



Anti Racism Policy

Little Ealing Primary School

Author of policy Suzanna Trigg-Williams

Policy owned by Teaching and Learning

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LITTLE EALING PRIMARY SCHOOL ANTI-RACISM POLICY

Anti-Racism Policy and Practice at Little Ealing Primary School

Policy Statement:

Little Ealing Primary School is committed to fostering an inclusive environment where every member of our school community feels valued and respected, regardless of their race, colour, nationality, culture, language or religion. We recognise the importance of identifying, challenging and changing attitudes that lead to negative discrimination. At Little Ealing we will not tolerate any form of racism and are committed to having an anti-racist ethos in our school.

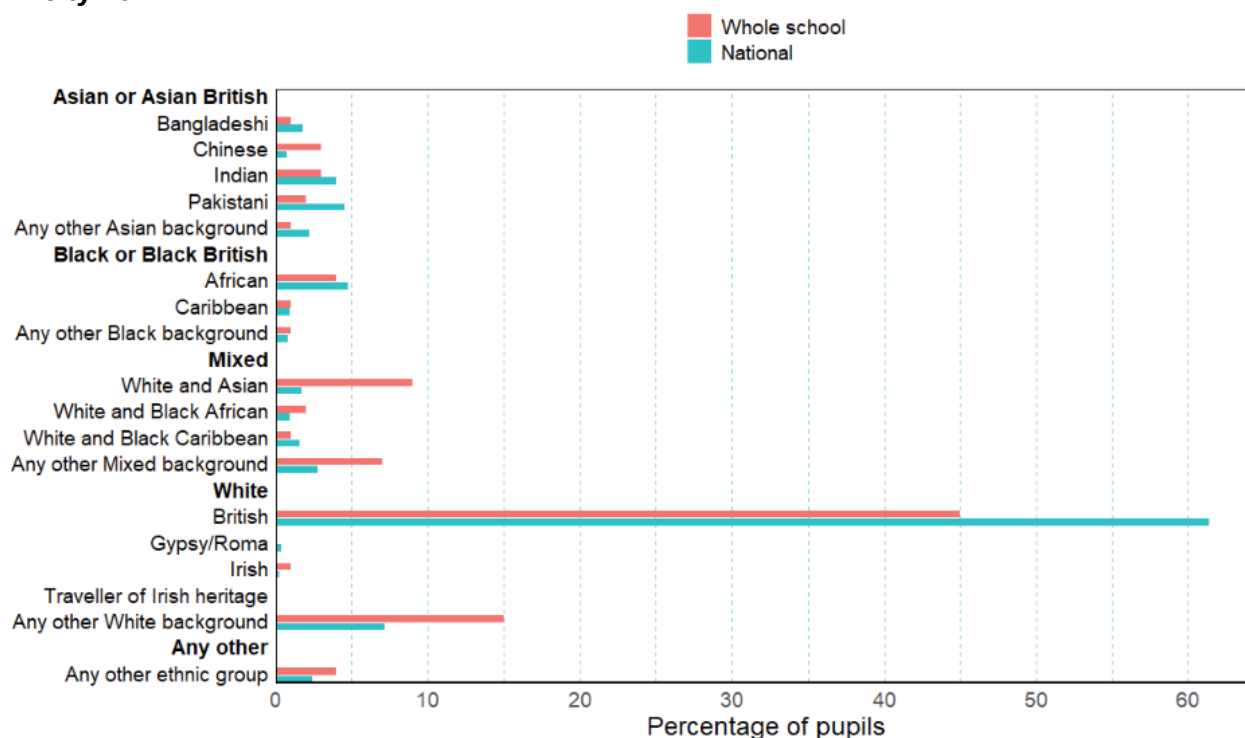
This policy sets out the school's approach to preventing and dealing with all forms of race discrimination as per the Equality Act 2010. This policy was developed through discussions with pupils, parents and Carers and in conjunction with our Parent Forum. This is one of our core policies which includes our Behaviour Policy, Curriculum Policy, SEN Policy, Attendance Policy, Anti-bullying policy and Emotional health and well-being policy.

We developed this policy after consultations with all our stakeholders and followed advice given at Ealing's Race and Diversity Network meetings and Anti-Racism Policy training.

Context of our school:

Little Ealing Primary School is a community school, our families are a range of ethnicities and faiths, the percentage of children with EAL is above the national average, our FSM6 numbers are well below the national average.

Ethnicity 2024



Definitions

What is Racism?

