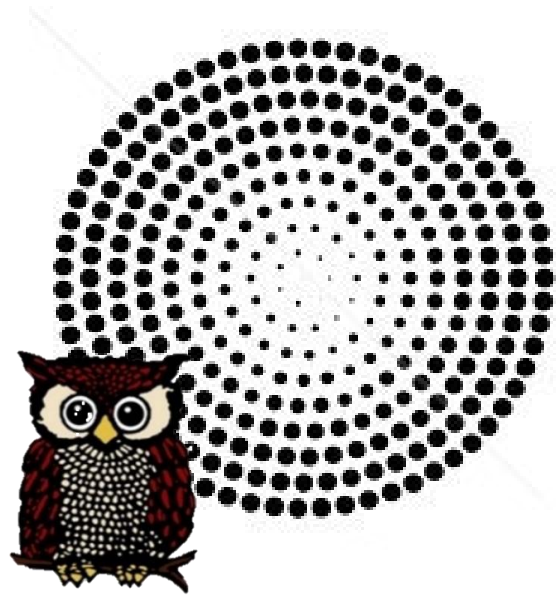




**Barham Primary School**  
*Embedding Excellence*

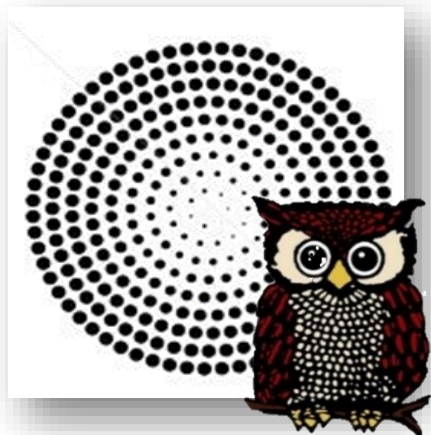
# Anti- Racism Policy

September 2026

# Anti- Racism Policy 2026 - 2027

## Barham Primary School

*Embedding Excellence*

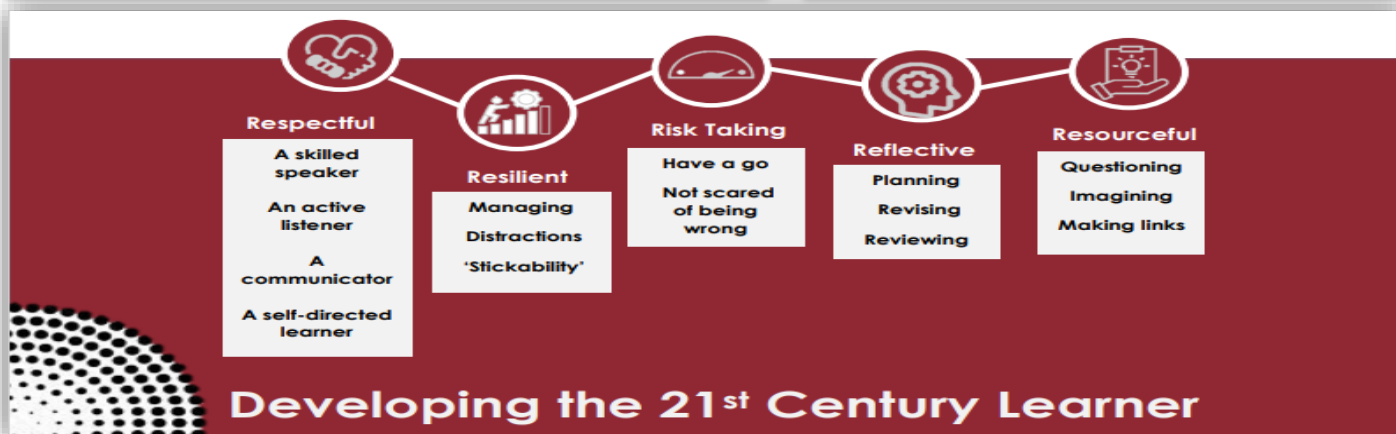


### What we want for our children

We want all of our children to leave us equipped for life in the 21<sup>st</sup> Century- able to operate successfully in the changing world of work and take advantage of all opportunities available to them. Through understanding our global community and appreciating our children's needs, we integrate specific learning experiences into our curriculum so that every child can achieve well at Barham, transition well into their next phase of education and lead happy and fulfilled lives.

