

# YSGOL GYNRADD WAUNARLWYDD



## **Race Equality Policy**

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The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 7, 30 (CRC)

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## **Introduction**

“No one is born hating another person because of the colour of his skin, or his background or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite” – Nelson Mandella, inaugural speech 1994

### **1 General statement of policy**

The school is committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour, which is racist or potentially damaging to any ethnic or racial group, will not be tolerated. The school recognises that Wales and the UK have diverse societies made up of people from many different racial, cultural, religious and linguistic backgrounds. It is important that all pupils are adequately prepared to live in such a diverse society. All employees have a responsibility to read, understand and comply with this policy.

### **2 Responsibilities**

#### **Governing body**

- The Governing Body is responsible for ensuring that the school complies with Race Relations legislation, including the general and specific duties in the amended 2000 Act.
- With assistance from the headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy.
- The Governing Body will include Race Equality issues as a regular item on the agenda of Governing Body meetings and has a named governor for Equalities.

#### **Headteacher**

- The Headteacher has overall responsibility, with the Governing Body, for implementing appropriate courses of action to enable the school to adhere to this Race Equality policy.
- The headteacher will ensure that staff receive training and are informed of the implications of the policy, including the relevant legislation.

### **Named person for Racist Incidents**

- The named person for Racist Incidents is the Headteacher or named governor.
- The named person will ensure that all reported racist incidents are recorded in a register, and that the Authority's Racist Incident Report form is completed and forwarded to the LEA.

### **Named person for Equalities**

- The named person for Equalities or Equal Opportunities is the Headteacher
- The named person for Equalities will ensure that the school regularly reviews and evaluates all policies and practices in relation to Race Equality. Targets for improvement will be set to address aspects of inequality or disadvantage emerging from a regular review of progress.

### **PSE coordinator**

- The PSE Coordinator is.
- The PSE Coordinator will ensure that race and cultural diversity issues are addressed in the implementation of the PSE Framework throughout the school, developing attitudes and values which promote understanding of diversity and equality, which encourage positive, healthy relationships and which challenge racism.

### **RE coordinator**

- The RE Coordinator is John Jenkins.
- The RE Coordinator will ensure that all religions are taught in a positive, balanced way, that different viewpoints are always valued and respected and that stereotypical views of particular faith groups are not perpetuated but examined in an objective, relevant manner.

### **Teaching Staff**

- Teaching staff are responsible for keeping themselves up-to-date with Race Relations legislation and Equality matters.
- Teaching staff will know how to deal with racist incidents in the classroom, how to promote diversity and how to identify and challenge bias and stereotyping.
- Teaching staff will encourage positive working relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and have access to the curriculum.
- Teaching staff will not discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

**Support staff (including all administrative staff, lunchtime supervisors, catering staff and caretakers)**

- Support staff will ensure that they do not discriminate when carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

**Visitors and contractors working on site**

- All visitors or contractors working on site will be made aware of the school's policy on race equality and incidents of racial harassment.

**3 Consultation**

- Governors, staff, pupils, parents and community groups will be consulted in relation to the introduction of this policy and subsequent revisions.

**4 Communication**

- The policy is:
  - published in the staff handbook
  - available on request for parents, visitors and members of the wider community
  - every effort will be made to provide translation of the policy on request

Signed: R. Davies – Headteacher

## Implementation of the policy

## **Whole school ethos**

### **➤ Celebrating and promoting diversity**

We will ensure that the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different religious groups and allowing pupils to observe various religious commemorations and festivals.

### **➤ Preparation for life in a multi-ethnic society**

We will encourage all pupils to understand, respect and value peoples, cultures, languages and faiths with which they are unfamiliar in order to prepare them for life in a multi-ethnic society.

### **➤ Ethnic make-up of the school**

The school will collect appropriate data to inform its understanding of the range of ethnic, linguistic and religious background of pupils so as to assist in the implementation of this policy.

