

Radnor Primary School

Ysgol Gynradd Radnor



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Anti-Racism Policy

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Healthy

Respectful

Inclusive

Resilient

Kind

Eco-friendly

Introduction

At Radnor Primary School, we are committed to fostering a culture of respect, inclusion, and diversity. We recognise that racism, in all its forms, can have a damaging effect on individuals and the school community as a whole.

This policy outlines the expectations, roles, and responsibilities of all stakeholders in creating a safe, inclusive, and equitable environment for all learners, staff, and the wider community.

Definitions

Racism refers to the belief that one race is superior to another, leading to discrimination, prejudice, or hostility based on a person's race, ethnicity, or cultural background. This can manifest in both overt and covert forms, including acts of prejudice, discrimination, harassment, and violence.

Racist Incident (as per the McPherson Report) is any incident that is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race. This may include verbal abuse, physical violence, or other discriminatory behaviours that cause harm to the individual or the community.

Institutional Racism is defined by the McPherson Report as:

“The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness or racist stereotyping which disadvantages minority ethnic people.”

Racial Harassment refers to unwanted conduct relating to an individual's race that has the purpose or effect of violating that individual's dignity and/or creating an intimidating, hostile, degrading, humiliating, or offensive environment for that individual. This can include verbal conduct such as derogatory name-calling or jokes, as well as non-verbal conduct like racist material or exclusion based on race.

Legislation

This policy and any actions arising because of it are informed by the following statutory requirements:

- The Equality Act 2010
- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Public Sector Equality Duty: Guidance for Schools in Wales
- Social Services and Well-being (Wales) Act 2014
- The Children's Act 2004
- The Employment Act 2008

The Equality Act 2010 makes it unlawful for the school to discriminate against, harass, or victimise a child in relation to:

1. Admissions
2. The provision of education
3. Access to facilities or services
4. Exclusion of a pupil
5. Subjecting a pupil to any other detriment

The Equality and Human Rights Commission explains race discrimination under the Equality Act 2010, emphasising that discrimination based on race can encompass colour, nationality, ethnic or national origins, or a combination thereof.

Direct Discrimination occurs when a person is treated less favourably because of their race, colour, descent, nationality, or ethnic origin.

Indirect Discrimination occurs when a policy or practice that treats everyone equally disproportionately affects individuals from a particular racial or ethnic group.

Commitment to Anti-Racism

Radnor Primary School is committed to:

- **Preventing Racism:** Through proactive measures, including anti-racist education and fostering an inclusive environment.
- **Addressing Racism:** Responding swiftly and effectively to incidents of racism, offering support to victims and appropriate consequences for perpetrators.
- **Promoting Respect and Equality:** Upholding equality and respect for all members of the school community, regardless of their race or ethnic background.

Staff Expectations

All staff at Radnor Primary School are expected to:

1. **Promote Inclusivity:** Foster an inclusive environment that promotes cultural, linguistic, and ethnic diversity.
2. **Challenge Racism:** Take all forms of racism seriously and intervene to prevent incidents. Be proactive in challenging negative stereotypes and discriminatory behaviour.
3. **Respect Names and Identities:** Accurately pronounce and record the names of learners, staff, and visitors, ensuring all identities are respected.
4. **Screen Teaching Resources:** Regularly review and update teaching materials to ensure they do not perpetuate stereotypes or biases.
5. **Model Equal Treatment:** Demonstrate equal regard for all individuals and promote positive, respectful relationships within the school community.

Responsibilities

Learners are responsible for:

Respecting Others: Treating all members of the school community with respect in accordance with the school's core values and ethos.

Reporting Incidents: Reporting any incidents of racism that they experience or witness to a trusted adult.

Asking for Help: Seeking assistance from staff to resolve situations and defuse conflicts without retaliation. [Childline Support Link](<https://www.childline.org.uk>)

Parents and carers are responsible for:

Communication: Talking to their child, listening, reassuring, and informing the school if they believe their child has experienced racism within the school community. It is important that incidents discussed on social media are not used, as they complicate the investigation process.

Supporting the Policy: Actively supporting the school's Anti-Racism Policy and encouraging their child to be a positive and respectful member of the school community. Seeking Guidance: Referring to support materials, such as [NSPCC's guide on racism](<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>)

The Senior Leadership Team is responsible for:

Racist Incident Reporting: Ensuring that all stakeholders know how to report racist incidents and ensuring these incidents are taken seriously.

Investigation and Response: Investigating incidents of racism, applying appropriate re-education or sanctions, and ensuring timely professional responses to complaints regarding racism.

