



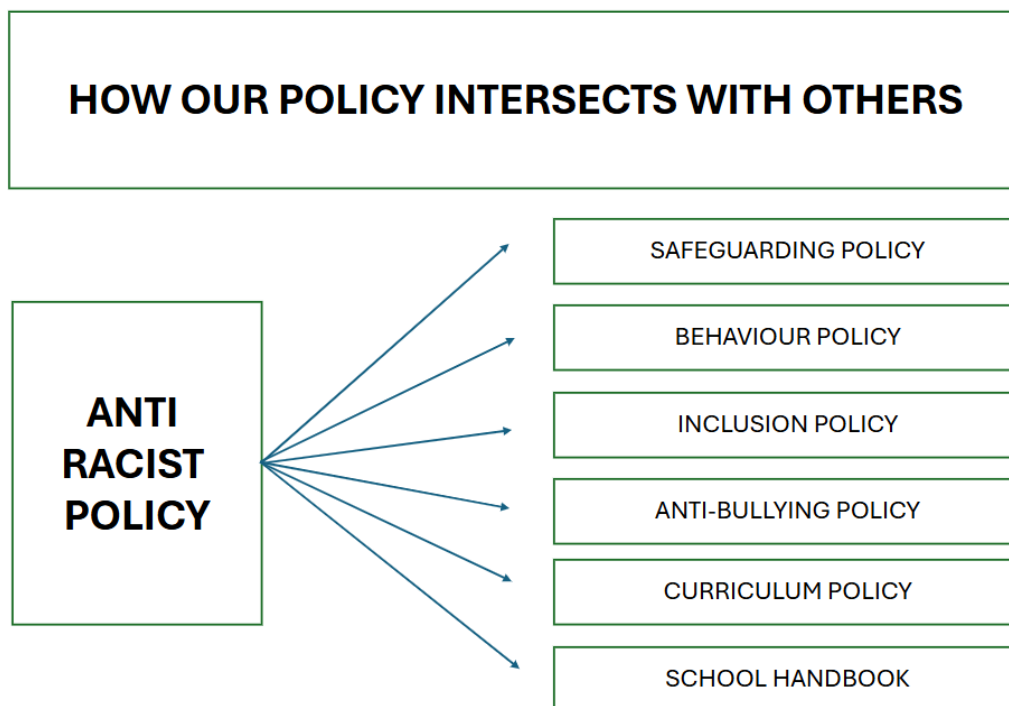
Anti-Racism Policy

Approved by:	Board of Trustees	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	
Policy holders:	A. Toft & L. Webber	

We have carefully considered and analysed the impact of this policy on equality and the possible implications for staff or pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

By shading this box green, we, the policy holders, are confirming that we have read the CMAT Equality Policy and the Equality Act 2010.

A. Related School Policies



B. Introduction

The United Kingdom is a multi-ethnic country and at Chrysalis Multi Academy Trust we are proud to have a diverse pupil and staff population, representing a range of ethnicities. It is essential we take steps to educate our pupils about issues related to racism while highlighting the positive cultural value of a diverse ethnic mix.

Chrysalis Multi Academy Trust will be pro-active in implementing its duties described in the Race Amendment Act 2000 and the Equality Act 2010. The trust will seek to promote racial equality and good race relations, and to eliminate racial discrimination. The trust is committed to identifying and removing discriminatory practices and any form of racism or racist behaviour.

C. Aims of the CMAT Anti-Racism Policy

CMAT aims to promote in the widest sense a happy and nurturing environment in which individuals are appreciated and respected; all pupils and staff are expected to further this objective.

Racism is addressed across the curriculum for example in PSHE, Religious Studies, Assemblies, tutorials & Collective Worship.

CMAT aims to promote race equality and actively tackle racial discrimination within all areas of school life. This includes having a consistent approach to sanctions and consequences when dealing with an incident of racism:

- to challenge racial discrimination, racist behaviour, racist language or harassment, prejudice, and stereotyping, however thoughtless or unintentional.
- to make sure that all students and staff are encouraged and supported to achieve their full potential.
- to provide an environment which respects and values diversity and shows consideration for the traditions, cultures, and religious practices of people from different racial groups and different geographical regions.
- to prevent direct and indirect, overt, and covert discrimination on grounds of race or geographical origin
- to assist in the identification of barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible.

D. Definition of Racism

Racism is a form of bullying and will not be tolerated in CMAT schools. It can be (a) Institutional, (b) Systemic, (c) Structural (d) Individual and (e) Interpersonal, overt, or subtle, intentional, or unintentional.

a. Institutional racism:

- The Stephen Lawrence Inquiry Report defined this as: 'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people.'
- When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.
- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and CMAT recognises the need consciously to challenge such attitudes.
- This can include Micro-Aggressions: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalised group membership.

Policies or behaviours within the school that are intended to discriminate against people from different backgrounds.

E.g., A school leadership team disqualifies candidates during shortlisting based on their names, citing a 'cultural fit' that is actually discriminatory.

b. Systemic racism:

Perpetuated discrimination within a system that was founded on racist principles or practices.

