



Enfield County School for Girls

Anti-Racism Policy

Respect, Responsibility, Co-operation, Equality and Generosity

April 2024

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Introduction

At Enfield County School for Girls we work to achieve and maintain a happy and harmonious school where both students and staff feel safe and valued. Our school serves a diverse community with students attending school from across the whole of the Local Authority of Enfield and beyond. It is essential that we take steps to educate our students about issues related to racism while highlighting and celebrating positive cultural value and diversity.

Enfield County School for Girls will not tolerate any form of racism and is committed to an anti-racist ethos.

Our aim is to eliminate racial discrimination and to promote equal opportunities and good race relations across all areas of school life. Our school anti-racism policy helps to identify, challenge, and change those attitudes, which may lead to discrimination against people on the basis of their race, nationality, culture, language or religion.

Aims and links to other policies

This policy should be read in conjunction with:

- Inclusion and Relationships Policy
- Anti-Bullying Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy
- Online Safety Policy

The aims of this policy are to ensure that teaching and support staff, students, parents and carers and Governors:

- have an understanding of what a racist incident is.
- know what the school policy is on tackling and preventing racism and dealing with it if it occurs.
- know what the school policy is on racism and what they can expect of the school in dealing with racism.

At our school

Bullying and prejudice-based language of any kind, involving students, adults, staff, parents or carers is unacceptable and will not be tolerated.

All students have the right to learn in an environment where they feel safe and happy.



Preventing and tackling racism is part of our approach to promoting good behaviour and is supported by our commitment to providing a caring, friendly and safe learning environment for all our students where our school values of respect, responsibility, co-operation, equality and generosity are taught.

We promote an inclusive ethos that focusses on respecting one another and celebrating difference and diversity, where racism is never acceptable.

Preventing and tackling racist incidents is part of our work to support students' social and emotional development, well-being and mental health.

Policy and practice addresses inappropriate behaviour around racism and other discriminatory practices.

We record and report racist incidents to the appropriate authorities to endeavour to eradicate such behaviour.

Definition of racism

Individual racism refers to the beliefs, attitudes and action of individuals that support or perpetuate racism in **conscious and unconscious** ways.

Institutional racism refers to the discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for Black and Global Majority people and extend considerably beyond prejudice.

Systemic racism refers to historical and systemic oppression of non-white groups that manifests in the structure and operations of racist societies. It is reflected in disparities regarding wealth, income, criminal justice, employment, housing, health care and education among other factors.

(Definitions provided by Orlene Badu, Racial Literacy expert consultant and author)

Types of racism and racial discrimination (taken from the NSPCC website)

Racism, racial discrimination and racial bullying can take many forms. Children and young people might experience more than one type of racism.

For example, a young person experiencing racial bullying in school could also be sent abusive comments online and face racial discrimination at their workplace.

Racism can also happen alongside other forms of discrimination or abuse. It can include:

Discrimination

Treating someone worse than someone else because of their race.

Policies in a school, workplace or similar organisation that disadvantage people from a particular racial group.



Harassment

Making a child, young person, or adult feel humiliated, offended or degraded.

Harassment can happen in the form of:

- spoken or written words
- offensive emails
- comments online
- facial expressions
- social media posts
- jokes.

Victimisation

When a person is treated badly because they have made a complaint of race related discrimination under the Equality Act 2010.

It can also happen when someone is supporting a person who's complained about racism or racial discrimination.

Overt racism

Making openly racist remarks to a child, young person or adult.

It can include racist comments, such as being called racist names or being sent insulting messages or threats.

It can also include physical violence or assault or damaging personal belongings.

Covert racism

These comments or 'microaggressions' can make young people feel like they're less important, or like they don't fit in, because of their race.

Examples of covert racism include things like saying 'I don't see colour'. This may come from a well-intentioned place, but it can mean you're not acknowledging a young person's identity and experiences.

Microaggressions can be subtle, but they're abusive, painful and humiliating for children and young people.

