

Race Equality and Anti-Racism Policy and Implementation Framework for Primary Schools

Purpose and Vision

Our school is committed to ensuring that **every child**, family and member of staff feels valued, safe and respected. We actively dismantle racism by embedding **cultural competence** into every policy, decision and interaction.

We recognise that **ethnically diverse pupils, staff and families** continue to experience racial inequality in education, wellbeing and opportunity. We place **belonging, identity and dignity** at the centre of our culture.

Our vision is a school where:

- Children see themselves positively in the curriculum
- All families are welcomed as trusted partners
- Staff have the knowledge and confidence to challenge injustice
- Decision-making protects and promotes equity for all

Legal and Safeguarding Framework

This policy fulfils our duties under:

- **Equality Act 2010 and Public Sector Equality Duty (PSED)**
- **Keeping Children Safe in Education (KCSiE)**
- **UNCRC – Rights of the Child**
- Statutory guidance on exclusions, uniform and behaviour

Racism is a safeguarding harm.

It damages mental health, identity safety, learning and trust.

Racist incidents are protected disclosures.

Definitions

Term	Meaning
Race discrimination	Unfair treatment because of race, ethnicity, nationality or culture
Racism	Systems, behaviours and decisions that disadvantage people experiencing racial inequality — regardless of intent
Anti-racism	Proactive action to remove racial inequality
Cultural Competence	Practising with knowledge of culturally diverse lived experiences to ensure equitable outcomes
Belonging	Pupils feel valued, seen and included every day

Impact matters more than intent.

Roles and Responsibilities

Governing Body

- Holds Headteacher to account for progress
- Receives **termly equality dashboard**
- Includes equality impact in all decisions

Headteacher / SLT

- Leads all anti-racist practice and CPD
- Publishes **annual** equality outcomes
- Ensures data is collected, analysed and acted on

Teachers and Support Staff

- Model culturally competent language, curriculum and behaviour responses
- Record and respond to racism consistently

Pupils

- Treat others with respect
- Report concerns safely and without fear

Families

- Partners in shaping policy, curriculum and practice

Culturally Competent Curriculum and Representation

We commit to:

- Positive representation in **every** subject
- Children learning about wider world histories and achievements
- Images and resources that **reflect our children** and families
- Celebration of language diversity
- Protected hair and cultural dress
- Providing books authored by diverse voices
- No child's identity should be erased or stereotyped.
- We will **audit curriculum annually** for representation and accuracy.

Behaviour, Exclusions and Restorative Approaches

We commit to:

- **Zero tolerance** for racism and discrimination
- **Restorative** responses to racial harm
- **Monitoring** and addressing disproportionality in:
 - Sanctions
 - Internal exclusions
 - Suspensions / permanent exclusions

Hair discrimination = **racism**

Accent or name shaming = **racism**

Escalation to external agencies must never be racially biased.

Safeguarding and Racial Harm Response

Racism is recorded as a **safeguarding concern** because it affects:

- mental health
- identity safety
- attendance
- trust in school

Responses must be:

- Trauma-informed
- Child-centred
- Reported to SLT and governors termly

SEND and Intersectional Needs

We ensure:

- SEND assessment is **not delayed** by assumptions about behaviour
- Families are engaged early
- Support strategies are culturally relevant
- Curriculum and assessments are **adapted**, not punitive

We monitor SEND data for **racial patterns**.

Faith and Cultural Inclusion

We will:

- Avoid scheduling key events on major religious holidays
- Provide prayer/reflection space where needed
- Offer inclusive dietary options
- Teach global festivals respectfully and accurately
- Children must never be disadvantaged because of their faith.

Data Monitoring and Accountability Cycle

Good practice is meaningless without proof that it reduces inequality.

We monitor **each term**:

- Behaviour and exclusion disproportionality
- Attainment and subject access
- SEND identification and outcomes
- Pupil voice and belonging surveys
- Complaints and parent trust
- Workforce representation

Actions must follow data.

If outcomes are unfair → we intervene immediately.

Policy Implementation – How We Act

Action	Responsibility	Frequency	Evidence
Equality Impact Assessment on major decisions	SLT	Ongoing	Completed EIAs
Termly anti-racism data review	SLT and Governors	Termly	Dashboard report
Staff cultural competence CPD	SLT	Annual + induction	CPD logs
Co-production with families	SLT + Parent Reps	Ongoing	Minutes
Pupil voice shaping policies	Staff and Governors	Termly	Action changes made

Family and Community Partnership

We commit to:

- Listening to families experiencing racial inequality
- Never penalising families for **advocacy**
- Offering translated materials when needed
- Parent representation on equality working groups

Complaints, Reporting and Whistleblowing

All racial harm reports are treated as safeguarding concerns.

Families and staff have the right to:

- Transparent investigation
- Clear communication on outcomes
 - No retaliation for speaking up

Whistleblowing protections apply to **every level** of the organisation.

Evaluation and Review

We will:

- Complete an **annual** Race Equality Impact Report
- Publish equality objectives and progress to the school community
- Update this policy yearly with involvement from:
 - Pupils
 - Families
 - Staff
 - Governors

We commit to actively dismantling racism within our school.

Signed:	
Role:	
Date:	