



Anti-Racism Policy

Racism is: Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. (Stephen Lawrence Inquiry, 1999)

A racist incident is any incident which is perceived to be racist by the victim or any other person. (Stephen Lawrence Inquiry, 1999)

Why is anti-racism important to our school?

Ton yr Ywen is a diverse school with a range of ethnicities, languages, cultures, faiths and beliefs. We want everyone at our school to be 'Happy Together, learning for Life' and are dedicated to helping every child to flourish and achieve all-round success.

We aim to achieve our Vision by:

- Creating a school where everyone is safe, happy and healthy and where everyone strives to live by our 6 core values (responsibility, respect, courage, honesty, kindness and cooperation).
- Creating a welcoming atmosphere where everyone is included and valued and where differences are celebrated.
- Creating a curriculum which inspires children to become confident and capable learners who are proud of their achievements.
- Nurturing a lifelong love of learning through exciting learning experiences and high-quality teaching.
- Encouraging children to make positive and creative contributions to society.

We strive to ensure that Ton yr Ywen is a place of acceptance, tolerance and respect.

Through our Anti-racism policy, we are committing to:

- A better education for all regardless of religion, ethnicity, race or culture.
- A safer place to work.
- Listening to and celebrating our pupils and parents.
- Continually reviewing and engaging with anti-racism experts and fulfilling our statutory responsibilities.
- Tackling racial harassment.
- Closely monitoring and acting upon incidents arising from discrimination.
- Making meaningful and measurable changes to the lives of Black, Asian and Minority Ethnic people by tackling racism. (Racial Equality Action Plan, WG 2020)

Any language or behaviour which is racist and potentially damaging to any group will not be tolerated and will be monitored and challenged. Information derived from monitoring will be used to plan whole school strategies to combat incidents. Information on identity-based incidents and bullying will be shared regularly with the LA to help actions to combat hate crime across the city.

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

- In relation to admissions
- In the way it provides education for pupils
- In the way it affords access to a benefit, facility or service

- By excluding a pupil
- By subjecting them to any other detriment.

Racial discrimination can occur either directly or indirectly.

Direct discrimination occurs when someone is treated less favourably because of their race, colour, descent, national or ethnic origin.

Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage.

Racial harassment is defined as “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”.

Examples of racial harassment can be (including online activity):

- Verbal conduct of a racist nature
- Derogatory name calling,
- Being subjected to racist jokes, ‘banter’ and pranks, malicious comments, hostile attitudes;

Examples of non-verbal conduct of a racist nature can be:

- Display in any form of racial material.
- Damage to personal property.
- Denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality, or on the grounds of race.

A person who has experienced a racial incident can be said to be the victim of racial harassment. All members of our school community, including parents and care-givers, should feel confident that if a racist incident occurs, it will thoroughly be investigated and dealt with and that help and support will be given to all involved.

Aims of the Anti-Racism Policy

- To promote race equality and provide all pupils with opportunities to learn about their own values and those of others, appreciate diversity and develop respect for others.

- To enable our school to focus on teaching and learning, cultural competency and conversations about race throughout the school and provide support for identifying, challenging and eliminating racism.
- To support equality, justice and mutual respect not only in school but in the local community.

How we will eliminate racism and become an anti-racist school.

Everyone at Ton yr Ywen is responsible for becoming an anti-racist school, through a whole school approach.

Children should:

- Treat others with respect in accordance with our Core Values and the school Relationships and Well-Being policy.
- Report incidents of racism witnessed and experienced.
- Seek help from staff in defusing a difficult situation.

Parents/Carers should:

- Support the school's Anti-Racism policy and actively encourage their child to be a positive member of the school.
- Not using racist language in our school.
- Challenge racism and model anti-racist behaviour at home and in the community.

The Headteacher is responsible for:

- Making sure this policy is readily available and that the governors, staff, pupils, and their parents and guardians know about it;
- Ensuring policy and its procedures are followed;
- Producing regular information for staff and governors about the policy and how it is working, and providing training for them on the policy;
- Making staff aware of their responsibilities and ensuring they receive training and support in fulfilling them.
- Taking appropriate action in cases of racial harassment and racial discrimination.