### Our vision

We are safe, happy and kind learners  
We are ambitious and strive to reach the highest goals  
We are curious and use connections to make sense of the world  
We are change makers



Our vision and our values underpin all our policies; the education we deliver and are core to all our work. Article 3 of the United Nations Convention on the Rights of the Child states that: **The best interests of the child must be a top priority in all decisions that affect children. This policy has been created with this in mind to keep the children at Barham safe, happy, kind with a love for learning.**

| Statutory Policy |          |                |
|------------------|----------|----------------|
| Last review      | Reviewed | Next Review    |
| September 2026   | Annually | September 2027 |

## 1. Introduction and Purpose

Barham Primary School is proud to be a diverse and inclusive community, where pupils, families and staff come from a wide range of backgrounds, cultures and traditions. We celebrate this diversity and are committed to building an anti-racist school where every child, family and staff member feels valued, respected and safe. Racism in any form is unacceptable and will not be tolerated. This policy outlines our approach to preventing and tackling racism, while promoting equality, diversity and inclusion across all areas of school life.

This policy sits alongside our Behaviour Policy, Safeguarding Policy, Curriculum Policy, Anti-Bullying Policy, Attendance Policy and our PSHE & Wellbeing Strategy. It also aligns with the statutory duties under the Equality Act 2010 and the Race Relations (Amendment) Act 2000, The children' Act 2004. We recognize that eradicating racism and discrimination in working and learning environments, and challenging the attitudes that allow them to emerge is shared responsibility of all members of the school community.

This policy also aligns with external benchmarks such as the DARPL Policy Checker (2025), which emphasises prevention, integration, involvement, collaboration and long-term sustainability in anti-racist practice.

## 2. Definitions

**Racism** is prejudice, discrimination, or antagonism directed against a person or people based on their race, ethnicity, nationality, culture or religion. It can be overt or covert, intentional or unintentional, individual or institutional.

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).

Barham Primary school acknowledges the definition of institutional racism as defined in the McPherson Report and endeavors to address it in all its forms. Institutional racism is defined as:

***Institutional Racism*** is the collective failure of an organisation to provide appropriate and professional service to people because of their colour, culture or ethnic origin (Macpherson, 1999).

People of the **Global Majority** refers to groups historically racialised as minority or non-white populations, including Black, Asian, Brown, Indigenous and other ethnic groups who together represent the majority of the global population.

**Microaggressions** are subtle, often unintentional, forms of discrimination that communicate hostile or negative messages to individuals based on their racial or cultural identity.

**Direct discrimination** occurs when someone is treated less favourably because of their race, colour, descent, national or ethnic origin. **Indirect discrimination** occurs when a policy or rule that treats everyone the same way puts people of a particular race, culture or origin at a disadvantage.

**Racial discrimination** is unwanted conduct relating to race that has the purpose or effect of violating dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment. Examples of racial harassment: verbal conduct of a racist nature: derogatory name calling or racial epithets, being subject to racist jokes, 'banter' and pranks, malicious comments, hostile attitudes; non-verbal conduct of a racist nature: display of racial material, graffiti, damage to personal property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

### **3. 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 programs aimed at eliminating discrimination in employment and education.

### **4. What is an Anti-Racist School?**

An anti-racist school actively works to dismantle racism in all its forms. It does not remain neutral on issues of race, but explicitly teaches pupils and supports staff to identify, challenge and overcome racism and bias. At Barham, this means embedding anti-racism in our curriculum, policies, practices and school culture.

#### **Key features of an anti-racist school include:**

- A curriculum that reflects diverse perspectives and histories, including those of marginalised groups.
- High expectations and equal opportunities for all pupils regardless of background.
- Clear systems for reporting, recording and responding to racist incidents.
- A safe environment where all voices are heard and respected.
- Staff training in cultural competence, unconscious bias and anti-racist practice.
- Active engagement with parents, carers and the wider community to promote inclusion.

