

Anti-Racism Policy

Start Date:	Spring 2026
Date of Next Review:	Spring 2028
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Responsible Committee:	Education Committee

Rationale

We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, antisemitism, and harassment) in our organisation, curriculum and in the learning and working environment. We are committed to diversify the curriculum to promote anti-racism. Our school is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No student, employee, parent, or community member should experience racism within the learning or working environment of the school. We recognise and acknowledge that eradicating racism and discrimination in our learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community. Racial discrimination and harassment are against the law.

As a school we welcome the diversity of cultures, backgrounds, faiths, and beliefs and celebrate the backgrounds of all students, staff and others associated with the school. Haileybury Turnford aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge through providing educational opportunities and staff development, to promote student, staff wellbeing, and help everyone achieve their full potential. We uphold the view we are educating our students for the world and not just the street they live on.

Legislation

This policy and any actions that arise because of it, consider current statutory requirements we reference:

- The Race Relation (Amendment) Act 2000
- The Equality Act 2010
- The Children's Act 2004
- The Employment Act 2008

Under Section 71 of the **Race Relations (Amendment) Act 2000**, Haileybury Turnford has a legal duty to ***“eliminate unlawful racial discrimination and promote equality of opportunity, and good relations between persons of different racial groups”***.

In addition, **The Equality Act 2010** makes it unlawful for the school to discriminate against, harass or victimise a child:

- a) in relation to admissions;
- b) in the way it provides education for students;
- c) in the way it affords access to a benefit, facility, or service;
- d) by excluding a student; or
- e) by subjecting them to any other detriment.

Definition

Haileybury Turnford acknowledges the definition of institutional racism, as defined in the McPherson Report, and strives to address it in all its forms. Institutional racism is defined as:

*“The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, or racist stereotyping which disadvantages minority ethnic people.”*¹

The current legal definition of racism in the UK is "Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race".¹

Based on the above definition, for the purposes of this policy racism may refer to hostility or prejudice based on colour, ethnicity, ethnoreligious group (e.g., antisemitism) or place of origin (perceived or actual).

Racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favorably because of their race, colour, descent, national or ethnic origin. (For example, where a school does not employ a staff member because they are of African descent). Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage. For example, a school uniform requirement that stipulates that all students wear a short (above the knee) games skirt for P.E lessons could indirectly discriminate against students of certain cultures and backgrounds (for example, Muslim students) can observe strict modesty. This discrimination would be found unlawful unless it can be justified as a proportionate means of achieving a legitimate aim.

Racial harassment is defined as “unwanted conduct relating to an individual’s race that has the purpose or effect of violating that individual’s dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.” Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, ‘banter’ and pranks, malicious comments, hostile attitudes;
- racialised language, for example in our school, the ‘N’ word should not be spoken out aloud or used in any form even in literature, including saying the word without intent to offend; if the ‘N’ word is required to be referred to – it should be described only as the ‘N’ word.

¹ -I, February 1999, para 6.34

- non-verbal conduct of a racist nature: display of racial material, graffiti, damage to private property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

A person who has experienced a racial incident can be said to be the victim of racial harassment.

All members of our school community, including parents and caregivers, should feel confident that if a racist incident occurs, it will thoroughly be investigated and dealt with and that help, and support will be given to all involved.

Interaction with other forms of discrimination

Racial discrimination is often compounded by other forms of discrimination, in particular (but not exclusively) discrimination on the grounds of sex, disability and/or sexual orientation. This policy, therefore, acknowledges the significance of the possible interaction between racism, sexism, disability, and sexual orientation discrimination the importance of taking this into account in our programmes aimed at eliminating discrimination in employment and education.

