

**Anti-Racism 2026**

**Nominated Member of Leadership Staff Responsible for the policy:**

**Sarah Holman Deputy Headteacher**

**Designated Safeguarding Leads:**

**Cath Thomas Headteacher**

**Ellie Long Learning Mentor**

**Named Governor with lead responsibility:**

**Viv Smith**

**Date written:**

**4<sup>th</sup> March 2026**

**Date agreed and ratified by Governing Body :**

**March 2026**

**Date of next review:**

**January 2027**

**This policy will be reviewed at least annually, and following any concerns and / or updates to National and Local guidance or procedures**

Anti-Racism 2026  
Dignity and Respect

Aim

This policy aims to:

- **Provide** a consistent approach **to anti-racism**
- **Outline** how pupils/staff/ governors are expected to behave
- **Summarise the** roles and responsibilities **of different people in the school community with regards to anti-racism**
- **Ensure** the school is an anti –racist establishment and is committed to addressing racism in any form
- **Instigating** action to support victims of racism.
- **Ensure** 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
- **Provide** children with a diverse curriculum which reflects the multi-national pupils at PC

Expectations

All pupils will:

- Feel happy, safe and secure within the school environment
- Have a sense of well-being and belonging – physically, mentally and spiritually
- Be motivated to become life-long learners and achieve high standards
- Respect themselves, others and the environment and take responsibility for making a positive contribution
- Acquire the skills to be flexible and adaptable to achieve economic well-being.

Unacceptable racist acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate mis-information on racial or ethnic distinctions
- Distributing racist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

## Roles and Responsibilities

### Children's

- Pupils will be encouraged to enjoy the multi culturally diverse nature of our society and have opportunities to celebrate the world as it is and as we would like it to be.
- Pupils will develop positive attitudes to society. Through a well-balanced, objective and sensitive curriculum pupils will avoid omissions and misrepresentations of historical, cultural and racial differences and experiences.
- Our pupils will know and understand, from an early age, what constitutes a racist remark or action and why it is offensive (See Unacceptable racist acts); to use the correct name to describe their language and be confident to speak, hear or read in their home language in school; to learn not to use their own language to deliberately exclude other pupils.
- To accept and to respect names from other cultures.

### Staff

- Implementing the **anti-racism policy consistently**
- Modelling positive behaviour
- Providing a personalised login on CPOMS and notifying HT of any anti- racist activity
- Pupils' names will be accurately recorded and correctly pronounced
- All staff in our school take all forms of racism seriously, and intervene to prevent incidents from taking place. We attempt to support all children in the school and through our actions, establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of racism.
- The behaviour of all staff will demonstrate tolerance, understanding and care towards all children and high quality professional relationships with all adults.
- Show equal regard for all and our interactions are free from intimidation.
- Staff should be aware of the language or dialect spoken by pupils and their families.
- All people must be aware of the use of racist connotations in the language they themselves use.
- staff should be aware of possible cultural assumptions and bias within their own attitudes.
- The help of parents in school will be welcome irrespective of their racial or cultural backgrounds.
- Parents, staff and pupils will be made aware of the school's commitment to mutual respect through newsletters, assemblies and displays.
- Cultural groups will be evident in the morals, stories and information offered to children and will be obvious in displays around the school.
- Racist symbols are forbidden in school.
- Racist graffiti should be immediately reported so that it can be removed.
- Staff and pupils will have access to accurate information about the similarities and differences of cultural groups.
- In all staff appointments the best candidate will be appointed based upon strict professional criteria.
- The school follow the LEA/Governing Body Admission Policy which does not permit race or colour to be used as criteria for pupil admission.
- **ALL new staff will be given a copy of this policy.**

### **The role of midday/Lunchtime supervision staff:**

- The MSA/lunch time supervision staff have a special responsibility to be alert to signs of racism during lunch playtime. The school will ensure adequate cover is in place for all pupils during lunch time.
- All incidents involving intimidation, violence and social exclusion that are reported by a child to an MSA/lunchtime supervision staff must be referred on to the class teacher, or in their absence the most senior member of staff.
- Lunchtime supervision staff should adopt an active role whilst supervising and endeavour to observe all children and be a presence in all of the areas where children are playing.
- If the MSA/lunchtime supervision staff have evidence that racism is going on, then acceptable intervention will be taken to immediately stop such an event; and the teacher and Head teacher must be informed and he/she must complete a record on CPOMS. The senior leadership team will support staff in responding to racist incidents.