## **5. Our School Valued: The 5Rs**

**At Barham, our commitment to anti-racism is rooted in our core school values – the 5Rs:**

- **Respectful** – We treat all people with kindness, dignity and fairness, challenging discriminatory behaviour wherever we see it.
- **Resilient** – We empower pupils to speak up about racism, and support them to recover and grow from negative experiences.
- **Risk-taking** – We encourage open dialogue, even on difficult issues, and support pupils and staff to challenge stereotypes and injustice.
- **Reflective** – We regularly review our practice, policies and curriculum to ensure we are continually improving in our anti-racist work.
- **Resourceful** – We draw on the strengths of our diverse community, using literature, history, parental input and global resources to enrich learning.

**We are committed to:**

- assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible;
- educate staff and students on issues, 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.
- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- to ensure that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy;

## **6. Roles and Responsibilities**

**All Staff – both teaching and non-teaching—are expected to contribute to the suppression of racism by:**

- Promoting acceptance of all cultures and valuing cultural, linguistic, and ethnic diversity.
- Challenging prejudiced attitudes and ensuring appropriate action is taken against racist and discriminatory behaviours.
- Remaining vigilant so that racist behaviour does not go undetected, and addressing incidents efficiently and appropriately.

- Recognising and challenging racial bias and stereotyping, while promoting equal opportunities and positive race relations.
- Keeping up to date with legislation on discrimination and seeking opportunities to further develop understanding of pupils' diverse cultural and ethnic backgrounds.

### **Teaching Staff**

In addition, teaching staff must model inclusive behaviour and embed an anti-racist curriculum within their subject areas. Lessons should:

- Reflect cultural and ethnic diversity.
- Challenge bias and prejudice.
- Promote equity and inclusion.

### **Pupils are expected to:**

- Demonstrate respect towards others, in line with the school's values and behaviour policy.
- Learn about diversity and develop an understanding of the impact of racism.
- Report incidents of racism that they experience or witness, so staff can take appropriate action.
- Seek help from staff to manage difficult situations, and refrain from retaliation.
- Contribute to a safe, respectful, and inclusive school community.

### **Parents and carers are expected to support the school's anti-racist ethos by:**

- Reinforcing the school's values and principles at home.
- Attending workshops and engaging with school initiatives on equality and inclusion.
- Informing the school promptly if they believe their child has experienced racism, while providing reassurance and support to their child.
- Working in partnership with the school to ensure incidents are addressed effectively.

### **Governors have a responsibility to:**

- Monitor the effectiveness of the Anti-Racism Policy and ensure consistent implementation.
- Hold school leaders to account for compliance with equality legislation.
- Support the school in fostering an inclusive culture and promoting accountability.

### **The Senior Leadership Team is responsible for:**

- Ensuring all stakeholders are aware of the procedures for reporting racist incidents.
- Investigating all incidents of racism thoroughly and applying appropriate responses, including re-education and/or sanctions where necessary.
- Acting as the designated contact for allegations of racism and ensuring complaints are managed professionally and promptly.

- Overseeing incident management and ensuring whole-school training on anti-racism and equality is embedded into staff development.

## **7. Curriculum, Teaching and Learning**

**Barham is committed to delivering a curriculum that is diverse, inclusive, and actively anti-racist. This commitment is reflected in the following practices:**

- Providing explicit teaching through PSHE and assemblies on racism, bias, stereotyping, and discrimination.
- Decolonising the curriculum by embedding multiple perspectives and histories, ensuring all pupils see themselves represented in their learning. For example, highlighting the contributions of ethnic minority scientists, mathematicians, writers, and leaders.
- Ensuring representation across subjects, classroom displays, resources, literature, and educational visits.
- Embedding positive role models within the teaching of history, literature, science, and the arts to challenge stereotypes and promote aspiration.
- Developing school libraries and class texts to reflect the diversity of our pupils and the wider society.
- Celebrating cultural and religious events in ways that are respectful, meaningful, and inclusive.

