

PACE Northwest - Anti-Racism Policy

Alternative Education Provider · Liverpool, England

PACE Northwest is an explicitly anti-racist organisation. We recognise racism as a safeguarding, equality and behaviour issue, and we will actively identify, challenge and dismantle racism in all its forms - individual, cultural and institutional. We follow current Department for Education guidance including Keeping Children Safe in Education (KCSIE) 2026, Working Together to Safeguard Children 2026, Behaviour in Schools, Searching, Screening and Confiscation, and the Public Sector Equality Duty under the Equality Act 2010.

1. Aims

- Promote a safe, inclusive culture that values racial and ethnic diversity and challenges discriminatory language, behaviour and systems.
- Prevent racism through curriculum, staff training and proactive leadership.
- Ensure everyone knows how to report concerns and is confident they will be acted upon promptly.
- Record, monitor and analyse racist incidents; address both individual behaviour and systemic causes.
- Meet statutory duties under the Equality Act 2010 and KCSIE, and work effectively with parents/carers and partners.

2. Definitions

- **Racism:** beliefs, behaviours, policies or practices that result in or permit unfair treatment on the basis of race, colour, nationality or ethnic origins (including Gypsy, Roma and Traveller communities, migrants and asylum seekers).
- **Racist incident:** any incident perceived as racist by the victim or any other person; includes language, harassment, exclusion, stereotyping, damage to property, microaggressions and online abuse.
- **Prejudice-based bullying:** bullying related to protected characteristics under the Equality Act 2010, including race.
- **Anti-racism:** proactive actions to identify and challenge racism and to change behaviours and structures that perpetuate inequity.

3. Roles & responsibilities

- **Board/Directors:** approve and annually review; set and publish equality objectives where applicable; scrutinise incident data.
- **Head/Principal:** ensures implementation, resources, staff training and consistent practice; champions anti-racist culture.
- **DSL:** safeguarding oversight, risk assessment, referrals and records - becs@pace-com.org.
- **All staff/volunteers:** model inclusive language/behaviour; challenge racism; intervene and report immediately; log concerns the same day.
- **Pupils:** treat others with respect; report concerns.
- **Parents/carers:** work in partnership to resolve concerns and reinforce respectful behaviour.

4. Prevention and culture

- Curriculum/RSHE include diverse voices, accurate representation and critical thinking about stereotypes, bias and discrimination.
- Staff training at induction and at least annually on anti-racist practice, language, microaggressions, bystander action and recording procedures.
- Positive behaviour culture with clear routines and restorative approaches; swift challenge to derogatory language.
- Visible commitment through appropriate resources and communication; proportionate mobile-phone arrangements.
- Targeted support for pupils at greater risk (e.g. EAL, newly arrived pupils, those experiencing racism in the community).

5. Reporting routes

- Pupils report to trusted adults/DSL team or via agreed routes; anonymous reporting available where appropriate.
- Parents/carers report to staff or the main office; commissioning schools informed as appropriate.
- Staff record concerns the same day on the secure system; serious incidents escalated to the DSL immediately.

6. Responding to racist incidents

- Take every report seriously; listen; avoid victim-blaming; explain next steps.
- Assess immediate safety; consider supervision/separation and first aid; preserve online evidence.
- Investigate promptly and proportionately; gather accounts; consider CCTV/online evidence; record actions and outcomes.
- Consider safeguarding needs; consult the DSL for community-based early help, Family Help or referral to Children's Social Care/police where appropriate.
- Share relevant safeguarding information in line with current statutory information-sharing duties and guidance.
- Agree actions/support with pupils/parents/carers and commissioning school; inform outcomes in line with data protection.

7. Sanctions and support

- Sanctions are lawful, reasonable and proportionate (restorative work, re-education, loss of privileges, internal suspension and suspension; serious/intentional harm may lead to permanent exclusion, subject to the applicable policies and arrangements).
- Support for victims: safe spaces, trusted adults, check-ins, timetable adjustments, therapeutic input and liaison with external services.
- Education/support for those who engaged in racist behaviour; address attitudes and underlying needs; monitor progress.
- Follow-up reviews to check impact and rebuild relationships and trust.

8. Recording, monitoring and evaluation

All racist incidents are recorded and categorised for analysis (type, location, characteristics, outcomes). Leaders review termly for patterns and disproportionality and report to the Board; actions may include staff training, curriculum or environmental changes.

9. Partnerships and communication

We work with parents/carers, commissioning schools, local services and community groups. We share key messages through assemblies, tutor time, displays, newsletters and the website.

10. Legal and policy framework

- Equality Act 2010 (including the Public Sector Equality Duty where applicable).
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Behaviour in Schools; Searching, Screening and Confiscation.
- Prevent duty; data protection law; statutory RSHE guidance.

11. Linked policies

- Child Protection & Safeguarding (including sexual harassment/violence)
- Behaviour; Anti-Bullying; Online Safety (Filtering & Monitoring)
- RSHE; SEND; Equalities; Attendance; Complaints; Whistleblowing; Staff Code of Conduct

12. Key contacts

Designated Safeguarding Lead (DSL): Rebecca Hambleton - becs@pace-com.org · In an emergency call 999. **Local Authority Designated Officer (LADO):** via Liverpool City Council.

Statutory/Key guidance followed

Equality Act 2010 (including PSED where applicable); Keeping Children Safe in Education 2026; Working Together to Safeguard Children 2026; Behaviour in Schools; Searching, Screening and Confiscation; Prevent duty; statutory RSHE guidance; current statutory information-sharing guidance for safeguarding children and young people.

Policy owner: DSL (Rebecca Hambleton) · **Approved by:** Board · **Review cycle:** Annual · **Reviewed:** 15/09/2026 · **Next review due:** 15/09/2027