



Olga Primary School

Anti-Discrimination Policy

Policy Date: May 2026
Review Date: May 2027

Introduction

The beauty of anti-racism is that you don't have to pretend to be free of racism to be anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And that's the only way forward.

Ijeoma Oluo

1. Safeguarding / Health & Safety

Olga Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all Staff and volunteers to share this commitment. At Olga Primary School we provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child and we strive to provide this within our classrooms.

2. Spiritual, Moral, Social & Cultural (SMSC)

Olga Primary School work to prevent children and young people from developing extreme and radical views by embedding SMSC principles throughout the curriculum. During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our children and young people with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

For more details/information on Safeguarding refer to the following documents:

- Keeping Children Safe in Education (KCSiE) (September 2026).
- Working together to safeguard children (A guide to inter-agency working to safeguard and promote the welfare of children) (July 2018).
- Guidance for safer working practice for those working with children and young people in educational settings (May 2019).
- Safeguarding & Child Protection Procedures at Olga Primary School.

3. Rationale

The main objective at Olga Primary School is to prepare children and young people to meet, live and work with people from different cultural, linguistic and ethnic backgrounds in an atmosphere of tolerance, respect and co-operation. We want every child to reach their full potential in a happy and safe environment. This policy applies to all forms of discrimination on the basis of a person's colour, origin or culture.

4. Aims

Olga Primary School aims to provide a secure and welcoming place for all children and young people in which each person is valued with high self-esteem. We aim to encourage the development of the whole child-body, mind and spirit, providing equal opportunities for all.

This is our policy for dealing with all forms of racist behaviour; where racist language, attitudes and behaviour are positively challenged. Staff and children feel confident and able to

question the use of stereotypes and prejudices. In light of this, racism in any form will not be tolerated. We promote the right to be treated fairly and the right to feel safe.

5. Racial Harassment

Racial harassment is any hostile or offensive action against an individual or group because of their skin colour, ethnic origin, religion or cultural background.

There can be different forms of harassment and abuse:

Categories of Racist Abuse:

- Verbal
 - Derogatory Name Calling.
 - Insults & Racist Jokes.
 - Insulting Slurs.
 - Persistent Teasing.
 - Ridicule of an individual for Cultural differences e.g. Food, Music, Dress etc.
- Physical Assault
 - Hitting or Kicking.
 - Spitting.
 - Taking Belongings.
 - Threats of Violence (In-Direct).
 - Exclusion from Activities and refusal to co-operate.
 - Humiliation.
 - Spreading Nasty Rumours.
 - Racist Graffiti.
 - Provocative Behaviour, such as wearing racist badges or insignia.
 - Bringing to School racist materials such as Leaflets, Comics or Magazines
 - Incitement of others to behave in a racist way.
 - Racist comment within class discussions.
 - Attempts to recruit others to Racist Organisations and Groups

6. Legal Content

- The Equality Act 2010 s. 149
- Intentional harassment is now an offence under The Criminal Justice and Public Order Act 1994.
- A person is guilty of an offence if, with intent they: Use threatening, abusive or insulting words or behaviour, or display any writing, sign or other visible representation that is threatening, abusive or insulting, thereby causing that, or another person, harassment, alarm or distress.
- Olga Primary School is committed to equal opportunities for all and is opposed to all forms of racist prejudice and unfair discrimination.

7. Curriculum

The curriculum is a strong means of addressing racism and promoting equality of opportunity for all children. Within every School experience, racist attitudes, misconceptions and stereotypes are discussed, challenged and addressed. The 'British Values' are reflected in all we do at Olga Primary School and is reflective of the fact that British society is one that is both multi-ethnic and culturally diverse.

The 2014 National Curriculum states that: Schools must 'offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and of society, and
- Prepares pupils at the School for the opportunities, responsibilities and experiences of later life.'

8. Books & Materials

- We will select text and materials that take into account appropriateness in today's multicultural society.
- We will not use any book with myths and stereotypes on which prejudices and hatred feed.
- Materials in School will be examined for racist bias and either withdrawn from use or used as a resource to promote discussion on racism and racist content.
- Positive steps are taken to ensure good practice with regard to the purchase of books and resources, which reflect the multi-racial and culturally diverse society in which we live.

9. Staff

The Headteacher and Leadership Team will draw the attention of all Staff to issues of racism by:

- Putting the issue of racial harassment on the safeguarding agenda for discussion if there has been a highlighted concern.
- Examining School practices and procedures to tackle racism. Drawing upon the advice and experience of others, including other Schools and those with specialist knowledge and experience.
- Agreeing to common strategies to improve our learning environment.

