



CHRIST THE SAVIOUR C.E. PRIMARY SCHOOL



Each of you should use whatever gift you have received to serve others, as faithful stewards of
God's grace in its various forms

1 Peter 4:10

Anti-Racist Policy

Policy to be approved by	Full Governing Body
Policy updated	Policy written by a working group of parents, staff, Governors and pupils
Policy ratified and adopted by the Full Governing Body	10th June 2026
Policy due for review	Dynamic and ongoing

School Vision:

Rooted in our Christian foundation, we are an aspirational and inclusive community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of wisdom and love, preparing children to be educated citizens in a global world.

Introduction

This policy sets out the school's approach to preventing and dealing with racism and racist incidents in line with the Equality Act 2010 and Ealing Racial Equality Commission Report 2022 and our aspiration to be an anti-racist school.

The Equality Act 2010 states that it is unlawful to discriminate against someone because of their race. In the Equality Act, race can mean your colour or your nationality (including your citizenship) it can also mean your ethnic or national origins. It prohibits treating someone worse (direct discrimination), applying unfair rules (indirect discrimination), or creating a hostile environment (harassment) based on these characteristics.

The policy was developed by a group of stakeholders including parents, staff, Governors and pupils. The intention of the working party was to support open dialogue and encourage transparency around how the school works to prevent racism. The working party reviewed anonymised logs of racist incidents, school census information and attendance and achievement outcomes for different ethnic groups and ultimately presented this policy for Governors approval.

Key aims and Principles

Our aim is to provide an effective framework for the prevention and management of racist incidents within our school. This will support us in providing a safe and inclusive environment in which all members of the school community can flourish.

In line with our vision, we strive to be an inclusive school where all pupils feel safe, heard and loved and our pupils grow in wisdom as they journey through the school and have the confidence to advocate for justice for themselves and others. We seek to be bold in teaching about anti-racism rather than reactive in teaching about racism.

The following principles underpin this policy:

- Everyone is made in the image of God and are thus created equal (Genesis 1:27)
- All pupils have the right to learn in an environment where they feel safe and happy
- Anti-racism is a proactive approach that is the responsibility of all members of school staff and the wider school community
- Race is a made up, social construct and not an actual biological fact

Definition of racism

We have adopted the definition of racism from Ealing borough's race equality work, specifically the glossary of terms that is part of their training on Challenging Disproportionality. [These definitions cover both direct and indirect racism.](#)

Individual racism refers to the beliefs, attitudes and actions of individuals that support or perpetuate [discrimination against someone because of their race](#). Individual racism can be deliberate or the individual may act to perpetuate or support racial discrimination without knowing what he or she is doing, for example:

- telling a racist joke, singing a racist song or using racist gestures including repeating those heard or seen on social media such as TikTok, using a racist epithet, or believing in the inherent superiority of whites over other groups.
- Avoiding people of colour e.g a white pupil refusing to play or share their learning resources with a person of colour; not choosing a person of colour for responsibility or promotion
- Accepting things as they are (a form of collusion)

Racism and power are inextricably linked and therefore is based on the superiority of one race over another.

Institutional racism refers specifically to the ways in which institutional policies and practices produce different outcomes for different racial groups. The institutional policies may never mention any racial group but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of colour.

Racism can be understood by children through a clear definition. Below are some examples of how CtS children involved in the working party, chose to explain racism:

- Racism is when someone is unkind to someone else about their skin color
- Racism might be in the mean words, judgments or the chances we're given in life
- Racism can be a look, comment, question, thought, a joke, word or a belief.
- Racism is sometimes not seen by the person who's being racist
- Racism is when you see another race and you start thinking less of them
- Racism can be online face-to-face or through another person
- Your skin is what makes you beautiful, unique and different. If you see people bullying people about their race you must speak up. Everyone is welcome no matter what their background or skin.

Links to other relevant policies

Our commitment to being an anti-racist school is central to our school vision and ethos and ongoing effort to promote inclusive learning. This policy is part of promoting good behaviour in school and links to the Anti-Bullying Policy, Behaviour Policy, Inclusion and Equality Policy, Curriculum Policy, Attendance Policy, SEND Policy, Online Safety Policy, Spirituality Policy and the RSE policy.

What we are doing to eliminate racism and become an anti-racist school

Prevention

I. School vision

In the Autumn Term 2025, the Governing Body changed some of the wording of the school vision as we wanted a vision which encourages pupils to learn to be pro-active in the world, to be a force for good, to speak up for justice, and to believe they can be agents of change in the world. This was the reason for removal of the word 'tolerance'; from the school vision and the introduction of the word "wisdom," a proactive principle which reflects the purposeful choices we aspire for our children to make as they grow through their education to become citizens of the global world. This decision reflected our aim to be an anti-racist school, with pupils, staff and parents advocating for justice and with an awareness of the inherent bias in educational settings; as opposed to a more passive non-racist school teaching tolerance and a community unaware of these biases.

