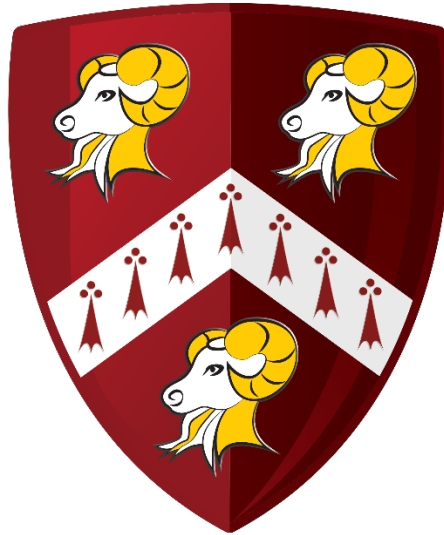




THE RAMSEY ACADEMY, HALSTEAD

**Anti Racism policy and prejudice related
behaviours policy.**

Consultation with Staff Required	☐ Yes ☐ No	
Period of Consultation (if required)	From N/A	To N/A
Governing Committee Reviewing Document:	Local Governing Committee	
Date of Meeting at which Policy Approved (if required)	02 July 2026	
Date of Adoption of Policy	1 September 2026	
Date Policy available on website and SharePoint	1 September 2026	

1. Introduction

At The Ramsey Academy, we are committed to creating a safe and inclusive environment for all pupils, staff, and visitors, where every individual is treated with dignity and respect, regardless of their race, ethnicity, or cultural background. We recognise that addressing racism is essential to the well-being and development of our community and strive to promote equality, diversity, and inclusion throughout the school.

This policy aligns with the Equality Act 2010 and focuses on the following objectives:

- Eliminate unlawful discrimination, harassment, and victimisation based on race, ethnicity, and cultural background.
- Promote equality of opportunity between those who share a protected characteristic and those who do not.
- Foster good relations between people of different racial and cultural backgrounds.
- This policy complements our Equality, PSHE, RSE, and Behaviour Policies, working together to ensure a respectful, inclusive environment.

2. Policy Statement of intent:

The Ramsey Academy is committed to creating a safe, inclusive, and respectful environment where all students, staff, and visitors are treated with dignity and fairness. We actively oppose all forms of racism and discrimination and strive to promote understanding, empathy, and equality throughout our school community.

We recognise that racism and prejudice related behaviors can manifest in different ways and is always unacceptable. Our stance is that:

- Racism and prejudicial behaviour has no place in our school.
- Education empowers pupils to challenge inequality. Therefore, racist and prejudicial attitudes and behaviours will be consistently challenged and addressed.
- Incidents will be treated seriously, and appropriate measures will be taken to resolve them and prevent recurrence.

3. Aims and Objectives:

- Create a school culture where racist and prejudicial attitudes and behaviours are not tolerated.
- To eliminate racial and prejudicial discrimination, harassment, and victimisation.
- To promote equality of opportunity and good relations between people of different racial and ethnic backgrounds or from protected characteristics
- To ensure that all students and staff feel valued, respected, and supported.
- To embed anti-prejudicial education across the curriculum and school culture. Raising awareness about the impact of prejudicial and racism to promote positive discussions around race, diversity and equality.

4. Links to Statutory and Regulatory Frameworks:

- *Equality Act 2010*: Legal duty to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations.
- *Keeping Children Safe in Education (KCSIE)*: Highlight safeguarding implications of racist bullying and abuse.
- *Ofsted Inspection Framework*: Emphasis on equality, diversity, and a positive, inclusive school culture in leadership and management as well as personal development.
- *DFE Guidance: Promoting Fundamental British Values (2014)*: Reinforce values of mutual respect and tolerance.
- Equality Act 2010
- Public Sector Equality Duty
- Human Rights Act 1998
- Education and Inspections Act 2006
- Education Act 2002 (safeguarding)
- DfE Behaviour Guidance

5. Definition of racism:

Prejudice refers to any behaviour or practice, whether intentional or unintentional, that results in discrimination, marginalisation, exclusion, or harm to an individual or group based on their race, ethnicity, or cultural background. This includes:

Racism: Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

- Verbal Racism: Name-calling, racist jokes, derogatory comments, or slurs.
- Physical Racism: Physical harm or threats based on race.
- Social Racism: Exclusion from activities or social groups due to racial background.

