# Anti-Racism Policy/Race Equality Policy

| Date | Review Date | Coordinators | Nominated Governor |
|---|---|---|---|
| October 2026 | October 2028 | Aoife O'Grady | Mari-Anne Chiromo |

Our Lady & St Joseph Primary School is committed to raising the achievement of minority ethnic pupils and ensuring equality of access to the curriculum. We seek to challenge racial inequalities and oppressive racial norms and assumptions.

The amended Race Relations Act 1976 gives schools a statutory general duty to promote race equality.

The aim of the duty is to:
- eliminate unlawful racial discrimination;
- promote equal opportunities; and
- promote good relations between people of different ethnic groups.

We aim to ensure that pupils from all ethnic backgrounds:
- fully access the curriculum
- see themselves, their languages and their heritages reflected and valued in the curriculum
- are encouraged to have high expectations and feel confident and proud to express their cultural identities

We are committed to:
- respecting and valuing differences
- meeting the diverse needs of its pupils
- preparing pupils for life in a multi-ethnic society

## 1. Aims

All pupils, staff and members of the community at Our Lady & St Joseph Primary school have the right to be treated with respect, feel safe and valued with regard to their ethnic background. OLSJ Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school anti-racist policy and practice helps to identify and change those attitudes, which lead to negative discrimination against people on the basis of their race, nationality or ethnic origin.

This policy aims to ensure that:

- every child receives an education that is aimed at developing the personality, talents, mental and physical abilities of the individual
- we teach a curriculum that promotes race equality. Pupils will be provided with opportunities to study their own values and those of others, appreciate diversity and develop a respect for others
- Our Lady & St Joseph School supports and promotes equality, justice and mutual respect

## 2. What is race discrimination?

Race discrimination refers to any situation in which you are treated differently because of your race. The treatment could be a one-off action or as a result of a rule or policy based on race. It doesn't have to be intentional to be unlawful.

The Equality Act 2010 says you must not be discriminated against because of your race.

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality.

### 2.1 Different types of racial discrimination

**Direct discrimination:** This happens when someone treats you worse than another person in a similar situation because of your race.

**Indirect discrimination:** This happens when an organisation has a particular policy or way of working that puts people of your racial group at a disadvantage.

**Harassment:** Harassment occurs when someone makes you feel humiliated, offended or degraded.

**Victimisation:** This is when you are treated badly because you have made a complaint of race related discrimination under the Equality Act. It can also occur if you are supporting someone who has made a complaint of race related discrimination.

## 3. Teaching and Learning

Respect for difference isn't enough. Respect is an important value to promote, but anti-racism requires exploration of the history and patterns of power imbalances and discrimination, in age-appropriate ways, if we are to change things for the next generation.

We are committed to delivering a curriculum that is not only diverse and representative of the community which we serve, but also educates pupils on the history of discrimination.

High expectations for and of every child have been shown to be transformative and is essential. However, much of the curriculum in schools centres on cultural assumptions, which are driven by white and middle-class norms. The hierarchies and patterns of discrimination created and perpetuated by racism can't be overcome by high expectations alone – they require an explicit and open conversation about British and Global history, the power dynamics within racism, bias and racial hierarchies.

### 3.1 Curriculum aims

Our curriculum aims to:

- challenge race inequality

- achieve cultural inclusion
- respond to the differences in children's lives caused by racism, poverty and discrimination

### 3.2 Planning and implementing a diverse curriculum

We ensure the curriculum we teach is representative of the community we serve and promotes an anti-racist attitude through education. We have developed our curriculum to include:

- Hackney Education diverse curriculum resources
- Diversity audits for curriculum subjects
- Literature and resources that are representative of our school community
- Global Citizenship/RSE/PSHE curriculum that incorporates Racial Justice, Equality and Diversity (RJED).

