



Anti-racism Policy

This policy runs side by side with every other policy in the school.

Anti-racism moves beyond the promotion of equality and diversity and 'not being racist' to actively opposing racism and being an advocate for individual, institutional and systemic change.

DARPL Cymru

Vision and Commitment

Ysgol Groes-wen is committed to fostering an inclusive, safe, and respectful environment where every member of the school community feels valued and respected, regardless of race, ethnicity, or cultural background.

We recognise the diversity within our school and strive to ensure equality of opportunity for all and to be a place where every member of our community - pupils, staff, parents, carers and the wider community feel safe, respected and acknowledged. We recognise that we as a school are preparing our pupils to live in a diverse world and we understand our responsibility to ensure that Ysgol Groes-wen pupils have the understanding and information to be ethically informed citizens.

"Education doesn't change the world. Education changes people. people change the world." Paulo Freire

"It requires us to acknowledge that even if we do not see ourselves as 'racist' we can, by turning our eye away, be complicit in allowing racism to continue. We know that negative stereotypes about ethnic minority people can develop from as early as age four. So even without knowing it, we can be socialised into holding negative stereotypes." Anti-Racist Wales

This policy aligns with Welsh Government guidance, Anti-racist Wales Action Plan and the Equality Act 2010.

Ysgol Groes-wen's Vision - Senedd Ysgol Groes-wen

To make sure our voice is heard and integrated into the work of the school. To treat everybody with respect and to include everyone on our journey. We believe strongly in the rights of the child at Ysgol Groes-wen!

Aims of the Policy

1. To promote understanding, respect, and appreciation for all races and cultures.
2. To ensure that every member of the school community feels safe and respected in Ysgol Groes-wen which will positively affect their wellbeing, personal and academic achievements.
3. To challenge and eliminate all forms of racial discrimination and harassment.
4. To embed anti-racism principles into our curriculum, teaching, and school culture.
5. To ensure compliance with legal duties under the Equality Act 2010.
6. To engage with pupils, parents, staff, and the wider community in promoting equality and diversity.

Children's Rights:

Article 7 Your right to a name and nationality.	Article 8 The government should respect your right to a name, nationality and family.	Article 12 Your right to say what you think should happen and be listened to.	Article 13 Your right to have information.
Article 14 Your right to follow your own religion.	Article 22 Refugee children have the same rights as children born in Wales.	Article 29 Your right to become the best that you can be.	

Identification of Racism

Racism can be defined as when a person is abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity. We also recognise the school's role in tackling unconscious bias in all parts of the school community.

Racism and racial harassment can include:

- Physical assault
- Derogatory name-calling, banter, insults and racist jokes
- Verbal and non-verbal abuse and threats
- Incitement of others to behave in a racist manner.
- Racist comments in the course of discussion in lessons*
- Expressing prejudices or deliberate misinformation on racial, religious or ethnic distinctions.
- Ridiculing an individual for cultural differences.
- Refusal to co-operate with others because of their colour, ethnicity, religion or language.
- Written derogatory remarks
- Accessing racist material on the Internet*

**unless part of a study of racism within the curriculum.*

Further Definitions:

Direct Discrimination: Treating someone less favorably because of their race.

Indirect Discrimination: Policies or practices that unintentionally disadvantage individuals from specific racial or ethnic groups.

Harassment: Behaviour that violates a person's dignity or creates a hostile environment.

Roles and Responsibilities

Governors	Ensure that the school complies with anti-discrimination laws and regularly reviews this policy.
Headteacher	Provide leadership in implementing this policy and addressing incidents of racism effectively.
Staff	Model inclusive behaviours, challenge racism, and incorporate anti-racism principles into their teaching and interactions. Recognise and address racial bias and stereotyping in their daily practice.
Pupils	Show respect for all individuals and report incidents of racism to a trusted adult. Understand that any form of racism is not tolerated by the school. Know what to do if they feel they are victims of or observers of incidents of racism.
Parents / Carers	Support the school's anti-racism efforts and reinforce these principles at home.

Anti-Racism in Practice

Curriculum:

- Our curriculum is committed to promoting equality and diversity to create an environment where all students can thrive together and where everyone is treated fairly and equally irrespective of their race, gender, age, disability, religion or sexual orientation.
- Our curriculum identifies regular opportunities both inside and outside the classroom to prepare pupils to meet their responsibilities as citizens in a multi-cultural society and through our curriculum we aim to give children confidence in reporting racist incidents
- Embed diverse perspectives into lessons, ensuring a diversity of representation in all subjects.
- Celebrate cultural diversity through assemblies, events, and projects, e.g. Black History Month although we consider this to be an important part of our curriculum throughout the year, Anti-Bullying Week and Refugee Week. We listen to our parents and take advice from those families that are from different backgrounds and look to their experience to guide us.
- Ensure that our learning environments are inclusive to all students and that our environment celebrates diversity, e.g. displays reflecting the diversity of the community
- Listen and respond to the voice of the children.

Staff use a variety of strategies within the classroom to support the school's approach to addressing racism. These include:

- Providing positive images and role-models in resources and displays which reflect the experiences and backgrounds of all children in our multicultural society.
- Books which challenge racism and open discussions on bias and prejudice are available to pupils and used during our lessons and assemblies.
- 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 children 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 children's cultural and linguistic experiences are reflected and built upon positively in the classroom.
- Building positive links and 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 children of all ethnic backgrounds, making known to them our confidence in their ability to achieve and ensuring that each child's individual learning and social needs are met.
- Staff always challenge children when they use prejudice - biased and racist language; explaining why it is wrong and how hurtful it can be.

