



A school where every child can 

Kirk Langley CE Primary School

Anti Racism Policy

Version History	
Date	Detail
Autumn 2024	Agreed by staff Approved by Governors
Review Autumn 2025	

Anti-Racism Policy

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

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1. Introduction

Kirk Langley Church of England Primary School is continually working towards anti-racism.

"Anti-racism is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably"

As a school, we acknowledge the role of education in upholding institutional racism, and endeavour to dismantle it where it may occur within our setting. This policy details how we may do this, with its purpose being three-fold:

1. To ensure that our school provides an equitable education for all pupils which prepares them to think critically about our multi-cultural and ethnically diverse society;
2. To implement measures so that all members of our school community (including pupils, school staff, parents/carers, governors) feel safe and know that they belong in our setting;
3. To ensure a whole-school approach to tackling racism when it occurs.

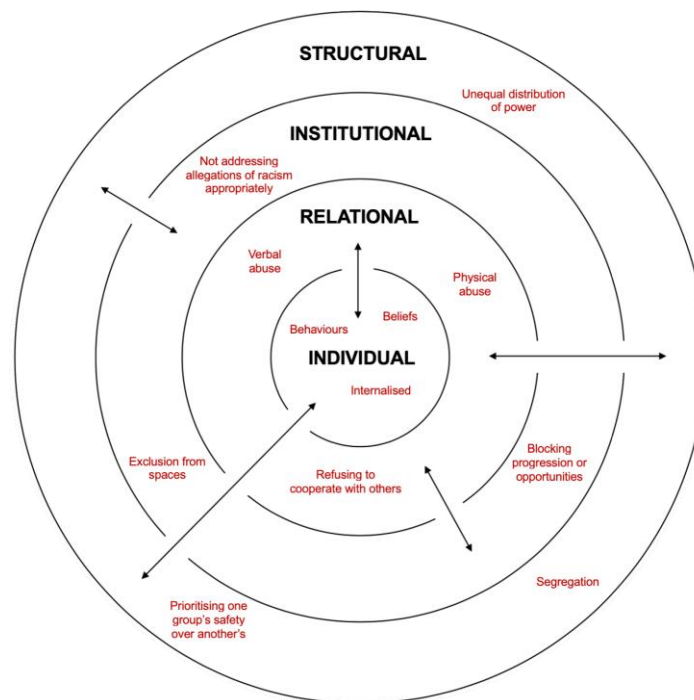
This policy should be read in conjunction with other related school policies: Anti-Bullying; Attendance; Child Protection and Safeguarding; EAL; Equal Opportunities; Positive Behaviour; PSHE; SEND.

2. Key Definitions

2a. Race and Racism

Race is socially constructed and has no biological reality. Colonial history has influenced how we understand race currently. After widespread anti-colonial rebellions in the 1600s, the idea of race was created to divide alliances between indentured Europeans and enslaved Africans. This has since manifested into a system of racism, with its effects having lasting impacts for people of colour.

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Racism exists within a hierarchy of power (structural racism), meaning that it only materialises because one racial group has power while other groups do not. Inspired by Guilaine Kinouani's work on the 'levels of racism', which demonstrates how each form of racism cannot exist in isolation, we have created this diagram to represent how racism may present itself. Racism is not just relational, referring to hateful behaviour towards people of colour, but instead works on many levels which may stem from individual beliefs. Institutional racism refers to the persistent failure to recognise racism and its impacts within an institution.

Ethnicity

Ethnicity refers to a group who may share cultural traditions, based on geography, language, culture, etc. Ethnicity originates from the Latin word 'ethnicus', meaning pagan or heathen.

Nationality

Nationality relates to a group who may identify with a particular nation.

3. Roles and Responsibilities

It is essential that issues of race and racism are addressed at every available opportunity at our school, and that this takes a whole school approach. Reflecting this, below details the roles and responsibilities that each member of our school community will take to work towards anti-racism. It is expected that all members engage committedly with this policy to their full potential to achieve our aims.