E.g. The school workforce lacks diversity among staff and students, despite training them to service communities from different backgrounds.

c. Structural racism:

Cultural values in a society are so ingrained in daily life that they are seen as 'the way things are.'

E.g. A teacher gives a more severe punishment from the school's behaviour policy to a child from a different background than another child who has behaved in the same manner.

d. Individual racism:

Refers to personal beliefs and attitudes toward other races that affect the way a person treats people from different backgrounds.

E.g., a member of the school community believing in white supremacy, telling, or laughing at a racist joke, sharing a racist post on social media.

e. Interpersonal racism:

This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

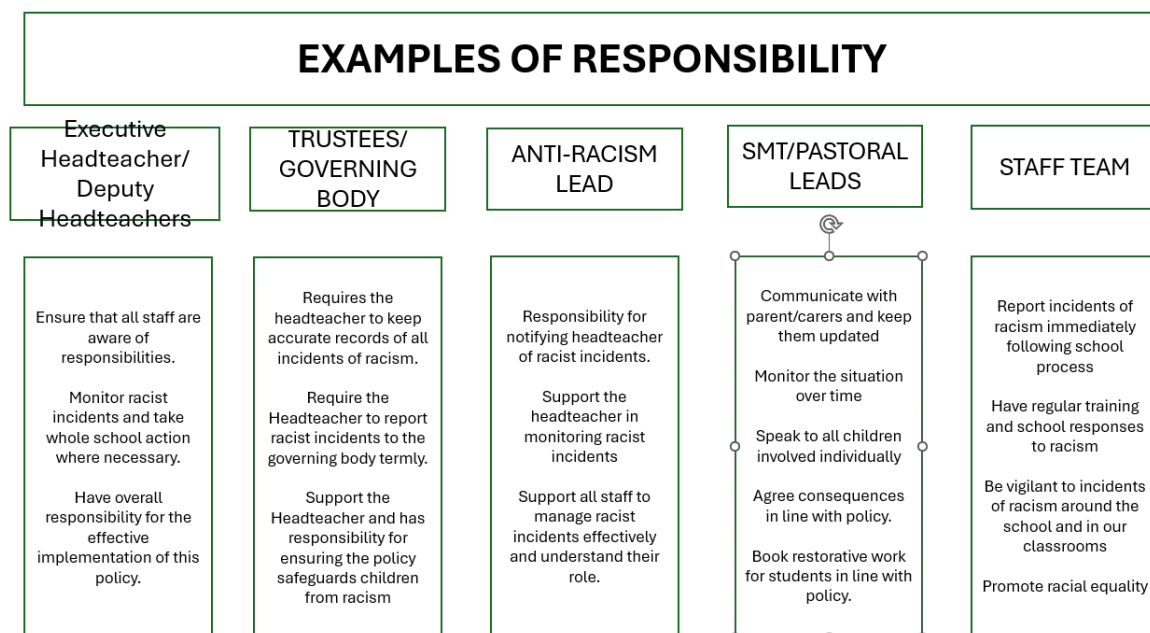
Treating others with discriminatory behaviour that ranges from microaggressions to physical violence.

- Physical assault against a person or group due to their colour, ethnicity, geographical origin, or culture.
- Derogatory name calling, insults, ridiculing and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racists badges or insignia.
- Verbal abuse and threats.
- Incitement of others to behave in a racist way.
- Racist comments within the context of lessons.

E.g., A staff member using slurs or showing aggression toward others from different backgrounds, mistreating others based on the colour of their skin.

