

Caldicot Cluster Policy

Magor CiW Primary School

Preventing and Responding to Racist Incidents in Schools

We consider racism to be:

Any prejudice, discrimination, or antagonism directed against an individual or group based on their race, ethnicity, colour, nationality, or national origin. It includes actions, language, or behaviours—whether intentional or not—that demean, disadvantage, or exclude people because of these characteristics. Racism can occur at an individual level or be embedded in institutional practices and systems.

Put more simply...

Racism is when someone is treated unfairly, left out, or spoken to badly because of their skin colour, race, where they come from, or their family background. It can happen in words, actions, or behaviour. Racism is never okay, even if someone says they “didn’t mean it.” Everyone has the right to feel safe, respected, and included.

Lead Person: Anthony Dixon-Gough

Deputy Person: Laura Welsh

Aim

To focus on prevention through-

- high quality staff professional learning and subsequent insightful understanding
- stage appropriate teaching and learning that is positive, reflective and current
- consistent structures to notice and respond to racism

Resulting in a reduction of racist incidents, a strong culture of respect and equality where all learners and staff to feel safe and confident within their school community.

Schools play a crucial role in and are legally bound to foster safe and inclusive environments where pupils feel respected and valued, regardless of their race, religion, or ethnicity.

Handling conversations about racism and preventing racist bullying in schools is an ongoing process that requires commitment from all staff. By creating a supportive environment, educating pupils, and taking decisive action against racism, schools play a pivotal role in shaping a more inclusive society.

Our actions- Prevention

Foster a supportive environment for conversations

- Acknowledge
- Listen:
- Encourage open and respectful dialogue: Be approachable and maintain a non-judgmental attitude. Encourage an environment where pupils feel comfortable expressing their thoughts and feelings. Make it clear that all opinions are welcome, but hateful, discriminatory, or racist language will not be tolerated. Emphasise the importance of fostering a school environment where everyone feels included and free from bullying, and that it is possible to disagree respectfully without resorting to disrespect or discrimination.
- Be prepared: Ensure you understand the context and have developed your skills in using appropriate language. This will help you facilitate discussions more effectively and answer pupils' questions with confidence.
- Use age-appropriate language: Tailor the conversation to the age and maturity level of the pupils.
- Reassure pupils: Avoid increasing fears or cause unnecessary worry about the situation. Help pupils to feel they are welcome and belong within our school communities. Explain that it is their right to be safe at school.

Promote respect and understanding

- Encourage children to Choose Respect: Choose Respect over bullying and how we can disagree without resorting to personal attacks and discrimination.
- Educate about racism: As appropriate engage in thinking and learning about the history and impact of racism and use resources that highlight and celebrate the diversity of our society (see list of resources below).
- Challenge stereotypes: Actively challenge racial and religious stereotypes when they arise in conversations or in the curriculum. Be aware if any pupils may be at risk of radicalisation and seek support for those pupils (see links below).
- Encourage critical thinking: Encourage pupils to think critically about the information they receive, particularly online. When appropriate for their age, discuss the concepts of misinformation and disinformation.
- Celebrate diversity: Ensure to celebrate that we are all different and all equal throughout school life including curriculum and activities. Organise events and

activities that celebrate how we are all different and all welcome. This can help build a sense of community.

Preventing racist bullying

- Whole-school approach: Embed anti-racist values throughout the school's culture, curriculum, and policies. This includes staff training, inclusive teaching materials, and a clear stance against racism.
- Engage parents and carers: As possible, work with parents and carers to encourage them to reinforce anti-racist values at home. Provide them with resources to help them discuss racism with their children.
- Pupil involvement: Encourage pupils to take an active role in promoting an inclusive school environment. This could include peer mentoring, extra-curricular clubs, or participating in anti-racism campaigns. Ensure all pupils are able to get involved including disabled pupils and those with ALN.
- Regular training: All staff engage in ongoing reading, reflection or training on how to identify, address, and prevent racist bullying. Ensure that training is up-to-date and reflects current issues.

