

Belvue High School

Anti-Racist Policy



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Belvue School Anti-Racism Policy

Our Commitment

At Belvue School, we are committed to creating a safe, inclusive, and compassionate environment where every pupil, regardless of race, culture, or background, feels valued, respected and understood.

We celebrate the diversity of our community, recognising that inclusion strengthens us all. As a specialist SEN school, we adapt our strategies to meet the individual needs of our pupils. Guided by Therapeutic Thinking, we respond to discrimination with empathy and education, helping pupils reflect, repair and learn from their actions.

We are an anti-racist school. This means we:

- Actively challenge racism and prejudice in all forms.
- Encourage pupils and staff to speak up and stand up for what is right.
- Recognise that behaviour is communication and respond therapeutically rather than punitively.
- Work in partnership with families and our wider community to build belonging and trust.

Our Vision

We aim to be a school community where:

- Everyone feels safe, heard and respected.
- Diversity is celebrated as a source of strength and learning.
- Pupils develop empathy, understanding and the confidence to challenge prejudice.
- Incidents of racism are addressed therapeutically, with accountability and restorative dialogue.

Understanding Racism

Racism is any behaviour, action or language that disadvantages someone because of their race, ethnicity, culture, nationality or religion.

At Belvue, we follow the definition from the Macpherson Report (1999):

"A racist incident is any incident perceived to be racist by the victim or any other person."

Racism can include:

- **Direct:** Verbal abuse, name-calling, jokes, physical intimidation, exclusion, written or online messages or imagery.
- **Indirect:** Unfair treatment, bias, Stereotyping, mocking, or assumptions about ability or character. Refusing to work or engage with someone based on race or culture.
- **Institutional:** When systems or attitudes disadvantage certain groups

Key Principles:

Zero Tolerance for Racism: Any form of racism will not be tolerated at our school. This includes direct discrimination, indirect discrimination, harassment and victimisation as defined by the Equality Act 2010.

Inclusive Environment: We are dedicated to creating a welcoming atmosphere where diversity is celebrated, and everyone has the opportunity to succeed.

Proactive Education: Our curriculum will include education on the importance of diversity, equality and respect, helping children understand and appreciate different cultures and perspectives.

Examples of Racism:

Blocking Progression Acting Up, or Learning Opportunities: Hindering advancement in employment and education for individuals based on race. **Avoiding or Isolating People:** Deliberately not including people in activities or social groups.

Subjecting People to Greater Scrutiny or Monitoring: Applying excessive oversight to individuals based on racial biases. **Using Negative Language or Making 'Jokes':** Employing derogatory language or humour that targets someone's race or ethnicity.

Colour Blindness: Ignoring race and its impacts, which can perpetuate racial inequalities.

Not Providing Appropriate Support: Failing to address cultural or religious needs appropriately.

Assuming Superiority: Believing that people similar to oneself are superior to those from different racial or ethnic backgrounds.

Stereotyping: Generalising or making assumptions about all individuals from a specific ethnic group, culture or religion.

Making People into 'Other': Perceiving and treating people as fundamentally different from the societal norm.

Signalling Non-Belonging: Engaging in behaviours that indicate someone does not belong or is not welcome.

Direct Insults or Harm: Insulting or hurting people through any form of expression, be it verbal, physical, or written. (These definitions and examples are adapted from Hull's Young Mayor's Antiracism campaign group & Youth Aspire Connect team, 2022.)

Prevention and Education

We teach our pupils about anti racism, equality, respect and diversity through every aspect of school life:

- **Curriculum:** Diverse texts, images and perspectives across subjects; recognising contributions from all cultures.
- **PSHE & Tutor Time:** Teaching empathy, respect, identity and allyship.
- **Assemblies & Events:** Celebrating culture, heritage, and shared values (e.g. Black History Month, Show Racism the Red Card, Culture Week).
- **Inclusive Classroom Resources:** displays, resources, language and Class book areas will include literature that helps children develop positive cultural identities.
 - Ensure diverse representation in classroom materials to reflect and respect different cultures.
- **Staff Modelling:** Adults demonstrate inclusive, respectful language and behaviour at all times. Discriminatory comments or actions are always challenged calmly, clearly and consistently.
- Restorative conversations to help pupils understand impact, empathy and accountability.
- Therapeutic support for pupils who have experienced or displayed racist behaviour.
- **Vigilance and Sensitivity:** All staff to remain vigilant for incidents of racism and its various manifestations.
- **Parent and Carer Engagement:** Work collaboratively with parents and carers to foster positive relationships and demonstrate commitment to equality, diversity and inclusion.
 - Engage with parents through regular communication, workshops and forums to build a supportive community.
- **Staff Training:** All staff receive ongoing training in inclusive and therapeutic approaches, while key staff have attended targeted training through the ELP.
- **Family Workers:** Work collaboratively with external agencies to provide targeted support for pupils and their support network.

Responding to Racist Incidents

All incidents are taken seriously and handled in line with our Behaviour Policy and Therapeutic Thinking framework.

If a racist incident occurs:

1. Immediate Response:

- Staff intervene calmly, ensuring everyone is safe.
- The situation is addressed without blame or shame, using therapeutic language.
- All incidents of reported racism should be treated with the same urgency and seriousness as a safeguarding incident.