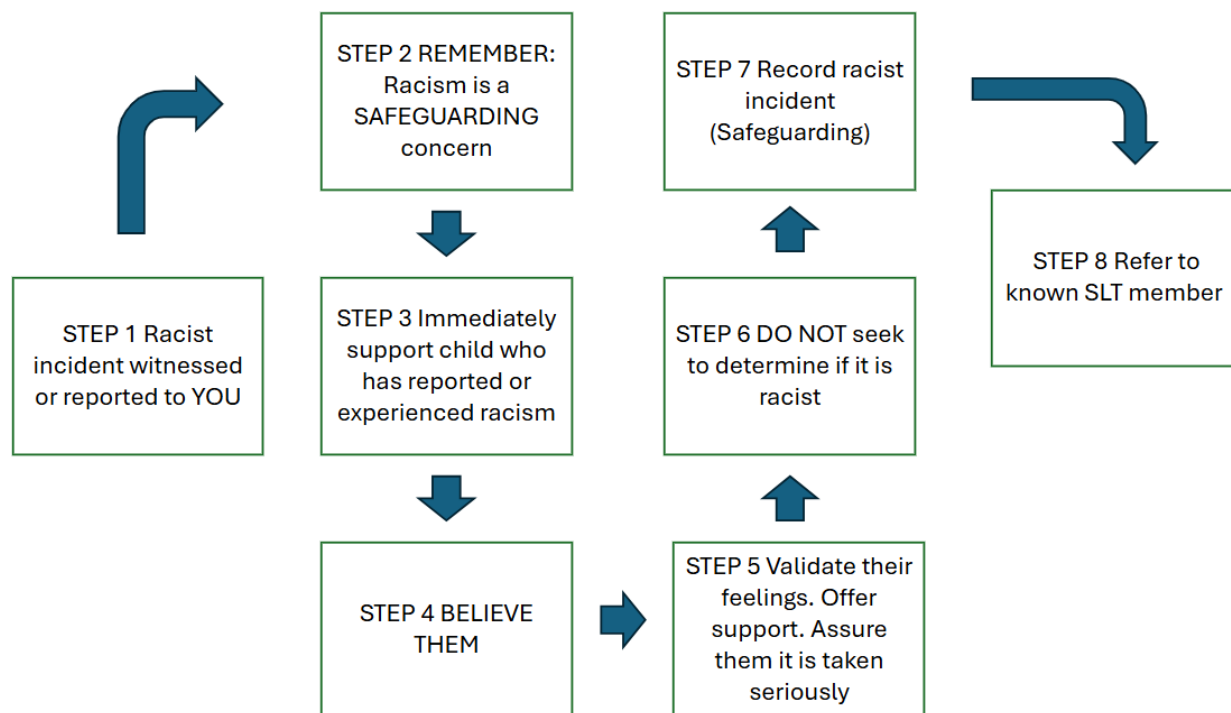
E. Accountability and Responsibility

The Board of Trustees, with the assistance of the Executive Headteacher / Headteacher and Deputy Headteachers, are responsible for ensuring that CMAT schools meet their commitments under the CMAT Anti-Racism Policy. In addition, they will provide any necessary help to staff to keep up to date with any changes in race relations legislation.



F. Action by CMAT when Racism is Suspected or Reported

Alleged incidents of racism should be treated as a racist incident in the first instance and dealt with as such prior to the investigation. A priority is to ensure that the victim of the alleged racism feels heard and supported. We have Incident Report Forms, Witness Report Forms and Racist Incident Forms which can be used to help systematically record incident details as the first part of an investigation. Any incidents of racism will be recorded on CPOMs and treated as a safeguarding incident.



If a member of staff feels they have witnessed or heard a racist incident, they should:

- Speak to the pupil(s) involved immediately if practicable and address the inappropriate behaviour or use of language
- Without delay, report the incident to the relevant pastoral team / phase leader, including the Assistant Head Pastoral and the Deputy Heads of Inclusions and Safeguarding.

If an incidence of racism is proven at Claremont High School, the Deputy Head (Safeguarding) who is the Designated Safeguarding Lead and the Deputy Head (Inclusions) will need to be informed. An appropriate sanction will then be agreed with the Executive Headteacher.

Possible disciplinary action by Claremont High School:

- A C4 as a minimum sanction
- an official warning from the Assistant or Deputy Head (Pastoral or Inclusions) after a sincere apology has been made.
- exclusion from certain areas of school premises and life (such as co-curricular activities).
- in serious cases or where there is repeated racism, exclusion (temporary) from the school for a fixed term.
- continued racist behaviour will be incompatible with staying at the school and permanent exclusion may be used in such cases.

- Any racist behaviour will be followed by restorative and educational work with the perpetrator.

In all cases, parents of both the victim and the perpetrator will be informed.

When informing parents of the victim, staff will communicate the incident in a way that is sensitive, taking into account that families may have experienced generational race related trauma from institutions.

If an incident of racism is substantiated at a primary school within the Trust, the Deputy Headteacher, who is also the Designated Safeguarding Lead, and the relevant Phase Leader(s) must be informed. The Deputy Headteacher will then work with the Headteacher to determine the appropriate consequence.

Possible disciplinary action by primary schools within the Trust:

- A C5 (detention) as a minimum consequence
- an official warning from the Assistant or Deputy Head (Designated Safeguarding Lead) after a proper apology has been made.
- exclusion from certain areas of school premises and life (such as specific areas of the playground / dining hall / school trips / school events).
- in serious cases or where there is repeated racism, exclusion (temporary) from the school for a fixed term.
- continued racist behaviour will be incompatible with staying at the school and permanent exclusion may be used in such cases.
- Any racist behaviour will be followed by restorative and educational work with the perpetrator.

When a pupil is sanctioned for a racist incident, it is important that parents are informed immediately and involved in the process. The incident will also be recorded on CPOMS.

It is important that the views of the victim of the racist incident are considered when considering the outcome of any disciplinary measures taken and following restorative work. It is also important to remember that anyone who has been a victim of a racist incident has the legal right to report it as a crime to the police.

G. Further Information

Further information on racism can be found at these Government websites:

- The Race Relations (Amendment) Act 2000:
<http://www.legislation.gov.uk/ukpga/2000/34/introduction>
- The Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism;
<http://www.srtrc.org/educational>

- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools; <http://www.kickitout.org/359.php>
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity; <http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools>

H. Implementing and Reviewing the Anti-Racism Policy

- New staff will be introduced to the policy during their induction.
- There will be a formal review of the policy every year and any necessary amendments circulated to staff and pupils.
- Pupils will be made aware of the policy as part of the Anti-Bullying Policy a summary of which appear in their pupil planners which are updated each year