

Greenford High School

Policy Document



Anti Racist Policy

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Greenford High School

Anti-Racist Policy

1. Rationale

At Greenford High School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

GHS is a multi-cultural, multi-racial community of approximately 2000 staff and students. We believe that everyone in the school is of equal value and should have equal opportunities in school, the community and life. Our vision of equality applies to the school as a service provider, as a community resource and as an employer. We regard all our students and staff as being of equal value and aim to identify and meet the needs of all students and staff so that they are able to achieve their full potential, helping to raise standards across the school.

Racism is prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act (2010), it is unlawful to discriminate against staff, students or prospective students by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Equality Act (2010) introduced a single Public Sector Equality Duty, which applies to public bodies, schools including both LA maintained and Academies. The school must have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the act.
- advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

Acts of racism are known to cause physical and/or psychological damage and to negatively affect the quality of the teaching and learning provided, wellbeing and achievement of those students/groups affected by such acts. All members of the School have a role in supporting an ethos of anti-racism and a zero tolerance for racism. It is the responsibility of every member of the School community to respect the right of others to learn in an atmosphere free from discrimination towards themselves or their belongings and to assist in the prevention of racist speech, discrimination and/or harassment. To this end it is imperative that every member of the School community recognises that racism will not be tolerated.

At Greenford High School, we define a racist incident as including being discriminated against, or being targeted, on the basis of colour, race, ethnicity, nationality, culture, language or religion and/or belief through actions and/or words. Racist incidents need not be directed towards an individual, and can include racist, sweeping statements within the school environment.

2. The Scope

GHS' Anti-Racism Policy applies in the following contexts:

2.1. The relationships between students and other students - we want to have a school culture where students actively respect and understand one another's culture and work together in a harmonious environment.

2.2. The relationships between students and staff members - the school leadership team endeavors to ensure that the staff and students work together respectfully and in a harmonious way to achieve the school's objectives and to enable all students to feel safe and welcome at GHS as well as enabling them to achieve.

2.3. The relationship between members of the GHS community and the wider community, including our parents and neighbours.

3. Application

The Policy applies to the following:

- When students are on the School grounds.
- When students are traveling to and from School.
- When students are on School tours and trips.
- When students are engaged in extracurricular activities organised by the School.

- The School reserves the right, in exceptional circumstances, to apply the Policy in respect of hate speech, discrimination and/or harassment that occurs at any other time when there is a clear connection with the School. This can also include alleged behaviour that is likely to have a significant negative reflection on the School's ethos. This could include but is not limited to discriminatory language or racist attacks by any member of the school community using social media outlets or other forms of messaging services. This means:
 - that we are able to refuse any activities that may be disseminating anti racist messages about any groups within school.
 - We also reserve the right to remove any students who may have been racist for any activities in and out outside of school.

4. Principles

The Governors recognise the very serious nature of racism and the negative impact that it can have on the lives of students and staff and is therefore fully committed to the following key principles of best practice in preventing and tackling racist behaviour:

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity. This positive culture encourages students to disclose and discuss incidents of racism in a non-threatening environment and promotes respectful relationships across the school community.
 - Students are aware that they can inform their Form Tutors, Year Team, any member of staff including members of the SLT.
 - Members of staff are encouraged to inform the Equality & Diversity Lead: Ms A Johal, Senior Deputy Headteacher.
- Effective leadership; we have a named senior member of staff overseeing this area who reports to the Headteacher regularly on matters of this nature. We also have a diverse working party who regularly meet to discuss the key issues related to this area.
- A school-wide approach with regards to inclusion for all groups;
- A shared understanding of what racism is, and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and understanding in students; and explicitly address the issues of discrimination and hate speech, including in particular, gaslighting and microaggressions. These messages are shared through form time messages, PSHCE lessons, assemblies, drop down days and our website.
- Effective supervision and monitoring of students;
- Support and training for staff;
- Consistent recording, investigation and follow up of racist behaviour or incidents (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-racism policy.

5. Aims of the Anti-Racism Policy

- To support and give meaning to our school ethos of inclusion, equality, diversity and partnership and to ensure effective protection and redress against discrimination a structured policy framework.
- To ensure a safe and welcoming environment for all, in which racist speech and behaviour are continually challenged.
- To dismantle stereotypical views which have an underlying racist bias.
- To empower our School community to identify and engage with racist or discriminatory behaviour.
- To develop staff awareness of implicit racism.
- To ensure the completion of anti-bias training for staff to aid them in directly intervening with incidents of racism. Staff will be provided with the tools and management support to create a more effective and coordinated response to racist incidents.
- To further the eradication of racism in society.

