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## Brecknock and Torriano Schools Federation Anti-Racist Policy 2023-24

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## Introduction

Torriano and Brecknock Primary Schools are UNICEF Rights Respecting School which uphold the rights of the child and the inherent right of equality without discrimination. The federation will not tolerate any form of racism and is committed to an anti-racist ethos. Our aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. The federation anti-racist policy and practice help to identify, challenge and change those attitudes which lead to negative discrimination against people on the basis of their race, colour, nationality, culture, language or religion.



## Key Principles

This policy sets out the federation approach to preventing and dealing with racism and racist incidents as per the Race Relations Act 1976 working within the National Curriculum, which promotes the spiritual, moral, cultural, mental and physical development of all of our pupils preparing them to develop a society which is based on mutual respect and understanding. Our aim is to provide an effective framework for the prevention and management of racist incidents within our schools. This will support our schools in providing a safe and secure environment in which all members of the school community show respect for and value one other.

The policy aims to ensure that:

- Governors, teaching and support staff, pupils and parents and carers understand what a racist incident is.
- Governors and teaching and support staff know what the school policy is on tackling and preventing racism and dealing with it if it occurs.
- Pupils and parents and carers know what the school policy is on racism, and what they should do if a racist event occurs, what they can expect of the school in dealing with racism and what the school is doing to prevent racist incidents.
- Bullying and prejudice<sup>i</sup>-based language of any kind, involving pupils, adults, staff or parents is unacceptable and will not be tolerated at our school.
- All pupils have the right to learn in an environment where they feel safe and happy.
- Preventing and tackling racism is part of the school's approach to promoting good behaviour and is supported by our commitment to providing a caring, friendly, respectful and safe learning environment for all of our pupils where the values of equity, justice, inclusion, voice, respect and wellbeing are taught.
- We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity, where racism is never acceptable.
- We ensure that preventing and tackling racial incidents are part of our work to support pupils' social and emotional development and positive mental health and to be recognised as a healthy school.
- We ensure existing school policies address inappropriate behaviour around racism and other discriminatory practices.
- We recording and report racist incidents to the appropriate authorities both internally and externally to the school to endeavour to eradicate such behaviour.

## Links to other policies

Our commitment to tackling racial incidents in schools is central to our ethos and ongoing effort to discourage anti-social behaviour and promote inclusive learning.

This policy is part of promoting good behaviour in school and links to the PSHE and Citizenship Policy, Relationships and Health Education Policy, Suspension and Exclusion Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, Children's Anti-Bullying Policy, Behaviour Policy including Anti-Bullying addendum, Equalities Policy and Online Safety Policy.

## Definition

Our definition of racism is based on:

- *The Equality Act 2010* which offers protection from discrimination on the grounds of skin colour, nationality or ethnic origins. The Equality Act 2010 also prohibits discrimination on the grounds of religion or belief.
- The *Macpherson Report*: 'Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin.'



Our definition of a racist incident is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

*'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such.

We recognise that racism can include:

### Racial Harassment

This can include:

- Physical assault
- Derogatory name-calling, banter, insults and racist jokes
- Covert racism<sup>ii</sup> or comments that devalue or put someone down because of their race.
- Racist graffiti
- Wearing racist badges
- Carrying or distributing racist material such as leaflet comics or magazines.
- Verbal and non-verbal abuse and threats.
- Incitement of others to behave in a racist manner.
- Expressing prejudices, harmful stereotypes or deliberate misinformation on racial, religious or ethnic distinctions.

- Attempts to recruit for racial organisations or groups.
- Writing or expressing provocative slogans or catch phrases.
- Ridicule an individual for cultural differences.
- Refusal to co-operate with others because of their colour, ethnicity, religion or language.
- Written derogatory remarks
- Accessing and sharing racist material on the Internet unless contextualised in a discussion of racism within the curriculum.

### Racist Bullying

All racist incidents<sup>iii</sup>, including those which could be deemed to be racist bullying must be recorded. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child/young person, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress) (see Behaviour Policy addendum 2). The steps taken to resolve alleged racist and bullying incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

We recognise the potential for children with SEN and disabilities who might be disproportionately impacted by racial incidents without outwardly showing any signs.

