



**St Peter's Eaton Square CofE. Primary School  
Anti Racism Policy 2025**

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**Policy Review:**

<b><u>Policy agreed on:</u></b>	<b><u>02.04.2025</u></b>
<b><u>Policy agreed by:</u></b>	<b>Full Governing Body</b>
<b><u>Next review date:</u></b>	<b><u>February 2026</u></b>



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## Background and Context

Developing and implementing an anti-racism school approach can have a number of benefits for school environments:

- Increasing confidence and raising self-esteem – an environment that celebrates difference and focuses on belonging creates an ideal environment to develop an anti-racist school environment. People (pupils, parents, staff and other partners) are more confident when they feel appreciated and understood.
- Improving recruitment and retention of staff – a commitment to antiracism fosters a welcoming and respectful atmosphere where all staff feel valued, regardless of race. This sense of belonging attracts diverse candidates who seek equitable workplaces.
- Improving wellbeing and positive mental health - promotes a culture of belonging, reduces harmful stressors, supports empowerment, and provides the social connections necessary for positive mental health outcomes. Research<sup>[1][2]</sup> consistently shows that these factors significantly contribute to improved well-being for both pupils and staff.

Our position statement has been developed with support and input from staff and pupils at St Peter's Eaton Square Primary School and reflects our school's broader Christian Vision and Values. At St Peter's Eaton Square we adopt the account of the Good Samaritan found in the gospel of St Luke (Luke chapter 10) to demonstrate our expectation within the school community. We believe that this position statement strengthens that vision as it emphasises the need for; justice, inclusion and promoting and protecting the wellbeing of all members of the school community regardless of who they are.

## Key Principles

*"Schools shouldn't worry about 'looking' antiracist. They should BE anti-racist."<sup>[3]</sup>*

Using a whole school approach to building an anti-racist school environment ensures the crucial role education has when challenging the 'normalisation' of racism in society at large. We recognise that this is an ongoing commitment. We have developed a anti-racist school environment action plan which seeks to provide evidence of our commitment. This action plan will be reviewed regularly and expanded to respond to emerging needs, issues and progress. The key principles of our approach are:-

Key Principle:	What we will achieve:
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Leadership	The leadership model shows a commitment to anti-racist values and a whole-school approach to race equality.
Teaching and Learning	The curriculum is used to challenge race inequality, promote cultural inclusion, and address the impact of racism and discrimination.
Power and Voice	In our school, we listen to and value all voices. Staff from the global majority feel valued and safe and parents feel that their lived experience is respected.
Wellbeing and belonging	All our pupils feel a sense of belonging and that their wellbeing is a priority. We understand that there is a clear link between racism and wellbeing
Community	Our school community understands issues (historic and current) experienced within the local community and where appropriate we will use our influence and agency to support campaigns led by cultural communities in the local area.

### Policies and Incidents

To be an anti-racist school, our policies and curriculum actively address racism and racial discrimination. We incorporate diverse perspectives and challenge colonial narratives. We stay responsive to emerging issues, ensuring our pupils are part of current conversations. Our monitoring of attendance, attainment, and progress includes racial analysis to address gaps effectively. Research<sup>[4]</sup> undertaken in 2016, using eye-tracking technology found pre-school teachers were more likely to closely observe black children (black boys in particular) compared to white children when challenging behaviour was 'expected'. Racial analysis seeks to identify possible themes, such as these, when monitoring school data, to reduce the likelihood of implicit bias (whether conscious or unconscious) amongst people who usually hold 'power' in a school environment (ie school staff).

Racist incidents at St Peters are rare but always recorded. We review reports to identify patterns that need action or investigation. We stay alert and don't ignore issues. We know children are learning and may make comments based on stereotypes, so it's important to respond in a way that helps everyone learn and grow.



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## Hearing the Voice of our Pupils

Our pupils have told us what it 'feels' like to attend St Peter's Eaton Square. They have given us ideas about how we can further celebrate diversity which will be included in our anti-racist school environment action plan. For example, child A suggested 'a culture day'. This was further explored by child B suggesting 'a week where each day we focus on a certain country..... so we learn about the history, then what the country is like.....then eat the food from that country at lunch time.....'. All the children in the focus group described St Peter's as an environment that felt 'safe' where their family culture is 'celebrated'. Pupils were also able to explore what 'home' meant and some children described sadness about not living in their country of origin.

Orlene Badu<sup>[5]</sup> suggests that children in an 'antiracist environment' will be confident and feel safe enough to share, challenge and explore their learning. We at St Peter's Eaton Square are committed to ensuring this is achieved using the framework '*what will children be saying*'.

Principle	Expected characteristics
Equity/Justice	Children will feel heard and seen, knowing they have agency
Inclusion	Groups or individuals will not feel that they are not reflected in discussions/ learning
Wellbeing	The discussions/ learning will reflect the positive wellbeing of all children
Voice	The voice of the children will be highly regarded by all



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Respect	All children will respect the diverse voices in the classroom
Power	The teacher's voice will not overtake that of the pupil and their experiences

These principles will underpin our action plan and will be used to evidence positive outcomes regarding our ongoing journey to achieve and maintain an antiracist school environment for everyone in the the St Peter's Eaton Square community.

### Research that supports this policy:

[1] Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023),

[2] Franco, K., Baumler, E., Torres, E.D. et al. The link between school climate and mental health among an ethnically diverse sample of middle school youth. *Curr Psychol* 42, 18488–18498 (2023).

[3] This quote is from the Anna Freud Centre's survey on racism and mental health. A total of 796 respondents aged 13 to 20 completed the survey between 23rd September and 11<sup>th</sup> October 2021.

[4] Gilliam, W.S., Maupin, A.N., et al. (2016) A research Study Brief: Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behaviour Expectations and Recommendations preschool Expulsions and Suspensions? Yale Child Study Center

[5] Badu, O. (May 2023). *How to Build your Antiracist Classroom*. Corwin UK.