## **Pupil attainment, personal development and assessment**

### **➤ Attainment and progress**

Our aim is to ensure that all pupils achieve to their full potential. We will monitor individual pupils' progress for signs of underachievement and use ethnic monitoring to identify any differences between the performance of ethnic groups. These will be addressed through planned and targeted support. The school has partnerships with EMLA and receives allocation of support from the service in the form of teachers and part time bilingual support workers (BSW) according to need. The BSW's are dependent on our pupils linguistic background.

### **➤ Pastoral support**

Our pastoral support will take account of religious and ethnic differences and the experiences of refugee and asylum seeker children.

### **➤ Support for pupils learning English as an additional language**

We will provide appropriate support for pupils for whom English is an additional language and encourage pupils to use and develop their home languages, where possible. Specialist support will be accessed from EMLA

### **➤ Assessment**

We will ensure that ethnic minority pupils, those for whom English is an additional language and refugee and asylum seeker children are not disadvantaged through cultural and linguistic bias or lack of support in assessments.

### ➤ **Special Educational Needs**

We will ensure that accurate assessments of special educational needs will be made for ethnic minority pupils, those for whom English is an additional language and for refugee and asylum seeker children as appropriate.

## **Curriculum, teaching and resources**

### ➤ **Teaching and learning**

We will take positive steps to ensure that all pupils can participate and feel that their contributions are valued. We will encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other's varied experiences. Our teaching will challenge racial prejudice and stereotypes, and foster pupils' critical awareness of bias, inequality and injustice.

### ➤ **Promoting cultural diversity through the curriculum**

We will promote cultural diversity in the curriculum through teaching positive, culturally diverse content, and by fostering respect for people of different racial, ethnic and religious groups.

### ➤ **Curriculum access**

We will make every effort to ensure that all pupils have access to the mainstream curriculum by taking account of their individual cultural backgrounds and linguistic needs, and by differentiating work appropriately.

### ➤ **Resources**

Our resources and displays will portray positive images of a range of peoples and cultures and will use a variety of resources to challenge stereotypes and racism across the curriculum.

### ➤ **Involvement of people of diverse backgrounds**

Every effort will be made to invite visitors from a range of different racial, ethnic, linguistic and faith groups into school to share a wide range of skills and experiences.

## **Admissions and attendance**

### ➤ **Admissions**



Our admission criteria and procedures will be fair and equal for all and will not detrimentally affect any racial or ethnic group. Admissions are governed by The LA

### ➤ **Attendance**

We expect good attendance of all pupils and we monitor attendance by ethnic group. We will recognise pupils' right to take time off for religious observance and make provision for pupils on extended leave to cover missed work.

## **Behaviour, discipline and exclusion**

### ➤ **Racism, discrimination and harassment**

We are opposed to all forms of racial prejudice and discrimination. Racist language or behaviour will not be tolerated. All incidents will be dealt with in accordance with the school's relevant policies and LA guidelines on Racial Harassment.

### ➤ **Behaviour and discipline**

We expect high standards of behaviour of all pupils. All pupils will be treated fairly and without discrimination when being disciplined. Incidents of a racist nature will be dealt with firmly and consistently and all allegations of racial harassment or provocation will be fully investigated, recorded and reported to the LEA.

### ➤ **Exclusion**

We will take proactive steps to prevent exclusion and ensure that exclusions are monitored by ethnic group.

## **Partnership with parents and the wider community**

### ➤ **Partnership with parents and the wider community**

We will draw upon the expertise, skills and knowledge of people from a range of racial, ethnic, linguistic and faith backgrounds to develop positive attitudes to cultural diversity and to challenge racism. Parents of all racial and ethnic groups will be encouraged to participate in the life of the school. Where necessary, translation and interpretation services will be accessed.

### ➤ **School premises**

School premises will be made available for use by all ethnic and racial groups in the locality.