3a. Role of Anti-Racist Leads (DSLs) and Headteacher

- To oversee the implementation of our school's Anti-Racism Policy
- To engage in regular professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice
- To provide support to members of our school community through various means, such as: planning professional development opportunities for all staff; supporting all teaching staff with curriculum planning, implementation and review through an anti-racist lens; supporting pastoral staff with attendance and behaviour concerns through an anti-racist lens
- To collect and examine evidence which reveals the impact of our school's Anti-Racism Policy, such as staff, parent/carers and pupil voice

School staff

- To regularly engage in professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice
- To hold high expectations for all children at our school and to ensure that all pupils' academic, personal, social, emotional and mental health needs are met
- To explore issues of race and racism with children at an appropriate level that not only shows that racism is unacceptable, but also provides children with both confidence and strategies to challenge injustice
- To be visible and vigilant in our school setting to ensure that racism does not go undetected, and to ensure that when racism does occur, appropriate action is taken, as further outlined in Section 4. Dealing with Racist Incidents
- To regularly review curriculum content and teaching resources to highlight opportunities for further inclusion of protected characteristics, and to ensure that representation of these characteristics are made sensitively and critically

Pupils

- To demonstrate our 'Christian' values and follow the expectations set out in our Positive Behaviour Policy

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- To demonstrate our Shared Principles of Engagement (see Appendix C) during discussions involving protected characteristics
- To understand and act on their responsibility to call out and report racism
- To call in and educate others about racism where appropriate

Parents/carers

- To inform the school of racist incidents that have happened within our setting or the wider community which may have an impact on our school community
- To take an active role in tackling racism where their child may have been involved in a racist incident

Governors

- To provide support to the school's Anti-Racist Lead in the implementation and impact of our school's Anti-Racism Policy
- To regularly engage in professional development that builds their racial literacy and allows them to understand how their positionality may influence the school's anti-racist pedagogy and practice
- To ensure that all governing practice is approached with an anti-racist perspective
- To monitor the attainment of Black and Global Majority pupils and set measurable performance indicators to review the impact of racial equality initiatives
- To regularly review and analyse racist incidents to identify trends in racist behaviour, particularly in relation to the continual transience that characterises our school community, and to work with the Anti-Racist Lead and school staff to address these
- To regularly audit the skills and experiences of governors, as well as the ethnicity, gender and other demographics of the board to ensure that the governing body effectively represents our school community
- To support the Anti-Racist Lead to audit and plan professional development opportunities for all school staff
- To ensure that staff recruitment occurs equitably and maintains an anti-racist perspective

4. Dealing with Racist Incidents

4a. Defining Racist Incidents

At Kirk Langley Church of England Primary School, we make it very clear that racism is not tolerated at our setting. We define racist incidents as it is stated in the law:

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“A racist incident is any incident which is perceived to be racist by the victim or any other person” (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

As a school, we acknowledge the role of education in institutional racism because we work within a society that is structurally racist. We also recognise the detrimental impact that racist incidents can have on pupils' academic, personal, social, emotional and mental health progress. As such, we understand that racism is a safeguarding issue for our pupils and will treat all disclosures with upmost priority. We take the attitude of 'when, not if' racism occurs and will take appropriate action in all circumstances where racism has been reported.

Examples of racist behaviour

Examples of how racist may occur are below. However, this list is not exclusive.

Overt racism may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Refusal to co-operate with others because difference of colour, race, ethnicity, nationality, culture, religion or language
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments, graffiti and written abuse
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or insignia
- Distributing racist material such as leaflets, magazines or computer software
- Recruiting other young people to racist organisations or groups

Covert racism, referring to racial discrimination which may be disguised or subtle, may include:

- Not addressing allegations of racism appropriately or treating complainants as 'troublemakers'
- Blocking progression or learning opportunities within employment and education
- Avoiding or isolating people, or not inviting them
- Subjecting people to greater scrutiny or monitoring
- Using negative language or making 'jokes' about people's race, ethnicity and/or nationality
- Colour evasion
- Not providing appropriate support or not responding to cultural or religious needs
- Enacting behaviours signalling that someone doesn't belong or isn't welcome

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Actions to take

All staff understand their legal duty to address racist incidents, as outlined in the Equality Act (2010), which makes discrimination on the grounds of nine protected characteristics unlawful.