In PSHE and Relationships Education pupils learn:

- What bullying is and different types of bullying including online/cyberbullying, homophobic, biphobic and transphobic, the impact of bullying on the person, relationships and mental health and how it can develop into prejudice and discrimination, why people bully.
- Strategies to respond to racism, the responsibilities of bystanders what to do about it, how to be an ally and get support.
- The importance of respect for others, being inclusive and celebrating difference and diversity
- That difference is positive and that we are all unique.
- The negative impact of stereotypes.
- Skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain healthy relationships.

Training:

- Provide regular anti-racism training for all staff.
- Encourage self-reflection on unconscious biases and privilege.

Policies and Procedures:

- Ensure recruitment processes promote diversity and inclusion.
- Regularly review policies to ensure they are free from discriminatory practices.

Addressing Incidents:

- Use a clear procedure for reporting, recording, and addressing racist incidents.
- Provide support for victims and education for perpetrators to address harmful behaviours.

Reporting incidents of Racism

- Pupils and parents can report incidents to any member of staff.
- Staff must document incidents on the platform, My Concern.
- All incidents will be shared with Richard Carbis, Catrina Rhisiart, Alaw Hughes or Catrin Llwyd.

Responding to Racism

Ysgol Groes-wen will follow these steps when responding to incidents of racism:

Pupil to Pupil:

1 - The school is notified of a racist incident. A senior member of staff begins the investigation.
2 - Statements are taken from all involved in the incident. Headteacher and families are informed of the investigation

3 - A decision is made: 1. once the investigation has been carried out; 2. The racist incident log (My Concern) has been referred to. The target is provided with ongoing support.

4 - Consequence Appropriate sanction/support is put into place:

Was the behaviour repeated?; Was there a lack of understanding? What age is the pupil? Is there an ALN? If so, more of a focus on an empathy task is put in place, along with the recording of the behaviour as racist on My Concern.

Was the behaviour intentional to cause harm?; Was the behaviour a repeat occurrence? If so, an exclusion (in line with the respecting others policy) is needed, along with the recording of the behaviour as racist (My Concern) and anti-racist learning put into place.

5 - All families are notified of the outcome of the investigation. The target is provided with ongoing support

6 - A Restorative approach is taken to ensure relationships are built upon. This only occurs if and when the target feels it's the right time. This may take place following the anti-racist learning that the perpetrator undertakes.

7 - Governors are informed.

Anti-racist learning following an incident is crucial. This should directly address the trauma caused by the incident as well as exploring the root cause of the issue, and it needs to be age appropriate for the perpetrator(s). A timeline of interventions will also need to be agreed at this stage.

Staff Member to Staff Member / Parent to Staff Member/Staff Member to Learner:

1 - The school is notified of a racist incident. A senior member of staff begins the investigation

2 - Statements are taken from the target, witnesses and the perpetrator. Headteacher and families are informed of the investigation. LADO (Local Authority Designated Officer) referral made.

3 - A decision is made: 1. once the investigation has been carried out 2. The racist incident log has been referred to. The target is provided with ongoing support.

4 - Appropriate sanction/support is put into place:

Was the behaviour repeated? Was there a lack of understanding? If so, more of a focus on a restorative conversation. Incident is still recorded as racist. Formal meeting and management letter written to record the incident.

Was the behaviour intentional to cause harm? Was the behaviour a repeat occurrence? If so, the School's Disciplinary procedures/Staff Conduct procedures are followed, along with the recording of the interaction/behaviour as racist.

5 - All parties are notified of the outcome of the investigation and the next steps. The target is provided with ongoing support

6 - A Restorative Justice approach is taken to ensure relationships are built upon. This is only if and when the target feels it's the right time.

7 - Governors are informed.

8 - Learning Opportunities: This needs to be sensitively considered in the context of individuals. Where staff are at fault, ongoing anti-racist professional learning should be implemented.

Engaging the School Community

Pupil Voice:

Involve pupils in discussions and initiatives to promote anti-racism.

Diversity will be an agenda point in every Senedd meeting.

Children's rights will be a focus of assemblies where they share the rights of every child in Wales regardless of race, ethnicity, or cultural background.

Parental Involvement:

Share this policy with parents and seek feedback.

Communicate the school's work around Anti-racism with the community of the school.

Community Links:

Partner with local organisations to support anti-racism education and activities, e.g. Show Racism the Red Card.

Monitoring and Evaluation

- Regularly review this policy in consultation with pupils, staff, parents, and governors.
- Maintain a log of incidents through My Concern to identify patterns and inform future action.
- Any incident will be recorded on My Concern with the tag 'Racism', this will allow the school to identify patterns.
- Tagged incidents will be visible to Cardiff County Council (they will not have access to pupil information or details of events, only made aware of numbers of incidents within the school).

	Llofnod / Signature	Dyddiad / Date
Pennaeth / Headteacher		17.09.26
Cadeirydd y Llywodraethwyr / Chair of Governor		17.09.26

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Useful Resources

[Talking to children about racism | NSPCC](#)

[Eradicate Racism in Learning Organisations Guidance – DARPL](#)