Racism can be described as (forming an opinion about a person with little or no information or evidence on which to base that opinion) combined with social, cultural and political power that results in continued unfair advantage to some people and unfair or harmful treatment of others based on race. Racism can operate at personal/individual levels and also at institutional levels. Racism can be overt and covert, conscious or unconscious. It includes harmful or unfair things that people say, do, or think, which can affect the lives and life chances of people from the global majority.

Who are the People of Global Majority?

People of the Global Majority is a collective term for ethnic groups who are Black, Asian, Brown, Indigenous, and/or who have been traditionally racialised as ethnic minorities or non-white and who constitute approximately 85 percent of the global population.

What is Institutional Racism?

Institutional racism consists of the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour that amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantage minority ethnic people. (MacPherson 1999)

Key Principles:

Zero Tolerance for Racism: Any form of racism will not be tolerated at our school. This includes direct discrimination, indirect discrimination, harassment, and victimisation as defined by the Equality Act 2010.

Inclusive Environment: We are dedicated to creating a welcoming atmosphere where diversity is celebrated, and everyone has the opportunity to succeed.

Proactive Education: Our curriculum will include education on the importance of diversity, equality and respect, helping children understand and appreciate different cultures and perspectives.

Examples of Racism:

Blocking Progression, Acting Up, or Learning Opportunities:

Hindering advancement in employment and education for individuals based on race.

Avoiding or Isolating People:

Deliberately not including people in activities or social groups.

Subjecting People to Greater Scrutiny or Monitoring:

Applying excessive oversight to individuals based on racial biases.

Using Negative Language or Making 'Jokes':

Employing derogatory language or humour that targets someone's race or ethnicity.

Colour Blindness:

Ignoring race and its impacts, which can perpetuate racial inequalities.

Not Providing Appropriate Support:

Failing to address cultural or religious needs appropriately.

Assuming Superiority:

Believing that people similar to oneself are superior to those from different racial or ethnic backgrounds.

Stereotyping:

Generalising or making assumptions about all individuals from a specific ethnic group, culture or religion.

Making People into 'Other':

Perceiving and treating people as fundamentally different from the societal norm.

Signalling Non-Belonging:

Engaging in behaviours that indicate someone does not belong or is not welcome.

Direct Insults or Harm:

Insulting or hurting people through any form of expression, be it verbal, physical, or written.

(These definitions and examples are adapted from Hull's Young Mayor's Antiracism campaign group & Youth Aspire Connect team, 2022.)

Our Aim:

We aim to stop racism in all its forms and so make LEPS a safe place for all its pupils, families and staff.

Overall Aims:

- Prevent racism through an ethos of trust, mutual respect and appropriate behaviour reinforced by education, systemic development and accountability.
- Build relationships of trust between pupils, staff and parents/carers, so that incidents of racism can be sensitively and effectively addressed.
- Define all roles and responsibilities.
- Be aware that culture is central to a child's identity; therefore we strive to provide a learning environment which reflects the positive cultures of the children in our care and within society at large.

For Staff:

- Have a definition of what behaviours constitute racism and have an agreed set of procedures for all staff to follow when dealing with incidents of racism
- Track all incidents of racism and show action taken, follow up and identify possible patterns.
- Give all staff training in order to raise their awareness of the 'hidden curriculum' and to build their awareness and understanding of various cultures and are actively encouraged to challenge their own biases.
- Have and express high expectations of children of all backgrounds and ensure children know we have confidence in their abilities to achieve.

For Pupils:

- Ensure children are taught what racism is, so that they can see signs and understand how it affects people, which in turn will inform their own thinking/behaviours.
- Ensure that all children understand the school's position on racism and that incidents will be dealt with thoroughly.
- Provide an ethos, a safe space and a clear set of tools for children to be able to speak about racism or communicate in some way about what is happening.
- Make our children aware that as human beings they automatically demand self-worth and self-respect and the right to have high aspirations, regardless of race, skin colour, culture, language and religion.
- Provide a curriculum which instils in all our children a tolerance, understanding and respect for all.

- Provide a curriculum that aims to create an understanding of and an interest in different environments, societies and cultures across the world. Through our curriculum we aim to provide opportunities whereby the contribution that different societies have made are recognised.
- Decolonise the curriculum to ensure that subjects taught in the classroom, extra-curricular activities and assemblies promote positive attitudes towards cultural and ethnic diversity and differences.
- Give recognition always to the positive value of the mother tongue and dialect. Different languages are shared and given positive images in the classroom.
- Make sure that the resources used in all curriculum areas are multicultural and contain positive representation from a variety of different ethnic groups.
- In our classroom and main hall displays we strive to promote books, materials and artefacts which represent the various cultures.

