



Cheadle Catholic Junior School

"Following in the footsteps of Jesus"

Faith ~ Respect ~ Growth

Anti-Racism and Radicalisation Policy

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	R. Fender	Full Governing Body	November 2023	September 2026	New Policy
V2	R. Fender	Full Governing Body	September 2026	September 2028	Yes Links to KCSIE Minor language changes

This policy complies with the statutory duties outlined in the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**, which require the school to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations across all protected characteristics.

All pupils at Cheadle Catholic Junior School have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from discrimination and free from humiliation, oppression or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved.

In accordance with Section 26 of the **Counter-Terrorism and Security Act 2015** and statutory **Prevent Duty guidance**, the school actively assesses and mitigates the risk of pupils being drawn into terrorism or radicalisation. Staff are trained to identify risk factors, challenge extremist ideologies, and make timely referrals via local authority Channel pathways where appropriate

Definition of racism

Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

Racial Harassment & Harm

This can include:

- Physical assault
- Derogatory name-calling, insults and racist jokes
- Racist graffiti
- Wearing racist badges, or offensive items of clothing
- Carrying or distributing racist material such as leaflet comics or magazines
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner
- Racist comments in the course of discussion in lessons
- Ridiculing an individual for cultural differences
- Refusal to co-operate with others because of their colour, ethnicity or language
- Written derogatory remarks
- Accessing/ attempting to access racist material on the Internet

Good practice

- Our school community recognises and nurtures the identity of children of all races and cultures.
- Our school strives to develop positive anti-racist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated.
- Our school will be proactive in celebrating achievements, both of individuals and all ethnic backgrounds. All children need to see and share a range of cultures which is positively valued.
- Through appropriate Personal Social and Health Education, school assemblies and curriculum, pupils will be shown that racism, in any form, is unacceptable.

Rights Respecting School

- We are a Rights Respecting School. This means we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything we do. The Articles in the convention promote children's rights and empower them to become global citizens (Article 2 states that no child should be subject to any form of discrimination).



Our roles and responsibilities

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies, which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include: -

- All staff showing a strong commitment to equality and fairness.
- Senior Leaders providing clear guidance and support for staff in taking forward race equality.
- A curriculum designed to promote access and success for all pupils and reflects ethnic.
- Cultural and religious diversity.
- Monitoring pupils' progress and achievements effectively and taking appropriate steps to ensure that all pupils fulfil their potential.
- Supporting pupils who are bilingual, or those with English as an additional language, in order to have their specific needs addressed.
- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society.

- Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated.
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically addresses issues of world development and interdependence.
- Exploring with children at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.
- Encouraging co-operative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom.
- Building positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed.
- Having high expectations of children of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

Information relating to all incidences of verbal racism should be sent to the local education authority. The school also collects this data to monitor patterns and trends using CPOMS.

Incidents Occurring in the Local Community

When racist incidents occur outside school and are brought to the attention of staff they will be considered in line with Sections 90 and 91 of the Education and Inspections Act 2006, and our behaviour policy and, as appropriate will be investigated and responded to.

Involving Parents of Alleged Victims or Perpetrators

Parents of alleged victims and perpetrators will be informed of allegation by telephone, and this will be followed up with a letter and a meeting as necessary. Parents will be given regular progress reports when an alleged incident is being reviewed and will be informed of the outcomes.

Concerns from parents will be heard and responded to in an appropriate manner and timely manner.

Violence against Staff

Staff who are threatened by a parent or pupil must report the incident immediately. We will if deemed appropriate report any behaviour we consider to be criminal and will support individual colleagues in such circumstance. **We will not tolerate acts of hate.**

Access to Translation/Interpreting Services

Some parents may require interpreting/translation support in order to engage in a meaningful way with discussion and decision-making. Senior Management 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.

Supporting Pupils through Positive Intervention

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

- the age of the individuals and groups of all ethnic backgrounds
- 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))

The role of the pupil

- All pupils should adhere to our school's Behaviour Policy. A pupil who perceive themselves to be the victims of racism, and pupils who witness incidents of racism have a responsibility to report this.
- Pupils should inform a member of staff if they require support in defusing a difficult situation. They should not retaliate, but should ask for help from staff.

The role of the parent

- Parent/carers support the schools policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community.
- Parent/carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it.

The role of the governors

The Governors are responsible for the Anti-racism policy, and for ensuring that it is regularly monitored and reviewed.

The Governing body will:

- support the headteacher and the staff in the implementation of this policy
- be fully informed on matters concerning racism

- ensure that staff have appropriate training
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, staff meetings, SLT meetings, governors meeting, assemblies and class discussions. In alignment with **Keeping Children Safe in Education (KCSIE)**, all allegations of racist abuse, hate incidents, or child-on-child racial harassment are treated as potential safeguarding concerns. Every incident is recorded on CPOMS, reviewed by the Designated Safeguarding Lead (DSL), and assessed to ensure immediate wrap-around support for victims and appropriate intervention for perpetrators

The Governing board will be informed of all racist incidents. School will also report all incidents of hate to the local authority.