

St Werburgh's Primary School

Anti-Racism Appendix to CST Equal Opportunities Policy

Rationale

The children at St Werburgh's come from a diverse range of cultural backgrounds, speak many different languages, and represent a wide variety of heritages. This diversity is one of the defining strengths of our school, and one that we proudly celebrate.

We recognise that racism exists in our society and therefore will be present in its institutions including schools. We recognise that this can impact all members of our school community. We are committed to being an anti-racist school. This means we actively oppose all forms of racism, discrimination, harassment, and prejudice. We do not accept any behaviour that undermines the dignity or safety of individuals and are dedicated to creating an environment where everyone feels seen, valued, and respected. The CST Equal Opportunities Policy helps to ensure that our school promotes the individuality of all the children and their protected characteristics. This Appendix to the Policy has been written to provide more information for members of our community on how we work to prevent racism, as well as how we respond to it if it does occur.

What is Racism?

The Stephen Lawrence Inquiry report defines racism as:

"Any incident which is perceived to be racist by the victim or any other person."

"... Conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin . In its more subtle form it is as damaging as in its more overt form".

Aims

As an anti-racist school, we recognise that it is impossible to ask staff to be 'competent' in all cultures. Instead, we prioritise the development of 'culturally safe' staff who are equipped to create inclusive learning environments, challenge stereotypes, and promote equity across the curriculum. *All staff commit to:*

- Respecting the diverse cultural backgrounds, identities, and experiences of the people they work with.
- Being curious about and reflecting on their own biases and assumptions.
- Being brave and recognising that being an actively anti-racist practitioner can be uncomfortable.
- Adapting their practice to be inclusive, equitable, and responsive to different cultural needs.
- Working actively to challenge discrimination and promote belonging for all.

We will help the children to understand and appreciate our diverse society through our teaching of Personal Social Health Economic education (PSHE) and Religion and World Views (RWV); as well as ensuring that in our planning of other subjects we reflect the interests and culture of all our children and that we highlight the achievements of people from a broad range of cultures and nationalities.

The literature spine we use for our reading curriculum actively teaches the children what racism is and promotes positive role models. We use texts such as '*Standing Up to Racism*' written by Dr Pargya Agarwal in Reception, '*The Proudest Blue*' by Ibtihaj Muhammad in Year 1, as well as '*Young Gifted and Black*' by Jamia Wilson in Year 4.

As part of our commitment to being an anti-racist school, we teach children that racism is wrong and unacceptable in any form. In addition, we empower the school community to understand the roots of racism, recognise when it occurs, and develop the confidence and skills to challenge it in themselves and others. This approach is woven into our curriculum, pastoral care, and school culture.

We understand that racism can manifest in both overt and subtle ways, even among younger children. We are committed to recognising and addressing all forms of racism, including name-calling, stereotyping, exclusion, and any language or behaviour that marginalises children based on race, ethnicity, culture, or religion.

Racism and Racist Behaviour

Our school is opposed to any form of racism or racist behaviour. We believe that education is the best way to help children understand what racism is and will actively teach children what examples of racist incidents could include.

We believe that intent does not negate impact and recognise that a child's experience of an incident is the driving factor to how we then support them.

Examples of Racist Behaviour

We recognise that examples of racist behaviour can be both overt and subtle and that members of staff need to be vigilant to both. Examples include:

- Excluding from play due to skin colour;
- Refusal to cooperate with other people because of their ethnicity;
- Verbal abuse and threats;
- Derogatory name calling, insults and racist jokes;
- Ridicule of an individual's cultural differences e.g. dress, religion, language, food, accents, hair types etc;
- Maintaining whiteness as status quo, including othering;
- Treating people differently because of the colour of their skin;
- Muddling children up;
- Constantly mispronouncing people's names;
- Provocative behaviour such as wearing racist badges or insignia;

- Using inappropriate skin-tone plasters;
- Bringing racist materials into school such as leaflets, comics or magazines;
- Physical assault that is racially motivated;
- Attempts to recruit other children, staff or parents/carers into racist organisations;
- Incitement of others to behave in a racist way;

Tackling Racist Incidents

Children are encouraged to report all incidents involving racism, racial discrimination and racial harassment and be upstanders in our school community. They can speak to any member of staff, ask their parents or carers to do this for them or write a confidential note to their teacher, the learning mentor or a member of the Senior Leadership Team.