We recognise that racism can include:

Racist Bullying (also referenced in anti-bullying policy under 'Bullying related to race, religion or culture')

All racist incidents, including those which could be deemed racist bullying must be recorded. Where there is evidence that a number of individual racist incidents have been perpetrated against the same student, staff



should be vigilant to the possibility that the student is likely to be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress) and action taken to resolve alleged racist incidents should follow the same process as for other types of bullying name calling, providing support, and challenging the behaviour of all those involved.

We recognise the potential for students with SEND who could be disproportionately impacted by racist incidents without outwardly showing any signs.

Prevention

Our approach to preventing racism within our school involves direct teaching about racism and its effects through: assemblies; Personal, Social, Health & Citizenship Education (PSHCE); celebrating difference and diversity; promoting equality; inclusiveness and positive behaviour.

We do this through:

- 1. Whole school ethos and environment**
- 2. Whole school activities**
- 3. Curriculum**
- 4. Training and support resources for staff and governors**
- 5. Student voice**

1. Whole school ethos and environment

- We aim to create a positive, safe and inclusive environment which values diversity and reflects the global majority of our school population.
- We have high expectations of students' behaviour both in school and when they are representing the school in the local community.
- Staff model positive behaviour and communication skills both with students and other adults in the school.
- We teach students the kind of behaviour we expect and we regularly reward good behaviour.
- Staff always challenge students when they use prejudiced, biased or racist language explaining why it is wrong and how hurtful it can be.
- We actively encourage students to tell a trusted adult if they are worried or upset about anything.

2. Whole school activities

- Restorative practice to resolve conflict is part of Inclusion and Relationships policy.
- We celebrate and promote national campaigns including Black History Month, Anti- Bullying Week and Children's Mental Health Day.
- We teach about equality and actively challenge racial stereotypes and promote diversity through



displays and marketing.

- We have adopted the *Halo Code* into our school uniform policy.

3. Curriculum

- Anti-racism is covered broadly in the curriculum, covering the statutory content, with a focus on types of racism, the impact and how to report and get support, healthy and unhealthy relationships, respect for difference, stereotyping and its consequences, prejudice and discrimination. We have actively engaged in decolonising our curriculum working closely with The Black Curriculum and through working towards the Anti-Racist School Award Accreditation.
- Anti-racism is covered in PSHCE at Key Stages 3, 4 and 5.

4. Training and support for staff

All staff have received training on unconscious bias in education, led by Orlene Badu, Education Leadership Consultant. Some governors also attended this training and all governors have access to resources dealing with Anti-Racism for Governors. All staff have also received training on racial literacy and the adultification of global majority students. Resources from the Black Curriculum have been shared with middle leaders with recommendations implemented.

We have annual safeguarding training which will include an update of this policy to ensure that staff know how to identify racism and what to do if it occurs. As well as all teaching staff we include support staff, site staff and office staff to ensure a consistent approach because, as with safeguarding, students may disclose details of a racist incident to any member of staff.

All staff are supported to:

- recognise a racist incident
- respond appropriately when they witness a racist incident or one is reported to them
- understand the school's policy and procedures and who to report this to.

5. Student Voice

We want all students to contribute to the development of the school's approach to tackling, as well as preventing racism. We involve students through our student leadership House Team and seek their views and ideas via targeted student voice forums.

We ensure that all students:

- understand that the school is opposed to any form of bullying or harassment including racism or racial harassment.
- understand that all racially motivated incidents are recorded and reported and that serious incidents are reported to the police.
- know who to go to if they want to report a racist incident and encourage them to do so on behalf of



themselves and others

- know what sanctions and support are available
- encourage the use of our student suggestion boxes in addition to the above.

Recording and reporting racist incidents

Any report or allegation of a potentially racist incident requires an investigation. Whilst some investigations will be simple, others may require accounts to be taken from staff and witnesses. Further supporting documentation may also be required.

