Llandaff City Church In Wales Primary School

Anti-Racism Policy

Introduction

Llandaff City Church in Wales Primary School will not tolerate any form of racism and is committed to the development of an anti-racist ethos. The school's anti-racist policy and practise helps to identify and change those attitudes which lead to negative discrimination against people on the basis of their race, nationality or ethnic origin.

Llandaff City Church in Wales Primary School has a strong Christian ethos where our vision for education permeates every aspect of the school. In this way we are able to support all of the members of our community to become anti-racist. Through education, support and giving our community a voice on racism, we can move from non-racist to anti-racist.

We are committed to:

- Respecting and valuing difference
- Meeting the diverse needs of our pupils
- Preparing pupils for a life in a multi-ethnic society as ethically, informed citizens of Wales and the World

What is racism?

Racism is conduct or words or practices which disadvantage or advantage people because of their colour, culture, or ethnic origin.

A racist incident is any incident which is perceived to be racist by the victim or any other person.

Behaviour

Pupils will act in accordance with the school's Behaviour Policy and Equality Policy at all times. Clear procedures are in place to ensure that any incidents of racial discrimination or racial harassment that may take place on the school premises involving either children or adults, are dealt with promptly, firmly, and consistently. We use My Concern (A safeguarding platform) for reporting all types of incidents and these are collected to help the school identify and address key issues and areas of concern. This data goes to the Local Authority.

We challenge racism within the classroom and are able to explore potentially racist situations and examine their implication in the form of classroom discussions.

Overt racial acts

- Direct physical assault or threat of it
- Inciting racism in others
- Behaving in a racist way and treating others less favourable 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, catch phrases or graffiti.
- Refusal to cooperate with other people because of their ethnic origin
- Provocative behaviour. e.g., displaying racist emblems
- Ridiculing a cultural difference e.g. food, music, religion, dress, or traditions
- Any attempts to practise racist behaviour through other means.

Covert racism

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

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

Staff and pupils will know to look out for any of the above behaviour and will bring any incidents of racist behaviour to the headteacher's attention, and the appropriate action will be taken.

Pupils and staff will treat their peers and colleagues with respect and dignity at all times. And will actively promote the school's anti-racist approach by challenging any racist views or behaviours.

In accordance with the school's Anti-bullying policy, pupils and staff will be aware that bullying of any form, including cyber bullying, will not be tolerated and the Headteacher will decide the type of sanction a perpetrator of racist bullying will receive. However, all incidents are recorded.

Following any incidents of racist behaviour, a report will be made to the Governing Body in accordance with the recording and reporting section of this policy.

The role of staff.

- All staff teaching and non-teaching should be vigilant in class and in the playground at all times. In order that racist behaviour does not go undetected.
- All staff should act as soon as possible and ensure that all interaction is carried out privately away from the group.
- Staff should remain calm and take time to listen impartially to all involved.
- Staff should avoid labelling pupils as "racist" and "victim" after an incident, both pupils may need support to rebuild or reinforce self-image and esteem.
- All reports of racist incidences must be recorded on My Concern and shared with the Local Authority.
- The school will contact the parents / carers of all the pupils involved in a racist incident.
- A suitable consequence or next steps will be discussed with all the parties involved and in line with our Behaviour policy.

It is essential that work to address issues of racism and equality should take place at every opportunity through the taught curriculum. There are a wide range of strategies which teachers can adopt in their classroom which can support a school's approach to dealing with and addressing racism with all children. These could include:

- Providing positive images and role models in resource is and displays which reflect the experiences and backgrounds of all children in our multicultural society
- Regular auditing and 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 context and inviting them to develop strategies of promoting justice and challenging injustice.
- Encouraging cooperative 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 and 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 failing to uphold this policy will be required to attend additional training and CPD (Continuing Professional Development) as appropriate and will be disciplined in accordance with the school's staff code of conduct if they refuse to uphold the school's anti-racist approach.

The school's disciplinary policy and procedure makes clear that discrimination of any form will not be tolerated and will be disciplined accordingly.

Allegations of racist behaviour made against staff members will be handled on a case-by-case basis.

The role of the pupil

All pupils should adhere to our school's code of conduct. (See behaviour policy) A pupil who perceives themselves to be the victim of racism and pupils who witness incidents of racism have a responsibility to report this.

Pupils should ask for help from staff in diffusing a difficult situation, they should not retaliate but should ask for help from staff.

The role of the parent

Parent/ Carers support the school's policy on anti-racism and will inform the school if they believe a racist act has occurred at school. Parents and carers of a pupil who is responsible for racist conduct are encouraged to play an active role in dealing with it.

