



'Having gifts that differ according to the grace given to us - let us use them' Romans 12:6

# Anti-Racism Policy

Principal: Mrs C Rhodes

Assistant Principal: Mrs K Sukonik

Chair of Governors: Mrs S Smith

Policy was adopted: September 2024

Policy to be next reviewed: Autumn 2026



## Respect

We are considerate of others and celebrate our differences.



## Kindness

We are gentle, caring and helpful.



## Creativity

We explore new ways to use, and share our gifts.



## Perseverance

We work hard through our challenges to not give up.

### Our mission statement at St Paulinus C E Primary School:

We nurture a vibrant school community where every child, guided by God's grace and love, discovers and harnesses their unique gifts and talents. We empower each student to flourish, developing their character and education so that they may contribute positively to society using our values of kindness, creativity, respect and perseverance.

### Racism will not be tolerated at St Paulinus under any circumstances.

#### Section 1: Aim

Every pupil at St Paulinus C E Primary School has the right to be happy and enjoy their learning, to know that this is a safe and welcoming place for all members of our community. We aim to provide an environment in which racist assumptions, attitudes and behaviour are continually challenged, to give our children and staff the confidence that racism can and must be eradicated. We aim to give guidance and continually develop staff awareness of implicit racism within our school, community and society by making them aware of correct terminology, customs and language so that staff at St Paulinus can directly intervene with incidents of racism and racial harassment effectively. At all times, we aim to be an active part in the stand against all forms of racism and deliver a curriculum which emphasises the positive aspects and impact of all cultures.

Incidents of racism are dealt with immediately following the guidelines in this policy and in conjunction with our Behaviour Policy.



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**ALL FORMS OF DISCRIMINATION ARE TAKEN AS SERIOUSLY AS ANOTHER.**

### **The Halo Code:**

Our school champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our Black staff and students' racial, ethnic, cultural and religious identities and requires specific styling for hair health and maintenance.

We welcome Afro-textured hair worn in all styles including but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves and wraps. At this school, we recognise and celebrate our staff and student's identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone's ability to succeed.

### **Section 2: Objectives**

Our policy sets out the rights of all stakeholders in relation to racism and racial harassment. It contains definitions of racism and categories of racist behaviour. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat racism. Our policy takes into consideration consultation with stakeholders, as well as guidance that exists, data available and training undertaken. The implementation of the policy is the responsibility of all staff and stakeholders. This policy is supported by and links closely to other policies such as our school's Behaviour Policy, APAT Safeguarding Policy, Anti-Bullying Policy, Online Safety, Child on Child Policy, all of which safeguard and promote the welfare of children in this school.

### **Implementation:**

- All staff to know and use a consistent framework for procedures when dealing with incidents of racism (see below).
- All incidents to be logged following above procedure.
- All staff to be on alert for incidents of racism and different ways in which it manifests.
- Regular PSHE curriculum work to develop empathy skills, positive behaviour, choices, self-esteem and emotional intelligences.
- Provide an environment and time to enable children to speak about racism – circle time.
- Use all pupils as a positive resource in countering racism e.g., playtime buddies
- Assemblies and other school events are used to prevent racism (i.e. Black History Month).
- On-going monitoring of playtimes and playgrounds, promoting cooperative games, providing quality play equipment, valuing the playground as an important learning environment and part of social and emotional development.
- Issues of racism (individual and institutional) will be tackled in the teaching of the curriculum.
- Staff and children are expected to be mindful in their use of words which may cause offence

### **Section 3: What is racism?**

Racism can be described as a prejudice or attitude, action or institutional structure which systematically treats an individual or group of individuals differently because of their race, religion or ethnicity.

### **Definition of Institutional racism**

"Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour and which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people. (MacPherson 1999)



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### **Definition of Individual racism**

Individual racism refers to an individual's racist assumptions, beliefs or behaviours and is "a form of racial discrimination that stems from conscious and unconscious, personal prejudice." (Henry & Tator, 2006, p. 329).

Racism can be overt and covert, conscious or unconscious.