## Prevention

Our approach to preventing racism within our school involves direct teaching about racism and its effects, celebrating difference and diversity and promoting equality, inclusiveness and positive behaviour.

We do this through

1. *Whole school ethos and environment*
2. *Whole school activities*
3. *Curriculum*
4. *Training and support for staff*
5. *Involving pupils*
6. *Partnerships with parents, carers and communities*

### 1. Whole school ethos and environment

- We aim to create a positive, safe and inclusive environment which values diversity.
- We have high expectations of children's behaviour and expect them to show respect for each other and accept responsibility for their behaviour.
- Staff model positive behaviour and communication skills both with pupils and other adults in the school.
- We teach children the kind of behaviour we expect and reward good behaviour.
- Staff always challenge children when they use prejudicially biased language<sup>iv</sup> and racist language; explaining why it is wrong and how hurtful it can be.
- We encourage children to tell an adult if they are worried or upset about anything.

## 2. Whole school activities

- We are UNICEF Rights Respecting Schools which upholds the rights of the child. Articles 2 and 14 refer specifically to discriminatory behaviours and as duty bearers we identify racist behaviour as an infringement of children's rights.
- We teach about equality and actively challenge racial stereotypes and promote equality through displays, stories and images.
- We support and promote national campaigns including Black History Season and Anti-Bullying Week.
- We use restorative<sup>v</sup> approaches for dealing with conflict.
- We have a specific focus on the role of bystanders and allyship<sup>vi</sup> and teach children that if they witness racism they should report it to a teacher or trusted adult.

## 3. Curriculum

Anti-racism is covered broadly in the curriculum, covering the statutory content and with a focus on: types of racism, its impact and how to report it and get help, healthy and unhealthy relationships, respect for difference, stereotyping and its consequences, prejudice and discrimination. We have actively engaged in decolonising<sup>vii</sup> our curriculum with the support of training from the Black Curriculum and through training and involvement in the Camden Anti-racist Hub. Our curriculum actively seeks to function as a mirror and a window in order to reflect the world we live in. Lessons and resources mirror children's experiences back to them but also offer windows into the experiences of others<sup>viii</sup>. Children develop a greater understanding of difference and diversity through their use of language, cultural attitudes and images, avoiding stereotypes and celebrating difference.

In PSHE and Relationships Education pupils learn:

- Strategies to respond to racism, the responsibilities of bystanders, how to be an ally and get support.
- The importance of respect for others, being inclusive and celebrating difference and diversity
- That difference is positive and that we are all unique.
- The negative impact of stereotypes.
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain healthy relationships.

## 4. Staff Training and Support for Staff

All staff receive training on all aspects of racism both internally and from professional bodies such as The Black Curriculum and the Federation has a staff anti-racist group which reviews the curriculum and feeds back on anti-racist strategies in the school. Key staff have also received training on deficit thinking<sup>ix</sup> from Class 13 which has been shared in staff training.

We have annual safeguarding training which includes an update of this policy and to ensure that staff know how to identify racism what to do if it occurs and how to prevent it. We include all school staff, including support staff, site staff, office staff to ensure a consistent

approach and also because pupils may disclose details of a racist incident to any member of staff.

All staff can:

- Recognise a racist incident.
- Respond appropriately when they witness a racist incident or one is reported to them.
- Understand the school's policy and procedure and the need for consistent responses and sanctions.

## 5. Involving Pupils

We want all pupils to contribute to the development of the school's approach to tackling and preventing racism, including when they might be bystanders. We involve pupils through the school council and through feedback on the development of anti-racist resources and lessons.

We ensure that all children:

- Understand that the school is opposed to any form of bullying or harassment including racism or racial harassment.
- Know how the racial incident procedure works and are encouraged to use it without fear of victimisation.
- Understand that all racially motivated incidents are recorded and reported and that serious incidents are reported to the police.
- Know what sanctions and support are available.

