

Bishop Ullathorne Catholic School

Anti-racism/Colourism

Policy & Guidance

2025

Policy last reviewed:

Reviewed by: Chair of Governors and Governing body

Agreed by governors: Summer 2025

Shared with staff: Summer 2025

Frequency of review: Two yearly

Date of next review: **Summer 2027**

Introduction

All students at Bishop Ullathorne have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression, abuse or inequality on racial grounds. Parents should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved.

In addition, protecting students from the risk of radicalisation is also part of the school's wider safeguarding duties. We will actively assess and monitor the risk of students being radicalised and drawn into extremism.

Staff will be alert to changes in students' behaviour which could indicate that they may be in need of help or protection. Staff will use their professional judgement to identify students who may be at risk of radicalisation and act appropriately – which may include making a referral to the Channel programme.

Bishop Ullathorne Mission Statement

Our Mission is to be an active Christian community of love and service, where all feel they belong and are valued. We will help each other to recognise the gifts of God within us, to search for excellence and to foster the development of our true self.

Definition of racism

Racism is when a person has been abused, harassed, excluded or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity. This discrimination does not need to be a repeated incident to be classified as a racist event.

Definition of Stereotyping

Inferring characteristics, actions, or beliefs about an individual based on a system of beliefs about typical characteristics of members of a given ethnic group, their status, societal and cultural norms.

Definition of Microaggressions^{1 and 2}

Subtle statements and insults directed against people in marginalized groups representing a subtle form of bias or discrimination. Deniable acts of discrimination on the basis of false or pathological stereotypes about marginalized groups.

Definition of Implicit/Unconscious Bias

Attitudes, stereotypes and associations held by an individual about members of a group that are not within the individual's explicit or conscious awareness. Unconscious bias and implicit bias are interchangeable terms. Unconscious bias has the ability to affect an individual's behaviour without their realisation.

Definition of Colourism³

Bias due to the privileging of light over dark skin and the preference for certain physical attributes that appear to be White.

Definition of Colour Evasiveness⁴

The racial ideology of denying the significance of race and refusing to acknowledge race.

“So God created mankind in his own image, in the image of God he created them; male and female he created them” Genesis 9:6

Categories of racist or colourist behaviour

- Physical assault against a person or group because of colour and or ethnicity
- Racist graffiti
- Provocative behaviour, e.g. racist badges
- Bringing racist material, such as leaflets, into school
- Verbal abuse and threats including name-calling, insults and racist jokes
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion in lessons
- Ridiculing an individual or group for cultural differences
- Refusal to co-operate with others because of their ethnic origins
- Posting any racist comments online.
- Socially excluding an individual or a group of people on the basis of race or ethnicity.
- Making comments that are micro-aggressions or rely on perceived stereotypes about race or ethnicity.
- Physical abuse, verbal abuse, or social exclusion based on skin colour, particularly among individuals that are members of the same ethnic group.
- Denying the significance or refusing to acknowledge an individual's race.

Good practice

- Our school community recognises and nurtures the identity of students of all races and cultures
- Our school community recognises and nurtures the diversity of identity and beliefs that exist within cultural groups
- Our school strives to develop positive anti-racist and anti-colourist language, awareness, images and strategies in order to create policies, practice and an environment which reflect that all people are equally valued and that no harassment will be tolerated
- Our school will be proactive in celebrating achievements, of individuals and groups of all ethnic backgrounds. All students need to see and share a range of cultures which we positively value
- Through appropriate CPSHE, school assemblies and curriculum, students will be shown that racism, microaggressions, stereotyping, colourism and unconscious bias in any form, is unacceptable.
- Through appropriate CPSHE, school assemblies and curriculum, students will be taught about the various forms that racism can take, its impact, and how to identify and avoid behaviours that are rooted in microaggressions, stereotyping, colourism, and unconscious bias
- Our school will strive to understand and celebrate various cultures within its community