The role of the Governing Body

The governors are responsible for the Anti-racism policy and for ensuring that it is regularly monitored and reviewed. The Governing Body will:

- Ensure that the school fulfils its legal responsibilities
- Support the Head teacher, Diversity Lead and staff in the implementation of this policy
- Be fully informed on matters concerning racism
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

- Make it a regular agenda item for discussion at Governing Body meetings.

Admissions

Llandaff City Church in Wales Primary School is governed by our Admissions policy. We welcome all ethnic groups as well as asylum seekers, refugees and travellers.

Curriculum

We will ensure that all pupils:

- Fully access the curriculum
- See themselves, their languages and their heritage reflected and valued in the curriculum
- Develop empathy and compassion
- Celebrate diverse backgrounds, values and characteristics
- Develop their own values and sense of identity
- Develop understanding of people with different beliefs and perspectives
- Challenge stereotypes

All Staff are responsible for:

- Fostering a positive atmosphere of mutual respect and trust
- Planning for and delivering a curriculum that is accessible and inclusive to all learners
- Recognising and valuing diversity
- Giving pupils the opportunity to explore questions of identity, race equality and racism
- Providing all pupils with the chance to experience other cultures
- Promoting racial equality and keeping up to date with race relations legislation through CPD (Continuing Professional Development).
- Recognising and tackling racism and stereotyping
- Responding to and recording racist incidents
- Provide intervention when racist incidents occur
- Promoting equal opportunities

Staff Training and Awareness

The Head teacher will ensure that all staff are trained to deal effectively with racist incidents: Racism, racial harassment, prejudice and stereotyping. This is done in partnership with the local authority and other agencies, as appropriate. The ALNCO Has responsibility for staff training to meet the needs of pupils with English as a second language. All governors are encouraged to participate in relevant local authority training sessions.

Staff will be provided with opportunities to take part in Professional Learning (PL) and training, which will include, but will not be limited to, the following:

- Promoting positive role models
- Spreading awareness of racial equality.
- Challenging common misconceptions surrounding race.

- Dealing with racist behaviour and knowing how to intervene
- Understanding how racist behaviour can impact individuals physically and emotionally.
- Recognising that ethnic minorities are not homogeneous groups and that everyone has an identity which is unique to them.
- Supporting young people's right to speak out about the issue of racism.
- How to incorporate anti-racist education into their lessons and across the curriculum.

Staff members will be asked what Professional Learning they think would help them most when addressing racial equality.

The views of all staff members will be listened to and considered when implementing this policy and the whole school approach to anti-racism.

Staff members will be supported to develop cultural competency in relation to the communities the school serves.

Training will enable staff members to have open discussions about race and racism in a positive environment. The school will look at ways to continuously improve the Professional Learning and training provided to its staff members and act on any feedback received.

The school will implement and communicate clear procedures and guidelines for reporting and dealing with incidents of racist behaviour and all staff members will be expected to understand this.

Global majority staff members will be supported and encouraged to access Professional Learning opportunities to progress in their career.

Time will be allocated to allow staff members to talk together about the impacts of stereotyping and how racism is experienced differently for each individual.

Support

Following any incident or report of racist behaviour, the victim will be provided with the appropriate type and level of support.

Victims of racist behaviour will be offered direct support from the school's Inclusion Lead and/or the schools designated Mental Health Lead where appropriate.

Following any incident of racist behaviour, the victim's experience will be listened to and validated with the intention of rebuilding. Any impact the experience or experiences have had on their confidence and self-esteem.

An evaluation of whether enough is being done to enable ethnic minority staff members and pupils to feel safe while they are at school will be undertaken regularly. And following any incidents of racist behaviour.

Pupils will be encouraged to ask questions about race and racism to support their learning and understanding of what it means to be anti-racist.

The school will ensure that its supportive and inclusive culture is embraced by every member of the school community and will react to any comments, queries and concerns as appropriate.

All staff members and children will be encouraged to educate themselves about racial equality, talk openly about racial equality and discuss ways in which the change can be made.

Staff members from global majority backgrounds will be supported to develop and progress in their career. And the school will ensure that ethnic minority staff are able to express any concerns they have regarding barriers to their career progression.

The school will seek to empower pupils and staff members from global majority backgrounds to have high aspirations and to feel comfortable about aiming high.

The school will seek the views of members of the school community from global majority backgrounds to gauge the extent to which they feel valued and respected in the school and where the school could improve the support offered and provided to pupils and staff members.

Children and staff members will be urged to support one another by holding discussions to further understand the issue of racial inequality and empower their peers and colleagues from global majority backgrounds. The SLT (Senior Leadership Team) will consider how best to accommodate such discussions and ensure that this is done in a respectful and sensitive manner.

