

Sharrow School

Anti-Racism Policy

Date policy last reviewed: 19.11.2025

Signed by:

Evelyn Abram

Headteacher

Date: 19.11.2025

Emily Pickles

Chair of governors

Date: 19.11.2025

Statement of intent

At Sharrow Primary School, we are committed to creating a safe, inclusive and respectful learning environment for all. We operate a zero-tolerance approach to racism in any form and are dedicated to being an actively anti-racist school.

We believe every child, staff member and family has a unique and valuable contribution to make to the school community and deserves to feel valued, heard and treated with dignity.

Aims of This Policy

- To eliminate racial discrimination, harassment, and victimisation.
- To promote equality of opportunity and positive relationships among pupils, staff, parents and the wider community.
- To create a school culture where anti-racism is embedded in learning, behaviour and leadership.
- To provide pupils with a curriculum that celebrates diversity, teaches about race equality and challenges stereotypes.
- To encourage all those involved with the school to have a positive self-image and to treat others with fairness and respect.

We aim to achieve this by:

- Creating a positive inclusive atmosphere, based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- Treating all those within the whole school community as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Identifying and removing all practices, procedures and customs, which are discriminatory and replacing them with practices which are fair to all.
- Monitoring, evaluating and reviewing all of the above to ensure continued development.

Definition of Racism

Racism includes any belief, attitude, behaviour or practice that reflects an assumption of superiority based on race, colour, ethnicity, nationality or culture. This may include:

- Racial name-calling or slurs
- Physical or verbal abuse based on race
- Exclusion or unfair treatment
- Stereotyping or assumptions
- Use of racist symbols, images, or gestures
- Micro aggressive behaviours

Racism can be intentional or unintentional and may be committed by individuals or groups.

Zero Tolerance Approach

We will not tolerate any form of racism, whether between pupils, staff or adults in our school community. If any racism is identified the following actions will be taken by the school:

- All incidents will be taken seriously and investigated thoroughly
- Support provided for the victims of racist behaviour
- Reported immediately to the Headteacher
- Consequences for perpetrators, in line with our Behaviour Policy (e.g. sanctions, parent meetings, restorative work)
- Ongoing restorative work and education to ensure understanding and behaviour change
- In serious cases, the local authority and police may be informed.
- Recorded using our incident reporting log (Appendix 2), which will be recorded on CPOMs for pupils. This form is saved on the school network under staff shared/behaviour/Race incident reporting log.
- Governing Body will be informed of racist incidents at least termly

Prevention Through Education

We believe education is the key to challenging racism and promoting equality. We will:

- Plan and deliver a curriculum which will provide access to common learning experiences for all pupils. It will be broad, balanced and differentiated meet all pupils' needs.
- Teach age-appropriate lessons about anti-racism, diversity and inclusion within a supportive framework which will be embedded in the learning of all subjects. This teaching will promote the value of pupils' own culture and aims to raise their self-esteem.
- The curriculum will enable pupils to appreciate, where appropriate, the historical, political, religious, cultural and economic situations leading to various ethnic groups living in their community.
- The types of questions and language used in school will be suitable and not contain any overt or hidden cultural bias.
- Use diverse books, resources, and displays that reflect the children and communities we serve
- Mark significant events like Chinese Moon Festival, Martenitsa/ Baba Marta, Newroz
- Encourage children to be active allies and speak out against unfairness

Responsibilities

Governing Body:

- Ensure this policy is followed and reviewed
- Review log of racist incidents at least termly
- Hold the Headteacher accountable for anti-racism actions

Headteacher:

- Promote a clear anti-racism culture
- Ensure training and procedures are in place
- Report racist incidents to governors

Staff:

- Act as role models of anti-racist behaviour
- Challenge and report any form of racism
- Support pupils and families experiencing racism

Pupils:

- Be respectful, kind and inclusive
- Report any racist behaviour they see or experience
- Learn about and celebrate different backgrounds and cultures

Parents and Carers:

- Support the school's anti-racist stance
- Encourage children to treat everyone with respect
- Work with the school if concerns arise

Staff Training and Development

All staff receive regular training on:

- Recognising and challenging racism
- Understanding unconscious bias
- Supporting children affected by racism
- Embedding anti-racism in teaching and interactions
- Ensure that staff have high expectations for all children acknowledging their race

Monitoring and Evaluation

- All racist incidents will be recorded and analysed
- The policy will be reviewed annually or as required
- Feedback will be sought from pupils, parents, and staff to evaluate impact
- Progress and attainment of children will be monitored by Race to identify any trends

Useful Resources and Support

- NSPCC: www.nspcc.org.uk
- Show Racism the Red Card: www.theredcard.org
- The Key: Racism in Schools guidance
- BAMEed
- Local authority safeguarding and inclusion teams
- Resources available in school, including reading lists

Conclusion

We are committed to being an anti-racist school where everyone feels safe, respected and able to thrive. Racism has no place in our classrooms, corridors, or community and we will continue working together to uphold fairness, dignity and respect for all.

