



NOTRE DAME HIGH SCHOOL

ANTI-RACISM POLICY

(To be read and reviewed in conjunction with the Reasonable Adjustment Policy and Equality Duty)

1. Statement of Intent

The school opposes all forms of racism and discrimination and is committed to fostering an environment where every member of the school community is respected, valued, and supported. We believe that all students are unique and of equal worth regardless of colour, culture, ethnic origin, faith, or any other difference. Our school aims to create an inclusive and welcoming environment that celebrates diversity and promotes equality.

Notre Dame High School is committed to creating a culture where everyone is treated with dignity, respect, and equity. We recognize that it is not enough to simply reject racism—we must actively challenge it. *It is not enough to just be anti-racist; we must be allies.* This means standing alongside those who experience racism, amplifying marginalised voices, and working collectively to dismantle systemic barriers. Through this policy, we affirm our responsibility to foster an environment where inclusion, accountability, and justice are embedded in all that we do.

2. Governance and Leadership

- The governing body, sub-committees, and interview panels should, wherever possible, reflect racial and cultural diversity.
- The governing body will actively seek to recruit governors from minority ethnic backgrounds and encourage them to play a key role in policy development and personnel decisions.

3. Recruitment, Retention and Professional Development

- Recruitment and appointment procedures will not disadvantage any applicant or staff member on the grounds of colour, culture, ethnic background, or any other protected characteristic.
- Person specifications, interview questions, and selection criteria must be inclusive and non-discriminatory.
- Professional development opportunities, including performance management, will support the career progression of staff from all ethnic groups.
- All staff will receive regular training to raise awareness of racism, unconscious bias, and cultural sensitivity.

4. Curriculum and School Culture

- The curriculum will prepare students for life in a multi-cultural, multi-ethnic, and multi-faith society.
- Subject areas will actively promote respect for diversity and encourage open dialogue about cultural heritage and identity.
- Religious Education and wider curriculum activities will support engagement with different faiths and cultural traditions.
- Bilingualism and the use of multiple languages will be celebrated as an asset, supporting students' self-esteem and learning.

- The school will actively celebrate cultural diversity through events, displays, assemblies, and inclusive practices.

5. Monitoring and Data

- Monitoring of student progress, behaviour, and attendance will be used to identify and address any disparities, ensuring that all students fulfil their potential.
- Assessment of student progress must be fair, valid, and free from bias.
- Information will be shared with parents and carers through appropriate channels, including the school website.

6. Responding to Racist Incidents

6.1 Commitment

- The school has a **zero-tolerance approach** to racism.
- All incidents will be taken seriously and dealt with promptly, fairly, and consistently.
- Support will be provided to any person experiencing racial discrimination.

6.2 Recording and Monitoring

- All racist incidents will be recorded using CPOMS.
- Records will include details of the incident, actions taken, and follow-up support.
- Data will be reviewed regularly to identify patterns and inform preventative work.
- This includes a termly headteachers report that goes to our Academy Board and the Multi-Academy Trust School Improvement directors

6.3 Investigation and Support

- Students involved in any reported incident will be interviewed by appropriate pastoral or senior staff.
- The person targeted by the incident will be supported throughout the process.
- Where appropriate, restorative conversations and reconciliation will be offered — only with the agreement of the person affected.

7. Sanctions and Interventions

Sanctions and interventions will be applied in line with the school's Behaviour Policy. Possible actions include:

1. Verbal reprimand
2. Service to the school community/withdrawal of privileges
3. Letter to parents/carers
4. Isolation from class
5. Meeting with parents/carers and a member of the Senior Leadership or Pastoral Team
6. Detention (lunchtime or after school)
7. Fixed-term or permanent exclusion for serious or repeated incidents
8. Restorative work, including counselling and education on the impact of racist behaviour
9. Anti-Racism module to be completed in internal provision such as the Lodge
10. Formal apology following appropriate reflection and guidance
11. Reconciliation where appropriate and agreed by the person targeted.
12. Reporting to external and partner agencies including the police when appropriate

8. Promoting Positive Attitudes and Representation

- Staff and students will be supported to develop a positive attitude towards people of all ethnic and cultural groups — both within and beyond the school community.

- Governors and staff will actively seek opportunities to broaden students' experiences and understanding of diversity.

9. School Environment

- The school will present an inclusive and welcoming image through displays, communications, and the promotion of students' work.
- Representation of different cultures and communities will be embedded in the physical and virtual environment to reinforce the school's inclusive ethos.
- Assembly and form time curriculum including assemblies on Black History Month, Holocaust Memorial Day and the Shoah service delivered annually to all Y9 students

Policy Review:

This policy will be reviewed annually or sooner if required, in response to updates in statutory guidance, equality legislation, or safeguarding procedures.

Linked Policies:

- Reasonable Adjustment Policy
- Equality Duty
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy

Review Date: October 2025

Next Review: September 2026

Reviewed by: Local Academy Committee