## **8. Whole School Culture**

**Anti-racism is embedded in our school culture and everyday practice through:**

- Assemblies and events that celebrate diversity and challenge racism.
- Safe spaces for pupils to talk about experiences of racism.
- Staff training in equality, diversity, inclusion and anti-racism.
- An Equality, Diversity and Inclusion (EDI) group including staff, pupils, parents and governors.
- Pupil voice activities to shape anti-racism work in school.
- Transparent communication with families on incidents and policy developments.

## **9. Reporting and Managing Racist Incidents**

Racist incidents will always be taken seriously and dealt with promptly, fairly and consistently.

**We follow a clear step-by-step procedure:**

1. Any member of staff witnessing or informed of a racist incident intervenes immediately.
2. The incident is recorded on CPOMS and reported to a member of SLT.
3. The victim is listened to, supported and reassured.
4. The perpetrator is supported to understand the harm caused and educated to change their behaviour.

5. Parents of all children involved are informed.
6. Repeat incidents may result in further interventions or sanctions in line with our Behaviour Policy and [Racism Escalation Strategy at Barham](#)
7. Governors are informed of patterns of incidents through regular reports.
8. The school informs the Local Authority of racist incidents as required. Recognition and Reconciliation meetings may be offered, where those at fault acknowledge the hurt caused, apologise, and rebuild relationships. Staff incidents are reported directly to the Headteacher, with HR procedures applied where necessary.

***We recognise that vague language such as 'no reported incidents' can disguise racism. Following DARPL's guidance, we commit to transparent reporting, disaggregated data, and ensuring racism is recognised as a safeguarding concern.***

#### **10. Monitoring, Evaluation and Accountability**

- All incidents of racism are logged, tracked and reviewed for patterns or recurring issues.
- Governors receive termly updates on anti-racism work and incidents.
- The school's progress towards the Leeds Beckett University CRED Anti-Racist School Award is monitored annually.
- Parents, pupils and staff are consulted through surveys, focus groups and forums.
- This policy is reviewed every year and updated in consultation with the school community.

#### **11. Support for Pupils and Parents**

**Barham Primary School will:**

- Provide pastoral and counselling support for pupils affected by racism.
- Offer parent workshops on discussing racism with children in English or community languages.
- Signpost families to community events and services promoting inclusion.
- Share resources such as NSPCC and Childline for external support.
- Ensure open communication so families feel confident incidents will be addressed.

## 12. Appendices

### Appendix A – CRED Award Progression Map

| Area                    | Bronze                                  | Silver                                    | Gold                                                      |
|-------------------------|-----------------------------------------|-------------------------------------------|-----------------------------------------------------------|
| Leadership & Governance | Commitment to anti-racism in policies.  | Monitoring and reporting embedded.        | Whole-school ethos and national contribution.             |
| Curriculum & Teaching   | Some diverse texts and lessons.         | Curriculum review for inclusivity.        | Fully embedded, decolonised and reflective curriculum.    |
| Pupil Voice             | Opportunities to discuss racism.        | Formalised pupil groups and feedback.     | Pupil voice shapes school policy and practice.            |
| Staff Training          | Initial anti-racism training delivered. | Regular CPD and reflective practice.      | Staff lead and contribute to wider professional learning. |
| Community & Parents     | Events to celebrate diversity.          | Workshops and consultations with parents. | Strong partnerships with community organisations.         |

### Appendix B – Anti-Racism Action Plan 2025–26

| Priority Area              | Action Steps                                                       | Lead Staff      | Timescale   | Success Indicators                         | Evidence of Impact                         |
|----------------------------|--------------------------------------------------------------------|-----------------|-------------|--------------------------------------------|--------------------------------------------|
| Curriculum Diversification | Audit current curriculum for representation; update reading lists. | Curriculum Lead | Autumn 2025 | Wider representation in texts and lessons. | Curriculum maps, book lists, lesson plans. |