## 6. Partnerships with parents, carers and communities

We believe that parents and carers have a crucial role in supporting the school's anti-racist policy and in actively encouraging their child to be a positive member of the school. We run a parents and carers anti-racist group which advises on curriculum, behaviour, culture and language. We have an annual school survey for parents and carers which includes questions about how well they think the school is implementing an anti-racist\* environment.

## Recording and Reporting Racist Incidents

In keeping with our definition of a racist incident, all reports or allegations of a potentially racist incident require an investigation. While some investigations will be very simple, others may require witness statements or other supporting documentation. This information will be uploaded to our online reporting platform, CPOMS.

In all cases:

- Records relating to racist incidents will be treated as highly confidential and must be uploaded by the relevant member of staff to CPOMS.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation should be uploaded on to the CPOMS platform.

- Analysis of CPOMS will enable us to learn from particular incidents, highlight trends and monitor progress.
- Any summary of incidents or monitoring report by the school which will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in racist incidents.
- We will investigate and act upon any racist incident that is reported to school staff promptly, whether taking place at school or outside of school e.g. online, on public transport, outside local shops. We will also consider whether it is appropriate to notify the police of the incident.
- We will communicate with parents of all children involved regularly throughout the investigations.

What will we do if we know a racist incident has been reported?

We aim to have a consistent approach throughout the school to deal with racism and investigate all reports. There is guidance shared in staff training regarding how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We will

- Identify a senior member of staff to investigate the incident thoroughly.
- Support the child and talk with them about what has happened and what they would like to happen.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with and whether the racism has stopped.
- Talk with others who have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally.
- Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on CPOMS.
- Consider any curriculum implication including the need for a school assembly or lessons, changes to the behaviour code or any policies.
- Support for the victim and/or the alleged perpetrator.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority Officer.

Data on racist incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been a victim of racism?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken. An interpreter/translator may be needed at the meetings.
- Reinforce the school's commitment to tackling racist incidents.

What will happen to the child who has been found to act in a racist manner (perpetrator)?

We will:

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated.
- The incident should be reported to the Executive Headteacher or Head of School who should decide whether any further action needs to be taken, including notifying the police and informing the parent(s)/guardian/carer of the relevant pupil(s) of any investigation and the outcome.
- The Executive Headteacher or Head of School should consider the use of a full range of sanctions including the use of fixed term or permanent exclusion.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carer (if appropriate) and reinforce the school's commitment to tackling racial incidents.
- Spend time talking to the child to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Use appropriate approaches e.g. restorative approaches<sup>xi</sup> which hold the child accountable for their actions and deter them from further racist behaviour.
- Use formal sanctions, such as keeping them in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour and is explained in our Behaviour Policy under persistent inappropriate behaviour. Where appropriate we will also impose further sanctions, such as exclusion.
- We will also reinforce to all pupils that racist behaviour is wrong and unacceptable and offer support to those who have been affected.

### School Responsibilities

The Executive Headteacher or Head of School will:

- Have overall responsibility to ensure the effective implementation of the school's anti-racist strategy

The Executive Headteacher, Head of School or member of staff responsible for anti-racism will:

- Ensure that the policy is implemented and reviewed regularly.
- Provide a termly report of incidents of racism to the governing body.
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and act if there is a cause for concern.
- Provide a report on the effectiveness of the anti-racist policy.
- Ensure the policy is regularly publicised to the whole school community and the message that racism is not accepted is reinforced through whole school activities and information.



- Ensure that all staff receive sufficient training to be equipped to identify and deal with racist incidents.
- Regularly review the policy in the light of any incident.
- Include regular updates to staff through the annual safeguarding training.
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle racism.

The *Governing Body* will:

- Support the Executive Headteacher or Head of School in all attempts to eliminate racism from our school as part of their safeguarding responsibility.
- Require the Executive Headteacher or Head of School to keep accurate records of all incidents of racism and report on them to the governing body on a termly basis.
- Require the Executive Headteacher or Head of School to report annually to the governors about the effectiveness of school strategies.
- Require the Executive Headteacher or Head of School to review and keep up to date the anti-racist policy.
- Notify the Executive Headteacher or Head of School of any request from a parent/carer to investigate incidents of racism.