- **Systemic Racism:** Policies, practices, or procedures that result in inequality or disadvantage for a particular racial group.
- **Indirect racism:** Subtle racism, referring to behaviours, comments, or practices that reinforce racial stereotypes or biases without overtly expressing hostility or prejudice.
 - **Microaggressions:** Everyday verbal, nonverbal, or environmental slights or insults that communicate hostile or negative messages to individuals based on race.

6. What are Microaggressions and prejudices:

Microaggressions are subtle, often unintentional, comments or actions that express a prejudiced attitude or reinforce stereotypes. They can occur in everyday interactions and may seem harmless but can have a cumulative negative effect on the recipient.

1. Prejudicial Microaggressions:

- Commenting on a person's English proficiency: "You speak English so well!" (implying that they are expected to be less proficient based on their race or ethnicity).
- Assuming that a person of Asian descent is good at maths or science.
- Saying to a person of colour, "Where are you really from?" (suggesting that they are not truly from the country they currently reside in).
- Commenting on a person's sexuality such as 'you don't seem gay' While it may sound like a compliment on the surface, it subtly reinforces stereotypes about how LGBTQ+ people are "supposed" to look or behave
- Saying to someone who uses a wheelchair, "You're so inspirational for just coming to work every day. While it may sound positive, this kind of comment can feel patronising, as it frames everyday activities as extraordinary simply because the person has a disability. It can unintentionally reinforce the idea that disabled people are defined by their limitations rather than seen as equal colleagues.

7. Vulnerable Groups:

We recognise that certain groups may be more vulnerable to racism, including:

- Black, Asian, and Minority Ethnic (BAME) pupils.
- Pupils from different cultural backgrounds.
- Pupils with mixed-race backgrounds.
- Pupils for whom English is an Additional Language (EAL).

Under the UK Equality Act 2010, there are **nine** protected characteristics (These are:

- Age**
- Disability**
- Gender reassignment**
- Marriage and civil partnership**

5. **Pregnancy and maternity**
6. **Race**
7. **Religion or belief**
8. **Sex**
9. **Sexual orientation**

8. Roles and Responsibilities

Governing Body

The Governing Body will ensure that the school complies fully with its duties under the Equality Act 2010. It will monitor the implementation and effectiveness of this policy and will hold school leaders accountable for demonstrable progress and measurable impact.

Leadership Team

The Leadership Team will be responsible for ensuring that this policy is effectively implemented, consistently monitored, and regularly reviewed. They will also ensure that appropriate training, guidance, and resources are provided to all staff to support the delivery of anti-racist practice.

Staff

All staff are expected to model inclusive and respectful behaviour at all times. They will actively challenge prejudice and racism and discriminatory attitudes, and support pupils in developing an understanding of race, equality, and inclusion. Staff will promote a safe and supportive environment in which all pupils feel valued and respected.

Students

Students are expected to treat one another with dignity and respect, and to contribute positively to an inclusive school environment. They should report any incidents of racism or discrimination. Through the curriculum and wider opportunities, students will be supported to develop an understanding of race, respect, and inclusion.

Parents and Carers

Parents and carers are expected to support the school's commitment to anti-racism and to work in partnership with the school to address any concerns. They will be encouraged to reinforce inclusive values and respect for diversity within the home and wider community.

9 Curriculum and Teaching

The school will embed prejudicial and anti-racist education across all subjects to ensure that pupils develop an understanding of equality, inclusion, and social justice. Cultural diversity will be actively celebrated through assemblies, events, and displays that recognise and value the contributions of different communities. The school will also provide and use resources that reflect a wide range of cultures, histories, and perspectives, ensuring that all pupils see themselves represented within the curriculum.