We recognise that not all children, parents/ carers/ staff will feel confident to report this, especially if they feel that their experiences have not been dealt with appropriately in the past. We will ensure that we work towards an open culture, where the school's processes and procedures are actively shared with the wider community to develop confidence in reporting incidents.

We acknowledge that there is a lack of diverse representation in our staff and senior leadership team which could also inhibit reporting.

Well-being surveys conducted twice a year for EYFS and KS1 children and three times a year for KS2 children will include questions about racism. Parents will be able to feedback to the school via the means of 'belonging questionnaires' which are sent three times a year.

All incidents will be responded to in accordance with the School's *Behaviour and Motivation Principles*. Staff members will also use the document linked here ['Dealing with a Discriminatory Incident'](#) to ensure that there is a consistent response and necessary investigative steps are taken.

Parents/carers will be informed by a member of the Senior Leadership Team or the Pastoral Team as appropriate.

A clear investigation will take place, involving both the child affected and the child responsible, in an age-appropriate and restorative manner. We will commit to specialist training for key members of staff (such as the Designated Safeguarding Lead) to lead these investigations with cultural humility (and support with ongoing staff training).

The school will record the incident, inform families sensitively and personally, and provide and signpost the appropriate support.

All incidents are used as learning opportunities, and the school is committed to reflecting on practice to prevent future harm.

Staff Roles

We commit to providing regular training for all staff members to ensure that staff are confident in identifying and responding to racism. We commit to being open and to explore with all our staff team, intent versus impact. Being open about the fact that although the intention of something that was said, done or how a situation was handled was not to cause harm, the impact may be that harm was caused.

- Support the child who experienced racism, listening carefully to how they feel and validating their experience.
- Validate the child's feelings. Reassure them that they will be listened to and that they will be believed.
- Report all incidents, or possible incidents, to a member of the Senior Leadership Team and log them on the school's internal safeguarding system, CPOMS.
- Inform families and ensure an ongoing dialogue as needed.
- Take action to prevent incidents from recurring.

An addendum below details staff training.

Monitoring of Racist Incidents

- Records and reports of racist incidents will be kept on CPOMS. Records will be reviewed termly (6 times a year).
- The Senior Leadership Team, governors and the Trust Safeguarding Lead will monitor reports generated, to identify patterns or trends and to inform further preventative action, e.g. with a particular cohort or group of children.

Linked Policies

This Appendix should be read in conjunction with the following policies and documents:

- St Werburgh's Primary Behaviour and Motivation Principles
- Cathedral Schools Trust (CST) Anti-Bullying Policy and our St Werburgh's Primary children's version of the anti-bullying policy.
- CST Equal Opportunities Policy (children)
- CST Employment Manual - Staff code of conduct

Version Control

This is a re-drafted document.

Written by Olivia Dowle (Designated Safeguarding Lead and Helen Faulkner (Headteacher) in collaboration with the members of a working party, including: Emma Goode (governor), Lana Crosbie (researcher working on a doctorate in the impact of racism at UWE) and parents and carers of children at St Werburgh's Primary in July 2025.

The original document was written in 2018.

This document should be reviewed annually and looked at by a working party group representing parents and governors, with expert advice as required, every other year.

ADDENDUM

Staff training:

All staff will read this policy annually, and patterns and data shared with the whole staff group. In addition, there will be regular refresher training on ['Dealing with a Discriminatory Incident'](#).

Whenever an incident does occur, there will be a 'solution circle' to reflect on the way that this was responded to and whether there are any additional training needs. This is to ensure that staff feel confident to deal with incidents and, where if they do get things wrong they can learn and do better next time.

Training will be sourced and provided every other year for all staff and be led by an external agency/expert in the field of anti-racist practice.

Identified members of staff in the Senior Leadership and Extended Leadership teams (Phase leaders) will be identified and trained to a higher level - this training will include: the historical context of racism in UK, Whiteness; how racism manifests in UK education settings, and current research on what is working well to dismantle racism in education (practical examples).

There will always be an identified member of staff leading on Equality, Diversity and Inclusion (EDI). For 2025-2026, this is Annabel Heritage, alongside Helen Faulkner. This member of staff will create an annual action plan and attend Trust EDI network meetings and training.