Our actions- Response

Responding to racist incidents

- Determine if it is a racist incident

Questions to help determine if an incident is racist

Questions to help determine if an incident is racist:

Does anyone experiencing or witnessing the incident feel it was racist, regardless of whether it was the intention?

Is there a power imbalance between the parties involved due to, or perpetuated by one party's colour, nationality or ethnic or national origin?

Does the person experiencing the incident feel they have been treated differently based on colour, nationality or ethnic or national origin?

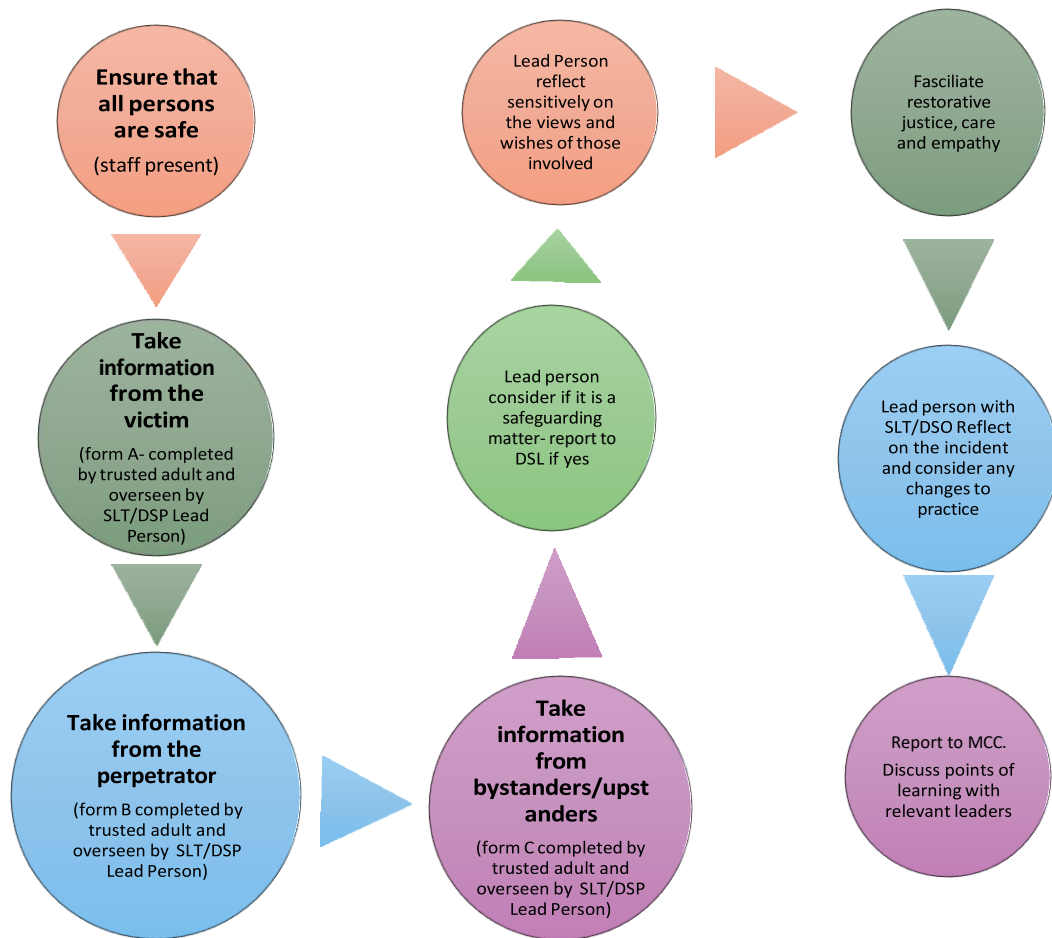
Could the behaviour be considered a racial microaggression?