10. Monitoring & Reporting Incidents

- Staff to report all incidents to the Headteacher.
- All incidents are recorded in CPOMS.
- Incidents are reported to the Local Authority.
- Incidents are included in the Headteacher's Report.

11. How the School will respond to Discrimination

Responding to racist, misogynistic, misandrist, homophobic, transphobic, and other forms of discrimination based on a protected characteristic is a safeguarding matter and is underpinned by the teaching standards.

Teachers' Standards: Part Two

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Gov.uk (2021) *Teachers' Standards Overview*. Part Two.

1. Calling In (Not Calling Out)



CONVERSATION



CONTEXT



COMPASSION

To develop a culture at School in which racist and discriminatory language is challenged, it is important to establish a learning environment that is compassionate and where people feel safe to discuss topics such as racism, colonialism, ethnicities, cultures, traditions, LGBTQ+ rights and equality. This can be achieved by establishing a 'Calling In' culture, which should be regularly referred to during assemblies and in lessons.

Examples of Calling In:

Can you explain what you mean by that?

I'm not sure I agree, I think...

Do you understand the meaning of that?

Do you believe that to be the true? Why?

I don't feel comfortable with that language because of the historical context.

I'm not sure that is the right word in this context.

Examples of Calling Out:

You can't say that!

I'm going to report you for that!

That's racist!

I can't believe you just said that!

'Calling In' provides an opportunity for conversation and learning. The context of the conversation is key and the School language guide for race, ethnicity and nationality can help support Staff and pupils with historical and subject contexts. It is important to recognise that not all discriminatory behaviour is intentional. However, it does need to be addressed whether it was intentional or not.

2. Being an Upstander (Students)

Responding effectively to racist jokes safeguards children and Staff members.

A. Immediate action when witnessing discriminatory Jokes or Comments made by a student that are not directed at anyone.

To remain silent when witnessing a racist or otherwise discriminatory joke gives the impression of agreement to, or indifference to racist remarks, slurs, stereotypes or misconceptions.

1. 'Calling In'

- Acknowledge that you have heard the joke or comment that you noticed its discriminatory connotations, naming the language or behaviour (e.g. a racist behaviour).
- Challenge or offer an alternative, addressing possible stereotypes or myths.
- Explain why such language is discriminatory or offensive.
- Explain why the joke is harmful to the School community.
- Explain that you will need to arrange a meeting with the pupil, the pupil's teacher, and Parent/Guardians to explain this.
- Decide whether further actions are required such as a School sanction, depending on the level of intent.

2. Report

- Members of Staff must report the discriminatory incident on CPOMS categorising the incident under racist, homophobic, transphobic or misogynistic/misandric. If there is not a suitable category, it should be named in the incident box.

- Safeguarding Leads with support from members of Staff must identify whether discriminatory behaviours are repeated by the same pupils. Repeated behaviour shows intent and therefore further action is needed.
- Safeguarding Leads with support from members of Staff must identify incidents of repeated types of racist or discriminatory behaviour. Such repetition demonstrates further need for antiracist education or education about other forms of discrimination.

3. Inform Parent(s)/Guardian(s)

- Ensure Parents/Guardians are aware of this behaviour so that they can further support with conversations at home. Parents/Guardians may be surprised to hear about this behaviour. Make sure that you outline how the School is supporting well-being.
- A Parent/Guardian may not consider the incident to be serious. This demonstrates a need for Parent/Guardian communication and workshops to share the School values, Policies and Procedures.

B. Immediate action when witnessing discriminatory Jokes or Comments made by a student that are directed at an individual or group.

1. 'Calling In'

- Acknowledge that you have heard the joke or comment that you noticed its discriminatory connotations, naming the language or behaviour (e.g. a racist behaviour).
- Challenge or offer an alternative, addressing possible stereotypes or myths.
- Explain why such language is discriminatory or offensive.
- Explain why the joke is harmful to the School community.
- Explain that you will need to arrange a meeting with the pupil, the pupil's teacher, and Parent/Guardian to explain this.
- Follow the School's behaviour policy for an appropriate sanction as intent was clear.

2. Support

- If the pupil or group of pupils are present, invite them to speak with you to offer support and to find out if anything else has happened previously.
- Ask the pupils what they would like to happen next. Do not force the pupils to confront the individual who made the racist or discriminatory joke to restore the situation unless this is something they would like, as it can lead to further trauma.
- Explain to the pupils what your next steps are and ensure they feel safe in knowing that the situation is being appropriately dealt with.
- Monitor the pupils' wellbeing and check in with them.