2. Investigation:

- The incident is always investigated by a member of the Leadership Team.
- The investigating staff member will listen to the child's recall of events and discuss the effect the racist incident had on the victim.
- Ensure that the victim is alright and provide appropriate support.

3. Restorative Work:

- A restorative conversation is held where appropriate, focusing on understanding impact, accountability and repair.
- Learning opportunities are provided to address prejudice or misunderstanding.

4. Recording:

- All racist incidents are recorded on MyConcern and monitored by the DSL/Senior Leadership Team/Race and Equality Lead

5. Parental Involvement:

- Parents/carers of those involved are informed and supported.

6. Review:

- Patterns or repeated incidents are reviewed, and additional support or intervention is put in place.

7. Education and Correction:

- A member of the Leadership Team or the Diversity Lead will talk to the child who made the racist comment to ensure they understand the impact of their words/actions.
- Reinforce that the comment/action is racist, unacceptable and hurtful.
- Where appropriate, bring the pupils back together so the child who made the comment can understand how hurtful it was and have the opportunity to apologise for their actions.

Overall Aims:

- Prevent racism through an ethos of trust, mutual respect and appropriate behaviour reinforced by education, systemic development and accountability.
- Build relationships of trust between pupils, staff and parents/carers, so that incidents of racism can be sensitively and effectively addressed.
- Define all roles and responsibilities.
- Be aware that culture is central to a child's identity; therefore we strive to provide a learning environment which reflects the positive cultures of the children in our care and within society at large.

Roles and Responsibilities

Roles and Responsibilities

For Staff

- Have a definition of what behaviours constitute racism and have an agreed set of procedures for all staff to follow when dealing with incidents of racism
- Track all incidents of racism and show action taken, follow up and identify possible patterns.
- Give all staff training in order to raise their awareness of the 'hidden curriculum' and to build their awareness and understanding of various cultures and are actively encouraged to challenge their own biases.
- Have and express high expectations of children of all backgrounds and ensure children know we have confidence in their abilities to achieve.

For Pupils:

- Ensure children are taught what racism is, so that they can see signs and understand how it affects people, which in turn will inform their own thinking/behaviours.
- Ensure that all children understand the school's position on racism and that incidents will be dealt with thoroughly.
- Provide an ethos, a safe space and a clear set of tools for children to be able to speak about racism or communicate in some way about what is happening.
- Make our children aware that as human beings they automatically demand self-worth and self-respect and the right to have high aspirations, regardless of race, skin colour, culture, language and religion.
- Provide a curriculum which instils in all our children a tolerance, understanding and respect for all.
- Provide a curriculum that aims to create an understanding of and an interest in different environments, societies and cultures across the world. Through our curriculum we aim to provide opportunities whereby the contribution that different societies have made are recognised.
- Decolonise the curriculum to ensure that subjects taught in the classroom, extra-curricular activities and assemblies promote positive attitudes towards cultural and ethnic diversity and differences.
- Give recognition always to the positive value of the mother tongue and dialect. Different languages are shared and given positive images in the classroom.
- Make sure that the resources used in all curriculum areas are multicultural and contain positive representation from a variety of different ethnic groups.
- We strive to promote books, materials and artefacts which represent the various cultures.

For Parent/Carers:

- Ensure that all parents/carers know the school's position on racism and are confident that incidents will be dealt with thoroughly.
- Support the school's policy on anti-racism and will inform school if they believe a racist act has occurred.
- Provide feedback and ideas to enrich the policy and its implementation.

For Governors:

- Be responsible for this policy and ensure that it is regularly monitored, reviewed and updated if needed - Support the Head and the staff in the implementation of this policy
- Be fully informed on matters concerning racism
- Ensure all staff understand and implement this policy
- Ensure all staff receive training in understanding and responding to racism incidents
- Ensure the policy is communicated to visitors, contractors, service providers and others associated with the school.
- Recognise the general duty of its Governing Body, under the 'race' Relations (Amendment) Act 2000: To eliminate unlawful racial discrimination
- Ensure that the curriculum is used to educate young people about racism.

Training and Support

All staff receive ongoing training in:

- Therapeutic Thinking and Restorative Practice
- Unconscious bias and anti-racism awareness
- Culturally responsive communication

Monitoring and Review

- All racist incidents are recorded and reviewed termly by the SLT and reported to governors.
- The policy is reviewed annually to ensure it reflects current best practice and feedback from staff, pupils and families.

Links to Other Policies

This policy works alongside Belvue's:

- Behaviour Policy (Therapeutic Thinking)
- Safeguarding Policy
- Uniform Policy
- Equal Opportunities and Diversity Policy
- Anti-Bullying and Harassment Policy
- PSHE and Relationships Education Policy

Monitoring and Review

- All racist incidents are recorded confidentially on MyConcerns.
- SLT reviews patterns termly.
- The policy is reviewed annually to ensure it reflects current best practice and feedback from staff, pupils and families.

Belvue's Anti-Racism Promise

At Belvue, we:

- Listen to understand.
- Educate to empower.
- Challenge to change.

Together, we build a school where everyone feels safe, seen and celebrated.