The school vision drives all that we do in the school, it underpins all policies and curriculum decisions, is promoted on the school website, is visible around the school and is reflected on by pupils and staff in our daily collective worship.

2. Whole school environment

We aim to create a safe and inclusive learning environment which values diversity. We have high expectations of children's behaviour which are summarised in our 3 school rules: Be Safe, Be Kind, Be an Active Learner. Staff model positive behaviour and communication skills both with pupils and other adults in the school. We teach children the kind of behaviour we expect and reward good behaviour and we recognise when children need support and encouragement to follow our school rules.

3. Staff training and development

At Christ the Saviour we have increased staff understanding around equality and racial bias through whole staff training based on Ealing borough's race equality work and the delivery of the Challenging Disproportionality and Developing Cultural Competence Training course. Staff have been supported to enhance their learning through wider reading and research, attending Ealing Race Equality network meetings and other training opportunities. We recognise the need to ensure training around race equality is ongoing.

4. Inclusive Curriculum Review

Beginning in 2020, the school began a process of reviewing the curriculum in response to the Black Lives Matter and year 6 pupil voice. This review resulted in an updated History and Geography curriculum which included positive portrayals of figures from Black history and a wider representation of locations studied in Geography to reflect our school demographic. Our core English texts and our Global Learning curriculum are reviewed and updated annually to ensure books and topics are culturally appropriate and representative of our diverse school community.

5. PSHE and Safeguarding curriculum

We follow the Ealing PSHE scheme which is supplemented by our wider safeguarding curriculum. Direct teaching about discrimination, prejudice and racism begins in the Autumn Term of Year 3 and continues throughout KS2 when children cover topics such as:

What does it mean to be equal?

What is prejudice and discrimination?

What are the impacts of prejudice and discrimination?

What is racism?

How can I help?

How can I be an ally?

What is an "upstander" (linking to peer pressure and racial discrimination)

This teaching is underpinned by topics covered in EYFS and KS1 in our PSHE curriculum (KS1) and personal and social development teaching (EYFS) such as:

Who is in my family?

What are feelings?

How are friends, family and teachers different?

How can we be a good friend?

What is bullying?

How does our behaviour affect others?

In our Nursery and Reception classes the teaching of the Early Learning Goal 'Understanding the World' exposes children to a diverse experience of people, cultures and communities.

All year groups have access to age appropriate anti-racist books that have been specifically reviewed and chosen by staff in each year group.

EYFS/ KS1: 'We all belong' by Nathalie Goss, 'All Are Welcome' by Alexandra Penfold, 'A Little Book about Racism' by Jelani Memory

KS2: 'A kids book about racism' by Jelani Memory, 'What is Racism?' (Usborne) 'My Skin your Skin' by Laura Henry Allaine

6. Learning from the voice of pupils

We regularly conduct both formal and informal pupil voice monitoring activities to better understand pupils' lived experience inside and outside school. The school also takes part in Ealing's biennial Health and Wellbeing Survey for Year 4 and Year 6 cohorts. The data from pupil voice is analysed and then used to inform strategic decisions moving forward.

7. Comprehensive racist-incident logging

All incidents of racism or suspected racism, are recorded on Arbor. Detailed analysis of these incidents is carried out by senior staff to further understand trends, consistency and the context from which these incidents are occurring.

8. Analysis of Data by Ethnicity

We take the proactive measure of analysing attainment, attendance, SEND, behavior, suspensions and exclusions by ethnicity so that any inequalities can be identified and addressed. The school pays particular attention to those ethnic groups that have been identified by Ealing as having unequal outcomes across the borough.

Guidelines for How Racist Incidents will be Dealt With

1. **The immediate response** (the person who has heard or been informed of the incident)

- Listen carefully, hear what is being said
 - Whose perspective is being shared?
 - Where did the incident occur?
 - What was the context?
 - Who else was involved?
- Believe the child, show empathy and support
 - They have been courageous enough to raise this with an adult. It is extremely important that time is given to listen to what they are willing to share. At this stage, an investigation is not carried out. The child needs to know that what they are sharing is important and they have been heard by an adult.
- Report what you have heard directly to a member of the senior team treating this as you would treat a safeguarding concern, and log on MyConcern maintaining confidentiality.

Staff should never say the n word or allude to it (e.g. it rhymes with...) it is a safeguarding issue and it is a racial slur regardless of the context of its use.