|                    |                                                               |                   |             |                                               |                                      |
|--------------------|---------------------------------------------------------------|-------------------|-------------|-----------------------------------------------|--------------------------------------|
| Staff Training     | Deliver unconscious bias and anti-racist practice training.   | SLT / EDI Lead    | Spring 2026 | Staff confident in addressing racism.         | CPD evaluations, staff surveys.      |
| Incident Reporting | Standardise CPOMS recording with clear categories.            | Safeguarding Lead | Ongoing     | Consistent and transparent incident tracking. | Incident logs, governor reports.     |
| Parent Engagement  | Run workshops for parents on discussing racism with children. | Family Liaison    | Summer 2026 | Parents report increased confidence.          | Parent surveys, workshop attendance. |

## Appendix C – Reporting and Managing Racist Incidents

### Step-by-Step Flow:

1. Staff intervene immediately to stop incident.
2. Record on CPOMS within 24 hours.
3. SLT investigates and ensures pupil safety.
4. Parents/carers of all involved informed.
5. Support provided for victim (pastoral, restorative work).
6. Education and sanction (if needed) for perpetrator.
7. Incident logged for governors and LA (where required).
8. Follow-up review to check actions resolved the issue.

### Specific Guidance:

- If perpetrator is a pupil – follow Behaviour Policy alongside this policy.
- If perpetrator is a staff member – report to Headteacher/Chair of Governors; HR procedures apply.
- If perpetrator is a parent/public – SLT manages, may involve LA/police as appropriate.

## Appendix D – Useful Resources & Reading Lists

### For Pupils:

- 'Sulwe' by Lupita Nyong'o
- 'Look Up!' by Nathan Bryon
- 'Young, Gifted and Black' by Jamia Wilson
- 'The Proudest Blue' by Ibtihaj Muhammad
- 'Coming to England' by Floella Benjamin

### Ages 3–5 (Early Years/Foundation Stage)

#### Introduce concepts of fairness, identity, and difference through story and illustration:

**My Skin, Your Skin** – Laura Henry-Allain (UK author)

*Celebrates diversity and self-esteem; gentle introduction to racism. Used widely in UK EYFS settings.*

**Children in Our World: Racism and Intolerance** – Louise Spilsbury

*Picture book explaining prejudice in age-appropriate language.*

*Supports discussions of fairness and justice.*

**A Little Book About Racism** – A Kids Co. (available in UK)

*Simple, direct; introduces key terms and ideas for youngest children.*

### Ages 5–8 (Key Stage 1 / Years 1–3)

#### Begin to understand fairness, inequality, and how to respond:

**A Kids Book About Racism** – Jelani Memory (UK edition: DK Publishing)

*Clear, honest text; helpful for family or classroom reading.*

**The Kids' Guide: Anti-Racism** – Arike Oke (UK author, Hachette UK)

*Accessible language, real-life examples; encourages proactive thinking.*

**Find Out About: Racism** – Louise Spilsbury

*Non-fiction, illustrated; explains racism and how children can help.*

**My Skin, Your Skin** – also suitable here as understanding deepens.

## **Ages 8–11 (Key Stage 2 / Years 4–6)**

### **Capable of deeper reflection on injustice, power, and history:**

**Stand Up and Speak Out Against Racism** – Yassmin Abdel-Magied (UK context)

*Based on real UK children's questions about racism.*

*Promotes allyship, action, and systemic understanding.*

**This Book Is Anti-Racist** – Tiffany Jewell

*More in-depth; includes journaling and reflection activities.*

**The Antiracist Kid** – Tiffany Jewell

*Focus on identity, justice, activism; ideal for upper KS2 readers.*

**A Kids Book About Systemic Racism** – Jordan Thierry (DK UK)

*Introduces structural inequality in accessible terms.*

### **For Parents:**

- NSPCC guidance on racism and bullying
- Childline resources on racism
- Show Racism the Red Card (SRtRC)
- Local community support services

### **For Staff:**

- Leeds Beckett CRED Anti-Racist School Award resources
- LYFTA (global learning platform)
- Oshun Education CPD
- 'Me and White Supremacy' by Layla Saad (professional reflection)