



Anti-Racism Policy

Churnet View Middle School is committed to being an actively anti-racist school community where every pupil, member of staff, parent, carer and visitor is treated with dignity, respect and fairness. We recognise that racism continues to exist within society and can affect the experiences, wellbeing, belonging and outcomes of children and young people. We therefore seek not only to respond to incidents of racism when they occur, but to actively identify, challenge and remove barriers that may disadvantage members of our school community.

We believe that anti-racism is everyone's responsibility. It is not the responsibility of those who experience racism alone, nor of a small number of designated staff. Every member of our community has a role in creating an environment where diversity is valued, prejudice is challenged and equality is promoted.

At our school, we want every pupil to feel safe, valued and able to achieve their potential regardless of their race, ethnicity, nationality, colour, faith or cultural heritage. We believe education has a powerful role in tackling prejudice, promoting understanding and preparing pupils for life in modern Britain. Through our curriculum, behaviour systems, pastoral structures and wider ethos, we seek to develop pupils who value diversity, challenge discrimination and contribute positively to society.

Definition of Racism

We recognise racism as behaviour, attitudes, systems or structures that disadvantage, exclude, stereotype or discriminate against individuals because of their race, ethnicity, nationality, colour or cultural background.

Racism may include:

- Direct discrimination.
- Indirect discrimination.
- Racial harassment.
- Victimisation.
- Racist bullying.
- Race-based prejudice.
- Stereotyping and racial bias.
- Online racist abuse.
- Discriminatory policies or practices.

The protected characteristic of race under equality legislation includes colour, nationality and ethnic or national origins. The school will not tolerate discrimination, harassment or victimisation on the grounds of race and will actively promote equality of opportunity for all members of the school community.

Anti-Racism and Safeguarding

The school recognises that racism can have a significant impact upon emotional wellbeing, mental health, self-esteem, belonging and educational outcomes. Experiences of racism can result in distress, anxiety and a reduced sense of safety within school.

Where racist behaviour causes significant distress, repeated victimisation, targeted harassment or highlights wider vulnerabilities, safeguarding procedures may be implemented alongside behaviour procedures. Staff will always consider:

- The emotional impact on the pupil.
- The frequency and severity of incidents.
- Any evidence of targeted behaviour.
- Whether wider safeguarding concerns exist.
- Whether additional support or intervention is required.

Culture and Ethos

Creating an anti-racist culture requires more than responding to incidents. It requires a sustained commitment to developing an environment where all pupils feel they belong and where discrimination is actively challenged whenever it occurs.

We recognise that racism may sometimes be overt and identifiable, but it can also be subtle, systemic and normalised. We therefore seek to establish a culture where concerns can be raised openly, difficult conversations can take place respectfully and all members of the community understand their role in promoting equality and inclusion.

To support this culture, we will:

- Promote inclusion and belonging.
- Celebrate diversity throughout the year.
- Foster understanding across different communities.
- Provide opportunities for pupil voice.
- Challenge discriminatory language and behaviour consistently.
- Encourage respectful relationships across all groups.

Curriculum

We believe that an anti-racist curriculum is essential in preparing pupils for life in a diverse society. The curriculum should reflect a broad range of experiences, perspectives and contributions and enable pupils to understand the diversity of contemporary Britain and the wider world.

Our curriculum will:

- Reflect diverse cultures, experiences and viewpoints.
- Promote understanding of equality and inclusion.
- Challenge stereotypes and misconceptions.
- Explore historical and contemporary issues relating to racism.
- Encourage critical thinking and respectful discussion.
- Help pupils understand the impact of prejudice and discrimination.

Anti-racist education will be embedded across subjects and year groups rather than being confined to isolated events or themed activities. Assemblies, tutor time, enrichment opportunities and personal development programmes will further support pupils' understanding of diversity, equality and belonging.

Staff Development and Professional Learning

Creating an anti-racist school requires knowledgeable, reflective and confident staff.

Professional development opportunities will support staff to:

- Understand their legal responsibilities.
- Recognise racism and prejudice-based harm.
- Respond appropriately to incidents.
- Promote inclusive classroom practice.
- Challenge discriminatory language and stereotypes.
- Reflect upon conscious and unconscious bias.
- Support pupils effectively.

Anti-racist practice will form part of the school's wider safeguarding, equality and professional development programme.

Reporting Concerns

We want pupils, parents, carers and staff to feel confident in reporting concerns. Any report of racist behaviour will be taken seriously, listened to carefully and investigated appropriately. The school is committed to ensuring that all concerns are addressed fairly, sensitively and consistently.

Initial Recording of Concerns

All reports of racist language, behaviour, discrimination or prejudice will initially be recorded as an alleged or perceived racist incident whilst an investigation is undertaken. This ensures that concerns are acknowledged promptly, recorded accurately and assessed objectively before an outcome is determined.

The member of staff receiving the report will ensure that:

- Relevant information is recorded promptly.
- Details of the date, time, location and witnesses are documented.
- The impact upon those involved is recorded.
- Immediate support is offered where required.
- The concern is referred to the Inclusion Team for investigation.

Pupils may report concerns to any member of staff, a form tutor, pastoral lead, Head of Year, Designated Safeguarding Lead or through school reporting systems. Parents and carers may report concerns directly to the school.