## 4. Recording and monitoring of racist incidents

Racist Incidents are monitored, reported and responded to effectively, using the following approach:

1. Incident is witnessed/reported and recorded on CPOMS.
2. Perpetrator, victim and any witnesses are spoken to by staff, including SLT.
3. Meetings are arranged with the parents of the perpetrator and victim.
4. Perpetrator receives a sanction, which may include exclusion from playtimes, class or school.
5. During a reflection period, the perpetrator is given an opportunity to explain why they have used racist language/behaviour. Anti-racism work is carried out with a member of SLT.
6. The victim is offered support/follow-up conversations with the Learning Mentor.
7. Pupils are given the opportunity to meet and discuss the incident/apologise in person, once there has been a period of reflection.
8. The incident is reported to governors.

In cases of repeated racism, the school will liaise with external partners, including Hackney Education, to consider and implement proportionate actions.

## 5. Wellbeing and Belonging

We recognise that supporting the emotional needs and development of pupils is vital for both wellbeing and learning outcomes. We do this by:

- monitoring exclusions by ethnicity and analysing any trends with governors.
- focussing on supporting pupils to explore the issues around racism that they experience and to understand their rights.
- encouraging pupils to express their cultural identities through the curriculum and various events throughout the year, both religious and cultural.
- assessing whether pupils feel safe, aspirational and accepted for who they are through ongoing dialogue and pupil voice

- providing the opportunity for pupils to raise issues anonymously through the 'Time to Talk' box.
- consulting with staff on wellbeing and belonging and encourage staff to participate in our equality and diversity working group.

Our behaviour policy is flexible and focused on supporting young people to take responsibility by understanding their individual context.

## 6. Responsibility for the policy and procedure

### 6.1 Role of the Governing Body

The Governing Body will:

- ensure that the school fulfils its legal responsibilities (including those arising from the Race Relations Amendment Act)
- maintain an overview of implementation of the anti-racism policy/race equality policy and race equality will be a regular agenda item at governor meetings;
- will be proactive in promoting racial equality and good race relations and tackling unlawful racial discrimination;
- in collaboration with school managers, will encourage, support and enable all pupils and staff to reach their full potential.

### 6.2 Role of Leadership and Management

Leadership and management are committed to:

- actively tackling racism
- promoting equal opportunities and good race relations
- working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice
- making sure the race equality policy and its procedures are followed up
- ensuring staff know their responsibility and receive appropriate training/support
- working towards delivering an anti-racist curriculum and fostering a culture of anti-racism

### 6.3 Role of school personnel

All staff are responsible for:

- responding to and recording racist incidents
- being able to recognise and tackle racism and stereotyping
- promoting equal opportunities
- keeping up to date with the law on discrimination
- engaging in training and learning opportunities
- Planning for and delivering a curriculum that is accessible and inclusive to all learners recognising and values diversity
- giving pupils the opportunity to explore questions of identity, race equality, and racism
- providing all pupils with the chance to experience other cultures
- being aware of parents' and guardians' concerns about religion or culture

## 6.4 Role of Pupils

Pupils will:

- be aware of and comply with this policy
- a pupil who perceives themselves to be the victims of racism, and pupils who witness incidents of racism, have a responsibility to report this.
- pupils should ask for help from staff in defusing a difficult situation.
- treat others with respect and consideration
- liaise with the school council and make suggestions about improving school behaviour
- take part in questionnaires and surveys.

## 6.5 Role of Parents/Carers

Parents/carers will:

- comply with this policy
- have good relations with the school
- support positive behaviour
- Agree to the school's 'Home-School Agreement'
- ensure their children understand and value the meaning of positive behaviour
- support school rules and sanctions
- be asked to take part in periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

## 7. Complaints

The complaints policy will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

## 8. Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy which specifically covers:

  • Maintaining good order and discipline
  • Safeguarding pupils
  • The use of reasonable force
  • Dealing with bullying
  • Pupils at risk of disaffection
  • Pupil support programmes
  • Equality and diversity
  • Inclusion

- unconscious bias training
- representative periodic training so that they are kept up to date with new information

## 9. Monitoring the Effectiveness of the Policy

This policy will be monitored for effectiveness every two years.

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| **Headteacher:** | Aoife O'Grady | **Date:** | October 2026 |
| **Chair of Governing Body:** | Mari-Anne Chiromo | **Date:** | October 2026 |