“There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.” Galatians 3:28

The role of the staff

- All staff will take care to avoid using speech or actions that can be deemed as racist, microaggressive, stereotyping or colourist

- All staff, teaching and non-teaching should be vigilant in class and in the playground at all times, in order that racist behaviour does not go undetected.
- All staff should take action as soon as possible and ensure that all interaction is carried out privately, i.e. away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling students as 'racist' and 'victim' – after an incident both students may need support to rebuild or reinforce self-image and esteem.
- All reports of racist incidences must be recorded on CPOMs which will alert specific members of the SLT. All racist incidences will be logged on CPOMs. The school will contact the parent/carers of the students involved. A suitable consequence or next steps will be discussed with all parties involved.
- Information relating to all incidences of verbal racism do not need to be sent to the local education authority. However the school collects this data to monitor patterns and trends using CPOMs.
- All staff will understand and acknowledge that unconscious bias exists. Furthermore, all staff will work towards continually evaluating and counteracting these existing biases within themselves.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all students. These could include: -

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all students in our multicultural society
- Critically examining existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated
- Developing global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence
- Exploring with students at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice
- Encouraging co-operative and collaborative approaches to learning and ensuring that students' cultural and linguistic experiences are reflected and built upon positively in the classroom
- Building positive links with community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- Having high expectations of students of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.

“Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you” Ephesians 4:32

Unconscious Bias

Bishop Ullathorne is dedicated to creating classroom environments where all students feel accepted, included and involved in their own learning. Staff at Bishop Ullathorne will strive to practise:

Child-centred teaching

- Listening for student voices to ensure that each student can contribute to classroom life.
- Encouraging students to learn from and help each other.
- Promoting responsibility and belonging for each student.

Cultivating diversity:

- Providing a challenging curriculum and high expectations for all students.
- Drawing from every student's life
- Having high expectations and rigorous standards for all students.

Classroom relationships:

- Supporting every student's learning to ensure trust develops, so that each student believes that they can succeed at high levels
- Promoting understanding and caring among students in a climate free of bullying.

Caring classroom environments:

- Teaching social skills so that students can care for one another
- Teaching how to live with one another, to solve problems together and show respect for each other by following the Ullathorne Way

The role of the student

- All students should treat each other with respect. They should treat each other as they would like to be treated. We are all students of God.
- All students should adhere to our school's Code of Conduct (see Behaviour Policy). A student who perceives themselves to be the victims of racism, and students who witness incidents of racism have a responsibility to report this.
- Students should ask for help from staff in defusing a difficult situation. They should not retaliate, but should ask for help from staff.
- Students should reflectively engage in lessons about racism, microaggressions, stereotyping, unconscious bias, and colourism and apply the substance of these lessons to their own behaviour

“Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.” Colossians 3:13

The role of the parent

- Parents/carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school or in the wider community
- Parents/carers of a student who is responsible for racist conduct are encouraged to play an active role in dealing with it.

The role of the Governors

Our Governors are responsible for our Anti-racism policy and for ensuring that it is regularly monitored and reviewed.

Our Governing body will:

- support the Headteacher and staff in the implementation of this policy
- be fully informed on matters concerning racism
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- hold a governors panel when needed in line with the schools behaviour and Anti-bullying policy.

“A new command I give you: Love one another. As I have loved you, so you must love one another.” John 13

Appendix A



Procedures and Implementation

No member of staff should ignore any form of racist behaviour anywhere in the school. It should be explained why this behaviour is unacceptable. (Also see Anti- Bullying Policy).

All incidents of racist behaviour by anyone in the school should be reported to the Key Stage Leader and Designated Safeguarding Lead and recorded on CPOMS under the subheading 'racist incidents' and assigned to the child protection team and appropriate pastoral staff.

Students who have carried out racist actions or used racist words should be referred to the Deputy Headteacher. It is important that suitable consequences are given and behaviour and attitudes are addressed through education.