In order to become an anti-racist school, staff will: -

- Follow procedures outlined in this policy when racial incidents occur.
- Provide positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all pupils in our multicultural society; decolonize and diversify the curriculum.
- Critically examine existing resources in the school to ensure that stereotyped and outdated images and viewpoints of groups of people are not being perpetuated;
- Develop global dimensions to the curriculum which value contributions of all people to world culture and critically address issues of world development and interdependence;
- Explore 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
- Encourage cooperative and collaborative approaches to learning and ensuring that children's cultural and linguistic experiences are reflected and built upon positively in the classroom
- Build positive links and community groups and using support agencies to the full to ensure that the multicultural dimension to the curriculum is fully developed
- Have high expectations of children of all ethnic backgrounds and make known to them our confidence in their ability to achieve and ensure that each child's individual learning and social needs are met.
- Take part in staff training and development – through DARPL, Diverse Cymru, Show Racism the Red Card, courses and networks.
- Carry out curriculum reviews – decolonise and diversify the curriculum - A representative and relevant education system should reflect Global majority children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools and communities and to achieve this we must rethink both curriculum and assessment.
- Support cultural and community activities- refugee week, celebrate cultural calendar events relevant to children in school and local communities e.g Eid, Holi, Diwali, Christmas.
- Engage with parents and carers - Community Iftar meal at Ramadan, parent cafes, family learning sessions.
- Listen and learn from the voice of the pupil respecting and valuing differences.
- Explicitly teach about anti-racism, and diversity in the classroom.

How racist incidents will be dealt with, including support

- Incident reported by staff/parent/learner
- Incident reported to SLT and logged on MyConcern (procedures as per schools Safeguarding policy)
- Statements taken from all concerned and witnesses.
- Headteacher and parents informed
- Restorative approach used between parties involved
- Pastoral care given and any additional relevant relationships policy procedures followed.

Links to other policies

- Equality Policy and Strategic Equality Action Plan
- Relationships policy
- Safeguarding Policy

Links to other useful resources

Charlotte Williams Report 'Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group'. (Williams, 2021)

Home Office, The Stephen Lawrence Inquiry: Report of an Inquiry by Sir William Macpherson of Cluny, Cm 4262-I, February 1999, para 6.34 2 <https://www.cps.gov.uk/legal-guidance/racist-and-religious-hate-crime-prosecution-guidance>

The policy is to be reviewed during the Whole School Review as part of the School's Development Plan unless principles or practice change during the interim, in which case the review will take place immediately.

Relevant aspects of the policy are communicated to parents when discussing incidents where the policy applies.

The Policy was last approved by the Governing Body on 26th March 2025.

Next review: Spring 2028 (before if anything new and relevant makes it appropriate to amend the policy before this date).

Appendix 1

Definitions of racial terms Racism = Racial Prejudice + Power Racial

Prejudice Consists of discrimination or derogatory attitudes based on assumptions deriving from socially constructed perceptions about race/skin colour.

Power Is the authority granted through social structures and conventions.

Racism Occurs when an expression of Racial Prejudice emerges from a more powerful/privileged location in the socially constructed power hierarchy, and is directed at an individual/group in a less powerful/privileged location

Anti-Racism Is the active process of identifying and eliminating racism by changing systems, organisational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Cultural Competency A set of values, behaviours, attitudes and practices within our schools which enables them to work effectively cross culturally.

Decolonising education Decolonising is a way of thinking that interrogates how colonisation shapes the way we think, our education system and the curriculum. The legacy and ongoing impact of the ideas that shaped colonisation and the actions of the British empire contributes to contemporary racial inequalities. Discussions about decolonising education is one essential step to developing anti-racist educational spaces. Understanding the context for today's immigration debates is impossible without understanding that large numbers of people who came to the UK didn't actually come as migrants; they came from colonies and former colonies as citizens. A representative and relevant education system should reflect Black children's histories, achievements, culture and politics. All children deserve to see themselves reflected in their books, schools and communities and to achieve this we must rethink both curriculum and assessment.

Appendix 2

Overt racial acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourably on the basis of race
- Racist name-calling or racist joke-making
- Expressing prejudices or deliberate misinformation on racial or ethnic distinctions
- Distributing racialist literature
- Writing or expressing provocative slogans or catch phrases
- Refusal to cooperate with other people because of their ethnic origin

Covert racism

This is racial discrimination that is disguised and subtle, rather than public or obvious. We need to be very aware of this type of racism and challenge stereotypes

- Not all racism is obvious and can be subtle
- It can be concealed in the fabric of society; covert racism discriminates against individuals through often evasive or seemingly passive methods
- It often works subliminally, and often much of the discrimination is being done subconsciously

Examples

- Colour blindness and believing we live in a 'post-racial' society
- Saying "it's just a joke" when making a racially insensitive comment
- Racial profiling or stereotyping
- Tokenism
- Comments like 'All lives matter'
- Denying white privilege
- Assumptions about people based on their culture, nationality, ethnicity
- Portraying other cultures or nationalities as impoverished