For all incidents that school staff witness, they will follow the framework of: interrupt, question, educate, echo. They will interrupt by calling out any racist behaviour immediately and visibly. Staff will then call in by questioning the intent and cause of this behaviour, and use this as an opportunity to educate pupils on the potential harm that this behaviour may cause. We expect all other staff and pupils involved, as upstanders, to echo this sentiment so it is clear that we do not tolerate discrimination. Examples of how members of our school community may call out and call in are below.

Calling out	Calling in
<ul style="list-style-type: none">▪ I need to stop you there.▪ That word/comment is offensive. Please be mindful and choose a different word.▪ I wonder if you have considered the impact of your words.▪ It sounds like you're making some assumptions that we need to unpick a bit.▪ It sounded like you just said _____. Is that really what you meant?▪ That's not showing our Christian values.▪ I need to leave if the conversation continues down this road.	<ul style="list-style-type: none">▪ What was your intention when you said that?▪ What impact do you think your behaviour might have?▪ How might the impact of your behaviour differ from the intent?▪ How might someone see this differently?▪ What might others say/think/feel?▪ Why do you think that this is true?▪ What is the best way for you to continue?

In the first instance of a racist incident being reported, staff will remain calm and ensure they listen with an impartial ear. This conversation should take place in an environment where the complainant feels safe and comfortable, and should be private. Staff will take an exploratory rather than accusatory approach to collect as much information as possible. This information will be communicated to the DSLs and Headteacher. Immediate action will take place.

In all circumstances, the needs of all people involved will be considered and restorative practice will be undertaken. Actions taken will be age- and context-specific, with a focus on ensuring all involved (including those within the vicinity who may have

witnessed the incident) can rebuild their self-esteem and confidence. There will also be opportunity for these pupils to have a check-in at a later point. The impact (or potential impact) of the racist behaviour, rather than the intent, will be at the forefront of decision-making. Appropriate consequences will be given depending on the severity of the situation, in line with our Positive Behaviour Policy, and school staff will contact home for all pupils involved to inform them of the incident (see Appendix A – Dealing with Racist Incidents Flowchart).

The incident will be placed on My Concern. (see Appendix B – Racist Incident Reporting Form). These records will then be shared with the Governing body three times a year in the school's Safeguarding report to identify and address any trends.

5. Curriculum

5a. School Curriculum

This section should be read in conjunction with Section 3b. School Staff.

At Kirk Langley Church of England Primary School, we strive for a curriculum that prepares pupils for life within our multicultural society. We ensure that pupils engage in and understand current affairs and that they understand the role they may play in global issues. We encourage all pupils to be anti-racist and provide them with the knowledge and skills to call out and call in about racism and discrimination. This is planned sequentially so that it is appropriate for where children are in their learning journey.

Alongside this, we aim to embed diverse perspectives within our curriculum that encourage children to think critically about knowledge. We include critical representations of people with protected characteristics to expose children to the breadth of experience globally. Where possible, we engage with external organisations that are selected for their appropriateness and the enrichment they may provide pupils academically, personally, socially and emotionally.

When exploring these issues, all school staff must take a trauma-informed approach which acknowledges the harm that discrimination causes. Content on protected characteristics may expose injustices pupils themselves experience and so appropriate safety measures are put in place prior to such content being shared with pupils. Staff will discuss our Shared Principles of Engagement to ensure that pupils understand the expectations (see Appendix C – Shared Principles of Engagement). Pupils will also be encouraged to express any discomfort or distress caused, by talking to a Trusted Adult.

5b. Staff Professional Learning and Development

For school staff, professional development opportunities are provided regularly. An online resource bank, which is regularly updated, is always also available to access. Staff are encouraged to reflect on the following questions when engaging in professional learning:

- What does this have to do with me?
- What emotions are evoked as I learn? Why might this be?
- What new learning have I gained after engaging with this?
- How does this connect with any prior learning?
- What needs to shift in my worldview to consolidate this new learning?
- How can I apply what I have learned moving forward?
- Who can I share this with?

Appendix A – Dealing with Racist Incidents Flowchart

At Kirk Langley Church of England Primary School, we define racist incidents as it is stated in the law: “A racist incident is any incident which is perceived to be racist by the victim or any other person” (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

All staff understand their legal duty to address racist incidents, as outlined in The Equality Act 2010. Actions highlighted in on this flow chart show the steps all staff are expected to take to support in dealing with any racist incidents in our setting.