6. Definition of a racist incident

In our school we define a racist incident as when an individual is discriminated against, or targeted, on the basis of colour, race, ethnicity, nationality, culture, religion/belief or language.

The following types of behaviour are included in the definition of racist behaviour but the definition is not limited to:

- Discriminatory hate speech or name-calling, insults, racist jokes and language.
- Verbal abuse and threats of a racist nature.
- Physical assaults of a racist nature.
- Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language.
- Refusal to cooperate with others because of any of the above differences.
- Stereotyping on the basis of colour, race, ethnicity, nationality, culture, religion/belief or language.
- Racist graffiti.
- Written abuse of a racist nature including racist comments made by emailing, text messaging and/or posting on any social media forum.
- Damage to property motivated by racism.
- Incitement of others to act in a racist manner.
- Exclusion motivated by racism.
- Provocative behaviour such as wearing racist badges, insignia or clothing.
- Wearing and/or having an image of a flag supporting any one nation.

7. Procedures for Dealing with Incidents of Racism

All reports of racism to a member of staff will be noted, investigated and dealt with by the member of staff and the Head of School and/or Deputy Head of School. In this way, all members of the school community will be encouraged to “inform” the school about racist incidents within the community. Class Teachers, Tutors, Year Heads, Deputy Head of School and Head of School will engage as per the predetermined structures.

A restorative approach means that the primary aim in any investigation, in the first instance and as far as is practicable, is to resolve issues and restore relationships. It aims to identify and clarify how the behaviour of one individual can have a huge impact on another. A restorative approach will also clarify how a situation can best be resolved. A student who engages in racist behaviour after a restorative intervention does so in the knowledge that they have ignored the efforts of the School to help them on this occasion to change their behaviour. We also aim to take an approach that also educates students about what behaviors/language are considered to be racist.

An incident of racism must be reported. There is a chain of command that this goes through. This is as follows:

- a. A student or parent/guardian may report an incident to the relevant teacher or staff member. This incident may be directly affecting them or be a witnessed incident.
- b. The alleged victim should be listened to and may be asked to write an account of the incident. The incident is best investigated outside the classroom in a calm manner and with appropriate privacy. Incidents may also be reported to the Deputy Head i/c Equality & Diversity and in the most concerning cases to the Head of School.
- c. Each incident that is reported must be assessed thoroughly, no matter the severity. If an investigation uncovers no evidence of actual racist behaviour then the issue may be dealt with in the context of promoting better behaviour.
- d. Where there is a report of a racist incident in school or within the school environs, senior members of the year team/school, will meet with all parties to establish what happened and address the issues accordingly. This includes staff meetings and keeping a record of the frequency of these incidents to measure the effectiveness of the policies.
- e. The person responsible for the racist incident must be aware of the effect the incident has had and if deemed necessary be appropriately sanctioned. Repeat offences will be sanctioned in accordance with the Behaviour Policy. Actions taken could result in suspension and / or expulsion. For other members of the school community, this could result in barring from the school grounds or school buildings.
- f. Support for the person experiencing the racist incident such as, but not limited to, classroom discussion, one to one teacher/pastoral support team member/counsellor/relevant staff member-student support and peer support groups.

g. Parents of the students involved will be informed of the issue and the actions taken.

The data for such incidents will be reviewed half termly to ensure that the school is aware of the incidents and more importantly that we are responding to any patterns of anti-racist behaviours. The more often and openly the school discusses racism in all its forms, the easier it is to call it out in the community and create a safe environment for all to thrive in. Every incident is not a crisis, but rather an opportunity for a teachable moment as well as a support to those affected by racism. Having these conversations increases awareness and widens students' and staff's horizons as to privilege and lack thereof in a wider world context. Racism is local and lived, it can be inflicted by strangers but also by those we see on a day to day basis. The only way to tackle racism is head on. We, as a school will endeavor to always include messages about racism in:

- Assemblies (2 per year)
- PSCHE (once a year for all year groups)
- Half termly messages about being respectful to all communities (year team messages)
- Have a termly focus in Parent Connect about our work around Equality & Diversity.