The curriculum must aim to:

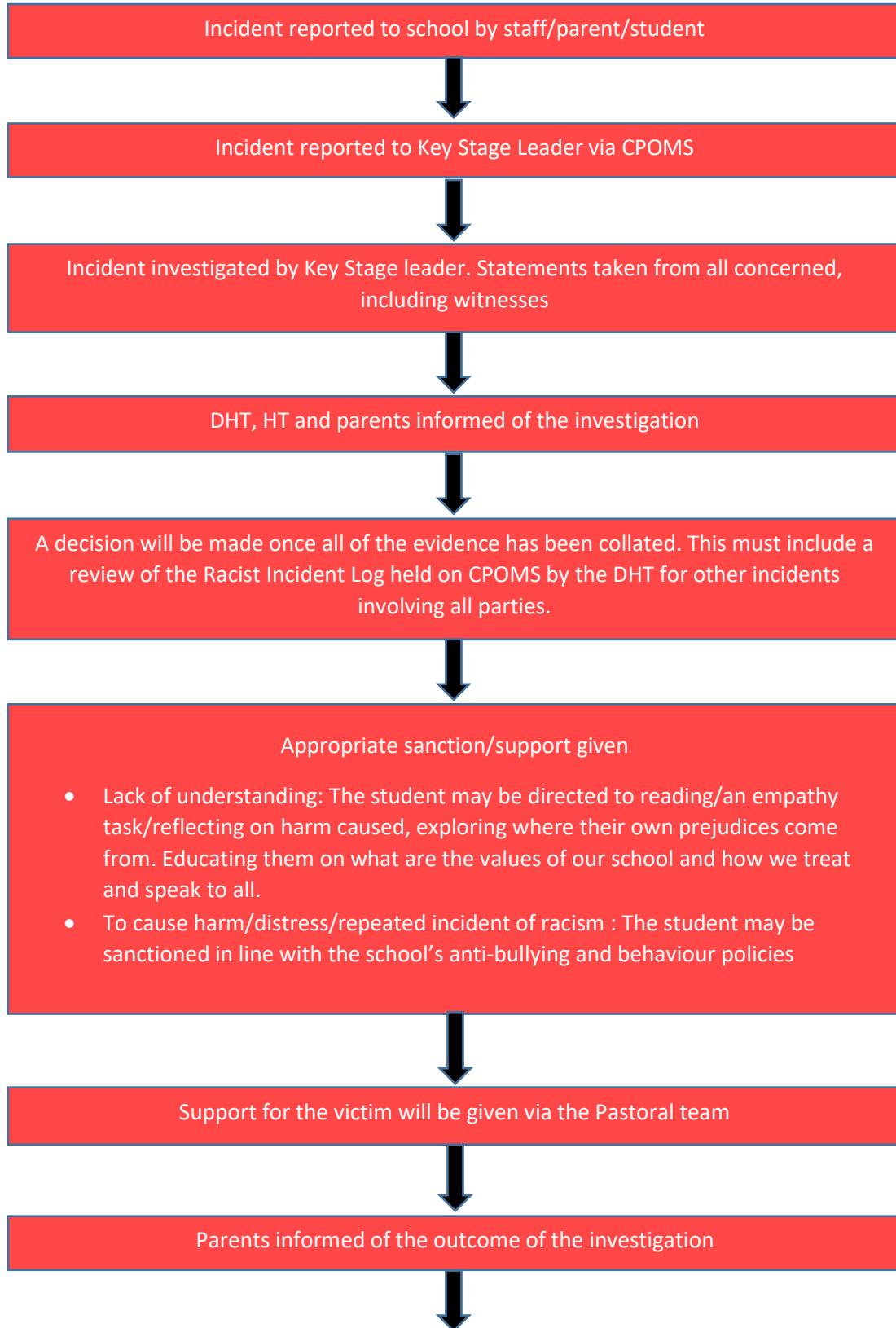
- Promote a positive self-image
- Use opportunities to celebrate the richness and diversity of different cultures
- Present a variety of cultures to create an understanding of and interest in those different cultures and societies
- Use opportunities in assemblies, CPSHE and tutor time to deal with issues of prejudice
- Celebrate festivals and develop a multi-cultural understanding.
- Endeavour to show the contributions and influences of various ethnicities, races, and cultures within each subject area
- Embody the spirit of the adage 'children cannot be what they cannot see' in regards to representation of various ethnicities, races, and cultures.

