



Whitkirk Primary School – Anti-Racism Policy

‘Be the best that we can be’

1. Purpose and Commitment

Whitkirk Primary School is committed to providing a safe, inclusive and respectful environment in which every member of our school community is valued and able to participate fully in school life.

We recognise and celebrate the diversity of our pupils, families, staff and wider community.

Our approach to anti-racism is both preventative and responsive. We aim to create a culture in which pupils develop respect for others, understand and value difference, recognise prejudice and discrimination, and feel confident to report concerns.

We are committed to:

- promoting equality, inclusion and a strong sense of belonging for all pupils;
- actively challenging racism, racial stereotypes, prejudice and discrimination;
- ensuring that racist incidents are taken seriously, recorded and responded to consistently;
- supporting pupils affected by racism;
- helping pupils responsible for racist incidents to understand the impact of their actions and develop more respectful attitudes and behaviour;
- ensuring that our curriculum, resources and wider school practices promote diversity and reflect the communities we serve;
- listening to pupils, families and staff and using their experiences to inform our practice;
- monitoring racist incidents and using this information to identify patterns, improve practice and inform preventative work.
- All members of the school community share responsibility for creating an environment in which everyone is treated with dignity and respect.

2. Legal Framework

Whitkirk Primary School Templegate Walk, Leeds, West Yorkshire LS15 0EU

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Headteacher: Miss G Quarmby



Learning Trust Alliance Teacher Training Teaching School Hub

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This policy has been developed in line with the Equality Act 2010. Under the Equality Act 2010, race is a protected characteristic. This includes colour, nationality and ethnic or national origins.

The school has a legal duty to promote equality, prevent discrimination and support positive relationships between people from different backgrounds. This forms part of the school's wider responsibilities under the Public Sector Equality Duty.

Whitkirk Primary School will ensure that pupils are not discriminated against, harassed or treated unfairly because of their race.

3. Definition of Racism

Whitkirk Primary School understands racism as discrimination, prejudice, harassment or hostility towards a person or group because of race, colour, nationality, ethnic or national origin.

Racism can be expressed through words, actions, behaviours, attitudes or practices. It may be deliberate or may arise through stereotypes, assumptions or unconscious bias. Racism can occur between individuals, within groups or through systems, policies and practices that disadvantage particular racial or ethnic groups.

Racist behaviour may include, but is not limited to:

- racist language, name-calling, insults or jokes;
- negative comments or stereotypes relating to a person's race, colour, nationality, ethnicity, culture, language or heritage;
- physical aggression or intimidation motivated by race or ethnicity;
- deliberately excluding or refusing to work or play with someone because of their race or ethnicity;
- racist graffiti, symbols, images or written material;
- racist comments or content shared online or through social media;
- mocking a person's accent, language, cultural practices, clothing, food or appearance;
- encouraging others to behave in a racist way;
- discriminatory treatment, expectations or assumptions based on race or ethnicity.

Racism may also intersect with prejudice relating to religion, nationality, immigration status or other aspects of identity. The school recognises that experiences such as Islamophobia, antisemitism and hostility towards

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refugees, asylum seekers or particular national or ethnic communities may include racial discrimination and will be addressed appropriately. All racist incidents are taken seriously. The impact of an incident will be considered alongside the intent, age and understanding of the pupil responsible. A lack of racist intent does not mean that the impact of racist language or behaviour should be dismissed.

In line with nationally recognised practice, Whitkirk Primary School will record and investigate any incident which is perceived to be racist by the victim, a witness, a parent/carer or a member of staff.

The purpose of this definition is to ensure concerns are taken seriously and investigated appropriately. Recording an incident as racist does not predetermine the outcome of any investigation.

4. Preventing Racism

Whitkirk Primary School is committed to creating an inclusive culture in which racism is actively challenged and all pupils feel that they belong, are valued and are represented.

We recognise that preventing racism requires more than responding to individual incidents. It involves developing pupils' knowledge, attitudes and understanding; promoting positive relationships; challenging stereotypes; and ensuring that our curriculum, policies and school practices reflect our commitment to equality and inclusion.

We seek to prevent racism by:

- providing a broad and inclusive curriculum that reflects diverse cultures, histories, identities and experiences;
- ensuring that pupils learn about racism, discrimination, equality and respectful relationships through appropriate curriculum opportunities, including RSHE/PSHE;
- challenging stereotypes, prejudice and discriminatory language whenever they arise;
- teaching pupils how to recognise racism and how to seek help or speak up if they experience or witness it;
- promoting respectful discussion, curiosity and understanding about difference;
- ensuring that books, resources, displays and learning materials reflect the diversity of modern Britain and the wider world;

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- considering representation and equality when reviewing curriculum content and school practices;
- providing staff with appropriate training and guidance so that they feel confident identifying, challenging and responding to racism;
- promoting a culture in which pupils, staff and families feel able to raise concerns;
- monitoring patterns in racist incidents and using this information to inform preventative action, curriculum development and staff training.