Does the behaviour reflect stereotypes based on colour, nationality or ethnic or national origin?

Does the behaviour include use of racial slurs or racist language?

- Immediate action: If a racist incident occurs, address it immediately. Take the time to speak to the pupils involved, understand the situation, and make it clear that racism is unacceptable.
- Support the target(s): Offer support to pupils who have experienced or witnessed racism. This could include counselling, peer support, or simply a trusted adult to talk to.
- Follow school policies: Ensure that all staff are familiar with the school's anti-bullying and behaviour policies, and the specific measures for dealing with racist incidents.
- Document and report: Record all incidents of racism and report them in line with your school's policies. This ensures accountability and helps in monitoring the effectiveness of anti-racism strategies.

Actions Flow Chart



See appendix A, B and C for recording forms to complete

Incident forms and associated data to be reviewed at the end of each half term by lead practitioner. Information will:

- Be used to notice trends and inform responsive systematic action planning at systems at every level of the organisation
- Be shared with key stakeholders: Head Teacher, SLT, Governors, MCC
- Be used to inform wellbeing and educational provision
- Be used to inform safeguarding and Prevent referrals

Informing Parents/Carers

Step 1: Decide Communication Method

- Phone call for serious or immediate concerns.
- Letter/email for formal documentation.
- Meeting for complex or repeated incidents.

Step 2: Prepare the Message

- Keep tone calm, factual, and supportive:
 - What happened (brief summary).
 - Actions taken by the school.
 - Support offered to the child.
 - Next steps (e.g., restorative work, monitoring).

Step 3: Share Resources

- Offer guidance for parents on discussing racism at home and provide links to trusted resources (Kidscape, Childline, Educate Against Hate).

Step 4: Document Contact

- Record date, time, method, and parental feedback.

Step 5: Follow Up

- Monitor the situation and update parents on progress or further actions.

See Appendix K

Legal duties and guidance

- [Equality Act 2010](#): Schools in England and Wales have a legal duty under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster good relations between different groups. This includes taking action against racism and racist bullying.
- [Public Sector Equality Duty \(PSED\)](#) – part of the Equality Act 2010: The PSED requires schools in England and Wales to:
 - Eliminate discrimination and other conduct that is prohibited by the Act
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

For schools in Wales:

- [Rights, respect, equality: guidance for schools](#) – Welsh Government guidance to help schools deal with bullying. Includes reference to banter and bullying.
- [Keeping learners safe](#) – Schools colleges in Wales must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Includes much information relating bullying.
- [Behaviour management in the classroom: guidance for primary schools](#) – Guidance to help primary school teachers minimise and deal with disruptive behaviours.
- School inspections: Estyn inspect schools and consider how well schools promote equality and tackle discrimination. Schools are expected to demonstrate how they prevent and respond to incidents of racism and racist bullying.

Appendix A

Investigation of Discrimination- Key information – Form A (person experiencing)

Date of incident: _____ Time of incident: _____

Member of dealing with incident: _____

Member of staff recording incident (if different): _____

Child(s) name(s) alleged to be experiencing racist behaviour:	
Class:	
Note protected characteristics	

Child(s) name(s) alleged to be engaging in racist behaviour					
Class:					
Note protected characteristics					
Form of referral:	<table border="1"> <tr> <td>Phone</td> <td>Letter</td> </tr> <tr> <td>Verbal</td> <td>Email</td> </tr> </table>	Phone	Letter	Verbal	Email
Phone	Letter				
Verbal	Email				

Reported account taken from pupil/s **experiencing**

Consider:
 What was the behaviour/learning, situation, learning resource or activity linked to this experience?
 What impact did it have on you?
 What would you like to happen next?