Resources should:

- Reflect that we are a diverse community containing many ethnic groups
- Present positive images of people from ethnic minority groups and avoid racial stereotyping
- Present a balance world perspective and an unbiased view of social and economic relations to the world.
- Show representations of various ethnicities, races, and cultures as subject specialists and professionals

Appendix B

Procedure for dealing with alleged racist incidents involving students



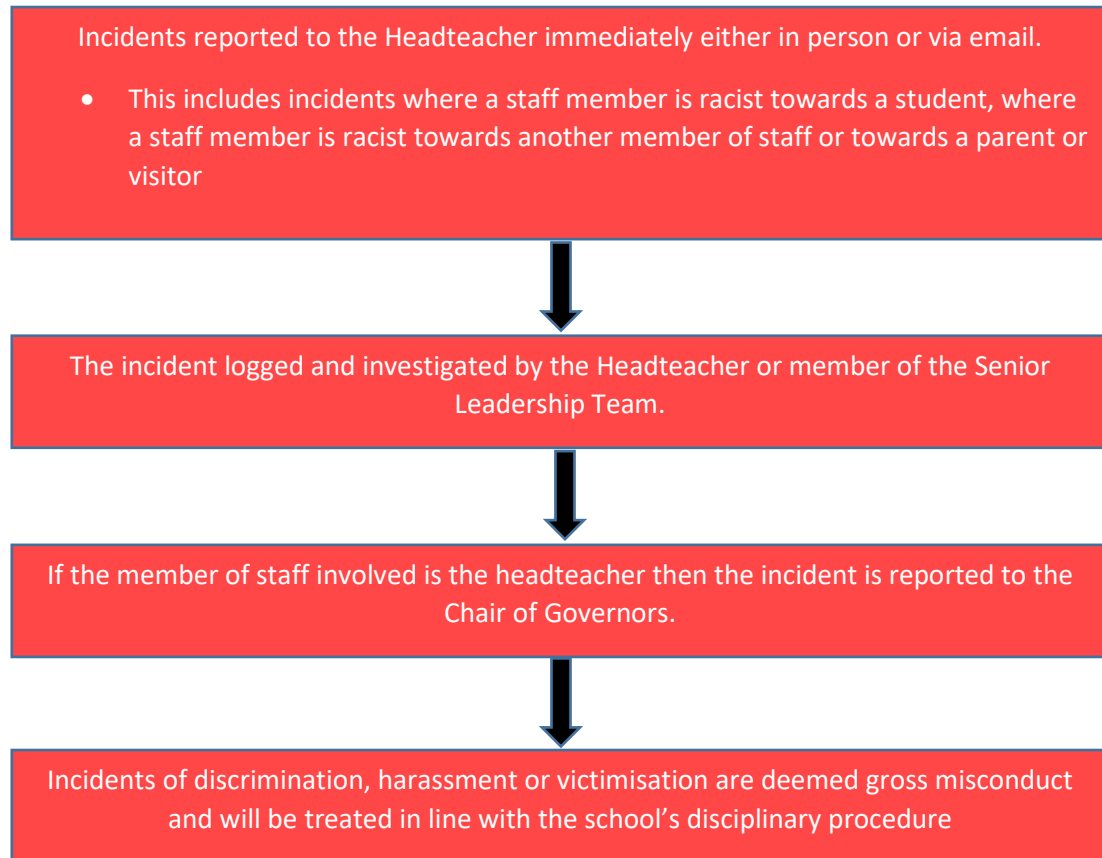
Restorative Justice between parties involved carried out by Pastoral team

- This will be offered in all cases.
- Where necessary, students may need some time before the RJ meeting can take place.
- All involved are given an opportunity to speak and respond to the situation
- Agreed protocols for future interaction agreed and put in place
- Behaviour plan written if needed.