## **Staff recruitment and professional development**

### ➤ **Recruitment and promotion**

We will ensure that no discrimination takes place on racial grounds in recruitment and promotion.

### ➤ **Professional development**

We will ensure that all staff and governors receive initial and ongoing training in order to understand and address issues of race equality.

### ➤ **Discrimination and harassment**

Incidents of racial discrimination or harassment involving staff will be dealt with in accordance with the LA's/school's discipline and grievance procedures and racial harassment guidelines.

### ➤ **Breaches of policy**

Any breaches of this policy by members of staff or governors will be dealt with in accordance with the LA's/school's discipline and grievance procedures.

## **Planning and policy review**

### ➤ **Planning and target setting**

We will use policy evaluations, and The Commission for Racial Equality's "Learning for all – Standards for Racial Equality on Schools" as an audit mechanism to identify specific targets for action on issues of race equality. These will be included in the School Development Plan and reviewed annually.

### ➤ **Ethnic monitoring**

We will use ethnic monitoring data on achievement in curriculum planning and in setting targets for teaching. Ethnic monitoring data on admissions, attendance and exclusions will also be considered in long-term planning.

### ➤ **Evaluating, monitoring and reviewing policies**

The impact of all school policies on ethnic minority pupils, staff, governors and parents will be assessed to ensure that no discriminatory practice exists, particularly that which may contribute to the underachievement of ethnic minority pupils. The impact of the Race Equality policy on all pupils, staff, governors and parents will be monitored for its effectiveness on an annual basis, and evaluations will take account of the views of pupils, staff, parents and members of the local community including any ethnic minority groups. All other policy reviews will consider the implications of race equality.

## **Appendices**

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.

Appendix (i)

- **Anti – Racism Re-active Plan**

As part of our overarching aim for pupils to fulfil their full potential across the curriculum we will endeavour to ensure that all children are given the necessary support to access learning in this area in line with our equal opportunity and disability scheme.

**Aims and statements of Principle**

- I. We aim to develop the children's awareness of the diversity of the society in which we live.
- II. We aim to make the whole of their school experience equip children to develop positive attitudes towards a pluralistic society.
- III. Discrimination on the basis of creed, colour, culture, origin, gender and ability is unacceptable in our school.
- IV. Every person in school will contribute towards a happy and caring environment by showing respect for and appreciation of each other, as individuals.
- V. We aim to educate, develop and prepare our children, whatever their creed, gender, colour, culture, origin or ability, for life.
- VI. We promote the principles of fairness and justice through the education that we provide in our school.
- VII. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- VIII. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice wherever it occurs.
- IX. We endeavour to make the school a welcoming place for all ethnic and national groups represented in the community including gypsy travellers, asylum seekers and refugees.
- X. We ensure that all recruitment, employment promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- XI. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning, for example by ensuring that book resources reflect a diverse society and do not contain negative images.
- XII. It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racial harassment which includes racist name calling, racist caricature based on prejudice, the stirring of racial hatred and the drawing or writing of racist materials.
- XIII. Children are encouraged to be aware of what racism means through the Citizenship programme and are encouraged to report incidents where there is the suspicion of racism.
- XIV. Should a racist incident occur, we will act immediately to prevent any repetition of the incident as follows:
- XV. The head or deputy head teacher will deal with the matter.

- XVI. If the incident happens at lunchtime the children involved will be kept apart from each other, the allegation logged, and a report made immediately by the senior MSA to the head or deputy for full investigation.
- XVII. The incident will be reported in the Incident File.
- XVIII. It will be logged onto the computer file for analysis purposes.
- XIX. All persons concerned with the incident will be interviewed.
- XX. No excuses will be accepted for a racist action whatever the provocation.
- XXI. If the case is found proven against a child, the child will be warned as to future conduct, will be punished in an appropriate manner and the incident logged.
- XXII. Parents will be informed by phone. A second incident will result in the parents of the offending child being informed in writing.
- XXIII. A third incident will result in exclusion, dependent upon the time lag between the first and third incident.

