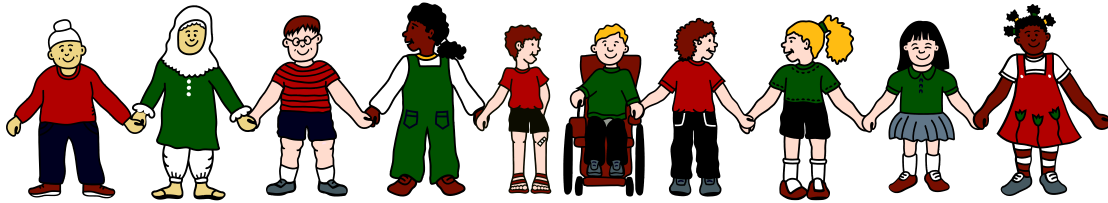


The Giles Nursery and Infants' School

**THE GILES  
NURSERY  
AND  
INFANTS' SCHOOL**



**Anti-Racism Policy**

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**Review Date: March 2027**

## **The Giles Nursery and Infants' School**

### **Rationale**

The Giles Nursery and Infants' School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school anti-racist policy and practice helps to identify and change those attitudes that lead to negative discrimination against people on the basis of their race, ethos, nationality or ethnic origin.

Racism exists in society and therefore also in schools; acknowledging this is necessary before we can begin to address it. This acknowledgement allows us to identify and tackle the inequalities that impact Black, Asian and global majority ethnic groups within our society and education system and make important changes to the lives and outcomes of those we educate and care for.

We recognise that to be truly anti-racist we must increase our awareness and understanding about racial inequity in all its forms. We recognise that every student is affected by racism, but the impact and consequences of racism for Black, Asian and global majority ethnic groups staff and pupils can be largely invisible to white people. We must remain conscious and proactive about the disproportionate impact of racism on specific groups. We need to strive to address inequality and challenge unfairness.

### **Aims**

Every child has the right to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential. At the Giles Nursery and Infants' School we promote race equality, and all pupils are provided with opportunities to study their own values and those of others, appreciate diversity and develop respect for others. We support equality, justice and mutual respect.

### **Good practice**

Senior leaders show a strong commitment to equality and fairness. They provide clear guidance and support for staff in taking forward race equality. Regular training and continuing professional development is provided to staff on anti-racism, race, racism, prejudice and discrimination.

Our curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity. Our curriculum and resources are audited and reviewed each year to ensure representations are inclusive, ethnically and racially sensitive and appropriate. We monitor the ethnicity and race of our pupils to ensure representation across our curriculum, to make sure all pupils can see themselves and people from their backgrounds. Images and displays around the school reflect the diversity of our pupils.

Our reading spine, libraries and individual reading books include books written by writers from diverse backgrounds and those with lead characters who are Black, Asian and from global majority ethnic groups. These books are read to the children, they read the books in the classroom, and they can take them home. We also have a selection of dual language books for pupils who are bilingual, or those with English as an additional language (EAL).

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Through PSHCE and RE, pupils have the opportunity to discuss race and racism at an age-appropriate level. They are provided with a safe space to share their own experiences and to raise questions. Pupils learn to have self-respect, show respect for others, and recognise and value diversity.

Staff have high expectations of pupils' achievements and pupils have high expectations of themselves and others. Pupils' progress and achievements are monitored effectively, and appropriate steps are taken to ensure that all pupils fulfil their potential. Pupil outcomes are reviewed in terms of ethnic and racial background at leadership level and in governing meetings. Pupil outcomes are also reviewed in relation to EAL pupils, pupils from disadvantaged backgrounds and pupils with special educational needs or disabilities (SEND).

At The Giles Nursery and Infants' School, we have a high number of pupils who are bilingual or have English as an additional language. We believe that well planned lessons in an appropriately organised mainstream classroom provide the best environment for acquisition of English by EAL pupils. We recognise that EAL pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs / styles. Further information can be found in our English as an Additional Language Policy.

Some parents may require interpreting / translation support in order to engage in a meaningful way with discussion and decision making. Senior leaders should endeavour to ensure that appropriate support is provided. Parents should always be informed of their right to be supported by translation / interpreting services where needed.

