

Ysgol Glan Morfa



Anti Racism Policy

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Dyddiad adolygiad nesaf: 9/4/27

Ysgol Glan Morfa Anti-Racism Policy

1. Introduction and Key Principles

Ysgol Glan Morfa is committed to promoting equality, diversity and engagement in a safe, inclusive and supportive community for our pupils, staff and parents. Anti-racism is central to our educational mission, as we believe that schools must ensure that all individuals feel valued and respected.

We use a restorative approach throughout the school to support this commitment. This approach focuses on building positive relationships, repairing harm and encouraging reflection and accountability. This creates a nurturing environment where every member of the school community feels heard, respected and empowered to contribute positively.

Why is anti-racism important to Ysgol Glan Morfa?

Anti-racism is essential for our schools as it enables our pupils to have equal access to education. Experiencing racism can seriously affect well-being, mental health and personal and academic success. By promoting an anti-racism culture and using restorative practices, we ensure that all pupils and staff can thrive in a safe and supportive environment.

Definition: What is racism?

Introduction to reporting and recording racist incidents at Ysgol Glan Morfa.

When considering racist incidents, our definition of a racist incident is as follows:

- ***Any incident which the victim or any other person considers to be racist, based on an individual's racial identity, ethnicity, culture or religion. The definition is for initial recording purposes. The fact that an incident is alleged or seen as racist does not mean that it is necessarily racist. However, it does mean that it has to be recorded and investigated.***

The definition implies that an incident will definitely be taken seriously and investigated, if anyone claims that an incident is racist. Failure to investigate, even when an incident appears to be relatively minor, could be seen as an excuse for racism and could be used as evidence that a school does not take its legal duties seriously.

The consideration of whether the pupil(s) intended their behavior to be racist in the first place is irrelevant. Of course, when it comes to dealing with an incident, pupils' intentions and attitudes are an important consideration. But at the stage of initial recording and

investigation, the main issue is not attitude, motivation or awareness. It is the effect of the behaviour, not the reasons for it, that needs attention.

Key Principles:

- **Better education for all:** Ensuring that all children receive a high quality education in a setting that is free from racism.
- **A better place to work:** Create a culture where all members of staff are respected and supported.
- **The voice of pupils and parents:** Ensuring that the voices of pupils and parents are heard and guide our actions.
- **Regular review:** The policy will be reviewed regularly to ensure that it is relevant and effective.
- **Engage with experts:** Collaborate with anti-racism experts to ensure best practice.
- **Fulfill statutory responsibilities:** Comply with the Equality Act 2010 and any relevant legislation.

Identifying racist incidents and behaviour

Below are some examples of possible racist behaviour:-

- Derogatory name calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical attacks
- Ridicule based on differences in colour, race, ethnicity, nationality, culture, religion or language
- Refusal to cooperate with others because of any of the above differences
- Stereotyping based on colour, race, ethnicity etc
- Racist comments
- Damage to property
- Encourage others to behave in a racist manner
- Trying to recruit other young people into racist organisations and groups.

Language / Terminology:

We use the language below when dealing with a racist incident (based on terminology used by DARPL):

- **Target / Targets** – the person / people to whom racism is directed.
- **Perpetrator / Perpetrators** – the person / people who have behaved in a racist manner.
- **Proactive witness** – the person/people who watch the racist incident and will actively intervene to help or prevent harm (this could include sharing with someone)

- **Passive witness** – the person/people who watch the racist incident without intervening, taking action or doing anything about the situation, without sharing it with someone else in authority.

2. Purpose of the Policy

This policy sets out the concrete steps we are taking to eradicate racism and promote an environment of racial equality at Ysgol Glan Morfa

Policy Objectives:

- **Creating a safe and inclusive environment:** Ensuring that our pupils and staff from all ethnic backgrounds feel valued, and that they do not face racism or discrimination.
- **Delivering the Equality Act 2010:** We aim to fully comply with the legislation to prevent racial discrimination and to promote racial equality.
- **Impact on well-being:** We recognize that racism has a detrimental effect on mental and emotional health, and we take active steps to support pupils and staff.
- **Personal and academic development:** Creating an environment that is free from racism will support pupils' personal and academic development, enabling them to achieve their full potential.

Measuring Success:

- A reduction in racist incidents.
- Better academic results and pupils' well-being.
- Positive feedback from pupils, staff and parents regarding the culture of racial equality

3. Links to Other Relevant Policies

This anti-racism policy is linked to a number of other policies in Ysgol Glan Morfa, including:

- **Behavior and Relationships Policy:** We will deal firmly with any cases of racism, including behavior that harms racial equality.
- **Curriculum Policy:** Ensure that the curriculum includes a strong understanding of cultural diversity and racial history.
- **Attendance Policy:** Support attendance by ensuring that all pupils feel safe and welcome at the school.
- **Additional Learning Needs and Wellbeing:** Our commitment to well-being includes supporting pupils who face mental health challenges arising from experiences of racism.
- **Accessibility Policy:** Ensures that the physical and learning environment is accessible to all pupils, removing barriers that may disproportionately affect individuals from global majority ethnic backgrounds.

- **Inclusion Policy:** Reinforces our commitment to creating a school culture where diversity is embraced and all pupils feel valued, respected and included, regardless of race, background or ability.

4. How the Policy was drafted and who contributed

This policy has been drafted through collaboration between a number of staff and stakeholders.

Key members:

- **Staff members and Governors:** Headteacher, Deputy Head and key governors who lead on equality, diversity and various issues. They ensure that the policy is implemented effectively.