Staff should not ignore racist language or behaviour because it appears minor, is presented as a joke, or is believed to have been used without full understanding. Responses should be proportionate and age-appropriate, but should make clear that racist language and behaviour are unacceptable.

The school will also consider whether reasonable preventative action is needed where patterns emerge, including additional teaching, targeted pastoral work, staff development or wider work with classes, year groups or families.

5. Responding to Racist Incidents

All racist incidents will be taken seriously and responded to promptly, consistently and proportionately.

When a racist incident is reported, witnessed or disclosed, staff should:

- ensure the immediate safety and wellbeing of any pupil affected;
- listen carefully and take the concern seriously;
- make clear that racist language or behaviour is unacceptable;
- avoid minimising the incident because it may have been intended as a joke or because the pupil responsible did not fully understand the impact;
- establish the facts, speaking with those involved and any relevant witnesses;
- consider the age, understanding, intent and individual needs of the pupil responsible, alongside the impact on the pupil affected;
- record the incident in line with the school's agreed recording procedures;
- report the incident promptly to a member of the Senior Leadership Team;

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- inform parents/carers where appropriate;
- take appropriate follow-up action, which may include restorative work, education, pastoral support, consequences and further monitoring.

Where the incident raises a safeguarding concern, indicates wider vulnerability or forms part of a pattern of harm, it must also be reported to the Safeguarding Team and safeguarding procedures followed.

Responses should be consistent with the school's Relationships and Regulation Policy and Handbook. Where an incident is serious, repeated, targeted or forms part of a wider pattern of bullying, harassment or discrimination, the school may move directly to a more formal response.

Staff should not rely on an apology alone. While repair and restorative work may form part of the response, the school will also consider what learning, support, consequence and monitoring are required to reduce the likelihood of recurrence.

Where appropriate, the school will also consider whether wider action is needed, for example additional teaching within a class or year group, parental involvement, targeted support, staff guidance or further work around school culture.

6. Supporting Pupils Affected

Whitkirk Primary School recognises that experiencing racism can have a significant impact on a pupil's sense of safety, belonging, confidence and wellbeing. Pupils who experience racism will be listened to and supported appropriately.

Support will be tailored to the individual pupil and may include:

- reassurance that the incident has been taken seriously;
- an opportunity to explain what happened and how it has affected them;
- clear information, appropriate to the pupil's age and understanding, about what action will be taken;
- support from a trusted adult;
- pastoral support where needed;
- reasonable adjustments to help the pupil feel safe and able to participate fully in school life;

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- opportunities for follow-up conversations to ensure that the pupil continues to feel safe and supported;
- involvement of parents/carers where appropriate.
- Staff should be mindful that the impact of racism may not always be immediately visible. Pupils may experience distress, anxiety, anger, embarrassment, withdrawal or changes in behaviour, attendance or engagement with learning.
- Staff should remain alert to these signs and provide additional support where needed.

Pupils affected by racism will not be placed under pressure to take part in restorative conversations before they feel ready. Any restorative work will be carefully considered and should support, rather than add to, the pupil's distress.

Where a pupil experiences repeated or targeted racist incidents, the school will consider whether further safeguarding, pastoral or inclusion support is required and will review the effectiveness of the actions taken.

7. Responding to the Pupil Responsible

Whitkirk Primary School will respond to racist incidents in a way that is clear, proportionate and appropriate to the pupil's age, understanding, individual needs and the nature of the incident.

All racist incidents will be reported to a member of the Senior Leadership Team. Where an incident raises a safeguarding concern, indicates wider vulnerability or forms part of a pattern of harm, it will also be reported to the Safeguarding Team.

The response will make clear that racist language and behaviour are unacceptable, while supporting the pupil to understand the impact of their actions, take responsibility and develop more respectful behaviour.

Responses may include:

- a clear explanation of why the behaviour was unacceptable;
- appropriate consequences in line with the school's Relationships and Regulation Policy and Handbook;
- restorative or reparative work where appropriate;

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- targeted teaching or discussion to address misconceptions, stereotypes or prejudiced attitudes;
- pastoral support where underlying needs may be contributing to the behaviour;
- communication with parents/carers;
- increased monitoring or targeted support where concerns continue.

Where racist incidents are repeated, targeted, deliberate, serious or escalating, parents/carers may be invited to a meeting with a member of the Senior Leadership Team, including the Headteacher where appropriate, to discuss the concerns, actions already taken and any further support or consequences required.

