

## Race, Equality & Anti-Discrimination Policy

Governing Body approval gained in January 2026

Next review January 2027

Policy proposed for adoption by Matt Johnson, Headteacher

Headteacher's signature:

Chair of Committee signature:

### Rationale

The catchment of Copnor Primary School is predominantly "White-British." Therefore, the school believes it to be essential that we actively promote awareness of other cultures. This policy should be read in line with the Equal Opportunities Policy.

### Aims

- To promote equal opportunities;
- To foster good race relations;
- To combat racial harassment along with other forms of discrimination, including harassment of gender.
- To promote racial and gender equality.
- To enable and encourage all members of the school community to achieve success.

### Roles and Responsibilities

#### Governing Body

- To ensure the school complies with all legislation.
- To ensure the policy is kept up-to-date.
- To ensure all appointments do not discriminate against anyone on grounds of race, religion, sex, age, sexual orientation or disability.

#### Head Teacher

- To implement the policy and its related procedures.
- To ensure that all staff, Governors, pupils and parents have access to the policy.
- To ensure staff are given appropriate training to implement the policy and introduced to it during induction.
- To ensure any incidents of racism or discrimination are dealt with promptly.
- To report to Governors on frequency and type of incidents at least once per year.

#### All Staff

- To monitor, report and deal with racist and discrimination incidents within 10 days of occurrence. All allegations need to be taken seriously.
- To actively promote good race/gender relations by example and through their teaching.
- To actively seek to acquaint themselves with relevant policies and CPD.

### Practice for dealing with allegations

The definition of an incident is "any incident which is **perceived** to be racist or discriminatory by the victim or any other person."

This definition does not prejudge the question of whether the perpetrator's motive was intended and it could be after investigation that we reach the conclusion that the incident wasn't racist or discriminatory.

Nonetheless we must not prejudge it and investigate it under our procedures.

If it is found to be discriminatory then it will be recorded and sent to the CFL directorate.

If it is found not to be discriminatory then it will still be recorded but not sent off to the CFL directorate.

If anyone feels an incident is discriminatory then the following steps should be taken:

## **Initial Response**

- Treat the issue seriously.
- Respond immediately.
- Reinforce the school's position on racism and discrimination and its rules.
- Focus on the perpetrator's behaviour (rather than the person).
- Support and affirm the victim.
- Empathise with pupils' feelings.

## **Investigation**

- Identify a member of staff to lead. Normally this would be the member of staff the incident was reported to, but the investigation may need to be passed to a senior member of staff if considered necessary.
- Listen to all parties.
- Address underlying issues, e.g. an incident may not be racial in origin.
- Make sure race/gender and discrimination issues are covered. Do not just treat incidents as a case of simple bullying. Explain why if you judge it to be such.

## **Further Response**

- Inform key members of staff.
- Follow through with both victim(s) and perpetrator(s).
- Address the perpetrator's behaviour and correct misconceptions, e.g. about not belonging in 'our' country.
- Reinforce the school's position on racism and discrimination of any sort and its rules.
- With the permission of both parties it may be useful to bring both parties together and give them a chance to be involved in resolving the situation.
- Contact parents/carers (or Social Services in the case of 'looked after children').

## **Recording and Reporting the Incident**

- Follow through with appropriate measures to reinforce the school's position with individuals/group/class/school via assembly, circle time, tutor time and curriculum.
- Present an analysis of monitoring returns to staff to ensure regular discussion and development of good practice.
- Encourage pupils to report and discuss racist/gender incidents and how they consider the school tackle these.
- Use existing means of involving pupils, such as a pupil post box or student council.
- Work with other agencies to promote good relations.
- The Governing Board should determine whether there are any patterns, good practice, etc.
- The Governing Board should be informed termly of incidents and actions taken to deal with them as part of the Head Teacher's termly report (NB they must be reported annually).
- Nominate a Governor to oversee this area.

NB given there may sometimes be ongoing exclusion, disciplinary, grievance and legal proceedings in connection with incidents, names of individuals should not be used in ANY monitoring reports. All of the above should be dealt with in accordance with Data Protection Act and confidentiality should be maintained at all times.

## **Monitoring**

- Any racist or discriminatory incidents from pupils will be monitored and reported to the Local Authority and the Governors by the Headteacher each term. All incidents should be recorded on the LA racist incident form.
- School records will be kept for 3 years.
- The Curriculum leader will monitor curriculum planning to promote opportunities for positive promotion of other cultures.
- Academic progress will be monitored by the Assessment co-ordinator and analysed by ethnic group.