



St. John's Church of England VA Primary School

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Anti-Racism Charter

Approved:	FGB
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To Be Reviewed:	Summer 2028



St. John's Church of England VA Primary School

1. Introduction and Scope

This Anti-Racism Charter sets out our commitment to creating and maintaining a school community where every child, member of staff, parent, carer and visitor is treated with dignity, respect and fairness.

The purpose of this charter is to ensure that racism, racial discrimination and prejudice are actively challenged and never tolerated within our school. We recognise that promoting equality is not simply about responding to incidents when they occur; it is about creating an environment where diversity is valued, differences are celebrated, and everyone feels a strong sense of belonging.

As a school, we are committed to educating our pupils about respect, inclusion and social responsibility. Through our curriculum, policies, practices and everyday interactions, we will help children develop an understanding of different cultures, identities and experiences, and equip them to challenge stereotypes, prejudice and discrimination.

This charter provides a shared framework for pupils, staff, governors, parents and carers. It outlines the principles that guide our actions and the responsibilities we all share in fostering a safe, inclusive and welcoming school community.

By adopting this charter, we affirm our commitment to being actively anti-racist: identifying and addressing barriers to equality, listening to and learning from diverse voices, and ensuring that every member of our community can thrive and achieve their full potential.

2. Key Concepts

At St John's Church of England VA Primary School (**St John's**), we are committed to recognising and addressing all forms of racism. The following terms help explain some of the barriers that can affect pupils' experiences and outcomes:

- **Colour-blind ideology:** The belief that differences - such as race, cultural or background identity - do not matter or should not be acknowledged. This can ignore the real experiences of children and families and may prevent us from addressing specific needs, leading to a focus only on a single, dominant perspective.
- **Context-neutrality:** Treating all pupils' experiences as the same and not recognising the strengths, unique backgrounds, and lived experiences within different communities. This can limit how effectively we support individual pupils.
- **Cultural conflict:** Occurs when one way of thinking or learning is prioritised over others. This can result in children feeling that their own culture, identity, or way of learning is not valued.
- **Low expectations / Deficit perspectives:** When racial or cultural assumptions or stereotypes lead to lower expectations of certain groups of pupils. This can negatively affect achievement and confidence.
- **Meritocracy myth:** The belief that success is solely the result of individual effort or ability, without recognising that some individuals or groups may face systemic barriers or additional disadvantages.
- **Unconscious bias:** Judgments or assumptions we make automatically, without realising it, which can influence how we treat or support others.



St. John's Church of England VA Primary School

- **Exclusionary ideologies:** The belief that one identity or group is superior to others. Such beliefs are not tolerated in any form within our school community.
- **Privilege:** Unearned advantages that some individuals may experience due to their race, background or social status, often without being aware of them, within a society where inequalities exist.
- **Microaggressions:** Everyday comments, actions, or behaviours that may seem small but can make someone feel uncomfortable, excluded, or disrespected because of their race or identity.
- **Defensiveness:** When discussions about inequality cause immediate dismissive reactions, which can prevent important conversations and learning.
- **Adultification:** When children from certain groups are treated as being older, more mature, or less in need of care and support than their peers. This can negatively affect how they are nurtured and understood.
- **Allyship:** An ongoing process of learning, listening and acting. It involves recognising that we may not fully understand others' experiences but still choosing to challenge unfairness and inequality. In a school context, this means speaking up against racism, discrimination, building respectful relationships, and working together to create an inclusive environment for all.
- **Saviourism:** The belief that people from certain groups need to be "rescued" or helped by others, often without understanding their actual needs or listening to their voices. This approach can unintentionally reinforce stereotypes and power imbalances. In our school, we promote respectful partnerships and ensure that all communities are valued, heard, and empowered.

3. Anti-Racism Charter

Commitment

St John's is committed to being a truly anti-racist school for the benefit of every member of the school community. Set out below is the framework within which we are working:

- To ensure the voices of all members of the school are heard in order to develop a collective understanding of the lived experiences of our community
- To interrogate and modify the curriculum we offer, ensuring that we are representing in positive ways the rich cultural heritage of all members of our community
- To teach challenging and culturally diverse content with honesty, confidence and integrity, while critically exploring whose voices, histories and achievements are represented within the curriculum and broadening pupils' understanding of cultural capital
- To ensure education, dialogue and reflection - as opposed to judgement - are at the heart of how we approach change
- To be clear in our message to the wider community the values which are at the heart of our school in relation to diversity
- To ensure that all pupils are supported to develop their talents, interests and character through both the formal academic curriculum and the opportunities provided by the wider curriculum
- To provide ongoing CPD to staff to ensure we continue to develop our racial literacy



St. John's Church of England VA Primary School

- To recognise the bias in our society and in ourselves, and seek to challenge and erase it wherever possible
- To look at the power of language and how we use it positively, sensitively and consistently when discussing issues of race and inequality and also when addressing pupils and each other
- To normalise a culture in which dialogue about race and cultural diversity is possible, good intention is assumed, feedback is welcomed, and fear of making mistakes does not hinder progress
- To equip our pupils with the tools needed to identify and tackle racism, in school and the wider community
- To ensure pupil leadership gives a voice to pupils in the running of the school and is encouraged to be active in the positive promotion of anti-racism

Our Pledge

- We will continue to confront challenging issues
- We commit to zero tolerance on racism and discrimination in our school community
- We continue to listen to our pupils and staff regarding their lived experiences
- We will continue to train our staff to develop their racial literacy

4. Identifying and Reporting Racist Incidents

Racist incidents may include:

- threatened or actual physical assault
- verbal abuse
- expressions of prejudice calculated to offend others, or to influence behaviour of others
- racist graffiti (on school furniture, walls or books)
- distributing racist literature
- wearing of badges or symbols belonging to known racist organisations
- name calling
- teasing in relation to language, religion or cultural background.

We acknowledge that racism can occur between any members of our school community, including between pupils, between staff, from pupils towards staff, and from staff towards pupils. We are committed to creating a culture in which all concerns are taken seriously, all incidents are addressed fairly and consistently, and everyone is supported to learn, work and thrive in an environment free from racism and discrimination.

We encourage everyone in our school community to speak up if they experience or witness racism. Pupils should report concerns to their class teacher or another trusted adult. Staff, parents, carers and visitors should raise concerns with a member of the Senior Leadership Team. We are committed to listening to all concerns, responding promptly and ensuring that appropriate action is taken. Any racist incident reported involving pupils will be dealt with in line with the school's behaviour policy.



5. Impact and Review of Racist incidents

In order to determine the impact of our anti-racist work, we will:

- Keep a log of all racist incidents, review it termly and ensure a report is made to all staff
- Gather feedback from staff and pupils on how they feel the school deals with and challenges racism
- Continue to review the curriculum content to ensure diverse perspectives are represented.

This charter will be monitored by the Headteacher and reviewed and approved every 2 years by the Quality of Education Committee.

6. Related Policies and Documents

This Anti-Racism Charter should be read alongside other school policies and procedures that support equality, inclusion, safeguarding and positive behaviour. Together, these documents provide the framework through which the school promotes a safe, respectful and inclusive environment for all members of the school community.

Relevant policies and documents include:

- Equality Information and Objectives
- Behaviour Policy
- Child Protection Policy
- Staff Code of Conduct
- Complaints Policy
- SEND Policy
- Inclusion Policy



Anti-Racism Charter

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15 th June 2026	Created	Arnold Worton-Geer