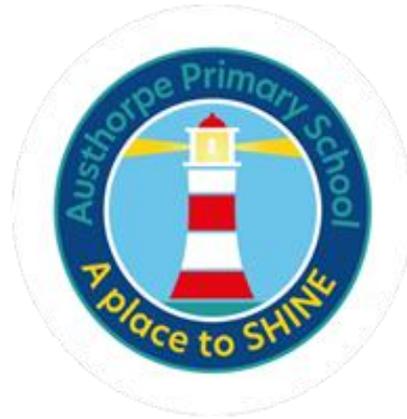


# Austhorpe Primary School



## ANTI-RACISM POLICY

Reviewed: September 2025

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## Statement on Race Equality

Austhorpe Primary believes that each child and adult within the school and wider community is unique, has rights and responsibilities and should be treated equally and with respect. Austhorpe also understands that the development of understanding regarding racial and ethnic diversity is progressive and undertakes to work with staff, students, parents and the LA in order to further understanding and foster the ability to work with young people, particularly in relation to racial incidents.

The personal and educational progress of students will be monitored in order to ensure that each individual's development is not hindered by the school's policy and practice in relation to racial equality.

## Aims

- To ensure that students learn that every individual is of value regardless of race
- To ensure that no student is made to feel unwelcome or inadequate in school
- To educate students to play a positive part in a multicultural society
- To develop an understanding of global citizenship
- To develop relationships between all students including those from other countries and communities
- To understand the power of language, particularly relating to the verbal abuse of someone because of their race and / or ethnicity, background and / or ability
- To develop an understanding of pupils' rights, the rights of others, and their responsibilities to each other
- To develop an understanding and appreciation of religious beliefs and practices

- To recognise and challenge racist attitudes and behaviour
- To encourage development emotionally and intellectually
- To support all pupils and staff to reach their potential.

Racist Behaviour is seen as:

1. Any physical, verbal or written assault on an individual or a group because of colour, race or nationality.
2. Any use of provocative materials such as racist badges, leaflets, magazines or posters.
3. Any attempt to recruit individuals or groups to racist organisations and any attempt to make racist comments in the course of discussion.
4. Any refusal to co-operate with individuals as a result of their colour, race or nationality.
5. Any ridicule of the culture of an ethnic or religious grouping.

### **Discrimination and the Process of Discipline**

All forms of discrimination by any person within the school are to be treated seriously.

Incidents must be documented, whether they take place in or out of teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Parents will be involved when written, verbal and / or physical racial abuse occurs.

Each incident will be treated individually but with equity. Parents will be made aware of the school's commitment to equal opportunities.

## Alleged Racist Incident

If anyone feels an incident is racist then:

### Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce the school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with pupils' feelings
- Explain how racism works through the stereotyping of an individual.

### Record and Report

- Fill in **Hate Incident Reporting Sheet (HIRS)**
- Notify the named Senior Leadership Team member responsible for dealing with racist incidents.
- Record on **CPOMS** as a Behaviour Incident
- Notify local authority - send **HIRS** to [reporthatecrime@leeds.gov.uk](mailto:reporthatecrime@leeds.gov.uk)
- Any queries telephone 07712 214103
- Report to Governing Board

### Investigate

- Senior Leadership Team member to lead
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin - it might be a dispute over resources in which racist abuse has been used: in

which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident

-  Make sure race issues are covered - do not just treat incidents as a case of simple bullying - be able to explain why it is a racist incident if you judge it to be such
-  Reinforce school's position and rules on racism
-  If it is not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's **Behaviour Policy** which requires a response.

### Further Response

- Inform and involve class teachers
- Follow through with both victim and perpetrator
- Address the perpetrator's racist behaviour and correct racist misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on racism
- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact parents / carers (Children's Social Care in the case of Children Looked After (CLA)) of both the victims as well as the perpetrator(s) - via a phone call, with a follow-up letter inviting all in to school NB: Victims have a right to refer cases to the police if their parents so wish and all parties have the right to appeal to the Headteacher and then the Governing Board.

### General Follow Through

- Follow through with appropriate measures to reinforce the school's position with individuals / group / class / school via assembly, circle time, using mediation, tutorial and curriculum, e.g. Personal, Social and Health Education

- Present monitoring returns to staff to ensure regular discussion and development of good practice
- Continue to encourage pupils to report and discuss racist incidents and how they should respond
- Use existing means of involving pupils, such as Student Council
- Work with other agencies to promote good race relations
- Governing Boards will be informed termly of incidents and actions taken to deal with them as a part of the Headteacher's termly report
- Nominate a governor to have oversight

### **Related Policies**

The above Policy has direct links with the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy (PSHE)