Where appropriate, the school may also report a hate incident to Stop Hate UK, in line with local reporting arrangements. Reports may be made anonymously where appropriate, although the school will consider the circumstances of each case, including safeguarding and information-sharing requirements.

Where an incident is sufficiently serious, potentially constitutes a criminal offence or raises wider concerns about safety, the school may seek advice from or make a referral to the police or other appropriate agencies.

The aim of the response is to protect pupils from harm, address the incident effectively and support the pupil responsible to develop understanding, accountability and more respectful attitudes and behaviour.

8. Recording, Reporting and Monitoring

Racist incidents involving pupils will be recorded on CPOMS and categorised appropriately for monitoring purposes.

Staff must ensure that records are factual, clear and completed promptly. Records should include, where appropriate:

- what happened;
- the pupils involved;
- any witnesses;
- the language or behaviour used;
- the context of the incident;

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- action taken at the time;
- communication with parents/carers;
- any follow-up, support or consequences;
- whether the incident has been referred to an external agency.

All racist incidents will be shared with the Senior Leadership Team so that they can be appropriately reviewed and monitored. Where safeguarding concerns arise, the Safeguarding Team will also maintain appropriate oversight.

The school will monitor racist incidents for patterns and trends, including repeated incidents, targeted behaviour, particular groups of pupils affected, locations, times or contexts in which incidents occur.

Monitoring information will be used to inform:

- individual pupil support;
- behaviour and safeguarding responses;
- curriculum planning;
- staff training;
- preventative work with classes or year groups;
- wider school improvement and inclusion priorities.

Senior leaders will review information relating to racist incidents regularly and share relevant monitoring information with governors to ensure that appropriate action has been taken and to identify any emerging concerns or patterns.

9. Roles and Responsibilities

Promoting equality and preventing racism is the responsibility of the whole school community. All adults working in school are expected to challenge racism, model respectful behaviour and contribute to an inclusive school culture.

The Headteacher and Senior Leadership Team will:

- provide clear leadership on equality, inclusion and anti-racism;
- ensure that this policy is implemented consistently across the school;
- ensure that racist incidents are responded to appropriately and that patterns or emerging concerns are monitored;

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- support staff in responding to serious, repeated or complex incidents;
- ensure appropriate training and guidance are provided for staff;
- oversee referrals to external agencies where this is considered necessary;
- ensure that relevant monitoring information is shared with governors.

The Designated Safeguarding Lead and Safeguarding Team will:

- maintain oversight of racist incidents where there are safeguarding concerns, wider vulnerabilities or patterns of harm;
- consider whether incidents form part of a wider pattern of harm, bullying, exploitation or discrimination;
- ensure safeguarding procedures are followed where appropriate;
- contribute to monitoring and identifying repeated or emerging concerns.

Teachers and other school staff will:

- model respectful, inclusive and anti-racist attitudes and behaviour;
- challenge racist language, behaviour, stereotypes and prejudice when they occur;
- respond promptly to racist incidents and ensure they are reported to the Senior Leadership Team;
- report to the Safeguarding Team where safeguarding concerns arise;
- record incidents accurately in line with school procedures;
- support pupils affected and implement appropriate follow-up;
- contribute to an inclusive curriculum and learning environment.

Governors will:

- provide appropriate oversight of the school's approach to equality and anti-racism;
- receive relevant monitoring information about racist incidents, patterns and actions taken;
- hold leaders to account for the effective implementation and review of this policy.
- Pupils are expected to:
- treat others with respect;
- follow the school's expectations for behaviour;
- not use racist language or engage in racist behaviour;

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- report racist incidents or concerns to a trusted adult;
- contribute to a school community in which everyone feels safe, respected and included.

Parents and carers are encouraged to:

- support the school's commitment to equality and anti-racism;
- raise concerns with the school if they believe their child has experienced or witnessed a racist incident;
- work in partnership with the school where concerns arise;
- reinforce respectful attitudes and behaviour at home.

10. Review and Links to other Policies

This policy will be reviewed regularly and updated where necessary to reflect changes in legislation, statutory guidance, local procedures and the needs of the school community.

The effectiveness of the policy will also be informed by the school's monitoring of racist incidents, emerging patterns, pupil and family concerns, staff feedback and wider equality and inclusion priorities.

This policy should be read alongside the school's:

- Relationships and Regulation Policy and Handbook
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- RSHE/PSHE Policy
- Staff Code of Conduct

The school will ensure that this policy remains consistent with wider safeguarding, behaviour, inclusion and equality practice.

Reviewed Date: September 2026 **Next Review Date:** July 2028

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