8. Signs and Symptoms of Racism

As racism is not always easy to spot, teachers, staff members and parents and guardians should be vigilant in watching for signs and symptoms that may indicate that a student is being subjected to racial targeting or is engaging in racist activity. Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- Possessions missing or damaged.
- Refusal to talk to a parent or guardian about what is troubling them. When explained the rationale may not make sense to those told but it is very real for the student.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.
- Students may find it difficult to go to a certain subject/lesson.
- Signs of self harming.

9. Strategies for the Prevention of Racism in the School,

Greenford High, embraces the following, which have been identified as effective strategies for the prevention of racism in schools:

- A zero tolerance approach towards racism in the school community.
- An equality, diversity and inclusion (EDI) working group in school, giving voices to students from different ethnic and other backgrounds, and linking into the student council.
- A committed EAL leader and area which supports students for whom English is a second language, and in communicating with their parents and guardians.

- Where outside agencies come in to work with students or visit school to exercise powers that are outside of school leaders' remits, such as, but not limited to, social services meetings, police arrests or interviews, we will always seek to inform parents prior to any involvement, insofar as we can according to law, and according to the powers that such agencies may hold separately themselves.
- Authentic and organic interactions with anti-racism, engaging with anti-racism initiatives, but not as a tokenistic gesture, rather as the culmination of the school's year round work.
- Discouraging being a bystander when it comes to racism. Silence in itself is a statement. The student that lets racism pass by without question is as much to blame as this behaviour condones racist behaviour.
- Inviting speakers from many ethnic backgrounds and disciplines and experiences to provide diverse role models and alternatives to what may be around students on a daily basis.
- Anti-bias training for the school wide community.
- Library reading material and textbooks represent appropriate lived experiences of students and adults from different national and cultural backgrounds. Similarly, films and documentaries being watched have that same reflection and include material that investigates false beliefs.
- A robust group setting protocol to ensure that students are not moved due to academic performance and not on perceived performance.
- All students from minority backgrounds will be included in key interventions to enable them to achieve the best of their ability. The schools Junior Leadership team is made up of students from a wide ethnic background
- Displays in the school enable students from different backgrounds to aspire and raise achievement
- QR code: students can report racist incidents anonymously.
- Schemes of work and assessments are 'culturally relevant'.
- Parent focus groups/workshops to gather feedback.
- Process for who staff should contact in relation to diversity or equality issues published weekly in the Staff Connect newsletter.

10. Roles and Responsibilities:

- The Governing Body takes leadership in terms of the ratification of the Anti-Racism Policy. The Board must clearly outline the consequences of racist behaviour within the Policy and be prepared to take the necessary and sometimes difficult steps regarding the sanctioning of offenders of racist incidents.
- The Headteacher - The Head of School will take direct leadership of the issue of racism within the school. They will set the standard for the teachers and administration. The Head of School must communicate the serious and unacceptable nature of racist incidents to parents, guardians, staff and pupils alike.

- The Equality & Diversity lead will ensure that the anti-racist priorities are high on the agenda for all of the key stakeholders and that the strategies listed in this policy are implemented on a regular basis.
- Staff members are obliged to ensure that no student under their supervision or care is subjected to racism. Staff members must keep track of and notify the Equality & Diversity lead of any racist incidents and complete the incident forms where appropriate. Staff members must seek to support persons who have experienced racist incidents appropriately with compassion and mindfulness- empathy rather than denial, open questions rather than doubting ones. Staff members must also take part in and engage with anti-bias and antiracism training organised or facilitated by the school. Staff members must not, at any time, engage in stereotyping, ridiculing or encouraging racist discourse within the school, including within the classroom. Staff members must be aware that they set the tone and must always challenge discriminatory language. The school is aware that staff may also experience racism in school and will deal with these in line with our behaviour policy and / or Staff Code of Conduct and the other strategies outlined in this policy.
- Students must be made aware of their obligation and responsibility to ensure that no person in the school community is subjected to racist incidents. Students must report such incidents to the nearest teacher or member of staff. Students must not engage in any racist activity. This is not limited to the school grounds. Outside school and online, students are as responsible for their behaviour as they would be on school grounds.
- Parents and guardians must be familiar with the school's anti-racism policy and duly accept the interventions, including sanctions as determined by the school. Parents and guardians should be encouraged to partake in activities which encourage the appreciation for equality, diversity and inclusion. Parents and guardians must monitor their child's online activity to ensure that they are adhering to this anti-racist policy.

This policy is an adaptation of Emer O'Neill & Emmet Thomas' 2021 Anti-Racism Policy.