aim to challenge cultural assumptions which perpetuate racist behaviour by providing pupils with the opportunity to learn about British and global history, the power dynamics within racism, bias, and racial hierarchies.

Pupils will discuss contemporary and historical issues surrounding racial inequalities in society and the reasons why people feel the need to take action.

5. Staff Awareness and Training

Staff will be provided with opportunities to partake in CPD and training which will include, but will not be limited to, the following:

- Spreading awareness of racial equality
- Challenging common misconceptions surrounding race
- Dealing with racist behaviour and knowing how to intervene
- Understanding how racist behaviour can impact individuals physically and emotionally
- Recognising that ethnic minorities are not homogenous groups and that everyone has an identity which is unique to them
- Supporting young people's right to speak out about the issue of racism
- How to incorporate anti-racist education into their lessons and across the curriculum

Staff members will be asked what CPD training they think would help them most when addressing racial equality.

The views of all staff members will be listened to and considered when implementing this policy and the whole-school approach to anti-racism.

Staff members will be supported to develop cultural competency in relation to the communities the school serves.

Training will enable staff members to have open discussions about race and racism in a positive environment.

The school will look at ways to continuously improve the CPD and training provided to its staff members, and take action on any feedback received.

The school will implement and communicate clear procedures and guidelines for reporting and dealing with incidents of racist behaviour, and all staff members will be expected to understand this.

Ethnic minority staff members will be supported and encouraged to access CPD opportunities to progress in their career.

Time will be allocated to allow staff members to talk together about the impacts of stereotyping and how racism is experienced differently for each individual.

Staff members will be trusted to use their own judgement when dealing with incidents of racist behaviour; however, they will be expected to act in accordance with the 'Reporting and Recording' section of this policy.

6. Behaviour

Pupils will act in accordance with the school's Behaviour and Relationships Policy at all times.

Staff failing to uphold this policy will be required to attend additional training and CPD as appropriate and will be disciplined in accordance with the school's Disciplinary Policy and Procedure if they refuse to uphold the school's anti-racist approach.

The school's Staff Code of Conduct makes clear that discrimination of any form will not be tolerated and will be disciplined accordingly.

Racist behaviour in any form will not be tolerated by the school and any incidents will be dealt with on a case-by-case basis.

The school will not tolerate any of the following behaviour from any member of the school community:

- Physical assault because of an individual or group's ethnicity
- Use of derogatory names, insults and racist jokes
- Racist graffiti
- Provocative behaviour, e.g. displaying racist emblems
- Bringing racist material or propaganda into the school
- Verbal abuse and threats, or online abuse and threats, relating to an individual or group's ethnicity
- Encouraging others to behave in a racist manner or recruiting others to racist organisations and groups
- Making racist comments during discussions
- Statements of cultural bias or racial micro-aggressions
- Ridiculing a cultural difference, e.g. food, music, religion, dress or traditions
- Refusing to co-operate with others because of their ethnicity
- Any attempts to practice racist behaviour through other means

Staff and pupils will know to look out for any of the above behaviour and will bring any incidents of racist behaviour to the headteacher's attention and the appropriate action will be taken.

Pupils and staff will treat their peers and colleagues with respect and dignity at all times, and will actively promote the school's anti-racist approach by challenging any racist views or behaviours.

In accordance with the school's Anti-Bullying Policy, pupils and staff will be aware that bullying of any form, including cyberbullying, will not be tolerated and the headteacher will decide the type of sanction a perpetrator of racist bullying will receive.

Following any incidents of racist behaviour, a report will be made to the governing body in accordance with the 'Reporting and Recording' section of this policy.

Staff failing to uphold this policy will be required to attend additional training and CPD as appropriate and will be disciplined in accordance with the school's Staff Code of Conduct if they refuse to uphold the school's anti-racist approach.

The school's Disciplinary Policy and Procedure makes clear that discrimination of any form will not be tolerated and will be disciplined accordingly.

Allegations of racist behaviour made against staff members will be handled on a case-by-case basis.

The school will exercise its right to discipline pupils for any incidents of racist behaviour taking place outside the school gates in accordance with section 90(2)(a) of the Education and Inspections Act 2006, where it is reasonable for the school to impose a penalty or regulate the pupils conduct at such a time, e.g. during the commute to and from school.

7. Reporting and Recording

Reports of racist behaviour will be taken extremely seriously by the school and a record of such reports will be maintained.

The headteacher will be made aware of any incidents of racist behaviour in full detail and will provide the governing body with a written record of such incidents. The school will follow any additional reporting and recording requirements as defined by the LA.

The school will record all incidents of racist behaviour and report them at least annually to the LA.

The school will discuss and review the procedures and format for reporting and recording incidents of racist behaviour with the LA.

In the event that the school is required to exclude a pupil as a result of an incident, or series of incidents of racist behaviour, this will be recorded on the local exclusions form and the written record of an incident of racist behaviour.