This information will be recorded on our specific 'racist incident bullying report form' and will be logged on our online safeguarding platform – MyConcern.

In all cases:

- a written record should be made
- records relating to racist incidents will be treated as confidential
- any summary of incidents by the school which will be shared with governors, teaching staff or the wider school community will not disclose the identity of any individuals involved in racist incidents
- we will investigate and act upon any racist incident that is reported to school staff promptly, whether taking place at school or outside of school e.g. online, on public transport or in the local area
- we will consider whether it is appropriate to notify the police of the incident
- we will communicate with parents/carers of all students involved regularly throughout the investigations.

In the situation where a serious racist incident has occurred i.e. one that will result in a suspension or permanent exclusion (PEX) we will:

- identify a senior member of staff to investigate the incident thoroughly
- support the student and talk with them about what has happened and what they would like to happen
- investigate the incident and ask all students involved to write an account of the incident
- inform the parent/carer and keep them informed of how the incident is being dealt with and whether the racism has stopped
- talk to others that may have been bystanders to the racism about how they could stop this behaviour in the future and how they can be an ally
- keep the situation under regular review to ensure that the racism, harassment, abuse or victimisation



has stopped and that the victim feels safe

- record the incident on MyConcern and complete a 'racist incident bullying report form'.
- consider any curriculum implications, including the need for assemblies
- support the victim and/ or the alleged perpetrator
- consider if there is a child protection issue in this case
- consider seeking advice from the Local Authority Designated Officer.

Data on all racist incidents is logged and reported to governors termly

What will happen to the student who has been the racist perpetrator?

- The member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any racist behaviour should be challenged immediately. The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- The incident should be reported to the Headteacher who will decide whether any further action needs to be taken, including notifying the police and informing the parent/carers of the relevant students of any investigation and the outcome.
- The Headteacher will consider the use of a full range of sanctions including the use of fixed term suspension or permanent exclusion.
- The school will discuss the incident with the alleged perpetrator's parent/carers (if appropriate) and reinforce the school's commitment to tackling racist incidents.
- The school will spend time talking to the student to try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- The school will use appropriate approaches e.g. restorative approaches which hold the student accountable for their actions and deter them from further racist behaviour.
- The school will incorporate formal sanctions, such as keeping students in at lunchtimes. The sanction used will depend on the severity and persistence of the racist behaviour. Where appropriate we will also impose further sanctions, such as suspension or permanent exclusion.
- The school will also reinforce to all students that racist behaviour is wrong and unacceptable and offer support



to those who have been affected.

Specific School Responsibilities

The Headteacher will:

- have overall responsibility to ensure the effective implementation of the school's anti-racist strategy

The Deputy Headteacher, Inclusion and Anti-Racism Lead will:

- ensure that the policy is implemented and reviewed regularly
- provide a termly report of incidents of racism to the Governing Body
- monitor bullying and harassment of students in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern
- provide a report on the effectiveness of the anti-racist policy
- ensure the policy is regularly publicised to the whole school community and the message that racism is not accepted is reinforced through whole school activities and information
- ensure that all staff receive sufficient training to be equipped to identify and deal with racist incidents
- regularly review the policy in light of any incident
- include regular updates to staff through the annual professional learning offer
- include information in the bulletin for staff and on the website for parents/carers about what the school is doing to prevent and tackle racism

The Governing Body will:

- support the Headteacher in all attempts to eliminate racism from our school as part of their safeguarding responsibility
- require the Headteacher to keep accurate records of all incidents of racism and report on them to the Governing Body on a termly basis
- require the Headteacher to report annually to the Governors about the effectiveness of school strategies
- require the Headteacher to review and keep up to date the anti-racist policy
- notify the Headteacher of any request from a parent/carer to investigate incidents of racism
- strive to ensure the composition of the Governing Body reflects the diversity and lived experience of the communities we serve
- regularly review the data regarding student outcomes with particular emphasis on outcomes by ethnicity. They scrutinise anonymised case studies of the support and interventions provided by the school to support those at



risk of underachievement for whatever reason including unconscious bias.