Racist incident witnessed or reported to a member of school staff

INTERRUPT

Take immediate action by calling out the behaviour.

QUESTION

Discuss with pupils in a private area, e.g.:

- What was the intent?
- What might have been the cause?

Pass the allegation on to the DSLs or Headteacher.

Check in on the victim(s) to them to rebuild their self-esteem.

Check in on others involved to ensure they know that this behaviour is not tolerated

EDUCATE

Call in on perpetrator to understand the impact (or potential impact) of their behaviour.

ECHO

- Share incident resolution with teacher and parents/carers
- Parents/carers are expected to support in calling in

Incident recorded .

Did the behaviour cause harm/distress to anyone involved or is it a repeat offence?

If yes to either:

- Lunchtime reflection
- Potential isolation in another key stage

Appendix B – Racist Incident Reporting Form

Racist Incident Report Form

(Updated November 2024)

This form is completed whenever a racist incident is *thought by someone* to have occurred. For the purposes of such reporting and recording “**a racist incident is any incident which is perceived to be racist by the victim or any other person**” (Stephen Lawrence Inquiry Report, pg 362, sc 45.17).

Date: ____ / ____ / ____ Time: ____ : ____ Location: _____

Perpetrator(s)

Full name: _____ Year Group: _____ No. of offences: _____

Ethnicity (please tick below)

- | | | |
|--|--|---|
| <input type="checkbox"/> White (British) | <input type="checkbox"/> Mixed (White/Black African) | <input type="checkbox"/> Black or Black British (Caribbean) |
| <input type="checkbox"/> White (Other) | <input type="checkbox"/> Mixed (White/South Asian) | <input type="checkbox"/> Black or Black British (African) |
| <input type="checkbox"/> Gypsy/Roma | <input type="checkbox"/> Mixed (White/Caribbean) | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> South Asian (Indian) | <input type="checkbox"/> Mixed (Other) | <input type="checkbox"/> Other |
| <input type="checkbox"/> South Asian (Pakistani) | <input type="checkbox"/> Filipino | |

Victim(s)

Full name: _____ Year Group: _____

Ethnicity (please tick below)

- | | | |
|--|--|---|
| <input type="checkbox"/> White (British) | <input type="checkbox"/> Mixed (White/Black African) | <input type="checkbox"/> Black or Black British (Caribbean) |
| <input type="checkbox"/> White (Other) | <input type="checkbox"/> Mixed (White/South Asian) | <input type="checkbox"/> Black or Black British (African) |
| <input type="checkbox"/> Gypsy/Roma | <input type="checkbox"/> Mixed (White/Caribbean) | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> South Asian (Indian) | <input type="checkbox"/> Mixed (Other) | <input type="checkbox"/> Other |
| <input type="checkbox"/> South Asian (Pakistani) | <input type="checkbox"/> Filipino | |

Nature of incident

- | | | |
|---|--|---|
| <input type="checkbox"/> Physical abuse | <input type="checkbox"/> Written abuse | <input type="checkbox"/> Racist graffiti |
| <input type="checkbox"/> Name calling, insults, racist jokes and/or language | <input type="checkbox"/> Avoiding, isolating or not inviting others | <input type="checkbox"/> Malicious online use |
| <input type="checkbox"/> Verbal threats | <input type="checkbox"/> Incitement of others to behave in a racist manner | <input type="checkbox"/> Stereotyping |
| <input type="checkbox"/> Ridicule based on racial, ethnic or cultural differences | <input type="checkbox"/> Provocative behaviour such as wearing racist badges or insignia | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Refusal to cooperate based on above differences | <input type="checkbox"/> Bringing racist materials into school | |

Brief description of incident, including who it was reported to and by whom, what happened, whether others were involved, and the effects on the victim

Follow-up actions taken, including how the needs of the victim(s), perpetrator and others involved will be addressed

Report completed by: _____ / /

Consultation with: _____ / /

Home contacted by: _____ / /



Shared Principles of Engagement



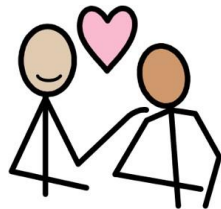
Listen carefully



These principles help us to
make the right choice and
keep everyone safe.



Be kind to yourself
and others



Think about
your impact



Respect people's
privacy