

# Anti-Racism Policy



**Lealands**  
High School

Anti-Racism Policy (SWA)

Lealands High School

Jan 2026

## INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement.

### Our aims:

#### Excellence in everything we do

- Everyone achieves success and makes excellent progress
- We all continually improve what we do and work hard
- We care about being the best we can be and getting the best out of those around us

#### Everyone has responsibility

- To prepare young people for life and a positive future
- To ensure that school is a safe place
- To help and support others to grow and succeed

#### Respect for all

- Everyone is valued for their contribution
- All are cared for and supported so that needs are met
- We recognise and celebrate the talents, gifts and uniqueness of every individual

In order to achieve these aims students, parents and the school need to work in partnership.

### Our vision is to be:

*Everyone **achieves excellence**, demonstrates **respect** for all and takes **responsibility** for their own actions, while helping others to be successful.*

We strive to achieve this vision in all that we do and staff, students, parents, governors, other school stakeholders and partners are all an important part of making this happen.

### Rationale

Staff at Lealands High School recognise their moral and legal duty to promote equality and eliminate unlawful discrimination and racism within the school environment and workplace. Our commitment to equality is underpinned by our core values of Respect, Responsibility and Excellence.

We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and indirect racism, racial vilification, Islamophobia, antisemitism, and harassment) in our organisation, curriculum and in the learning and working environment. Lealands High 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 pupils, staff and others associated with the school. Lealands High School aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential.

## **Legislation**

This policy and any actions that arise as a result of it, take into account current statutory requirements, in particular, 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, Lealands High School 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 pupils;
- c) in the way it affords access to a benefit, facility or service;
- d) by excluding a pupil; or
- e) by subjecting them to any other detriment.

## **Definition**

Lealands High School 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"*

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"*

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 Islamophobia) or place of origin (perceived or actual).

Racial discrimination can occur either directly or indirectly. Direct discrimination occurs when someone is treated less favourably 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 pupils of certain cultures and backgrounds (for example, Muslim pupils) for whom strict modesty is observed. 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;
- 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.

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 care-givers, 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 programs aimed at eliminating discrimination in employment and education.

## **Commitments**

Lealands High School 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, carer-givers and all members of our community with a mechanism for the lodgement and resolution of complaints;
- 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;
- to make sure that all students and staff are encouraged and supported to achieve their full potential;
- to educate staff and students on issues, concepts and theories pertaining to racism. The school's approach to these issues reflect government guidance, professional guidance and external agencies as well as examples of good practice;
- 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 in order 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 and Health Education, assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism;
- 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;
- students should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

**Parents are responsible for:**

- if a parent 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 very difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately);
- 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 Deputy Headteacher is responsible for:**

- ensuring all stakeholders are aware of how to report racist incidents;
- overseeing the investigation of incidents of racism and ensuring appropriate re-education and/or sanctions to perpetrators of racist incidents;
- being the contact point for allegations of racism and providing timely and professional responses to complaints regarding racism;
- monitoring exclusion data by ethnicity, identifying trends or patterns and working with the Assistant Headteachers with responsibility for KS3 and KS4 and the Headteacher to ensure any barriers to students' feeling part of the community are tackled.
- ensuring the victims of racism receive timely and appropriate support either in school or via external/partner agencies.

**The Headteacher is responsible for:**

- making sure this policy is readily available and that the governors, staff, students, and their parents and guardians 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 non-teaching staff contribute to the eradication of racism by promoting acceptance of our cultural, linguistic and ethnic diversity, challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours;

- 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;
- 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**

All staff are expected to:

- 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;
- all staff should be aware of possible cultural assumptions and bias 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';
- staff must screen resource materials so that an accurate picture is given in pictures; 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;
- 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 in order to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices or unconscious bias in order 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 / 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 behaviour policies.

The aim when managing any racist incident is to find a way to achieve mutual understanding and ultimately reconciliation. The process of reconciliation requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes and genuinely apologise. This process is completed in line with our restorative approach.

Reconciliation can be a difficult process and in school this is supported by specially trained staff who lead restorative meetings. These meetings will be offered to all who experience or are involved in racist incidents.

### **Related Policies & Documents**

- Behaviour policy
- Anti-bullying policy
- Equality Duty

- Safeguarding policy
- Home school agreement
- Acceptable use E-safety policy
- Complaints policy
- Whistle-blowing policy
- Staff code of conduct
- Religion and Society 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 achieving excellence plan, staff meetings, SLT meetings, Department meetings, governors meetings, assemblies, class discussions and development of the curriculum and schemes of work within subjects. The questioning of the effectiveness of the policy will form part of our staff, parent and students surveys.

Records of racist incidents are recorded on the Racist Incidents Form including action taken and outcomes.

## Lealands High School Procedure for dealing with racist incidents between students

*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.*

Based on the above definition, for the purpose of this procedure, racism may refer to hostility or prejudice based on colour, ethnicity, place of origin or religion.



### \*Actions/Outcomes

Lack of understanding – The student may be directed to reading/empathy task/reflecting on the harm caused/exploring where their own prejudices come from.

To cause harm / distress / repeated incident of racism – sanctioned in line with the school's anti-bullying policy and behaviour policy. The sanction may include a fixed term exclusion of between 3 and 10 days.

### \*\* Restorative Meetings

Restorative meetings should be offered in all cases – where necessary students may need some time before the RJ is attempted. All parties will be given the opportunity to speak and respond to the situation. Notes should be taken of the meeting which should be read back and agreed by the parties involved in the meeting.

## **Procedure for dealing with alleged racist incidents involving a staff member**

These include 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.

These incidents should be reported immediately to the Headteacher who will be responsible for ensuring the incident is investigated by himself 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.

# Lealands Racist Incident Recording Form

*"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"*

**Incident Details**

Incident Date:..... Incident Time:.....

Incident location: .....

Name of person who reported incident:.....

**Did the incident relate to:**

Race / Ethnicity

Religion / Belief

**Type of Incident:**

Tick all that apply

Verbal Abuse		Social Media	
Threat		Physical abuse	
Email		Ridicule of culture	
Graffiti		Inciting other	

**Perpetrator(s)**

Name:..... Year Group:.....

Name:..... Year Group:.....

**Victim(s)**

Name:..... Year Group:.....

Name:..... Year Group:.....

**Witness(es)**

Name:..... Year Group:.....

Name:..... Year Group:.....

Name:..... Year Group:.....

Name:..... Year Group:.....

**Impact of incident on victim:**

No impact or offence taken	
Hurt or distress caused but unintended	
Hurt or distress caused and intended	
Repeated incident following previous warning of prejudice based behaviour	
Substantial hurt or distress caused - behaviour based on substantial hostility and prejudice.	

**Victim Details:**

Name:..... Year Group:.....

Ethnicity..... Religion:.....

Has the victim suffered previous racist based behaviour in school? Yes  No

Has the victim suffered previous racist based behaviour in the community? Yes  No

**Perpetrator Details:**

Name:..... Year Group:.....

Ethnicity..... Religion:.....

Has the perpetrator been involved in previous racist behaviour in school? Yes  No

Or in the community? Yes  No

Has any repeated behaviour involved the same victim? N/A  Yes  No

Has the incident been reported to the police or any other external agency? Please give details:

What action has been taken by the school? Please give details:

What is the final outcome of the incident? Please give details:

Has the victim been informed of the outcome? Yes  No

Have the parents of the victim been updated? Yes  No

Are the parents of the perpetrator aware of the outcome? Yes  No

Signature of Investigator .....

Date:.....

Signature of Deputy Head .....

Date:.....

**Please attach any witness statements or other documentation related to the incident.**