Contributions from other staff and groups:

- **Teachers and support staff:** Practical actions in the classroom and in pastoral roles.
- **Pupils and parents:** We consult with pupils and parents through surveys and parent meetings to ensure that their voices are included.

Roles and Responsibilities:

- **Headteacher:** Responsible for leading the policy and ensuring its effective implementation.
- **Governors:** Monitors and reviews the policy regularly to ensure its impact.
- **Teachers and support staff:** Provide practical support for pupils, challenge racism and encourage dialogue about race and diversity. They also have the responsibility of recording any racist incidents on the school's "My Concern" recording system.

As an anti-racist school Ysgol Glan Morfa adopts the following actions to promote anti-racism:

- **Staff training and development:** Staff training on racial equality and how to challenge racism in a learning environment. We work closely with DARPL (Development of Anti Racism Professional Learning) and the Show the Red Card to Racism movement.
- **Personal, Social and Health Education Curriculum:** Integration of themes related to diversity, race and equality in the curriculum and in pastoral interventions.
- **Curriculum review:** Improve curriculum content to reflect diverse ethnic histories, cultures and experiences.
- **Cultural and community activities:** Holding events and engaging with the wider community to promote understanding of cultural differences.
- **Audit of languages:** Review the languages spoken in the school and plan steps to support them.

- **Engaging with parents and carers:** Involve parents and carers through meetings and engagement to share the work we are doing to promote racial equality.
- **Listening to pupils' voices:** Holding workshops and opportunities for pupils to share their experiences and suggestions to improve anti-racism practices in our schools.

Racial Incident Response Process (See Appendix 1)

1. **Incident Reporting:** Any racist incident, whether observed by staff, pupils or members of the community, will be recorded on our **My Concern** system. This will enable us to ensure that each case is recorded in detail and monitored effectively over time.
2. **Thorough Investigation:** Once an incident is reported, an investigation will begin immediately. Relevant staff will carry out a thorough investigation to gather information from each individual involved. We ensure that all investigations are conducted fairly and confidentially, with an emphasis on gathering all the facts before taking any action.
3. **Actions:** Depending on the nature of the incident, actions may include:
 - Counseling or additional support for the victim.
 - Advice or disciplining the individual responsible, including using opportunities to educate and ignore the harm of racism.
 - Implement educational measures across the school, such as workshops or educational sessions using Show Racism the Red Card resources to improve understanding and reduce the risk of similar incidents in the future.
4. **Monitoring and Recording:** All racist incidents will be systematically monitored through My Concern. This will include recording actions taken, any support provided, and any further action taken. This will ensure that there is a detailed and accurate record of each incident and response.
5. **Supporting the School Community:** We recognise that racist incidents can have a wider impact on the whole school community. We will offer support and resources, including workshops and awareness campaigns, to promote mutual understanding, build trust, and prevent future incidents.
6. **Feedback and Continuous Improvement:** We will collect feedback from those involved in racist incidents to ensure that our responses continue to be effective and suitable for the school environment. Any lessons learned will be included in our ongoing processes to improve and develop the school culture.

Staff related events

An allegation of racist behavior against any member of staff should be thoroughly investigated before initiating any formal disciplinary procedures. Whether the victim of alleged racist behavior is a young person or a member of staff, the Headteacher should initially investigate under the school's disciplinary policy and procedures before taking informal or formal action. It should still be recorded as a racist incident.

Support the target

It is essential that Ysgol Glan Morfa creates a climate where the target of racist incidents feel able to report them. All staff and young people should be encouraged to report any incident they see, and all such reports should be followed up. Both schools should involve parents or carers in offering support to victims of serious incidents and it may be appropriate to involve other agencies. An interpreter will be available for victims and parents if needed. Where the victim of a racist incident is a member of staff, support is available through their professional associations and/or through the LA's staff counseling scheme, as well as support from colleagues.

Efforts should also be made to ensure that the target(s) do not have to repeat what happened during the incident to a number of staff as this can add to the trauma suffered. Therefore, it is essential that staff who are first informed of an incident do not question the target but refer directly to a member of the SMT.

When dealing with racist incidents, staff should:-

- Listen attentively
- Keep calm and calm down
- Accept the victim's language and terminology
- Remember that reporting an incident may require considerable courage
- acknowledge the feelings of the victim(s).
- confirm that they are right to disclose the
- show that they understand the difficulty in discussing the matter
- Provide immediate support; Reassure the victim that the matter will be treated seriously and that a full investigation will be carried out.

Working with the offenders

All racist behavior should be treated as a serious matter and should never go unchallenged. Failure to respond could be seen as espousing racist behavior and could discourage young people and parents from reporting incidents and sharing concerns with staff. Responses to incidents should be prompt, appropriate and consistent. Disciplinary action should be in

accordance with the Respect and Relationship Policy and senior leaders dealing with the incident should check whether the offender has a record of previous similar behaviour.

The behavior of future offenders should also be monitored. Senior leaders should emphasise that the aim of the policy and procedures for dealing with racist incidents is to prevent such incidents from happening and not get people into trouble. It should be recognized that victims and perpetrators will often need pastoral support. It is important, when working with perpetrators of racist incidents, to separate the behavior from the individual.

Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome their prejudices and to discourage similar behavior in the future. The school will use activities, curriculum work and whole school initiatives to address and change racist attitudes.

Conclusion

Ysgol Glan Morfa is determined to actively and continuously promote anti-racism. We believe that implementing this policy will ensure that our schools are safer, happier environments and promote success for all pupils and staff.