

1. Purpose and Legal Framework

This policy addendum outlines how the school promotes racial equality and addresses incidents of racial discrimination in line with the Equality Act 2010. It reflects our school values and links to the following school policies:

- Behaviours for Learning
- Anti-Bullying
- Single Equality

Equality Act 2010 Race Discrimination Definition as defined by the Equality and Human Rights Commission:

'Race can mean your colour, nationality (including your citizenship), or your ethnic or national origins which may not be the same as your current nationality. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group may include people of more than one ethnic or racial identity, e.g. Black Britons, British Asians, British Jews, British Sikhs, Romany Gypsies, and Irish Travellers.'

2. Our School Values in Action

At Moorfield Primary School, we reflect the Equality Act 2010's protections around race through the way we treat pupils, staff, and families. We take responsibility for fostering a respectful and inclusive environment, where everyone feels safe and valued. With compassion and thankfulness, we appreciate each individual, and we persevere in building a school community rooted in fairness and mutual respect

Our commitment to equality is grounded in the values we teach and uphold every day. These values shape how we treat each other, resolve conflict, and promote respect and inclusion.

School Value	How it Supports Equality
Responsibility	We take ownership of our behaviour and speak up when something is wrong. We respect others' backgrounds and identities.
Thankfulness	We value the different experiences, cultures and contributions in our school. Diversity is a strength.
Compassion	We act with kindness and understanding. We recognise that others may face challenges we haven't.
Perseverance	We commit to learning and improving. We keep trying to build a fair and inclusive community for everyone.

3. What Equality Looks Like in Practice

Inclusive Curriculum

We are committed to delivering an inclusive curriculum that reflects and celebrates diversity through carefully chosen texts and themes. We believe that children should see both themselves and others in the books they read - acting as mirrors to reflect their own experiences and windows into lives different from their own. Our curriculum is thoughtfully designed to promote belonging. By balancing stories of extraordinary achievements with those that celebrate everyday lives, and by exploring the lives of a diverse range of individuals and fostering curiosity and an appreciation of change, we ensure all children feel seen and valued just as they are. Such inclusion ensures that every child can see themselves positively represented in their learning environment.

Challenging Racism

All staff understand the importance of responding quickly and effectively. Children are encouraged to speak up if they witness or experience any derogatory comments or inappropriate language. Staff intervene promptly and supportively to resolve issues and educate all involved – see section 4.

Representation and Belonging

We strive to create a school environment where all pupils feel they belong. Our books, and learning resources include diverse authors, characters and role models from many ethnic backgrounds. This representation fosters pride and self-worth in children from all groups, while promoting understanding and respect among their peers.

Respectful Communication

Teachers and staff model respectful and inclusive language, demonstrating kindness and empathy in all interactions. Children learn through age-appropriate PSHE lessons and SMSC assemblies about diversity and equality and explore themes of fairness, empathy, and celebrating differences, which support positive relationships and a respectful school culture.

4. Responding to Racist Incidents: A Restorative Approach

Step 1: Immediate Response

- Prioritise the safety and wellbeing of all pupils involved.
- Calmly separate those involved to prevent further distress.
- Listen carefully to the child affected and reassure them that racism is not tolerated.
- Ensure the child feels heard, supported, and safe from the outset.
- Support the affected pupil in expressing their experience and feelings.
- Speak individually with the pupil who caused harm to explore their perspective and impact of their actions.

Step 2: Record and Report

- Record the incident factually and in detail (who, what, when, where, and any witnesses).
- Follow the school's behaviour and anti-bullying policies to ensure appropriate action.
- Inform parents or carers once the facts are established.

Step 3: Restorative Process

- Facilitate a guided restorative conversation (when safe and appropriate) to help rebuild relationships and agree on steps to move forward.

Step 4: Education and Reinforcement

- Engage the pupil who caused harm in appropriate 1-1 activities promoting awareness of respect and diversity (e.g. stories, discussions, or mini-projects)
- Use whole-class PSHE/SMSC time to reinforce messages of kindness, empathy, and inclusion.

Step 5: Follow-Up and Monitoring

- Monitor the wellbeing of all pupils involved in the days and weeks that follow.
- Provide additional support through the school pastoral team if required.
- Maintain regular communication with families to keep them informed and involved.

Step 6: Review and Reflection

- School leadership team reviews incidents and outcomes to identify patterns or areas for improvement.
- Keep records in line with incidents of prejudice.
- Staff reflect on how to improve prevention strategies, training, and overall school culture.

5. Working with Families and the Community

We recognise that the partnership between school and families is essential to fostering an inclusive and respectful environment. When racial issues arise, we maintain open and honest communication with parents and carers, providing information and support as needed. Our school actively welcomes families to share their cultures and perspectives, enriching the school community through events, projects, and opportunities to participate in school life. We ensure that all families feel valued and listened to, addressing any concerns about equality promptly and respectfully.

We believe every person is equally valuable and deserves respect and kindness. We encourage everyone to be responsible for their behaviour, to speak up against unfair treatment, and to show compassion to others. When mistakes happen, we see them as opportunities to learn and grow, helping us build a stronger, more inclusive school for all.

6. Monitoring and Review

This addendum is reviewed annually by senior leaders and governors to ensure it remains effective and relevant. Racist incidents are monitored, and any trends or concerns are analysed to inform school improvement. Curriculum content, staff training, and resources are regularly reviewed to maintain inclusive representation and foster understanding. We also publish our equality objectives publicly in compliance with the Public Sector Equality Duty, demonstrating our ongoing commitment to equality.