Parents/Carers and the Wider Community:

We take account of parents / carers linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.
We aim to work closely with members of the wider community to support all our pupils.

Some parents may require interpreting or translation support to engage in a meaningful way with discussion and decision making, Senior Leadership should endeavour to ensure that appropriate support is provided.

Monitoring and review

This policy will be reviewed by the head teacher, Senior Leadership team and Governing Body regularly.

Chair of Governors: Mrs Elizabeth Elias

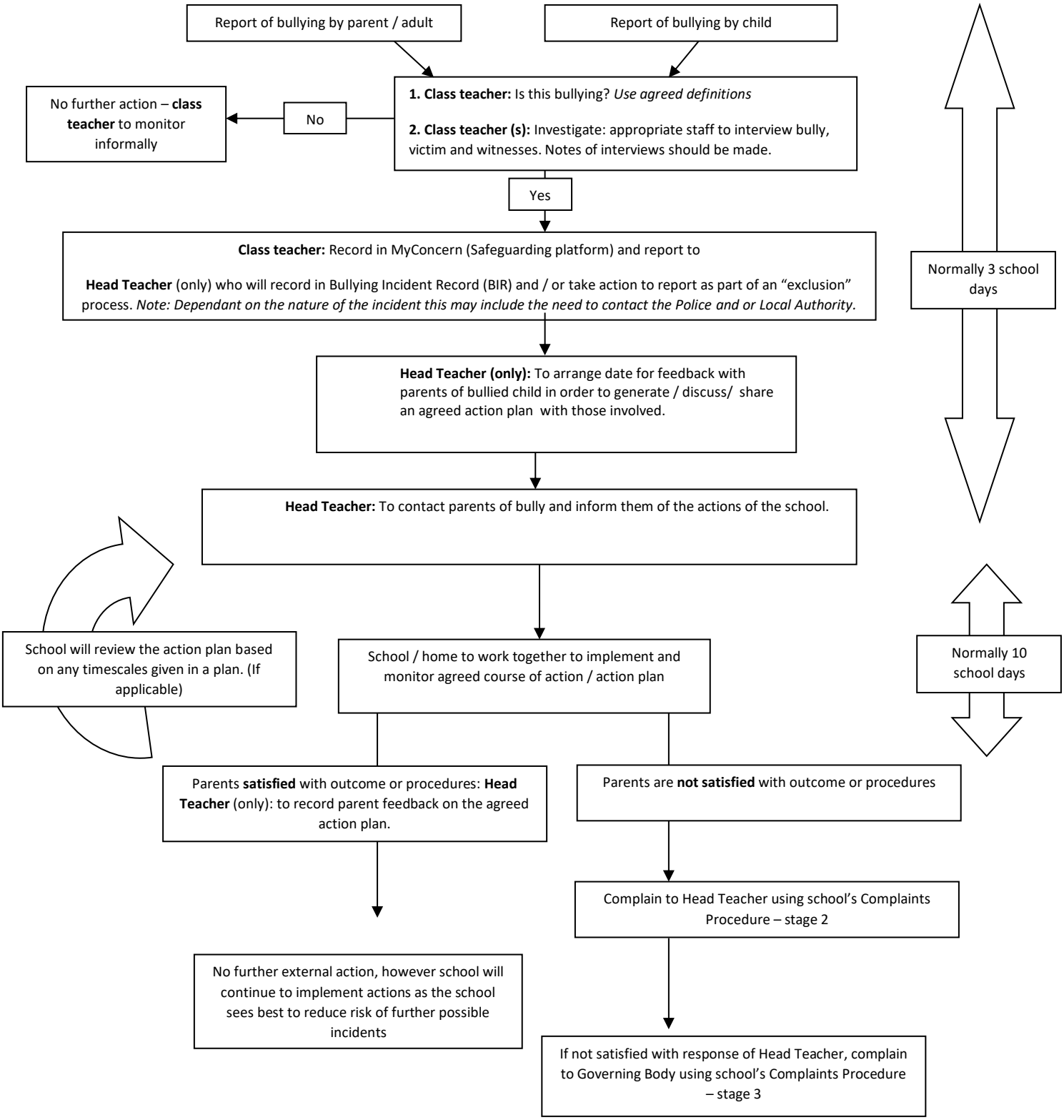
Head Teacher: Mrs Gen Hallett

Date reviewed: November 2026

Next date of review: November 2028

Appendix 1

Anti-bullying Procedure at Llandaff City



Class teachers will be aware of some parents' difficulties in attending school and will try to maintain contact through telephone or other means if possible