Outcome logged on CPOMS

Procedure for dealing with alleged racist incidents involving a staff member



Appendix C

What can I do if I have experienced racism?

Racism at school

Don't suffer in silence - Every school has a duty of care to look after their students. If you are experiencing racism at school it's important that you talk to a teacher. This can be your form tutor, pastoral care, Key Stage Leader or any teacher that you trust. You could also speak to a parent or carer, or get support from a support service such as the NSPCC and YoungMinds.

Save the evidence - Keep a record of what's been going on – remember the 4 W's model: What, Where, When and Who. This will help the person helping you to understand the situation and help you to resolve it.

Plan next steps – Your school will investigate the allegations and put in place a plan to stop the racism and keep you safe and free from harm. If school does not take what you're telling them seriously, your parents/carers could arrange a meeting with the school to talk through how the situation will be resolved.

Racism outside school:

Speak to your teacher - Even if you are experiencing racism outside school and the person is in school, your school still has a duty of care to intervene in the situation.

Speak to their school - If the person that is being racist towards you is not in your school and you know the school that they belong to, you can still speak to your teacher/parent and they can contact the school that the young person attends and they should take action.

Speak to the police - If the person is unknown to you, you can contact the police and describe the person/incident to them and seek their advice.

Racism online:

Make sure you do the steps above and talk to people inside and outside of school that you can trust. These people care for you and will work with you to stop the racism. Stay positive, you are not alone and things will get better.

- Always respect others – be careful what you say online and what images you send.
- Think before you send – whatever you send can be made public very quickly and could stay online forever.
- Keep your password secret. Only give your mobile number or personal website address to trusted friends.
- Block the person or group of people who are being racist – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply!
- Save the evidence – learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell:

- an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence
- the provider of the service; check the service provider's website to see where to report incidents your school – your Form Tutor or your Pastoral Support Manager or Key Stage Leader can help you.

- finally, do not just stand there – if you see Racism going on, support the victim and report the racism. How would you feel if no one stood up for you?.

Other sources of support:

Bishop Ullathorne Website on the safeguarding tab and the following links

- www.childline.org.uk
- www.samaritans.org
- www.police.uk
- <https://youngminds.org.uk/find-help/looking-after-yourself/racism-and-mental-health/>
- <https://www.nspcc.org.uk/keeping-students-safe/support-for-parents/students-race-racism-racial-bullying/>
- <https://www.kooth.com>

What can I do if my child is experiencing racism?

Young people feel they often have to deal with the issue of racism and bullying alone and your child may worry that telling you will make you angry or upset. It's important that you have the tools you need to keep your child safe, happy and free from racism and bullying.

Your child will be concerned about your reaction, so try to stay calm and make sure you thank them for telling you. It is really important that you listen to what your child is telling you and observe their behaviour.

Your child wants to know that you believe what they are saying and will support them through this tough time. If they are confiding in you it means that they are asking for help and support. It is important to talk to your child about how you can take action together to stop the racism: ask them what they would like you to do.

A good first step is to contact school and arrange a meeting with your child's Form Tutor, Pastoral support manager or Key Stage Leader.

How to support your child online

- Be aware, your child may be a target of racism online. Be alert to your child seeming upset after using the internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your child and understand the ways in which they are using the internet and their mobile phone. See the seven key messages for students to get you started.
- Use the tools on the service and turn on in-built internet safety features.
- Remind your child not to retaliate.
- Keep evidence of offending emails, text messages or online conversations.
- Report the abuse
- Contact the school if it involves another pupil, so that we can investigate and take appropriate action.
- Contact the service provider.
- You should consider contacting the police.

References

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