Monitoring Data: Monitoring attainment, exclusion, and attendance data by ethnicity, identifying any barriers or trends, and ensuring that all learners feel part of the school community.

Consistent Recording: Ensuring that all racist/prejudiced incidents are consistently and clearly recorded in the school's safeguarding reporting system, My Concern, and scrutinising these reports.

The Head Teacher is responsible for:

Policy Awareness: Ensuring the Anti-Racism Policy is available to all stakeholders, including governors, staff, learners, and parents/carers.

Policy Implementation: Ensuring that the policy and its procedures are followed effectively.

Training and Awareness: Providing regular updates, training, and professional development for staff regarding the implementation of this policy.

Action on Incidents: Taking appropriate action in response to racial harassment or discrimination.

Reporting to Governors: Providing a termly report of incidents of racism to the governing body.

All staff are responsible for:

Promoting Equal Opportunities: Contributing to the eradication of racism by promoting acceptance of cultural, linguistic, and ethnic diversity.

Vigilance: Being vigilant to detect and address incidents of racism and ensuring that racial bias or stereotyping is challenged.

Equality in Practice: Ensuring equal opportunities and promoting good race relations, avoiding any form of discrimination based on ethnicity, race, or cultural background.

Professional Development: Keeping up to date with the law on discrimination and participating in training to better understand the diverse cultural and ethnic backgrounds of learners.

The Governing Body is responsible for:

Compliance with Legislation: Ensuring that the school complies with relevant equality and employment legislation, and that this policy is implemented effectively.

Monitoring and Oversight: Monitoring the implementation of the Anti-Racism Policy and ensuring its effectiveness in addressing racism and promoting equality within the school.

Good Practice in Teaching and Learning

It is essential that work to address issues of racism and equality is embedded across all areas of the taught curriculum. Teachers must take every opportunity to support the school's commitment to tackling racism and promoting equality, ensuring that all learners are engaged in an inclusive and diverse learning environment. This approach is aimed at fostering an understanding of racism, inequality, and justice at every stage of a learner's education.

Strategies for Supporting the School's Anti-Racism Approach:

1. Providing Positive Role Models and Images:

- Teachers should ensure that all resources, displays, and promotional materials include positive images and role models that reflect the diverse backgrounds and experiences of learners in our multicultural society. This representation helps to affirm the identities of all pupils and demonstrates the value of diversity.

2. Critically Examining Resources:

- Teachers must regularly review and critically examine the resources used in the classroom to ensure that they do not perpetuate stereotypical, outdated, or discriminatory images and viewpoints. Resources should be chosen thoughtfully, promoting diversity and challenging stereotypes.

3. Developing a Global Dimension to the Curriculum:

- The curriculum should include global perspectives, valuing the contributions of all people to world culture. Teachers should address global issues of development and interdependence, fostering an understanding of how racism and inequality are interconnected on a global scale.

4. Exploring Issues of Racism and Equality:

- Teachers should engage learners in discussions about racism, equality, and justice at age-appropriate levels. These discussions should explore these issues in various contexts—personal, community, and global—and encourage learners to develop strategies for promoting justice and challenging injustice in their own lives and society.

5. Encouraging Cooperative and Collaborative Learning:

- Teachers should promote cooperative and collaborative approaches to learning that emphasise the value of teamwork, mutual respect, and the

recognition of diverse perspectives. This collaborative environment should build upon the cultural and linguistic experiences of all learners, encouraging them to share and celebrate their backgrounds.

6. Building Positive Links and Community Groups:

- Teachers should work to build positive links with local communities, community groups, and support agencies. This will help ensure that the multicultural dimension of the curriculum is fully developed, allowing learners to engage with a variety of cultural viewpoints and experiences.

7. High Expectations for All Learners:

- Teachers should maintain high expectations for all learners, regardless of their ethnic background. They must communicate confidence in each pupil’s ability to succeed and ensure that their individual learning and social needs are met. By fostering an environment where all learners feel valued and supported, teachers can inspire pupils to achieve their full potential.

By embedding these strategies into classroom practice, Radnor Primary School ensures that racism is not only addressed in response to incidents but is actively prevented by fostering an inclusive, respectful, and supportive environment for all. Through the curriculum and teaching methods, we aim to nurture positive attitudes and build a generation of learners committed to fairness and equality for all.