Wider details: (use Form B to gather evidence from **all involved)** link forms with date and names of those involved

Actions taken	
Notified class teacher	
Group discussion with pupils involved	
Restorative intervention	
Details of action agreed with pupils	
Parent letter/meeting	
Reported as a matter of child protection to the DSO	
Reported to PREVENT	
Completed By signed: Reported By signed	
Completed By signed: Reported By signed	

What adaptations need to be made as a result of this incident to help prevent future incidents?

Determine if this is a confirmed as a racist incident?

- Does anyone experiencing or witnessing the incident feel it was racist, regardless of whether it was the intention?
- Is there a power imbalance between the parties involved due to, or perpetuated by one party's colour, nationality or ethnic or national origin?
- Does the person experiencing the incident feel they have been treated differently based on colour, nationality or ethnic or national origin?
- Could the behaviour be considered a racial microaggression?
- Does the behaviour reflect stereotypes based on colour, nationality or ethnic or national origin?
- Does the behaviour include use of racial slurs or racist language?

Categories of Racist Incidents

	Definitely applies	Possibly applies
Threatening and aggressive behaviour, including gestures		
Verbal abuse		
Use of offensive language		
Unprovoked physical assault including bodily harm and grievous bodily harm		
Insulting or derogatory remarks including insinuations		
Receiving racist material or correspondence or racist, abusive phone calls		
Damage to property and possessions or threats to cause damage		
Racist graffiti, words or slogans		
Intentional behaviour to cause discomfort and distress		
Refusal to co-operate		
Inciting others to carry out any of the above		
Other (please state briefly)		

Further support

Counselling
 Peer support
 Referral to external agencies
 Referral to CAHMS
 None – offered but refused
 None offered
 Other (please note)

Was alleged racism confirmed?

Yes
 No
 Inconclusive

Appendix B

Investigation of Discrimination- Additional information - Form B (person engaging in...)

Date of incident: _____ Time of incident: _____

Member of staff dealing with incident: _____

Member of staff recording incident (if different): _____

Child(s) name(s) alleged to be experiencing racist behaviour:		
Class:		
Note protected characteristics		
Child(s) name(s) alleged to be engaging in racist behaviour		
Class:		
Note protected characteristics		
Form of referral:	Phone	Letter
	Verbal	Email
Reported account taken from pupil/s engaging		
<p>Consider:</p> <p>What was the behaviour/learning, situation, learning resource or activity linked to this experience?</p> <p>What impact did it have on you?</p> <p>What impact did it have on others?</p> <p>What would you like to happen next?</p>		
Reflect/ How could you have dealt with this better?		
<p style="text-align: center;">Change/Prevention</p> <ul style="list-style-type: none"> • What can you do differently in the future/next? • What help do you need to achieve this? • What are the most important things that you have learnt/taken from restorative learning? 		
Was alleged racism confirmed?		
<p>Yes</p> <p>No</p> <p>Inconclusive</p>		

Appendix C

**Investigation of Discrimination- Additional information - Form C
(Bystander/Upstanders additional information)**

Date of incident: _____ Time of incident: _____

Member of staff dealing with incident: _____

Member of staff recording incident (if different): _____

Child(s) name(s) alleged to be experiencing racist behaviour:		
Class:		
Note protected characteristics		
Child(s) name(s) alleged to be engaging in racist behaviour		
Class:		
Note protected characteristics		
Child(s) name(s) alleged to be Bystander/Upstander to the incident		
Class:		
Note protected characteristics		
Form of referral:	Phone	Letter
	Verbal	Email

Reported account taken from **Bystander/Upstander**

Consider:

What was the behaviour/learning, situation, learning resource or activity linked to this experience?

What did you see, hear, experience?

What impact did it have on others?

