

Orchard Community Primary School



Anti-Racism Policy

Version	Date	Author	Reason for Change
0.1	9/2018	FS	New Policy
0.2	9/2020	FS	Review
0.3	9/2023	FS	Review
0.4	9/2026	FS	Re-written and updated

Review Frequency	Next Review Date
Every 3 years	9/2029

Approved by: Governing Body – Autumn 2026

1. Statement of Commitment

Orchard Primary School is committed to being an inclusive, respectful, and explicitly anti-racist community. We actively challenge racism in all its forms and ensure that equality, diversity and inclusion are embedded across leadership, curriculum, behaviour, and safeguarding. We aim to provide a safe, supportive environment in which all pupils can thrive, achieve highly, and feel a strong sense of belonging.

2. Aims

- To eliminate unlawful discrimination, harassment, and victimisation.
- To ensure consistently high expectations for all pupils regardless of race or ethnicity.
- To promote a culture of inclusion, respect, and dignity.
- To equip pupils with the knowledge and understanding to recognise and challenge racism.
- To ensure all stakeholders understand their role in creating an anti-racist school.

3. Definition of Racism

Racism includes any prejudice, discrimination, or antagonism directed against individuals or groups based on race, ethnicity, nationality, or cultural background. This includes:

- Direct racism (e.g. racial slurs, exclusion)
- Indirect racism (policies or practices disadvantaging certain groups)
- Institutional racism
- Microaggressions and unconscious bias

4. Legal and Inspection Framework

This policy is informed by statutory guidance and inspection expectations, including:

- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (KCSIE)
- Ofsted Education Inspection Framework (EIF)

The school ensures that:

- Leaders demonstrate an ambitious vision for all pupils.
- Pupils are safe and feel safe.
- Behaviour is consistently respectful and free from discriminatory language.
- The curriculum reflects diversity and prepares pupils for life in modern Britain.

5. Roles and Responsibilities

Governing Body

- Hold leaders to account for the effectiveness of this policy.
- Ensure compliance with statutory duties.
- Monitor equality objectives and outcomes.

Headteacher and Senior Leaders

- Provide clear, consistent leadership on anti-racism.

- Ensure robust systems for recording, monitoring, and responding to incidents.
- Evaluate the impact of actions through data and pupil voice.

Staff

- Maintain high expectations of behaviour at all times.
- Challenge and report all forms of racist behaviour.
- Deliver an inclusive, representative curriculum.
- Act as positive role models.

Pupils

- Demonstrate respect and tolerance.
- Understand how to report concerns.
- Engage in learning about equality and diversity.

Parents/Carers

- Support the school's values.
- Engage constructively with the school.

6. Curriculum (Intent, Implementation, Impact)

Intent:

The curriculum is designed to reflect diverse voices and prepare pupils for life in a diverse society.

Implementation:

- Diverse texts, role models, and perspectives are embedded across subjects.
- Explicit teaching about equality, identity, and respect.
- Staff audit resources to ensure representation.

Impact:

- Pupils demonstrate respect and understanding of diversity.
- Incidents of discriminatory language reduce over time.
- Pupils feel safe, valued, and represented.

7. Responding to Racism (Behaviour and Safeguarding)

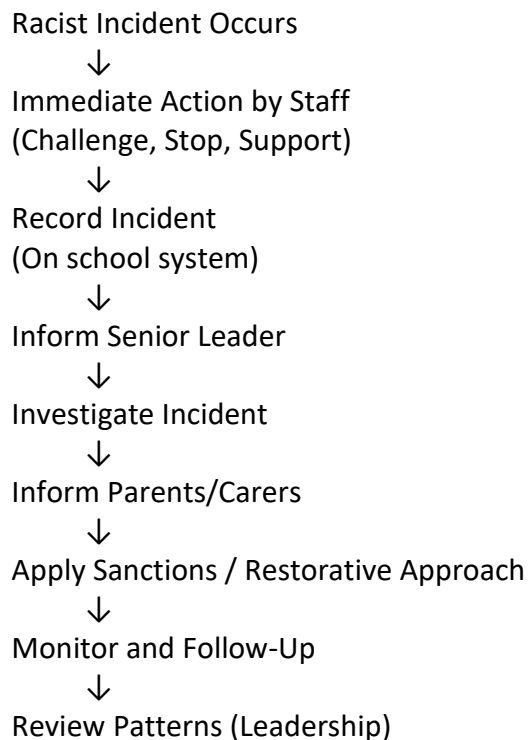
All incidents are treated seriously and in line with safeguarding principles.

Procedure:

1. Immediate intervention by staff.
2. Support provided to the victim.
3. Incident recorded on the school system.
4. Senior leader informed.
5. Parents/carers informed where appropriate.
6. Appropriate sanctions and/or restorative work implemented.
7. Follow-up monitoring.

Repeated or serious incidents may be treated as safeguarding concerns.

8. Incident Reporting Flowchart



9. Training and Professional Development

- Regular, high-quality training for all staff.
- Induction includes anti-racism expectations.
- Leaders evaluate training impact.

10. Monitoring, Evaluation and Review

- Leaders analyse incident data, trends, and pupil voice.
- Governors receive regular reports.

11. Communication

- Policy shared with all stakeholders.
- Available on the school website.
- Reinforced through assemblies, curriculum, and staff training.

12. Conclusion

Leaders at Orchard Primary School are committed to continuous improvement. Through strong leadership, a broad curriculum, and a culture of high expectations, the school ensures that racism is actively challenged and that all pupils feel safe, respected, and able to succeed.