### **Categories of Racist Behaviour:**

- Physical assault because of the colour of skin and/or ethnicity.
- Derogatory name calling, insults and/or racist jokes.
- Racist graffiti.
- Provocative behaviour, such as wearing racist badges or insignia.
- Bringing racist materials, such as leaflets, comics or magazines into school.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Racist comments during discussion in lessons or anywhere in school.
- Ridicule of individuals for cultural differences e.g. food, music, dress etc.
- Refusal to cooperate with other people because of their ethnic origins.

### **Section 4: Procedures to follow if there has been a racist incident**

The incident is always investigated by a member of the leadership team and constitutes a Level 5 sanction on our Behaviour Policy.

- The member of staff will listen to the recall of events by everyone involved. The accused must be made aware of the importance and severity of their actions and the impact that their comments could/have had on the victim.
- All information will be logged in on the school's electronic monitoring system.
- A member of the leadership team will call and inform parents of the victim(s) and the perpetrator(s). A follow up letter may also be sent to the parents/carers of the perpetrator(s) and/or victim(s).
- The sanction applied to the perpetrator will be dependent on the nature of the incident; a serious or a repeated incident could result in a suspension (see below 'course of action' for details)
- Where it is deemed necessary for mediation, the victim(s) and perpetrator(s) will come together, facilitated by a member of staff. If possible the victim(s) should tell the perpetrator(s) how they felt. The perpetrator should respond appropriately saying why they did/said what they did/said. Parents/carers will be contacted for permission for this to go ahead but will not sit in on the mediation session as it is meant for the children and to deepen their understanding of right and wrong.
- Named members of staff will check that the victim is alright and provide support where appropriate.
- The Principal will inform Governors by way of termly return of incidents.
- The Principal will inform the Trust Leadership Team where the incident leads to a suspension or if there is an ongoing concern

### **Course of action for repeated incidents**

- The child will be immediately removed from the classroom or playground and sent to a member of the school leadership team.
- Parents will be informed at the earliest opportunity once it has been investigated.
- The child will then be internally suspended for 1 day.
- If it is repeated, the child will then be internally suspended for 2 days.
- If it is repeated, the child will then be externally suspended for 2 days.
- If it is repeated, the child will then be externally suspended for 3 days.
- If it is repeated, the child will then be externally suspended for 4 days.
- The school may then seek to permanently exclude the child.



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Where this behaviour is deemed severe putting other children or staff at extreme risk or demonstrates persistent unacceptable behaviour, these steps may be altered and a fixed term suspension applied sooner.

At St Paulinus C E Primary School we believe that our school has the responsibility of working towards the aim of equality of opportunity. We strongly believe that through our curriculum we can challenge the prejudices which exist in society by creating a positive racial environment within our school.

**Monitoring and assessment**

- Incidents of racism are clearly logged and tracked throughout the school using the school’s electronic recording system.
- All incidents of racism must be followed up.
- Procedures must be followed and applied with consistency by all members of our St Paulinus community.

**Appendix:**

Sample Letter to parents (Perpetrator)

Date.....

Dear,

As discussed in our telephone conversation today .....(name)..... was sent to me today because he/she was perceived to have made a racist remark to another child.

We would like you to speak to .....(name).....about the seriousness of the language and the offence that it causes.

I would greatly appreciate if you would take the time to speak to them about the need for them to think carefully before they say something that could be construed as offensive or racist. All incidents of this nature are taken very seriously by schools.

All racist incidents are recorded by all schools and investigated thoroughly. Racism is not tolerated in schools in any form. I have tried to reinforce this with .....(name).....and would appreciate any further reinforcement you may be able to provide.

In addition to the time spent working outside of their class today, .....(name).....has missed / will miss their lunch times over the next 2-3 days so that they can reflect on the language used, this is in line with a Level 5 sanction on our behaviour policy.

All racist incidents must be logged on CPOMS. Each term a summary of the type and frequency of racist incidents is shared with the Chair of Governors and governing body. No personal information is passed on.

Once again, thank you for your support.