10. responding to racism through reporting and responding to Incidents

. Responding to Racism and prejudicial related behaviour

If a racist incident occurs, the following steps will be taken:

1. Report: Any incidents should be reported to the Pastoral Team who will investigate the incident in line with the Behaviour policy.
2. Record: The incident will be recorded on the school's management system (Myconcern) to monitor patterns and ensure accountability.
3. Investigate: The Pastoral team in accordance with senior leaders and DSL will investigate the incident thoroughly, speaking with all parties involved.
4. Action: Appropriate action will be taken, which may include a restorative approach, disciplinary measures, and support for both the victim and perpetrator.
5. Communicate: Parents/carers of those involved will be informed, and any further incidents will result in intervention and monitoring.

11. Support and Guidance

We are committed to supporting pupils who experience racism and educating those who display racist behaviour:

- Support for Victims: We provide a safe space for pupils to discuss their experiences, access counselling if needed, and receive reassurance and guidance.
- Education for those responsible: Pupils who display racist attitudes will be supported in understanding the impact of their actions through discussions, educational resources, and restorative practices.

12. Monitoring and Evaluation

The school will regularly review data relating to racist incidents, exclusions, and attainment gaps in order to identify patterns and areas for improvement. Surveys will be conducted to assess the school climate and to understand the experiences of both students and staff in relation to equality and inclusion. The findings from these reviews and surveys will be used to inform ongoing policy development, as well as to shape staff training and professional development.

13. Staff Training and Development

The school will ensure that all staff receive ongoing, high-quality professional development focused on protected characteristics and anti-racism, recognising and addressing unconscious bias, and implementing inclusive teaching practices. This training will be regularly reviewed and updated to reflect current research and best practice.

Staff will be expected to engage critically with this professional learning and to reflect on their own beliefs, behaviours, and classroom practices. They will be supported and encouraged to identify and challenge assumptions, in order to promote a consistently inclusive and equitable learning environment for all pupils.

14. Community Engagement

The school will actively collaborate with external stakeholders, including local organisations and community groups, to promote anti-racism and support inclusive practices. These partnerships will be used to strengthen the school's approach to equality, diversity, and inclusion.

The school will also ensure that parents and carers are meaningfully involved in discussions, decision-making, and initiatives relating to race and inclusion. Opportunities will be provided for open dialogue, engagement, and collaboration to support a shared commitment to fostering an inclusive and equitable school community.

15. Discrimination vs Racism

Discrimination:

- Refers to unfair treatment or biased behaviour towards an individual or group based on characteristics such as race, gender, age, religion, disability, or other protected characteristics.
- Can occur in various contexts, including employment, education, housing, and community interactions.
- Example in a school environment: A teacher consistently overlooks a student from a minority background when assigning roles in group projects based on their race.

Racism and prejudice:

- A specific form of discrimination based on race or ethnicity, often rooted in the belief that one race is superior to others.
- It can be overt (explicit actions and beliefs) or systemic (embedded in policies and practices that disadvantage certain racial groups).
- Example in a community: A local government policy that inadvertently restricts access to resources for certain racial groups.

16. Racism Among Staff Members:

Racism has no place in our school community. Every member of staff has a responsibility to create a safe, inclusive, and respectful environment for both pupils and colleagues. We expect all employees to lead by example and actively uphold our school's values.

To ensure our school remains a place where everyone feels valued and respected, we will

- **Model anti-racist behaviour at all times** – Staff should demonstrate inclusive language and actions, setting the right example for our pupils.
- **Take all incidents seriously** – We are committed to addressing any concerns related to racism, discrimination, or inappropriate language among staff. Each situation will be handled sensitively and in line with our school's procedures to ensure a fair and constructive resolution.
- **Encourage staff to speak up** – If a staff member experiences or witnesses racism, we urge them to report it to the Headteacher.
- **Provide ongoing training and support** – All staff will receive professional development opportunities to ensure they feel confident in challenging racism and promoting an inclusive school culture.
- **Hold staff accountable** – Those who fail to uphold our anti-racism policy may face disciplinary action, including formal warnings, suspension, or, if necessary, dismissal.

17. Review

The effectiveness of this policy will be reviewed annually by the Headteacher, Senior Leadership Team, and the Governing Body. We will actively seek feedback from pupils, staff, and parents/carers to ensure that our approach remains effective and responsive to the needs of the school community.