For Parent/Carers:

- Ensure that all parents/carers know the school's position on racism and are confident that incidents will be dealt with thoroughly.
- Support the school's policy on anti-racism and will inform school if they believe a racist act has occurred.
- Provide feedback and ideas to enrich the policy and its implementation.

For Governors:

- Be responsible for this policy and ensure that it is regularly monitored, reviewed and updated if needed
- Support the Head and the staff in the implementation of this policy
- Be fully informed on matters concerning racism
- Ensure all staff understand and implement this policy
- Ensure all staff receive training in understanding and responding to racism incidents
- Ensure the policy is communicated to visitors, contractors, service providers and others associated with the school.
- Recognise the general duty of its Governing Body, under the 'race' Relations (Amendment) Act 2000: To eliminate unlawful racial discrimination
- Ensure that the curriculum is used to educate young people about racism.

Procedures for Handling Racist Incidents at Little Ealing Primary School

Immediate Response:

All incidents of reported racism should be treated with the same urgency and seriousness as a safeguarding incident.

Investigation:

- The incident is always investigated by a member of the Leadership Team.
- The investigating staff member will listen to the child's recall of events and discuss the effect the racist incident had on the victim.
- Ensure that the victim is alright and provide appropriate support.

Parental Involvement:

- Parents of the victim will be contacted immediately by a member of the Leadership Team to inform them of the incident. They will be offered the opportunity to come in and talk to their child.
- They will be provided with a timescale for the investigation.

Documentation:

All incidents will be logged on CPoms (Child Protection Online Monitoring System) as a Racist Incident to allow the school to monitor incidents effectively.

Notification to Other Parents:

Parents of other children involved will be informed about the incident and will be told that an investigation will be conducted.

Education and Correction:

- A member of the Leadership Team or the Diversity Lead will talk to the child who made the racist comment to ensure they understand the impact of their words/actions.
- Reinforce that the comment/action is racist, unacceptable, and hurtful.
- Where appropriate, bring the children back together so the child who made the comment can understand how hurtful it was and have the opportunity to apologise for their actions.

Follow-up:

- The Diversity Lead will invite the parents of the victim in to discuss the outcome and follow this up with a letter.
- The Head will inform the Chair of Governors and the Local Authority (LA) through the termly return of incidents, as logged on CPoms.
- If there is a repeat incident from a child, parents will be invited to meet with senior staff to discuss ways to ensure no further incidents occur.

By following these procedures, Little Ealing Primary School aims to address and resolve racist incidents effectively, ensuring the well-being of all children and promoting an inclusive, respectful school environment.

Strategies for Eliminating Racism and Becoming an Anti-Racist School**Consistent Framework for Dealing with Racism:**

- Ensure all staff are trained and use a consistent framework for handling incidents of racism.
- Staff to follow established procedures for reporting and investigating incidents, ensuring all cases are logged on CPoms.

Educational Programs:

- Implement the 'Understanding Racism' PowerPoint from Reception to Year 6 to actively promote anti-racism.
- Continue regular PSHE (Personal, Social, Health, and Economic) curriculum to develop empathy, positive behaviour choices and self-esteem amongst children.

Inclusive Classroom Resources:

- Class book areas will include literature that helps children develop positive cultural identities.
- Ensure diverse representation in classroom materials to reflect and respect different cultures.

Immediate Response to Racist Behaviour:

- Condemn and address racist name-calling or slurs immediately.
- Staff to report incidents to the Senior staff for further investigation.
- Use an empathetic approach to make involved children aware of their behaviour and its impact.

School Assemblies and Events:

- Use assemblies and school events to actively promote cultural competence and the school's anti-racist goals.
- Highlight themes of diversity, inclusion and respect regularly.

Pupil Engagement and Support:

- Provide multiple platforms for children to discuss racism, including circle time, discussions and during PSHE lessons.
- Encourage open dialogue and support children in expressing their experiences and concerns about racism.

Monitoring and Enriching Playtime:

- Ongoing monitoring of playtimes and playgrounds to ensure a safe and inclusive environment.
 - Promote cooperative games and provide quality play equipment.
- Value playgrounds as important learning environments for social and emotional development.

Staff Training:

- Provide comprehensive race equality training for all staff, including:
- Unconscious bias training, Developing positive racial identities,
- Understanding the legacy of the Empire, Building culturally competent schools.

Vigilance and Sensitivity:

- All staff to remain vigilant for incidents of racism and its various manifestations.
- Encourage staff and children to be sensitive in their language and avoid words that may cause offense.

Parent and Carer Engagement:

- Work collaboratively with parents and carers to foster positive relationships and demonstrate commitment to equality, diversity and inclusion.
- Engage with parents through regular communication, workshops and forums to build a supportive community.