All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality. Positive steps are taken to encourage and enable all parents / carers to participate effectively in their children's care and education. Our weekly newsletter provides links to podcasts, blogs and information that support parents / carers to understand anti-racism, race, racism, prejudice and discrimination and guidance on talking about racism with children. We value volunteers from our local community and parents and other positive role models are encouraged to share their knowledge, skills and expertise across the curriculum.

### **Recognising and responding to racism and racial stereotyping**

In schools, racism occurs when a pupil, or teacher, is treated less favourably because of their skin colour, nationality, religion or belief, or culture group. Racially discriminatory behaviour includes:

- Name calling, insults and racist jokes;
- Online bullying;
- Exclusion from activities;
- Refusal to co-operate with pupils because of ethnic origin;
- Provocative behaviour such as the wearing of badges or crests;

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- Ridicule of a pupil for religious or cultural differences;
- Racist comments unrelated to a subject matter in the course of discussion in lessons;
- Incitement to others to behave in a racist way;
- Physical assault or verbal abuse and threat.

All racially discriminatory behaviour, including incidents which could be deemed to be racist bullying, must be recorded. Staff are trained so they know how to follow the flowchart in appendix (i) of this policy. Where there is evidence that a number of individual racist incidents have been perpetrated against the same child, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying; for example, a sense of powerlessness, isolation and distress.

At a nursery and infants' school, it can be easy to dismiss racially discriminatory behaviour as pupils are very young and may not understand that their behaviour was racist. Staff know that they have a duty to report racist incidents and to ensure that it is dealt with appropriately regardless of a child's intent or understanding. Reporting an incident does not have to equate to a consequence. However, consequences must follow in line with the school's behaviour policy if a pupil understands their actions. Consider a whole school approach to address pupils' behaviours.

Racist incidents can sometimes involve members of staff as perpetrators or victims. When a member of staff is implicated in a racist incident (either as a victim or perpetrator) the Headteacher must seek advice from the local authority. Staff who are threatened by a parent or pupil must report the incident immediately.

When racist incidents occur outside school and are brought to the attention of staff via a third party the Headteacher may consider discussing such situations with the police.

Parents of alleged victims and perpetrators will be informed of allegations by telephone, and this will be followed up if necessary.

Pupils and parents should understand that all allegations of racist incidents will be treated with the utmost seriousness. Senior leaders are responsible for deciding how to respond to incidents and will take into account:

- The age of the individuals;
- The nature of the incident;
- Whether there are any behavioural needs which could affect an individual's behaviour towards others;
- Whether there have been any previous racist incidents involving those individuals;
- What action should be taken;
- Their duty of care to all pupils involved – both victim(s) and perpetrator(s).

Any racially discriminatory behaviour or racial stereotyping is not appropriate in school, even when a child tells you it was just banter or a joke, even when a pupil you think may have been victimised tells you it was banter. The definition of racist incidents is 'any incident which is perceived to be racist by the victim or any other person'. The intent behind language and actions doesn't necessarily alter the effect words and behaviour can have. By

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ignoring or dismissing discriminatory behaviour, or racial stereotyping, it sets the precedent that it is ok to treat somebody less favourably because of their skin colour, nationality, religion or belief, or their culture group. It also tells the suspected victim that it is acceptable to receive racial discrimination.

The table below outlines how to respond to racially discriminatory behaviour:

<b>Perpetrator</b>	<b>Victim</b>	<b>Bystander</b>
<ul style="list-style-type: none"><li>• Explain clearly and calmly why the behaviour was wrong.</li><li>• Avoid shaming the behaviour; some pupils may not be aware that it was unacceptable.</li><li>• Seek assurance that the pupil(s) understands wrong doing.</li><li>• Obtain an apology.</li><li>• Inform class and head teacher both in writing and verbally (maintain a record of this) for them to report to the Local Authority.</li></ul>	<ul style="list-style-type: none"><li>• Confirm clearly and calmly why behaviour was wrong.</li><li>• Reassure and offer the opportunity to talk about it and their feelings. This may be at a later stage as victims of racial abuse are sometimes reluctant to talk about the experience at the time but may talk about it later.</li><li>• Encourage the victim to report any future incidents.</li><li>• Inform class and head teacher both in writing and verbally (maintain a record of this) and explain how the incident has been dealt with.</li></ul>	<ul style="list-style-type: none"><li>• Make sure anyone listening or overhearing the incident knows the words and actions were wrong and unacceptable.</li></ul>

