

# Bro Edern Cluster



## Ysgol Y Berllan Deg Anti-Racism Policy

(Created in collaboration with Bro Edern Cluster senior leaders)

The name of the staff member with responsibility for the policy- MARI PHILLIPS
Anti-racism leader's name: MARI PHILLIPS
Name of Governor with responsibility for anti-racism- BETHAN HOLLIDAY STACEY
The date of adoption of this policy by the Governing Body: 20/02/25
This policy is reviewed every two years Next review date: February 2027

## Ysgol Y Berllan Deg 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*

### 1. Introduction and Key Principles

Ysgol Y Berllan Deg 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 schools must ensure that every individual feels valued and respected.

#### Why is anti-racism important to Ysgol Y Berllan Deg?

Anti-racism is vital to our schools as it enables our pupils to have equal access to education. Experience of racism can seriously affect wellbeing, mental health and personal and academic success. By promoting an anti-racism culture, we ensure that all pupils and staff can thrive in a safe and supportive environment.

#### Definition: What is racism?

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

- ***Any incident that is perceived to be racist by the victim or any other person based on a person’s racialised identity, ethnicity, culture or religion. The definition is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it is racist. But it does mean that it must be recorded and investigated.***

The definition implies that if anyone thinks an incident is racist then it will definitely be taken seriously and investigated. Failure to investigate, even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and could be used as evidence that a school is not taking seriously its legal duties.

Whether or not the pupil(s) responsible intended their behaviour to be racist is in the first instance 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 investigating, their attitudes, motivation and awareness are not the main issue. It's the effects of their behaviour, not the reasons for it that require attention.

## Identifying racist incidents and behaviour

Detailed below are some examples of possible racist behaviour:-

- Derogatory name-calling, insults, racist jokes and language
- Verbal and non-verbal abuse and threats
- Physical assaults
- Ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity etc
- Racist comments
- Damage to property
- Incitement of others to act in a racist manner
- Attempting to recruit other young people to racist organisations and groups.

## Language / Terminology used

At Ysgol Y Berllan Deg this is the terminology that we will use to describe the people associated with a racist incident -

- 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.

## 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 staff are respected and supported.
- **The voice of pupils and parents:** Ensuring that the voices of pupils and parents are heard and inform our actions.
- **Regular review:** The policy will be reviewed regularly to ensure it is relevant and effective.
- **Engage with experts:** Collaborate with anti-racism experts to ensure best practices.
- **Carrying out statutory responsibilities:** Complying with the Equality Act 2010 and any relevant legislation.

## 2. Purpose of the Policy

This policy sets out the concrete steps we are taking to eradicate racism and promote a racial equality environment in the Bro Edern Cluster, and especially at Ysgol Y Berllan Deg.

Policy Objectives:

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

**Measuring Success:**

- Reduction in racial incidents.
- Improved academic outcomes and pupil wellbeing.
- Positive feedback from pupils, staff and parents about the culture of racial equality.

### **3. How the Policy was drafted and who contributed**

This policy has been drafted through collaboration between the cluster's headteachers and deputies and then adapted specifically for Ysgol Y Berllan Deg..

Key members:

- **Members of staff and Governors:** Head of the Cluster and key governors who lead on equality and various issues. They ensure that the policy is implemented effectively.

Contributions from other staff and groups:

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

**Roles and Accountability:**

- **Headteacher:** Responsible for guiding the policy and ensuring its effective implementation.
- **Governors:** Regularly monitors and reviews the policy to ensure its impact.

- **Teachers and support staff:** Provides practical support to pupils, challenges racism and encourages dialogue about race and diversity. They also have the responsibility of recording any racist incidents on the "My Concern" school recording system.
- **Pupils:** To show respect for all individuals and report incidents of racism to a trusted adult.

To understand that any form of racism is not tolerated by the school.

To know what to do if they feel they are victims of or observers of incidents of racism

- **Parents / Carers:** To support the school's anti-racism efforts and reinforce these principles at home.

## **5. Steps we are taking to eradicate racism and become an anti-racist school**

The Bro Edern Cluster has adopted a number of actions to promote anti-racism:

- **Staff training and development:** Train staff 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:** Integrating themes of diversity, race and equality into the curriculum and in pastoral interventions.
- **Curriculum review:** Improve curriculum content to reflect diverse ethnic history, cultures and experiences.
- **Cultural and community activities:** Hosting events and engaging with the wider community to promote understanding of cultural differences.
- **Examination of languages:** Review the languages spoken in the cluster and plan steps to support them.
- **Parent and carer engagement:** Engaging parents and carers through meetings and engagement to share the work we do to promote racial equality.
- **Listening to pupils' voices:** Running workshops and opportunities for pupils to share their experiences and suggestions to improve anti-racism practices in our schools.

## **Racial Incident Response Process**

1. **Incident Reporting:** Any racist incident, whether observed by staff, pupils or community members, will be recorded on our My Concern system. This will allow us to ensure that all cases are recorded in detail and monitored effectively over time.

2. **Thorough Investigation:** Once an incident has been 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 event, actions may include:
  - Additional counselling or support for the victim.
  - Advice or discipline of the person responsible, including using opportunities to educate and exhort about the harms of racism.
  - Implement school-wide educational measures, 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. **Monitor and Record:** All racist incidents will be systematically monitored through My Concern. This will include recording actions, any support provided, and any further action taken. This will ensure that there is a detailed and accurate record of all incidents and responses.
  
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 racial incidents to ensure our responses remain effective and suitable for the school environment. Any lessons learned will be incorporated into our ongoing processes to improve and develop the school culture.

### **Incidents involving staff**

An allegation of racist behaviour against any member of staff should be investigated thoroughly before any formal disciplinary procedures are instigated. Whether the victim of alleged racist behaviour is a young person or 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.

### **Supporting the Target**

It is vital that Ysgol Y Berllan Deg creates a climate in which Target of racist incidents feel able to report them. All staff and young people should also be encouraged to report any incident they witness, and all such reports should be followed up. Both school's should involve parents or carers when offering support to victims of serious incidents and it may be appropriate to involve other agencies. An interpreter will be made available for victims and parents if necessary. Where the victim of a racist incident is a member of staff, support is available through their professional associations and/or through the LA staff counselling scheme, in addition to support from colleagues.

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

When dealing with racist incidents, staff should:-

- listen attentively
- remain calm and reassuring
- accept the victim's language and terminology
- remember that to report an incident may need considerable courage
- acknowledge the feelings of the victim(s)
- confirm they were right to make the disclosure
- show they understand the difficulty in discussing the matter
- offer immediate support; reassure the victim that the matter will be treated seriously and that a full investigation will take place.

### **Working with the perpetrators**

All racist behaviour should be treated as a serious matter and should never go unchallenged. A failure to respond could be seen as condoning racist behaviour 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 line with the Respect and Relationship Policy and senior leaders dealing with the incident should check if the perpetrator has a record of previous similar behaviour.

Perpetrators' future behaviour 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 occurring and not to get people into trouble. It should be recognised that both victims and perpetrators will often need pastoral support. It is important, in working with perpetrators of racist incidents, to separate the behaviour from the person.

Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome his/her prejudices and to desist from similar behaviour in future. The school will use activities, curriculum work and whole-school initiatives to address and change racist attitudes.

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### **Conclusion**

The Bro Edern Cluster is determined to actively and continuously promote anti-racism. We believe that implementing this policy will make our schools safer, happier environments and promote success for all pupils and staff.