Commitments

Haileybury Turnford is committed to be an anti-racist school; to promote equality and actively tackle discrimination within all areas of school life:

- it is committed to the elimination of racial discrimination, including direct and indirect (unconscious bias, micro-aggressions, white supremacy) racism, racial vilification, and harassment – in all aspects of the learning and working environment;
- to ensure that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy;
- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice, and stereotyping, however thoughtless or unintentional;
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures, and religious practices of people from different ethnicities and different geographical regions;
- to prevent direct and indirect, overt, and covert discrimination on grounds of colour, ethnicity or place of origin;
- to provide students, staff, parents, caregivers, and all members of our community with a mechanism for the recording and resolution of complaints;
- to assist in the identification of barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible;
- to make sure that all students and staff are encouraged and supported to achieve their full potential;
- to commit to explicitly educating staff and students on issues, through the formal and informal curriculum and CPD (Continuous Professional Development),

about concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multicultural and multi-ethnic Britain, racial literacy, colourism, cultural appropriation etc. so that all members of the community can recognise and report racism in all its forms. The school's approach to these issues, concepts and theories reflects government guidance, professional guidance from recognised experts and external agencies as well as examples of good practice; and

- to implement anti-discriminatory employment practices.

In addition:

- our school community recognises and nurtures the identity of children and staff of all ethnicities and cultures;
- our school strives to develop positive anti-racist language, awareness, images, role models and strategies to create policies, practice and an environment which reflect that all people are equally valued, and that harassment will not be tolerated;
- Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued;
- through appropriate Personal & Social Education, school assemblies and diversifying the curriculum, students will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism; and
- ***racist symbols, badges or insignia are forbidden in school.***

Responsibilities

Students are responsible for:

- treating others with respect in accordance with our Core Values and the school's code of conduct;
- a student who perceives themselves to be the victim of racism, and students who witness incidents of racism have a responsibility to report this; and
- Students should ask for help from staff in dealing with a demanding situation. They should not retaliate but should ask for help from staff.

Parents/Carers are responsible for:

- if a parent/carer is concerned that their child has experienced racism within the school community, they should talk to their child, listen, reassure, stay calm and ***inform the school.*** (Incidents discussed via social media/press make it difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately); and
- parents have a responsibility to support the school's Anti-Racism policy and to actively encourage their child to be a positive member of the school.

The Senior Vice Principal is responsible for:

- ensuring all stakeholders are aware of how to report racist incidents;
- investigating incidents of racism and providing appropriate re-education and/or sanctions to perpetrators of racist incidents;
- being the trained contact point for allegations of racism and providing timely and professional responses to complaints regarding racism; and
- monitoring exclusion data, internal suspensions, and Red Cards by ethnicity, identifying trends or patterns and working with the Assistant Headteachers and the Principal to ensure any barriers to students' feelings in the community are tackled.
- ensuring the victims of racism receive timely and appropriate support either in school or via external/partner agencies or using a shared and agreed script.
- Ensuring students who are victims of racism are aware they can receive internal support for this issue, from a staff advocate from ethnically minoritised groups.

The Principal is responsible for:

- making sure this policy is readily available and that the governors, staff, students, and their parents and carers know about it;
- making sure this policy and its procedures are followed;
- producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of racial harassment and racial discrimination.

All staff are responsible for:

- all teaching and support staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic, and ethnic diversity, challenging prejudiced attitudes, and ensuring that robust actions including education and awareness and appropriate sanctions are taken against racist and discriminatory behaviours according to our Rewards, Behaviour & Discipline Policy;
- all staff, teaching and non-teaching should be vigilant in order that racist behaviour does not go undetected;
- dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of colour, ethnicity or place of origin; and
- keeping up to date with the law on discrimination and taking up training and learning opportunities to better understand students' diverse cultural and ethnic backgrounds.

The Governing Body is responsible for ensuring that the school complies with relevant equality and employment legislation, and that this policy and its related procedures and strategies are implemented.

Staff Expectations

- promote an inclusive and collaborative ethos in their interactions with students;
- take all forms of racism seriously, and intervene to prevent incidents from taking place;
- students' names will be accurately recorded and correctly pronounced and not shortened for convenience;
- All staff should be aware of possible cultural assumptions and biases within their own attitudes; use of language that perpetuates negative images of people of colour must not be used e.g. terms such as 'third world' or 'natives;' instead, we encourage the use of the term **ethnically minoritised groups**;
- staff must screen resource materials so that a fair representation is conveyed and given in resource material;
- posters, books, TV programmes and worksheets to reinforce respect and value one another's differences;
- show equal regard for all; praising, rewarding, and celebrating the success of **all** children; and
- recognise that the behaviour of all staff in the school will be seen by students as model behaviour, therefore it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all children and high-quality professional relationships with all adults.

Good Practice

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all students.