#### Appendix (ii)

LEA school reporting form and LEA confidentiality reporting form (Available from School Office Counter)

#### Appendix (iii)

Kid's scape advice preventing racist bullying

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## **Don't Bully Me! Advice for Primary Age Children**

Message from LORRAINE KELLY

**Dear Children**

**This booklet is for you. It is about bullying. Bullying is when someone makes you unhappy by being nasty on purpose.**

**If you are being bullied or know someone who is, this booklet will help you. If you are being bullied, don't be afraid to tell your mum or dad or a teacher. Don't keep it secret because the bullying won't stop until you tell. Remember that no one has the right to bully you.**

**Maybe you have bullied someone and you didn't mean to or would like to change. Well, you can stop hurting others. Read this booklet and ask a teacher or friend to help you.**

**So, if you are being bullied or have bullied someone else, there are lots of things you can do to make it better. I know this booklet will help bullying stop for lots of children.**

**Lots of love**

**LORRAINE KELLY**

### **THE STARS TALK ABOUT BULLYING**

Jill Halfpenny, 'EastEnders' and the winner of 'Strictly Come Dancing', says: *"Bullying is wrong. Don't do it!"*

Patsy Palmer says: *"Stand tall and tell yourself you are a good person and no one has the right to bully you."*

Lenny Henry says: *"Bullies aren't cool, or clever. If you're bullied, tell someone! – a teacher or your mum and dad. But whatever you do, don't let it go on!"*

Emma Bunton says: *"If you are being bullied, make sure you talk to some-one about it. Don't keep it to yourself! Tell a friend, a teacher or your mum before it gets out of hand."*

### **WHAT IS BULLYING?**

- When someone thinks it's fun to make you sad or angry
- If they won't stop when you say "I've had enough"
- If they say unkind things about you
- If they won't let anyone talk to you
- If they take your friends away and leave you all alone
- If they kick you or punch you, or hurt you on purpose.

### **THAT'S BULLYING**

### **WHY DO BULLIES DO IT?**

- Bullies may be **jealous** of you
- They may feel bad inside and want you to **feel bad** as well
- They may be **scared** nobody likes them
- They may bully people so no one will bully **them**
- They may be bullied **at home** and think it is OK to bully you

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- They may **think** they are being clever
- They may just be spoiled rotten **brats**

### **WHY DO THEY BULLY ME**

Bullies bully because they have a problem

Bullies **tell us that they like to pick on people who:**

- Are quiet and gentle and **won't tell!**
- Look worried and **scared**
- Might blush and go red, or **cry**
- Are **good** at doing school work, or **not good** at doing school work
- Are popular or unpopular
- Bullies say things and call you names to make you feel bad, even if none of what they say is true

Bullies **will find any excuse to try to bully you!**

### **HOW CAN I STOP THEM?**

Tell **your Mum**

Bullies **don't like other people to know what they are doing!**

### **WHAT SHOULD I DO?**

- Stand up **straight**
  - Look the bully in the **eyes**
  - Walk **away** without saying a word
- This might make the bully stop because he or she is **bored** when you don't react  
If the bully **continues** to bother you:

- Take a deep breath, and say "**NO!**" very loudly

PRACTISE EACH DAY

- Stand up straight, in front of a mirror
- Look at your eyes – make them look **stern**
- Say "**NO!**" really loudly

Now practise things you could say to the bully:

- "**GO AWAY!**"
- "**LEAVE ME ALONE!**"
- "**DON'T BULLY ME!**"

### **WHAT IF I BULLYSOMEONE?**

**THINKHARD!**

- Nobody really wants to be friends with a bully
- People are nice to bullies because they are scared of them, NOT because they like them

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- Think how sad the person you have bullied is feeling
- Think how nice it is to have friends who really like you
- Tell your teacher, your mum or dad that you want to stop being a bully and ask for their help