Procedure for Reporting and Addressing Racist Incidents

1	Reporting	<p>All incidents of racism must be reported to a member of the senior leadership team. Incidents can be logged using the My Concern safeguarding platform.</p> <p>The Headteacher, senior leadership team, or designated staff member will handle the investigation.</p>
2	Investigation	<p>The school will gather statements from all parties involved, including the target, witnesses, and the perpetrator(s).</p> <p>A thorough investigation will be carried out to assess the incident's nature and the appropriate response.</p>
3	Restorative Approach	<p>The approach will be considered once all involved parties are ready, ensuring a pathway to reconciliation and understanding.</p>
4	Decision Making	<p>Following the investigation, decisions will be made based on the severity and context of the incident. The focus will be on whether the behaviour was intentional, whether there is a pattern of behaviour, and if there is a need for support or re-education.</p>
5	Consequence	<p>If the behaviour was intentional and caused harm or if it is a repeat occurrence, appropriate sanctions (e.g., exclusion) will be applied.</p> <p>If the incident was a result of lack of understanding, the perpetrator may be provided with support and further education</p>

6	Support for Victims/Targets	The school will provide ongoing support for victims of racism through counselling, peer support, or targeted interventions as necessary.
7	Monitoring and Review	All incidents will be logged on the My Concern system, and the Senior Leadership Team (SLT) will monitor trends and patterns related to ethnicity, exclusions, and attendance. Data on racist incidents will be reviewed regularly to identify patterns and ensure that responses are appropriate and that the school community is actively working towards eradicating racism.

Procedure for Dealing with Alleged Racist Incidents Involving Staff

If a staff member is accused of a racist incident, the following process will be followed:

1	Immediate Reporting	All incidents must be reported directly to the Headteacher via email.
2	Investigation	The incident will be investigated by the Headteacher or a member of the senior leadership team. All evidence, including witness statements, will be gathered.
3	Gross Misconduct	Incidents of racism are considered gross misconduct and will be addressed through the school's disciplinary procedure.
4	Safeguarding Consideration	If appropriate, the incident will be referred to Wales Safeguarding Procedures for concerns about practitioners in positions of trust.
5	Outcome	Based on the investigation's findings, appropriate actions will be taken in line with the school's policies.

Monitoring and Review

The effectiveness of this policy will be monitored regularly through:

- 1. Staff Meetings:** School Improvement targets will include goals related to anti-racism and diversity.
- 2. Reporting:** Regular reports on racist incidents will be presented to the governing body, and trends will be analysed to ensure progress.
- 3. Policy Review:** This policy will be reviewed biennially or earlier if necessary.

Conclusion

Radnor Primary School will continue to develop and maintain an anti-racist culture that ensures all learners, staff, and the wider community feel valued, respected, and supported.

The school is committed to ongoing evaluation of its practices and policies to meet our responsibilities to create a school environment free from racial discrimination.

Useful Resources

- Campbell-Stephen R.M (2021) Educational Leadership and the Global Majority: Decolonising Narratives Palgrave Macmillan
- DARPL's Senior Leader series and Governor's series <https://darpl.org/library/>
- Davies J (2022) Adulthood bias within child protection and safeguarding [Adulthood bias within child protection and safeguarding](#)
- Equality and Human Rights Commission (2023) Public Sector Equality Duty: Guidance for schools in Wales [Public Sector Equality Duty: Guidance for schools in Wales | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- Miller P (2023) School leaders leading anti-racism and inclusion School leaders leading anti-racism and inclusion: Evidence from schools in England - Paul Miller, 2023 (sagepub.com)
- Race Equality Matters (2023) Safe Space Guide [Safe Space Plus - Race Equality Matters](#)
- Weale S (2022) Racism in English education should be seen as safeguarding issue, says author <https://www.theguardian.com/education/2022/jun/05/racism-england-schools-education-safeguarding-issue-jeffrey-boakye>
- Welsh Government [Anti-racist Wales Action Plan | GOV.WALES](#)
- Williams C (2021) Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Final report [black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf \(gov.wales\)](#)
- YMCA (2020) Young and Black: The Young and Black Experience of Institutional Racism in the UK <https://www.ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf>
- Clips
- [\(For adults\) Impact of racist-micro-aggressions](#)
- [\(For pupils\) Impact of racist-micro-aggressions](#)
- [\(For adults\) Not racist v anti-racist](#)
- [Advice from pupils on how adults can deal with racist incidents](#)
- [When pupils learn about white privilege](#)

Language/Terminology

It is important that there is clarity about the words which should be used to describe experiences / people associated within racism. This glossary, can be used to support you in leading your staff teams through more accurate recording, reporting and dealing with racist incidents that occur.

Target(s) – the person/people whom racism is directed towards

Perpetrator(s) – the person/people who has / have carried out the racist behaviour

Bystander(s) – the person/people who watch the racist interaction taking place and do not call it out, or pass it onto someone else with authority.