### **Governors**

- The Governing Body supports the Head teacher and Deputy Head teacher. This policy statement makes it very clear that the Governing Body does not allow racism to take place in our school, and that any incidents of racism that do occur are taken very seriously and dealt with appropriately.
- The Governing Body monitors the incidents of racism that occur, and reviews the effectiveness of the school policy on an annual basis. The governors require the Head teacher and Deputy to keep accurate records of all incidents of racism and to report to the governors on request about the effectiveness of school antiracist strategies. The Governing Body responds immediately to any request from a parent to investigate incidents of racism.
- In all cases, the Governing Body notifies the Head teacher asks him/her to conduct an investigation into the case and to report back to a representative of the Governing Body.
- Behaviour reports are shared termly with Safeguarding Governor & racist incidents are recorded on this.

### **Head Teacher and Deputy Head Teacher**

- It is the responsibility of the Head teacher and Deputy Head to implement the school anti-racism strategy and to ensure that all Porter Croft Church of England Academy has an Anti-racism Policy. All staff (both teaching and non-teaching staff) are aware of the school's policy and know how to deal with incidents of racism.
- The Head teacher and Deputy Head reports to the Governing Body about the effectiveness of the anti-racism policy on request.
- The Head teacher and Deputy Head and teachers will ensure that all children know that racism is wrong, and that it is unacceptable behaviour in this school. The Head teacher and Deputy Head and teachers draw the attention of children to this fact at suitable moments through assemblies, Project Evolve lessons, Anti-Racism assemblies, the No Outsider lessons and the PSHE/RSE curriculum when setting class rules. Children will also discuss racism at School Council meetings and in class Circle Time meetings.

- Anti racism class assemblies will be held in each half term using materials from ([www.antiracism.education/primary](http://www.antiracism.education/primary)) which is age appropriate and applicable to each year group
- The Head teacher and Deputy Head ensures that all staff receive sufficient training to be equipped to deal with all incidents of racism (Safeguarding).
- The Head teacher and Deputy Head sets the school climate of mutual support, respect and praise for success, so making any form of negative comment less likely. This positive climate is reinforced through the school's Statement of Aims.

### **Parents**

- If a parent is concerned that their child is being targeted, then they should talk to their child, listen, reassure, stay calm and if unsure seek advice on what to do. The parent should talk to the child's teacher (first) and/or the Learning mentor, then the Head teacher and Deputy Head
- Parents have a responsibility to support the school's anti-racism policy and to actively encourage their child to be a positive member of the school in school and at home

### **Strategies Employed to raise awareness and so reduce risk of racism.**

- Participation in multicultural weeks- **Passport to Porter Croft**
- Developing topics and using stories and materials which raise issues of racial similarities and differences (opportunities especially in RE and PHE but not restricted to these subjects)
- Children understanding the 9 protected characteristics from the Equality Act
- Providing positive images and role models in resources and displays-use of videos, books and literature etc.
- Provide opportunities for pupils to learn about cultural diversity e.g. units of work for history, geography, No one left behind curriculum, R.E. art and music.
- Where possible involving people from diverse and varied backgrounds in school.
- Using P.H.E and assemblies to discuss and develop strategies for dealing with conflict, using Restorative Practice to encourage co-operation and collaborative learning and for listening to each other's point of view and opinion.
- Use of language that portrays negative images should be avoided, e.g. terms such as 'third world' or 'natives'. Screen resource materials so that an accurate picture is given in pictures, posters, books, TV programs and worksheets to reinforce respect and value one another's differences.
- Valuing each pupil's cultural and linguistic background and having high expectations of all children.
- Appointment of Pastoral Leader to support vulnerable children, and to intervene if acts of racism are reported / witnessed.
- Staff vigilance and regular training.
- Focus for Assemblies – raise awareness through stories and positive examples.

### **Monitoring and review**

1. This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

2. Any racist behaviours are reported termly, by the Head Teacher, to the Chair of Governors. However, in the event of a racial incident which is deemed serious in nature this will be reported upon immediately
3. This anti-racist policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's racism incidents, and by regular discussion with the Head teacher at Governance meetings
4. Governors analyse information with regard to gender, age and ethnic background of all children involved in racist incidents.
5. This policy links to the school's Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct, Safeguarding Policy and Relationship Policy.

## **Support and Advice**

### **Advice to parents**

Links to sites with advice about talking to children are provided below.

Talking to children about racism | NSPCC <https://www.unicef.org/parenting/talking-to-your-kids-about-racism>

### **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.
- 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.
- You can also email, text and have an online chat with a counsellor at Childline. Their website is: <https://www.childline.org.uk/>

### **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.

**Flow Chart**

This flow diagram gives a summary of the actions which education establishments must follow whenever an allegation of a racist incident is reported.

