



Newburgh
Primary School

Anti-Racism Policy

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Introduction

At Newburgh Primary School, we are committed to creating an inclusive, safe, and welcoming environment where every child, staff member, and visitor is treated with dignity and respect. We recognise the importance of fostering a culture that actively opposes racism in all its forms. The Anti-Racism Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

This policy sets out our commitment to anti-racism and outlines the steps we take to ensure equality, diversity, and inclusion within our school community.

Aims and Objectives

- To promote an anti-racist culture where diversity is celebrated, and all individuals are valued.
- To educate pupils and staff about racism, its impact, and how to challenge discrimination effectively.
- To provide a curriculum that reflects and respects diverse histories, cultures, and experiences.
- To ensure that incidents of racism are taken seriously and addressed promptly and effectively.
- To encourage open discussions about race, identity, and inclusion within a supportive and respectful environment.

Definition of Racism

Racism is any form of discrimination, prejudice, or antagonism directed at individuals or groups based on their race, ethnicity, skin colour, nationality, or cultural background. This includes, but is not limited to:

- Direct or indirect discrimination
- Racial slurs, insults, or offensive remarks
- Stereotyping or microaggressions
- Exclusion based on race or ethnicity
- Online racism or racist bullying
- Institutional racism within policies or practices

Responsibilities

- **Governors:** Ensure that the anti-racism policy is effectively implemented and reviewed regularly.
- **Headteacher and Senior Leadership Team:** Provide strong leadership in promoting anti-racism, ensuring staff are trained and policies are enacted effectively.
- **Staff:** Embed anti-racist principles in teaching, uphold the policy, challenge racist behaviour and language, and support affected pupils.
- **Pupils:** Treat each other with respect, challenge discrimination where possible, and contribute to an inclusive school environment.
- **Parents/Carers:** Support the school's anti-racism stance, reinforce respectful behaviour at home, and report any concerns.

Teaching and learning:

- We incorporate diverse perspectives into our curriculum, including literature, history, and role models from different racial and cultural backgrounds.
- Teachers use resources that reflect a range of cultures, histories, and experiences.
- We educate pupils on the impact of racism and how they can challenge it constructively.
- Assemblies and PSHE lessons (appendix 1) address issues related to racism, diversity, and inclusion.

- In KS2 we teach bespoke anti-racism lessons as part of provision (appendix 2).

Reporting and Responding to Racism

- All incidents of racism must be reported to a member of staff.
- The school will take a zero-tolerance approach and investigate any reported incidents promptly.
- Appropriate sanctions will be applied in line with the school's behaviour policy.
- Support will be provided for both victims and those who require re-education on anti-racism.
- Incidents will be digitally recorded and monitored to identify any patterns and inform further action.

Staff Training and Development

- Staff will receive regular training on anti-racism, unconscious bias, and how to effectively challenge discrimination.
- Training will include strategies for embedding anti-racist education into teaching and responding to incidents appropriately.
- Resources: Each class teacher has access to Anti-racism programme and Jigsaw PSHE and other additional materials to enable them to plan in the long, medium and short term. Overall responsibility for Anti-Racism and PSHE resources is held by the co-ordinator.

Assessment, Recording and Reporting

- This policy will be reviewed annually by the Senior Leadership Team.
- Feedback will be sought from pupils, parents, and staff to assess the effectiveness of anti-racist measures.
- The school will continuously seek ways to improve and strengthen its commitment to anti-racism.

Assessment within PSHE Education consists of both summative and formative assessment.

The three types of assessment that we plan into PSHE are:

- pupil self-assessment;
- peer group assessment;
- teacher assessment.

Progress is reported to parents annually in a formal written format.

Monitoring and reviewing:

The delivery of Anti-Racism is monitored by PSHE Leads through:

- planning scrutinise, learning walks, book trawls, pupil interviews;
- monitoring of pupils' development in Anti – Racism and PSHE by class teachers as part of our internal assessment systems.

Appendix 1 Jigsaw The below Table is an abbreviation of topics that are linked to racial awareness.

Year/Age	Puzzle	Piece	Content included	Stat RSHE outcome
Ages 3-4 Foundation 1 Nursery	Being Me in My World	1	Understanding that we are similar and different	R12
	Celebrating Difference	1	Discussing what makes us special and unique	R12
	Celebrating Difference	3	Different families (photos show racial differences)	R1, R3, R4
Ages 4-5 Foundation 2 Reception	Being Me in My World	1	How it feels to belong and that we are similar and different	R9, R12, H3
	Celebrating Difference	2	Understanding that being different makes us all special	R12
	Celebrating Difference	3	Different families (photos show racial differences)	R1, R3, R4
Ages 5-6 Year 1	Celebrating Difference	2	Identifying differences between people in my class	R12
	Celebrating Difference	6	Understanding these differences make us all special and unique	R12
Ages 6-7 Year 2	Celebrating Difference	6	(Although the content for year two is towards gender stereotypes, this final lesson draws on all differences.) Understanding that differences make us all special and unique	R12, R16, R17, R18
Ages 7-8 Year 3	Celebrating Difference	5	Recognising that some words are used in hurtful ways, try hard not to use hurtful words (e.g. gay, fat) (The example given is "gay" but the teacher could adapt to include racist remarks.)	R9, R13, R17, H3, H8
Ages 8-9 Year 4	Celebrating Difference	1	Understanding that, sometimes, we make assumptions based on what people look like	R18
Ages 9-10 Year 5	Being Me in My World	2/3	Empathise with people in this country whose lives are different to my own. (Lesson is based on refugees but discusses the stereotyping and prejudice that can go along with their situation which is equally applicable to racism.)	R9, R12, R13, R18, H3
	Celebrating Difference	2	Understanding what racism is and being aware of my attitude towards people from different races	R9, R12, R12, R17, R18, H4, H8
Ages 10-11 Year 6	Celebrating Difference	1	Prejudice and perceptions	R9, R12, R13, R17, R18, H4, H8
	Celebrating Difference	4	Scenario about bullying which includes a girl getting bullied because she has a dark tone to her skin	R9, R13, R17, R18, H8
	Celebrating Difference	6	Race considered as a cause for difference but also a cause for celebrating that difference	R12, R16, R18

Appendix 2 Anti-racism Education

Lesson	Content included
Lesson 1	In this lesson, students will begin to explore the meaning of the words 'race' and 'racism'.
Lesson 2	In this lesson, students explore what it means to be 'anti-racist' They consider the ways in which being anti-racist is different from 'not being racist'.
Lesson 3	In this lesson, students use their knowledge of what race and racism is to challenge myths and stereotypes.
Lesson 4	In this lesson, students learn about 'stereotypes'. Students consider the ways in which TV, film and literature can sometimes lead us to think in stereotypical ways.
Lesson 5	Building on the learning from the previous lesson, students consider the harmful effects of stereotyping. Students learn about bias and why it is important that we don't make judgements about people based on the way they look.
Lesson 6	In this lesson, students consider how we can be anti-racist in our actions, and why being anti-racist is so important.
Lesson 7	In this lesson, students explore the issue of representation. Students reflect on why it is important that we see main characters that look like ourselves in the books we read, and the TV/films we watch.
Lesson 8	In this lesson, students explore some of the myths and stereotypes that

	exist surrounding race, the histories of People of Colour and the world outside of Europe. Students consider the harm that racial myths and stereotypes can cause.
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