**Anti-Racism Policy**

 **Spring 2025,**

**Policy Statement**

The principles and objectives of this policy are based on our aim at Fieldhead Carr Primary School to create a secure and ordered environment that will give every child from diverse racial, religious and cultural backgrounds confidence to develop both as an individual and responsible member of society.

**Recommendation**

Governors are requested to read this policy, consider its content and approve its adoption. This policy should be reviewed at least every two years.

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| Author’s Role  | Senior Leadership Team  |
| Date  | Spring 25 |
| Internal Review date  | Spring 26 |
| Review date  | Spring 27  |

# Love to Learn

**Aims**

This policy aims to raise awareness of cultural diversity within our school and to take seriously and deal with any incident of racist behaviour. It emphasises the importance of respect, understanding, and valuing the cultures and ethnicities of our school community.

The policy is designed to:

* **Raise awareness of cultural diversity:** To educate everyone in the school community about the value of different cultures and ethnic backgrounds, fostering a culture of inclusivity.
* **Tackle racist behaviour:** The policy emphasises that any form of racist behaviour, whether intentional or not, will not be tolerated and will be dealt with in a timely and appropriate manner.
* **Promote understanding and respect:** To create an environment where individuals from all cultural backgrounds feel respected and valued.

**Responsibilities**

The Headteacher is responsible for ensuring that this policy is put into practice. They will monitor its implementation and review its effectiveness.

All members of the school community, pupils, staff, Governors and parents will be made aware of this policy and a copy of it will be made available to visitors and to other adults working in the school.

**Definition**

Staff and Governors are committed to a policy of non-tolerance of racist conduct.

 A RACIST INCIDENT IS ANY INCIDENT WHICH IS PERCEIVED TO BE RACIST BY THE VICTIM OR ANY OTHER PERSON.

This definition is drawn from the **MacPherson Report** (1999), which highlighted the need for clarity in defining racist incidents to ensure appropriate responses.

**Procedures**

* **Handling incidents:** In line with the school’s Behaviour Policy, any reported racist incident will be addressed on the same day, either by the class teacher, senior staff, or the Headteacher, as is seen to be necessary. Staff will take a positive reconciliatory approach wherever possible in an attempt to educate, repair damage and build both parties towards a better understanding, thus creating a more caring atmosphere.
* **Sanctions and reconciliation:** The use of sanctions and their likely effectiveness will be considered carefully. An apology and commitment to not continue further racist behaviour from the perpetrator to the victim will be sought and every effort will be made to ensure that everyone involved feels the incident to be satisfactorily resolved.
* **Educating:** Class teacher will ensure that any incident of racism is followed up through age-appropriate CREW sessions and/or PSHE work within the classroom. This may include activities as a group or 1:1 based.
* **Parental communication:** Both the parents of both the victim and perpetrator will be kept informed and will have the opportunity to engage with the school or local authority about the incident and its resolution.

 **Recording and Reporting**

* **Incident recording:** If any individual perceives an incident as racist, it will be recorded as such. This approach ensures that the voices of victims or witnesses are respected and that incidents are addressed promptly. As a school we use CPoMs as our internal recording system. All incidents are investigated thoroughly and accurate information recorded
* **Report forms:** All racist incidents reported are recorded on CPOMS, where it is deemed appropriate and proportionate, racist incidents will be reported to the local authority in partnership with Stop Hate UK and will be reported to the governing body.
* **Parental and community involvement:** The parents of both the victim and the perpetrator will be informed of the incident and the restorative steps that will be taken to prevent further incidents. It is important that everyone feels that the incident is resolved.

**Curriculum Planning**

Curriculum planning is carried out by class teachers who will provide sufficient opportunity to ensure that pupils learn about cultural diversity, especially in areas such as RE and PSHE where racist attitudes and values will be directly challenged. Curriculum planning, its effectiveness and review cycles are monitored by the Senior Leadership Team.

**Victim Support**

Victims of any racist incident will be supported by giving them reassurance and understanding so that they might be given time and opportunity to heal the real hurt that has been caused. Other sources of support and care will be considered these may involve one-to-one check in from a familiar member of staff, group discussions, or referral to internal inclusion team for therapeutic support or external counselling services.

**Monitoring**

As part of the school’s review process, procedures for monitoring curriculum provision and the way racist incidents are dealt with will involve staff at all levels along with the Governing Body.

**Success Criteria**

Our policy will be deemed effective when all recorded incidents are satisfactorily resolved. This includes ensuring that victims feel supported, and the school environment remains inclusive and respectful.

**Review**

The policy will be reviewed at least every 2 years, and when the school is advised of changes in legislation or practice by the local authority.