The Senior Leadership Team and Progress and Achievement Leaders will:

- support the student(s) who has been subject to racism
- take accounts from all the students involved, including any bystanders
- communicate with parents/carers⁰ and keep them updated throughout the investigation
- issue sanctions and conduct restorative justice meetings in order to prevent further incidents
- discuss the incident with relevant staff to identify any further support needs for the students involved - both the student who has been the victim and the student who has committed the racist incident
- monitor the situation to ensure the racism has stopped
- gather feedback from those involved about how the incident was dealt with.

All members of staff will:

- record and report all incidents of racism quickly
- listen to the concerns of students
- be vigilant around the school
- role model healthy and respectful relationships
- promote equality and deal effectively with any prejudiced-based language.

Racism outside school premises

- Headteachers have a specific statutory power to discipline students for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff - Section 89 of the Education and Inspections Act 2006.
- This could relate to racist incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
- Where racism outside school is reported to school staff, it should be investigated and acted on.
- The Headteacher should also consider whether it is appropriate to notify the Police or Local Authority.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should



always be informed.

Key Contacts

Deputy Headteacher, Behaviour and Attitudes and Anti-Racism Lead – Helen O'Brien

Designated Safeguarding Lead – Julia Scott

SENDCo – Edel McGinley

Link Governor – Kathy Hall

Further information, support and guidance

Talking to children about racism:

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

Support for young people

- If you are a victim of racism (whether in or outside of school), it is very important to tell somebody you trust. You can tell a member of staff or anyone you want to talk to.
- If you cannot tell anyone at school, you can tell your parents/carers who will tell us.
- Friends of those targeted by racism should tell staff or a parent/carer.
- Nobody deserves to be racially mistreated. Remember, you have a right for this not to happen to you and it is not weak to tell someone.

- [Racism and racial bullying](#) - advice on what racism is and how to get support
- [Discrimination, hate crime and equality](#) - support to help young people recognise and get support if they're experiencing discrimination
- [How you look](#) - support around body image and developing confidence with how you look
- [Understand me](#) - a campaign challenging racial stereotypes and discrimination
- [Get support](#) - contact Childline counsellors, online or over the phone.
- [Bullying and discrimination message boards](#) - a safe space where children can get support from other young people.

Childline contact number: 0800 1111

Advice to bystanders

Do not ignore or support racist behaviour if you see it happening to someone else. If you do see someone being



treated in a racist way:

- Do not join in even if you feel pressured to do so.
- Report what you have seen or heard to a teacher in school.
- Tell your parents or carers or someone else you trust.
- If you feel safe to do so, tell the perpetrator(s) to stop.

Enfield County School for Girls Racial Equity Pledge

We celebrate the ethnic diversity of our school and wider communities of Enfield. Each of our students deserves the best life chances. It is everyone's responsibility in our school to make racial equity a reality and to constantly build upon our culture of belonging.

We are committed to:

1. Our School Leadership Team and Governors continuing to drive racial equality across all aspects of our school development.
2. Completing self-evaluation and review as an ongoing process, including the Anti-Racism Award accreditation.
3. School Leaders setting stretching attainment targets, leading challenging conversation and committing to a whole school expectation of carefully monitoring the progress of each student, and ensuring a climate of high outcomes for **all** of our students.
4. Identifying racial equity in our School Improvement Plan, with regular progress updates and termly reporting to Governors.
5. Ensuring the inclusion of racial equity professional learning and resources for staff and Governors.
6. Engaging and encouraging all parents and carers views and identifying positive parent support opportunities.
7. Engaging and encouraging student voice and providing opportunities to actively contribute to school leadership.
8. Being an active advocate for racial equity within and beyond Enfield, learning and sharing together with other schools and educational organisations on our anti-racist journeys.

Governors, students, staff and parents were consulted in the writing of this policy during the Spring term of 2024