When responding to concerns, staff will:

- Listen carefully and respectfully.
- Record information factually.
- Take concerns seriously.
- Support all pupils involved.
- Follow agreed procedures.
- Escalate safeguarding concerns where necessary.

Responding to Racist Incidents

Our response to racist incidents will be educational, restorative and, where necessary, disciplinary. The aim is not simply to sanction unacceptable behaviour but to promote accountability, reflection, understanding and positive change.

Each incident will be considered individually, taking account of:

- Context.
- Severity.
- Intent.
- Previous behaviour.
- Impact on those affected.
- Age and understanding of the pupils involved.

Investigation Outcomes

The Inclusion Team will investigate concerns promptly and fairly. Investigations will consider witness accounts, context, intent, impact, patterns of behaviour and any previous history before a conclusion is reached.

Substantiated Racist Incident

Where evidence indicates that racist behaviour has occurred, the incident will be recorded as a racist incident. Appropriate educational, restorative and disciplinary responses will be implemented, parents or carers will be informed and support will be provided to the pupil affected.

Unsubstantiated - Insufficient Evidence

Where there is insufficient evidence to determine whether racist behaviour has occurred, the concern will be recorded as unsubstantiated. Support will continue to be offered and the school may monitor the situation where appropriate. The concern will not be dismissed and will remain part of the school's wider monitoring arrangements.

Not Racist - Alternative Explanation

Where evidence indicates that the incident does not meet the definition of racism, but other inappropriate behaviour has occurred, it will be managed through the relevant school procedures. Appropriate support and restorative work may still be implemented. Possible responses may include:

- Educational discussions.
- Restorative meetings.
- Reflection activities.
- Parental involvement.
- Targeted intervention programmes.
- Detentions.
- Internal suspension.
- Suspension.
- Permanent exclusion in exceptional circumstances.

Support for pupils who experience racism will remain a priority throughout the process.

Racism Towards Staff

The school recognises that members of staff may experience racism from pupils, parents, carers, visitors, contractors or other adults. Any form of racist behaviour directed towards staff is unacceptable and will be treated seriously.

All staff have the right to work in an environment where they feel safe, respected and valued. Appropriate action will be taken to challenge racist behaviour, support affected staff members and prevent further occurrences.

Responses may include:

- Behaviour sanctions for pupils.
- Meetings with parents or carers.
- Restrictions on access to the school site.
- Use of complaints, disciplinary or conduct procedures.
- Referral to external agencies, including the police where appropriate.

Reports of racism directed towards staff will be managed using the same principles of prompt reporting, thorough investigation, accurate recording, evidence-based decision making and appropriate support that apply to pupil incidents.

The wellbeing of staff affected by racism will remain a priority and appropriate welfare support will be offered where needed.

Recording and Monitoring

Accurate recording is essential in helping the school identify patterns, fulfil safeguarding responsibilities and meet equality duties. All reports, investigations, outcomes and follow-up actions relating to racist behaviour will be recorded and reviewed by appropriate staff.

The school will utilise its safeguarding and behaviour recording systems, including MyConcern and Arbor where appropriate, to ensure incidents are documented consistently and monitored effectively over time.

Records will include:

- Date and location.
- Individuals involved.
- Description of the incident.
- Investigation findings.
- Actions taken.
- Outcome.
- Follow-up support provided.

School leaders will regularly analyse data to identify:

- Trends and patterns.
- Repeat incidents.
- Areas of concern.
- Disproportionate outcomes.
- Opportunities for improvement.

Partnership with Parents and Carers

We believe that strong relationships between home and school are essential in promoting an anti-racist culture. We are committed to working collaboratively with parents and carers to support pupils' wellbeing, development and understanding of diversity and inclusion.

We will:

- Communicate openly and professionally.
- Listen to concerns respectfully.
- Respond promptly to reports.
- Promote understanding and dialogue.
- Seek feedback from families.
- Work alongside external agencies where required.

Roles and Responsibilities

Governing Board

The Governing Board will:

- Monitor implementation of this policy.
- Review equality and incident data.
- Ensure statutory compliance.
- Hold leaders accountable.

Headteacher

The Headteacher will:

- Promote an anti-racist culture.
- Ensure consistent implementation.
- Oversee monitoring and evaluation.
- Ensure appropriate staff training.

Senior Leaders

Senior leaders will:

- Support staff in responding to incidents.
- Monitor trends and patterns.
- Promote inclusive practice.
- Ensure safeguarding responsibilities are met.

Inclusion Team

The Inclusion Team will:

- Coordinate investigations into reported racist incidents.
- Ensure concerns are recorded appropriately.
- Determine investigation outcomes.
- Liaise with parents and carers.
- Monitor patterns and repeat incidents.
- Coordinate appropriate support.
- Escalate safeguarding concerns where necessary.

Staff

All staff will:

- Model inclusive behaviour.
- Challenge discrimination.
- Record concerns appropriately.
- Promote belonging and inclusion.
- Support pupils affected by racism.

Pupils

Pupils are expected to:

- Treat others respectfully.
- Challenge prejudice appropriately.
- Report concerns.
- Contribute positively to school culture.

Monitoring and Review

This policy will be reviewed annually by the Governing Board, or sooner if changes in legislation, statutory guidance or local circumstances necessitate revision.