Appendix 1

How to Call Out Racism

There are clear, calm ways staff and children can challenge racism when it happens, with an emphasis on zero tolerance, restorative approaches and age-appropriate responses.

For Staff

When addressing a child who has made a racist comment or action:

- “That comment/action is not acceptable. At this school, we do not tolerate racism.”
- “Do you understand what that word/action means? Let’s talk about why it’s wrong.”
- “I’m going to record this and follow our school policy. We will talk more about this and help you understand the impact.”

When supporting a child who has experienced racism:

- “Thank you for telling me. What you experienced is not okay, and I’m really sorry it happened.”
- “You are safe here, and we are going to deal with this seriously.”
- “I will record what happened and speak to the right people. I will also check in with you later to make sure you’re okay.”

When addressing an adult who has made a racist comment or action, use a calm but firm tone:

“Excuse me, I need to stop you there.”

“What you’ve just said / done is not acceptable in this school.”

“We have a zero-tolerance policy about racist language and behaviour.”

For Pupils (Peer-to-Peer)

Teach children simple phrases they can use safely if they witness racism:

- “That’s not kind. You shouldn’t say that.”
- “That’s racist. Please stop.”
- “We don’t say things like that here.”
- “I’m telling an adult because that was wrong.”

Reinforce with the children that they should never feel pressured to challenge racism alone and should always tell an adult.

Appendix 2

Race Incident Reporting Log

This template should be completed by staff as soon as possible after any racial incident. Submit it to the Headteacher or a member of SLT who will record the incident on CPOMs if it relates to pupils.

Date of incident: _____ Time of incident: _____

Location: _____

1. People Involved:

Target(s):

• Name(s):

• Year group(s)/Role:

Alleged perpetrator(s):

• Name(s):

• Year group(s)/Role:

Witnesses (if any):

• Name(s):

• Year group(s)/Role:

2. Type of Incident (tick all that apply):

Verbal abuse		Online abuse	
Physical assault		Social exclusion	
Written abuse		Racist jokes/comments	
Cultural/religious insensitivity		Other:	

3. Description of Incident: (Detailed, factual account – use exact language where possible)

Continue on another sheet if necessary

4. Immediate Action Taken:

- ☐ Child/Parent/Staff member spoken to
- ☐ Parents informed
- ☐ Restorative conversation held
- ☐ Behaviour sanction applied
- ☐ Safeguarding referral made
- ☐ Other: _____

Details:

5. Staff Member Reporting:

- Name: _____
- Role: _____
- Signature: _____
- Date: _____

6. Follow-Up Actions (to be completed by SLT / Headteacher):

- Investigation completed: [] Yes / [] No
- Parents contacted: [] Yes / [] No
- Incident logged on school system: [] Yes / [] No
- Additional support offered to target: [] Yes / [] No
- Educational or restorative intervention for perpetrator: [] Yes / [] No
- Referred to external agency (if applicable): _____

Outcome summary:

Signed (SLT/Head): _____

Date: _____

Appendix 3

Definition of terms:

Anti-racism – the policy or practice of opposing racism and promoting racial equality

Whiteness – describes a social and racial construct used to define a standard against which other racial groups are compared

White privilege – is the inherent advantage possessed by a white person on the basis of their race

White fragility – discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

Unconscious bias – the act of unknowingly making decisions or judgements on the basis of assumptions, prior experiences or personal thought patterns that get in the way of impartial judgement

Systemic racism – forms of racism that are pervasively and deeply embedded in and throughout systems, laws, written or unwritten policies, entrenched practices and established beliefs and attitudes that produce, condone and perpetuate widespread unfair treatments of black and ethnic minority people.

Intersectionality – is the concept that different aspects of a person's identity, like race, gender or class can combine to create unique experiences of discrimination or privilege.

Decolonisation – the process in which a country that was previously a colony becomes politically independent

Tokenism – the practice of doing something that appears to support a group or individual only to prevent criticism and give the appearance that people are being treated fairly

Microaggressions – a statement, action or incident regarded as an instance of indirect, subtle or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.