### **Staff recruitment**

We have a deeply inclusive approach to staff recruitment. During induction, the Headteacher articulates both for new members of staff, volunteers and students that the school takes inclusivity very seriously and expects anyone crossing its threshold to respect the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### **The role of governors**

We have a designated Equalities and Diversities link governor who meets regularly with the headteacher.

### **Monitoring and review**

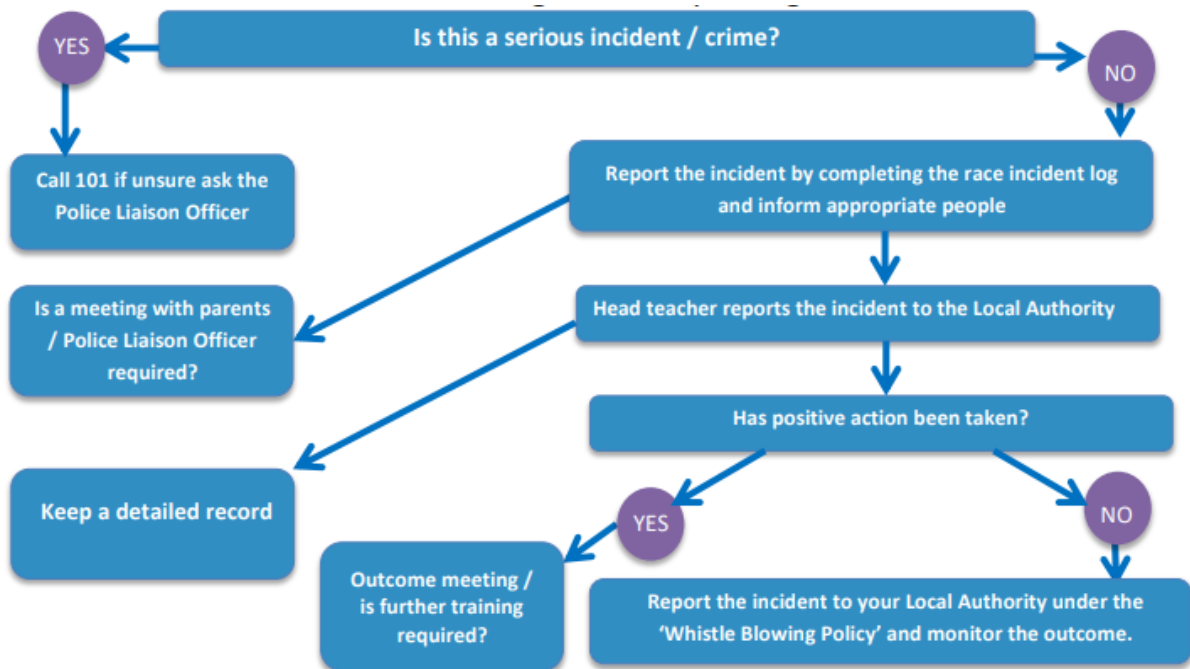
## The Giles Nursery and Infants' School

This policy will be reviewed every two years or in light of changes to legal requirements.

**Review date: March 2025**

### Appendix (i)

This flow diagram gives a summary of the actions that we follow whenever an allegation of a racist incident is reported.



**Appendix (ii)**

Useful websites:

[Resources \(annafreud.org\)](https://annafreud.org)

[A Parent's Guide to Black Lives Matter \(yooopies.co.uk\)](https://yooopies.co.uk)

[Racial Justice | Sesame Workshop](#)

[Talking to children about racism | NSPCC](#)

[Anti-Racism for Kids: An Age-by-Age Guide to Fighting Hate \(parents.com\)](#)