These could include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all students in our multicultural society;
- critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;
- developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence;

- exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice;
- encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom;
- building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed; and
- having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

Responding to Incidents of Racism

The school recognises the need for education to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices, or unconscious bias for us as a community to respond, challenge and prevent.

The need for education extends to dealing with the perpetrators of racist incidents. Where incidents are caused by a lack of understanding the student(s) will be directed to reading for education and understanding / an empathy task / reflecting on the harm caused / exploring where their own prejudices come from.

Where the incident stems from a desire to cause harm / distress / or is a repeated incident of racism the student(s) involved will be sanctioned in line with the school's bullying and the Reward Discipline & Behaviour Policy.

The aim when managing any racist incident is to find a way to achieve mutual understanding and reconciliation. The process of reconciliation and resolve meetings requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes, and genuinely apologise. The process is completed by the victim accepting the apology. Reconciliation can be a difficult process and in school this is supported by staff who can offer support and who advocate at the meetings. The member of advocacy staff and point of contact for the student is **Peaches Johnson**. These resolve meetings will be offered to all who experience or are involved in racist incidents.

Whole School Strategy

Haileybury Turnford has a 5-year Anti-Racist strategy.

This strategy is supported by recognised and supported by external agencies, and involves parents/carers, staff, students, and governors and have five strands in the areas of:

1. Curriculum & Assessment
2. Policies
3. CPD for staff – Diversifying the Curriculum Group and whole school development training
4. Recruitment & Retention
5. Student Voice & Staff Voice

The strategy is continuously reviewed.

Related Policies & Documents

Rewards Behaviour & Discipline policy
Anti-bullying policy
Equalities, Diversity & Inclusion policy
Safeguarding & Child Protection policies
Complaints policy
Staff Disciplinary policy
Staff Grievance Policy
PSD curriculum

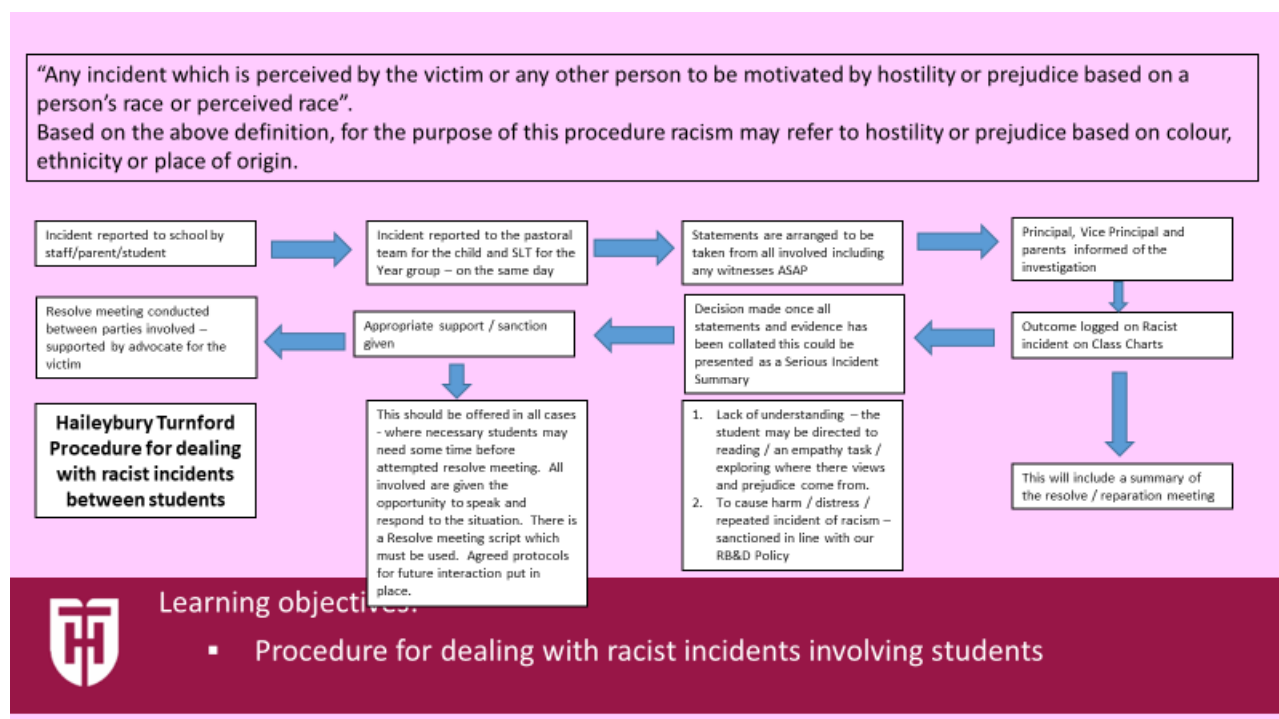
Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life; as part of the school development plan, staff meetings, SLT (Senior Leadership Team) meetings, governors' meetings, assemblies and class discussions and student voice surveys.