### **HOW CAN I MAKE GOOD FRIENDS?**

- **Don't** play with people who hurt others or make them sad
- Choose friends who are **kind**, who **share**, and who **listen** to you
- **Be kind**, share, and listen to them, too
- If your friends are sad, look after them and try to **help** them
- If you **know** someone is being bullied, **get help**, tell an adult

**FEELING GOOD**

- If you are **kind**
- If you **listen** to other people
- If you try to make people **laugh**, not cry

You will be a **GOOD** friend

- People will **like** you

- You will feel **good**
- You will feel **proud** of yourself

## **HERE ARE SOME STORIES**

Jennie and Olu are playing. Anna takes Jennie away. You see Olu has been left all alone and is crying.

WHAT WOULD YOU DO?

You are in the playground. You see Tom kicking Joe. Joe is hurt. Tom won't stop.

WHAT WOULD YOU DO?

Mark says something unkind about Ali. Ali hears what he has said. Mark is always saying horrible things about Ali.

WHAT WOULD YOU DO?

Daisy is very ticklish. Maria keeps tickling Daisy. "Stop! Stop!" she says, but Maria won't stop.

Daisy can't get away. She's getting upset and scared.

WHAT WOULD YOU DO?

## **WHAT WOULD YOU DO?**

REMEMBER EVERYONE IS DIFFERENT!

- Some of us are tall, some small
- Some of us have red hair; some have black or blonde hair, or no hair
- Some of us have freckles or wear glasses or have beautiful ears or cute noses
- Some of us walk with crutches or get around in a wheelchair

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- Some of us are good at art or sports or music or maths
- Some of us come from different countries or dress in different ways

**It would be boring if we were all the same!** It's good to be different

NO ONE DESERVES TO BE BULLIED!

## **WHERE TO GET HELP AND ADVICE**

Ask your mum, dad, grandma, grandpa, uncle, sister or brother for **help**

Talk to your **teacher** or someone at school

**CHILDLINE** Telephone counselling and advice e-service for children and young people who are experiencing bullying or any other problem or danger. **0800 - 1111** (free 24 hours)

[www.childline.org.uk](http://www.childline.org.uk)

**CHILDREN'S LEGAL CENTRE** Gives advice about law and policy affecting children and young people in England and Wales. **0845-456-6811** (Mon-Fri 9-30am to 5-00pm)

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

**KIDSCAPE** Offers free child protection leaflets (send a SAE plus 6 loose first class stamps) and a telephone helpline for parents, guardians or concerned relatives of bullied or abused children.

Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH. **020-7730-3300** Helpline for parents,

carers and relatives. **08451-205-204** [www.kidscape.org.uk](http://www.kidscape.org.uk)

**NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN (NSPCC)**

Helpline for anyone, including children, concerned about, involved in, or at risk of child abuse.

**0808-800-5000** (24 hours) [www.nspcc.org.uk](http://www.nspcc.org.uk)

**PARENTLINE PLUS** Available to anyone parenting a child to talk through any concerns or worries. Email support also available via website. **0808-800-2222** (24 hours)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

**SAMARITANS** Helpline for anyone in distress. Email support also available. **08457-90-90-90** (24

hours) Email [jo@samaritans.org](mailto:jo@samaritans.org)

This booklet was written by Kidscape and sponsored by Argos. Thanks also to Dan Norris MP and Western Power Distribution for their support in piloting the booklet.

This booklet has been specially written for primary aged children as they approach secondary school. More information on bullying and child safety issues for young people, parents, carers and professionals can be found at [www.kidscape.org.uk](http://www.kidscape.org.uk).



# Race Equality

This policy has been adopted by the  
Governing Body of Waunarlwydd Primary School

Headteacher : Ruth Davies

Signed: \_\_\_\_\_

Date: 8<sup>th</sup> November 2022

Chair of Governors : Rayna Soproniuk

Signed \_\_\_\_\_

Date: \_\_\_\_\_