*SLT* will:

- Support the child who has been subject to racism.
- Take statements from all the pupils involved, including any bystanders.
- Communicate with parents and keep them updated throughout the investigation.
- Issue sanctions and conduct restorative justice meetings in order to prevent further incidents.
- Discuss the incident with relevant staff to identify any further support needs for the pupils involved-both the pupil who has been the victim and the pupil who has committed the racist incident.
- Monitor the situation to ensure the racism has stopped.
- Gather feedback from those involved about how the incident resolved.

*All members of staff* will:

- Record and report all incidents of racism quickly.
- Listen to the concerns of pupils.
- Be vigilant around the school for language and behaviours which may be racist or prejudicial.
- Role model healthy and respectful relationships.
- Promote equality and deal effectively with any prejudice-based language.

*Racism outside school premises*

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff *Section 89 of the Education and Inspections Act 2006*.
- This could relate to racist incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
- Where racism outside school is reported to school staff, it should be investigated and acted upon.

- The Executive Headteacher should also consider whether it is appropriate to notify the police or local authority.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

### Incident timings

Investigate the alleged racism	Staff to investigate on the day of the event unless timing of the event prevents this happening. Maximum time should be within 7 days.
Contact parents/carers of children involved	See above
Recording of the incident	This should be recorded on the same day and updated to reflect developments in the situation. These should include parent/carer contact.
Report to Governors	Termly

### Key contacts

- Designated Safeguarding Governors: Paul Smith, Alex Gardiner
- Designated Safeguarding Lead: Laura Lien, Helen Bruckdorfer, Natalie Reilly, Catriona Hale
- PSHE Lead: Rosemary O'Brien.

### Sharing the policy

Key information from this policy will be incorporated into the following documents:

- Staff Protocols
- Governor Handbook

A full copy of this policy is freely available to parents and carers on request and a copy is on the school website. Copies are supplied to other professionals whose work relates to bullying prevention or who may be involved in its delivery.

### Support for pupils and parents

#### *Advice to parents*

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

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

#### *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 being racist towards 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 targeting.
- 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 targets of racism.

#### Footnotes

<sup>i</sup> Prejudice - preconceived opinion that is not based on reason or actual experience.

<sup>ii</sup> Covert Racism or 'microaggressions' reflect racial prejudice and can make young people feel like they're less important because of their race or that they don't fit in. Examples include things like saying 'I don't see colour', which may come from a well-intentioned place but it doesn't recognise the diversity which actually does exist. If you claim to not see colour it can mean you're not acknowledging a young person's identity and lived experience.

<sup>iii</sup> A racist incident is 'any incident perceived to be racist by the victim or any other person (Stephen Lawrence Inquiry report -pg362

<sup>iv</sup> Biased language - refers to words and phrases that are considered prejudiced, offensive, and hurtful. Biased language includes expressions that demean or exclude people because of age, sex, race, ethnicity, social class, or physical or mental traits.

<sup>v</sup> Restorative approaches - Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. Restorative approaches enable those who have been harmed to convey the impact

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of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right

<sup>vi</sup> Allyship - the status or role of a person who advocates and actively works for the inclusion of a marginalized or politicized group in all areas of society, not as a member of that group but in solidarity with its struggle and point of view and under its leadership.

<sup>vii</sup> Decolonising the curriculum - Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped colonisation and the actions of the British Empire contributes to contemporary racial inequalities.

<sup>viii</sup> Curriculum as a Window and Mirror

[http://www.nationalseedproject.org/images/documents/Curriculum As Window and Mirror.pdf](http://www.nationalseedproject.org/images/documents/Curriculum_As_Window_and_Mirror.pdf)

<sup>ix</sup> Deficit thinking refers to the assumption that when students from disadvantaged or marginalized circumstances struggle in school, they do so because their circumstances hinder their academic progress

<sup>x</sup> Anti-Racist- being active in challenging racism within all areas of society.