Records of racist incidents are recorded on the Racist Incidents Log including action taken and outcomes (see Procedure for dealing with racist incidents Appendix 1), Racist incidents are reported to the Governing Body and Education Committee meetings on a termly basis. This policy will be reviewed every two years, or earlier if necessary.

Appendix 1

a. Procedure for dealing with alleged racist incidents involving students



b. Procedure for dealing with alleged racist incidents involving a staff member

All incidents should be shared with the principal directly and in writing. This includes incidents where a staff member is racist towards a student, where a staff member is racist towards another member of staff or towards a parent or visitor.

The incident will be logged and investigated by the principal or a member of the senior leadership team.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school’s disciplinary procedure and policy. Any victim of racist abuse will be offered support, and this can be via an internal advocacy member of staff.

Appendix 2

This is a list of language we consider promoting equity, understanding, empathy and inclusivity and therefore language we encourage to be used as preferred language.

HT LANGUAGE

- Access
- Adulthood - is the term used to define how Black children are viewed as older than they are.
- African
- African Caribbean (INSTEAD of Afro Caribbean)
- African American (INSTEAD of Afro American)
- Ally/allies
- Anti-blackness
- Asian Indian
- Asian (INSTEAD of Oriental)
- Bangladeshi
- Bengali
- Bias
- Bi-racial
- Black (INSTEAD of Coloured)
- Black British
- Black American
- British Asian
- Caucasian
- Chinese (INSTEAD of Oriental)
- Colourism
- Cultural competence - means being aware of your own cultural beliefs and values and how these may be different from other cultures, including being able to learn about and honor the different cultures of those you work with.
- Decolonise
- Diversify
- Discrimination
- Dual heritage (INSTEAD of Mixed heritage/ race, Half-Caste)
- East Asian
- Eastern European
- Ethnicity
- Ethnically minoritised groups
- Ethnocentrism
- European
- Equity
- Exoticise - portray (someone or something unfamiliar) as exotic or unusual; romanticise or glamorise.
- General population

- Generalisation
- Global majority (INSTEAD of BAME, BME, BIPOC, Ethnic minority, Ethnicity, Blacks)
- Health equity
- Hindu
- Hispanic
- Human rights
- Hypervisibility - Members of marginalised communities experience the distress of hypervisibility in the workplace and beyond—the feeling of being overly visible because of an individual's race or ethnicity, sometimes to the point of overshadowing their unique skills and personality.
- Indian
- Indigenous
- Intergenerational trauma
- Irish traveller (INSTEAD of Gypsy)
- Institutional racism
- Internalised racism
- Intersectionality - The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination “intersect” to create unique dynamics and effects.
- Invisibly
- Jewish (INSTEAD of Jews)
- Majority population
- Marginalisation
- Micro-aggressions - Microaggression is a term used for commonplace verbal, behavioral or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatised or culturally marginalised groups.
- Misogynoir dislike of, contempt for, or ingrained prejudice against black women.
- Native
- Occidental - "Occident" is a term for the West, traditionally comprising anything that belongs to the Western world. It is the antonym of Orient, the Eastern world.
- Pakistani
- Prejudice
- Race
- Racialised communities
- Racial inequality
- Racial prejudice
- Racism
- Reverse racism
- Roma traveller (INSTEAD of Gypsy)
- South Asian
- Stereotype
- Structural racism
- Western

- White fragility - discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.
- White Privilege - inherent advantages possessed by a white person based on their race in a society characterised by racial inequality and injustice.
- White