3. Report

- Members of Staff must report the discriminatory incident on CPOMS categorising the incident under racist, homophobic, transphobic or misogynistic/misandric. If there is not a suitable category, it should be named in the incident box.
- Safeguarding Leads with support from members of Staff must identify whether discriminatory behaviours are repeated by the same pupils. Repeated behaviour shows intent and therefore further action is needed.
- Safeguarding Leads with support from members of Staff must identify incidents of repeated types of racist or discriminatory behaviour. Such repetition demonstrates further need for antiracist education or education about other forms of discrimination.

4. Inform Parent(s)/Guardian(s)

- Ensure Parents/Guardians are aware of this behaviour so that they can further support antiracist actions with conversations at home. Parents/Guardians may be surprised to hear about this behaviour. Make sure you outline how the School is supporting well-being.
- A Parent/Guardian may not consider the incident to be serious. This demonstrates a need for Parent/Guardian communication and workshops to share the School values, policies, and procedures.

C. Immediate action when witnessing discriminatory Jokes or Comments made by a Member of Staff (Direct and Indirect)

To remain silent when witnessing a racist or otherwise discriminatory joke gives the impression of agreement to, or indifference to racist remarks, slurs, stereotypes or misconceptions.

1. 'Calling In'

- Acknowledge that you have heard the joke or comment that you noticed its discriminatory connotations, naming the language or behaviour (e.g. a racist behaviour).
- Challenge or offer an alternative, addressing possible stereotypes or myths.
- Explain why such language is discriminatory or offensive.
- Explain why the joke is harmful to the School community.
- Explain that you will need to arrange a meeting with the headteacher to explain this.

2. Report

- Any discriminatory behaviour must be reported to the Headteacher, Pastoral Lead or the EDI Lead.
- Members of Staff must report the discriminatory incident on CPOMS categorising the incident under racist, homophobic, transphobic or misogynistic/misandrist. If there is not a suitable category, it should be named in the incident box.
- Safeguarding Leads, the EDI lead, the headteacher and governors must decide on further action.

3. Inform Parent(s)/Guardian(s) (if child is involved)

- Ensure Parents/Guardians are aware of this incident so that they can further support with conversations at home.

D. Immediate action when witnessing discriminatory Jokes or Comments made by the Headteacher (Direct and Indirect)

To remain silent when witnessing a racist or otherwise discriminatory joke gives the impression of agreement to, or indifference to racist remarks, slurs, stereotypes or misconceptions.

1. 'Calling In'

- Acknowledge that you have heard the joke or comment that you noticed its discriminatory connotations, naming the language or behaviour (e.g. a racist behaviour).
- Challenge or offer an alternative, addressing possible stereotypes or myths.
- Explain why such language is discriminatory or offensive.
- Explain why the joke is harmful to the School community.
- Explain that you will need to arrange a meeting with Chair of Governors.

2. Report

- Any discriminatory behaviour must be reported to the Chair of Governors.
- Members of Staff must report the discriminatory incident on CPOMS categorising the incident under racist, homophobic, transphobic or misogynistic/misandrist. If there is not a suitable category, it should be named in the incident box.
- Safeguarding Leads, the EDI lead, the headteacher and governors must decide on further action.

3. Inform Parent(s)/Guardian(s) (if child is involved) Ensure Parent/Guardians are aware of this incident so that they can further support with conversations at home.

E. Immediate action when witnessing discriminatory Jokes or Comments made by a parent (Direct and Indirect)

To remain silent when witnessing a racist or otherwise discriminatory joke gives the impression of agreement to, or indifference to racist remarks, slurs, stereotypes or misconceptions.

1. 'Calling In'

- Acknowledge that you have heard the joke or comment that you noticed its discriminatory connotations, naming the language or behaviour (e.g. a racist behaviour).
- Challenge or offer an alternative, addressing possible stereotypes or myths.
- Explain why such language is discriminatory or offensive
- Explain why the joke is harmful to the School community.

- Explain that you will need to arrange a meeting with the headteacher to explain this.

2. Report

- Any discriminatory behaviour must be reported to the Headteacher, Pastoral Lead or the EDI Lead.
- Members of Staff must report the discriminatory incident on CPOMS categorising the incident under racist, homophobic, transphobic or misogynistic/misandrist. If there is not a suitable category, it should be named in the incident box.
- Safeguarding Leads, the EDI lead, the headteacher and governors must decide on further action.

3. Inform Parent(s)/Guardian(s) that this discriminatory behaviour has been reported and logged.