Appendix D

Tools and organisations for preventing racism and racist bullying- Information and support for staff

- ABA: Tackling Racist and Faith Targeted Bullying pages
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/racist-and-faith-targeted-bullying>
- ABA: Preventing bullying of children and young people who are refugees
<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/children-and-young-people-who-are-refugees>
- Internet Matters: Protecting children from radicalisation and extremism <https://www.internetmatters.org/issues/radicalisation/>
- Kidscape: Discriminatory Bullying Help Page
<https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/discriminatory-bullying/>
- Professionals Online Safety Helpline: A free helpline from the Southwest Grid for Learning and the Safer Internet Centre supporting professionals working with children and young people with any online safety issues they face. <https://swgfl.org.uk/helplines/professionals-online-safety-helpline/>
- Diverse Educators: A collaborative community that celebrates the successes and amplifies the stories of diverse people and have created an anti-racism toolkit for educators. <https://www.diverseeducators.co.uk/anti-racism-toolkit/>
- National Youth Agency: Addressing unrest, disinformation and violence
[Public unrest and Disinformation Signposting \(nya.org.uk\)](https://www.nya.org.uk/public-unrest-and-disinformation-signposting)
- National Youth Agency: Guidance for those working with young people following a traumatic community event
[Community Support Guidance \(nya.org.uk\)](https://www.nya.org.uk/community-support-guidance)
- The Education Hub : Speaking to children and young people about violent disorder and the Southport attack
[Speaking to children and young people about violent disorder and the Southport attack – The Education Hub \(blog.gov.uk\)](https://www.educationhub.org.uk/blog/speaking-to-children-and-young-people-about-violent-disorder-and-the-southport-attack)

Appendix E

Tools and organisations for preventing racism and racist bullying-School or classroom resources to use or share with pupils

- ABA: Choose Respect Anti-Bullying Week resources
<https://anti-bullyingalliance.org.uk/anti-bullying-week-2024-choose-respect>
- Childline: Offers advice and support to young people who experience bullying, including racist bullying. <https://www.childline.org.uk/>
- Educate Against Hate: A website by the DfE providing resources to help teachers and parents prevent radicalisation and hate, including racism. <https://www.educateagainsthate.com/>
- Kidscape: Put Yourself In My Shoes, a lesson plan aimed at KS1 and KS2 about building empathy.
[Put Yourself In My Shoes KS1 and KS2 Lesson Plan \(kidscape.org.uk\)](https://www.kidscape.org.uk/put-yourself-in-my-shoes-ks1-and-ks2-lesson-plan)
- Show Racism the Red Card: An anti-racism educational charity that uses football to educate against racism and works with children in schools and have an education hub with lots of anti-racism resources. <https://theredcardhub.org/>
- The Economist Educational Foundation: An independent charity that creates teaching resources and events to support the development of news literacy in students around the world. Their recent Topical Talk on the media may help with discussion with older children about misinformation. <https://talk.economistfoundation.org/resources/the-media-information-or-influence/>
- Anna Freud: A mental health charity for children and families. They have lots of guidance for schools, including a guide for teaching a curriculum topic that is linked to race and racism, or for when a potentially traumatic racist incident occurs in the wider world. <https://www.annafreud.org/resources/schools-and-colleges/teaching-curriculum-topics-linked-to-racism-and-handling-racist-world-events/>
- The Black Curriculum: A social enterprise that addresses the lack of Black British history in the UK curriculum and provides educational resources. <https://www.theblackcurriculum.com>
- Friends Families and Travellers: We work to end racism and discrimination against Gypsy, Roma and Traveller people and to protect the right to pursue a nomadic way of life. <https://www.gypsy-traveller.org/teaching-resources/>

Appendix F

Tools and organisations for preventing racism and racist bullying- Organisations who work with school staff and young people