The school will ensure that incidents of racist behaviour are reported as soon as reasonably possible, in order to highlight that there is an issue of racist behaviour within the school that needs to be tackled.

Reporting incidents of racist behaviour to the governing body will take account of any trends and the year groups involved.

The victim of any incident of racist behaviour will be informed of any investigation and the outcome.

The school will ensure that parents are made aware of the actions being taken to achieve a whole-school approach to anti-racism and why.

Incident reports will be reviewed and monitored to identify any trends.

A plan of action, outlining how to prevent further incidents, will be devised following any incident of racist behaviour.

Separate guidelines will be put in place to enable parents to report instances of racist behaviour. They will then be urged to raise any concerns they have regarding racist behaviour within the school.

8. Support

Following any incident or report of racist behaviour, the victim will be provided with the appropriate type and level of support.

Victims of racist behaviour will be offered direct support from the school's diversity and inclusion lead and/or the school's designated mental health lead where appropriate.

Following any incident of racist behaviour, the victim's experience will be listened to and validated with the intention of rebuilding any impact the experience, or experiences, have had on their confidence and self-esteem.

An evaluation of whether enough is being done to enable ethnic minority staff members and pupils to feel safe while they are at school will be undertaken regularly and following any incidents of racist behaviour.

Pupils will be encouraged to ask questions about race and racism to support their learning and understanding of what it means to be anti-racist.

The school will ensure that its supportive and inclusive culture is embraced by every member of the school community and will react to any comments, queries and concerns as appropriate.

All staff members and pupils will be encouraged to educate themselves about racial equality, talk openly about racial equality and discuss ways in which change can be made.

Staff members from ethnic minority backgrounds will be supported to develop and progress in their career, and the school will ensure that ethnic minority staff are able to express any concerns they have regarding barriers to their career progression.

Pupils from ethnic minority backgrounds will be supported to achieve their highest possible attainment, and the school will ensure that ethnic minority pupils are able to express any concerns they have regarding barriers to attainment.

The school will be self-critical when looking at the attainment and career progression of pupils and staff members from ethnic minority backgrounds respectively and seek ways to improve any inconsistencies and disproportionalities.

The school will seek to empower pupils and staff members from ethnic minority backgrounds to have high aspirations and to feel comfortable about aiming high.

Pupils and staff members from ethnic minority backgrounds will be encouraged to action a complaint should they ever be subjected to incidents of racist behaviour.

The school will seek the views of members of the school community from ethnic minority backgrounds to gauge the extent to which they feel valued and respected in the school, and where the school could improve the support offered and provided to minority ethnic pupils and staff members.

Pupils and staff members will be urged to support one another by holding discussions to further understand the issue of racial inequality and empower their peers and colleagues from ethnic minority backgrounds. The SLT will consider how best to accommodate such discussions and ensure that this is done in a respectful and sensitive manner.

9. Leadership

The school's leadership will be open to scrutiny by all members of the school community on an ongoing basis, with regard to whether it is upholding the school's commitment to anti-racist values and a whole school approach to anti-racism.

The SLT will conduct an annual assessment of the school's leadership qualities and whether enough is being done to develop and maintain the school's anti-racist approach.

The SLT will be self-critical in achieving a whole-school approach to anti-racism and will look for ways to continuously improve and maintain this approach.

The SLT will support staff members to develop cultural competency in relation to the communities the school serves.

The SLT will open up conversations about race, racism and racist stereotypes and model the intention to achieve a whole-school approach to anti-racism, e.g. assessing what further support is required and what is already in place and going well.

The school will develop a strategy to support pupils at risk of exclusion and explore the alternative options to exclusions, while paying attention to the disproportionate exclusion rates for ethnic minorities.

The school will take steps to ensure that the following is achieved:

- A written statement on race and equality is prepared
- The impact of policies on different ethnic groups of pupils, staff and parents is assessed
- Information about the school's policies to promote racial equality is made available
- The school's general duty to aim for the following is upheld:
 - Eliminate unlawful racial discrimination,
 - Promote equality of opportunity
 - Promote good relations between people of different racial groups
- LA policies and requirements relating to racial equality are abided by

The school will be self-critical when looking at the diversity among its staff members, and staff members in leadership positions.

The school will evaluate pay progression and job promotion procedures to ensure that they do not disadvantage ethnic minority staff members from progressing in their careers at the school.

The school will monitor and analyse whether the composition of the school's leadership is reflective of the cultural contexts of the community in which it serves and will develop strategies for ensuring representation in leadership for ethnic minority staff and pupils is secured wherever possible.

10. Monitoring and Review

This policy will be reviewed by the headteacher, SLT and governing body annually and updated where appropriate – any amendments will be duly communicated to staff, pupils, parents and other members of the school community.

This policy will next be reviewed in June 2027.