2. **Further evidence gathering**

The senior team will decide who is the best person to gather further evidence. This will usually be the person who knows the children involved best e.g the class teacher or teaching assistant but may be dependent on the incident that has been reported

It is important to consider what further evidence is needed. It might not be appropriate to ask the victim more questions but to gather further information from witnesses. This should be done sensitively try to establish:

- A clear and factual description of the incident (including specific specific words, phrases or gestures)
- The impact on those involved: How did the incident affect the victim and the witnesses?
- Whether there were any signs of indicators that the incident might occur

- The actions and responses of any witnesses
- Whether the incident reflects broader trends related to race present in school, online or in wider society
- Is this an isolated incident or a repeated behaviour from the perpetrator
- How has this incident impacted the wider class or friendship group

Following the evidence gathering, the member of staff should record the incident, including any statements, on our behaviour recording system Arbor and our Safeguarding system My Concern. All incidents must be recorded to support further analysis and identifying trends for individual pupils as well as wider groups.

3. Follow up

Our guiding principle is to ensure that our Behaviour, Discipline, Suspension and Exclusions policy is applied to all incidents of racism.

When dealing with racist incidents we ensure the follow up to each incident enables:

- a) the victim to experience empathy and support and to have some agency in determining how the incident is resolved
- b) an increased racial literacy of those who have perpetrated or witnessed the incident.
- c) the empowerment of those who have been witnesses to empathise with the victim and to become actively anti-racist and to speak out in any future incidents

Follow up may include the following depending on the age and stage of development of the children involved:

- A conversation about racism and the words and actions that were used and why they are racist. This might be supported with social stories and age appropriate books on the topics of racism
- Opportunity to make things right in a practical, age related way e.g writing a letter of apology or drawing a picture
- Opportunity for reconciliation or a restorative conversation if the victim agrees (this should never be forced on a child)
- Check ins with the victim after the resolution to support their wellbeing

4. Informing parents of the victim

Our guiding principle in communicating with parents is a recognition that informing a parent about an incident of racism or the use of racist language is not a small matter but may cause significant upset and concern. Parents should be informed on the day and ideally before they pick up their child. Communication about a racist incident should be prioritised as urgent and where possible, time given for a phone call to take place. It is not appropriate to disclose this information at the end of the school day when a parent collects their child and other pupils and parents are present. If it has not been possible to gather further evidence on the incident the parent of the victim should still be informed and they should be kept abreast of the evidence gathering and follow up.

5. Informing parents of the perpetrator

Parents should be informed on the day and ideally before picking up if their child has been named as a perpetrator in a racist incident. Communication about a racist incident should be prioritised as urgent and where possible, time given for a phone call to take place. It is not appropriate to disclose this information at the end of the school day when a parent collects their child and other pupils and parents are present. Parents of the perpetrator will be directed towards age appropriate materials such as social stories and children's books to support conversations with their child about racism and its impact on victims. Parents should also be made aware that racist incidents may also trigger safeguarding concerns and referrals to the police or social services.

6. Informing parents of others involved

As part of our ongoing commitment to promote racial literacy across our school community and transparency, the parents of all children who witnessed a racist incident will be informed and made aware of the follow up conversations that have taken place.

Appendix

Recommended Resources for Adults:

'Black and British: A short essential history by David Olusoga

'What are you Doing here?' by Floella Benjamin's (autobiography)

'Me and White Supremacy' by Layla F Saad

'Why I'm No Longer Talking to White People about Race' by Reni Eddo-Lodge

['Talking to Children about Race' by Loretta Andrews](#)

An essay 'Unpacking the invisible Knapsack' by Peggy McIntosh

[Black and British programmes on BBC iplayer](#)

Subnormal: A British scandal on BBC iplayer

Article online about 40th anniversary of the Swann report

You Tube Videos:

[The Black Nursery Manager Manager](#)

[Marlon James - Are you non racist or anti-racist?](#)

[Professor Gus John Video: Historical Institutional Racism in schools](#)

[The school that tried to end Racism](#)

Recommended Resources for Children:

A little Book about Racism by Jelani Memory

A Kid's book about Racism by Jelani Memory

We all Belong by Nathalie Goss

All Are Welcome by Alexandra Penfold

My Skin Your Skin by Laura Henry-Allain MBE and Onyinye Iwu

What is Racism? by Katie Daynes

Documents consulted as part of the working party

Anti-Racist School: <https://www.antiracistschool.co.uk/>

Take Racism Seriously: <https://diana-award.org.uk/get-involved/campaigns/takeracismserious/>

Shades of Bias: [Shades of bias](#)

The Black Curriculum: <https://theblackcurriculum.com/>