Anti-Discrimination Policy

2026-27

Approved: October 2026

Next review: October 2027

Other policies: This policy should be read in conjunction with the Behaviour Policy, Anti Bullying Policy, the Acceptable Interactions Policy and the SEND Policy

"All things are possible with God."
Mark 10:27

Mission Statement:

At St Anne's CE Lydgate we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Moral of this story: *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always!*

Vision:

We aim to create successful citizens of the future who have a growth mind-set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical inquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

School Values:

Community Faith Forgiveness Respect Perseverance

At St Anne's we will continuously strive to ensure that everyone is treated with respect and dignity.
Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.
The school will actively promote equality and foster positive attitudes and commitment to educational equality.

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Rationale

The Governors and Staff at St Anne's CE Lydgate Primary School are committed to fostering an environment for pupils which provides equality of opportunity and freedom from discrimination. We are committed to overcoming discriminatory attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

Aims and Expectations

At St Anne's CE Lydgate, we do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. **These are what are known as the protected characteristics** (Equality Act).

We promote our school values of respect, community, forgiveness, faith and perseverance for all through the education that we provide in our school. We also promote British Values through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our school, academy trust and local community and show respect for all groups. We are also aware that prejudice and stereotyping can be caused by low self-image and ignorance. Through positive educational experiences and support for everyone's point of view, we aim to promote positive social attitudes and respect for all.

Anti-Racism and Discrimination

Discrimination is when an individual is treated unfairly or less favourably due to personal characteristics such as race, religion, or gender.
Racism involves the belief in the superiority of one race over another, leading to unfair treatment and prejudice.
Discriminatory behaviour not only affects individuals directly but also creates a divisive and unwelcoming atmosphere within the school community, hindering the learning environment for all.
Discriminatory behaviour can take various forms, from overt acts such as racial slurs and physical violence to more subtle actions like dismissive attitudes and exclusionary practices. Intentional discrimination may manifest through deliberate actions aimed at harming others based on their race, ethnicity or other protected characteristic, while unintentional discrimination could occur through unconscious biases and stereotypical assumptions affecting interactions and decision-making processes. Further examples of racism and discrimination within the school context may include instances of name-calling or derogatory remarks targeting individuals of a specific racial or cultural background, exclusion from social groups based on ethnicity, or unequal treatment.

Subtler forms of discrimination could include perpetuating stereotypes through language or making passing comments on appearances and cultures that are not accurate or framed positively. There does not necessarily need to be negative intent behind behaviour that may be described as discriminatory from the perpetrator. Our focus is around how victims of such behaviours feel and are supported and reflection on any unconscious bias that may be experienced.

Gender Equality, Anti-homophobia, biphobia and transphobia

At St Anne's CE Lydgate, we are committed to ensuring equal treatment of all: staff, pupils and visitors, regardless of gender or sexual orientation, and fostering an environment where everyone feels safe. There are a wide range of terms that people may use to describe their sexual orientation or gender identity. The best way to get this right is to give people the opportunity to say how they would describe themselves, rather than making your own assumptions or placing a label on a person's identity. Should a sexist, homophobic, bi-phobic or transphobic incident occur, we will act immediately to prevent any repetition of the incident.

Pastoral Support

Our school provides robust pastoral support to individuals who have experienced racism or discrimination. This support includes access to pastoral interventions, establishing safe spaces for open dialogue and reflection, and offering support to help individuals and their families navigate the potential impacts of discriminatory incidents. We place a strong emphasis on promoting emotional well-being for all and ensuring that all students feel supported and valued within the school community.

Teaching Diversity

Our school is committed to embedding the principles of diversity and inclusion throughout the curriculum to cultivate a rich and empowering learning experience for all students. By incorporating diverse perspectives, cultural histories, and global issues into lessons across subjects, we aim to broaden students' understanding of the complexities of society, challenge stereotypes and prejudices, and nurture a culture of acceptance, respect, and empathy.
Through diverse reading, curriculum units, and Philosophy for Children, pupils are encouraged to explore different worldviews, appreciate the value of diversity, and develop critical thinking skills that enable them to become compassionate global citizens who challenge injustices.
We have ensured that our curriculum covers content based around each continent of the world, that our RE curriculum teaches a wide range of world faiths and attitudes and that our History curriculum celebrates the past of cultures beyond our own. We also ensure that class libraries are rich in stories based in different places, with a range of protagonists regarding gender, race and cultural heritage.

Monitoring Knowledge of Diversity
In assessing students' awareness and appreciation of diversity, our school employs a multifaceted approach that encompasses regular pupil/staff voice, whole-staff discussions, and evaluation of curriculum and collective worship. We also have a culture of reflection so that if an incident occurs, we review and reflect to ensure the best possible outcome for all.

By tracking students' engagement with naturally diverse topics and encouraging pupil engagement in our personal development practices, we aim to create a culture of continuous reflection, growth, and mutual understanding within our school community where our school values of respect, forgiveness, community, perseverance and faith come to life

Incident reporting:

Acknowledge the incident immediately. Do not ignore.

- If there is a victim, ensure they are offered support and space if requested
- Treat the issue seriously
- Respond calmly to the perpetrator and explain why the comment was not acceptable
- Reinforce the school's position and rules on discrimination (see policy for reference)
- Make sure that any witnesses know that the behaviour will not be tolerated

Tell the victim and perpetrator's Teacher(s) and Headteacher/ SLT what happened

- As soon as possible, record what happened on Arbor
- A member of the SLT will interview the victim and any witnesses, to ensure the facts are established.
- The victim will be offered support
- The perpetrator will undertake a Keep in Step

Once the facts are established, the key aims of the meeting are the following:

- To understand why the perpetrator discriminated against the victim
- To ensure the perpetrator understands why what he/ she said was wrong
- Reinforce the school's position and rules on discrimination (see policy for reference)
- To explain to the perpetrator that the school will take time to consider what course of action will be taken, but that it will largely centre around 're-education'
- To explain that both the perpetrator and victim's parents will be informed of the incident

A member of the SLT will communicate with both sets of parents to explain what has happened.

Record: The details of happened must be recorded on Arbor

- The victim/perpetrator's teacher will write a record of everything that has occurred – from the incident, right the way through to the consequence/ outcome, on Arbor
- They need to mark it as a discriminatory incident, and assign it to both the victim and perpetrator

This policy will be reviewed annually.