- DARPLE [DARPL – Diversity and Anti-Racism Professional Learning](#)
- Anne Frank Trust: The Anne Frank Trust UK is a charity dedicated to using the life and diary of Anne Frank to educate young people about the dangers of prejudice, discrimination, and hatred. <https://www.annefrank.org.uk/>
- Solutions not Sides: Bringing the voices of Palestinian and Israeli peace builders to British schools <https://solutionsnotsides.co.uk/>
- Bell Foundation: The Bell Foundation aims to overcome exclusion through language education. They focus on supporting EAL learners in schools, providing training for teachers, and conducting research. [The Bell Foundation](#)
- Refugee Education UK (REUK): Supports young refugees and asylum seekers, by providing educational mentoring, advice, and advocacy. [REUK](#)
- Coram Children's Legal Centre: Provides legal advice and representation to children and young people, to ensure they have access to education and support. They promote and protect the rights of children in the UK and internationally in line with the UN Convention on the Rights of the Child. <https://www.childrenslegalcentre.com/about-us/>

Appendix G

Tools and organisations for preventing racism and racist bullying- Other organisations

- The Runnymede Trust: The UK's leading race equality think tank that works to improve race relations and promote social justice. <https://www.runnymedetrust.org>
- The Race Equality Foundation: Promotes race equality in public services, particularly in health and housing, with a focus on children and families. <https://raceequalityfoundation.org.uk>
- Barnardo's – BAME Network: Barnardo's has specific programmes aimed at supporting Black, Asian, and Minority Ethnic children and young people. <https://www.barnardos.org.uk>
- British Refugee Council: Provides support and advocacy for refugees and asylum seekers, including EAL services, to help them integrate and succeed in the UK. [British Refugee Council](#)
- Race on the Agenda (ROTA): Race on the Agenda (ROTA) is a leading social policy think tank in the UK that focuses on race equality and social justice. Established in 1984, ROTA works to challenge structural inequalities affecting Black, Asian, and Minority Ethnic (BAME) communities in London and across the UK. <https://www.rota.org.uk/>
- Traveller Movement: Advocating for and working with Gypsy, Roma and Traveller people to tackle discrimination and promote equality. www.travellermovement.org.uk.

Appendix H

Responding to the child or young person affected

- Consider the immediate welfare of the person who experienced the incident. What support do they need right now?

If there is a child protection concern:

- If proceed in line with the school's child protection procedure.

If there is not a child protection concern:

- Identify a safe space for the child or young people to talk about their experience.
- Tell the child or young person who has experienced racism that you are treating the concern seriously. Acknowledge the distress caused by the incident.
- Consider with the child or young person what they want to happen next (with awareness that racism cannot go unchallenged, even where the person targeted is reluctant to seek a solution).
- Carry out a risk assessment for future incidents.
- Link the child or young person to further sources of support, where available.
- Where possible, keep the child or young person informed about any action taken.
- Plan ongoing supports for the child or young person to ensure that future concerns or incidents are addressed (for example, a follow-up meeting).

Appendix I

Responding to the child or young person displaying racist behaviour

- In line with school behaviour policy, engage with the person who displayed the behaviour.

If there is a child protection concern:

- Proceed in line with the school's child protection procedure.

If there is not a child protection concern:

- Seek to understand the nature of the behaviour through dialogue if possible.
- Provide support to understand the impact of the behaviour. Explain that the behaviour displayed is reflective of racism, and racism is not tolerated in school.
- Consider any further support that the child or young person may need.
- Set out next steps and any relevant consequences in line with school relationships and behaviour policy.
- Carry out a risk assessment for future incidents.

**WE CHOOSE
RESPECT**

**✕ Racism is never okay,
and everyone deserves
to feel safe, respected,
and included.**

CALDICOT CLUSTER SCHOOLS

Informing Parents/Carers

Decide Communication Method

- Phone call for serious or immediate concerns.
- Letter/email for formal documentation.
- Meeting for complex or repeated incidents.



Prepare the Message

Keep tone calm, factual, and supportive:

- What happened (brief summary).
- Actions taken by the school.
- Support offered to the child.
- Next steps (e.g., restorative work, monitoring).



Share Resources

Offer guidance for parents on discussing racism at home and provide links to trusted resources.



Document Contact

Record date, time, method, and parental feedback.



Follow Up

Monitor the situation and update parents on progress or further actions.