



**WALES HIGH SCHOOL
ACADEMY TRUST**

Anti-Racism Policy

REVISION DATE	APPROVED BY	DATE OF APPROVAL
November 2021	Governing Body	1 February 2022

To be reviewed every 3 years or sooner if required.

All policies are available on the school website

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Statement of intent

All students at Wales are entitled to a full-time education that is free from discrimination and harassment of protected characteristics, such as ethnicity, skin colour, culture, sex, gender identity, sexuality, disability, or religious beliefs. The learning environment in which our students engage in must be inclusive of ethnic and cultural diversity. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly.

This policy has been created with an aim to consistently reduce stigmatisation, and improve the educational integration, of Black, Asian and individuals of colour and foster a culture of solidarity across the school.

The school is committed to valuing, respecting, and understanding individuals' differing ethnic and cultural identities, as well as providing continuous support.

This policy aims to:

- Create and foster a learning environment that is free from harassment and discrimination, for students of all ethnicities, skin colours, cultures, sexes, gender identities, sexualities, disabilities, or religious beliefs.
- Promote healthy communication between educators, students, and parents to support the successful education, development and wellbeing of every student and member of staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

All staff, parents and students will work together to eradicate any instances of discrimination, harassment or bullying, including any that relates to a person's cultural identity, in our school.

The school is dedicated to providing appropriate reasonable adjustments and tailored measures of support for any students of all ethnicities and cultural identities who should require it.

1. Legal framework

1.1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Race Relation (Amendment) Act 2000
- The Children's Act 2004
- The Employment Act 2008
- Equality Act 2010
- Education Act 2011

1.1.2. This policy operates in conjunction with the following school policies:

- [Anti-Bullying Policy](#)
- [Behaviour for Learning Policy](#)
- [Single Equality Policy](#)
- [Staff Code of Conduct](#)
- [Equal opportunities](#)

2. Definitions

2.1. **“colourism”** is defined as prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.

2.2. **“cultural appropriation”** is defined as the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.

2.3. **“microaggressions”** is defined as a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

2.4. **“racial literacy”** is defined as Individuals having the knowledge, skills, awareness, and dispositions to talk about race and racism.

2.5. **“racism”** is defined as a belief that some races are superior to others, used to devise and justify individual and collective actions that create and sustain inequality among racial and ethnic groups. Individual racism is usually manifested in decisions and behaviours that disadvantage small numbers of people.

2.6. **“whitewashing”** is defined as portraying (the past) or elements of society today in a way that increases the prominence, relevance, or impact of white people and minimizes or misrepresents that of Black, Asian and individuals of colour.

2.7. **“white fragility”** is defined as discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

- 2.8. **“white privilege”** is defined as inherent advantages possessed by a white person on the basis of their race in a society characterised by racial inequality and injustice.
- 2.9. **“white supremacy”** is defined as the belief that the white race is inherently superior to other races and that white people should have control over people of other races.
- 2.10. **“unconscious bias”** is defined as the attitudes that are held subconsciously and affect the way individuals feel and think about others around them. These are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

3. Roles and responsibilities

3.1. The entire school community will be responsible for:

- Committing to the elimination of racial discrimination, including direct and indirect (unconscious bias, microaggressions, white supremacy) racism, racial vilification, and harassment – in all aspects of the learning and working environment.
- Ensuring that all members of the school community understand their rights and responsibilities under the Anti-Racism Policy.
- Challenging racial discrimination, racist behaviour, racist language or harassment, prejudice, and stereotyping, however thoughtless or unintentional.
- Providing an environment which respects and values diversity and shows consideration for the traditions, cultures, and religious practices of people from different ethnicities and different geographical regions.
- Preventing direct and indirect, overt, and covert discrimination on grounds of colour, ethnicity or place of origin.
- Providing students, staff, parents, carer-givers, and all members of our community with a mechanism for the lodgement and resolution of complaints.
- Assisting in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible.
- Making sure that all students and staff are encouraged and supported to achieve their full potential.
- Educating staff and students on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multi-cultural and multi-ethnic Britain, racial literacy, colourism, cultural appropriation etc. so that all members of the community can recognise and report racism in all its forms. The school’s approach to these issues, concepts and theories reflects government guidance, professional guidance from recognised experts and external agencies as well as examples of good practice.
- Implementing anti-discriminatory employment practices.

3.2. The **governing body** will be responsible for:

- Evaluating and reviewing the success of support available to Black, Asian and individuals of colour.
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory.
- Ensuring that other school expectations are met e.g. acceptable uniform.
- The link Governor will work with **Equality Lead** to evaluate and review systems.

3.3. The **Headteacher** will be responsible for:

- Making sure this policy is readily available and that the governors, staff, students, and their parents and guardians know about it.
- Making sure this policy and its procedures are followed.
- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring. Ideally this should be done on go4schools.
- Meeting with the **Equality Lead**, where appropriate, to discuss the success of the support in place and any suggested changes that need to be considered by the school.
- Meeting with the **Equality Lead**, where appropriate, to discuss the outcomes of meetings with staff and students who identify as Black, Asian or individuals of colour.
- Feedback to the Governing Body.
- Ensuring there are opportunities for staff CPD to develop their skills and knowledge of racial issues.

3.4. The **Equality Lead** will be responsible for:

- Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
- Conducting training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge of racial issues.
- Support the Pastoral Teams in school with restorative work done with perpetrators of racist behaviour.
- Support the Pastoral Teams in school to ensure the needs of students of colour are met.
- Holding meetings, where appropriate with parents of students of colour and discussing the success of support in place, including feeding this information back to the **headteacher**.
- Holding meetings, where appropriate with staff who identify as Black, Asian or an individual of colour, to discuss the success of the support in place and feeding this information back to the **headteacher**.

- Reviewing and amending this policy, considering new legislation and government guidance, and previously reported incidents to improve procedures.
- Keep the **Headteacher** up to date with any suggested changes that need to be considered by the **Senior Leadership Team and/ or governing body.**
- Conducting meetings with Black, Asian and individuals of colour as often as necessary, to ensure they feel happy and safe at the school.
- Victims of prejudice-related bullying will be offered a referral to the **school counsellor** to access support. The incident will also be reported to the HOY so that appropriate follow up can be actioned with all students involved and develop any support plans for the affected student, in line with the Behaviour for Learning and Anti-Bullying Policies.

3.4 The **DSL** will be responsible for:

- Ensuring staff understand how to react to instances of prejudice-related bullying.
- Reviewing the relevant school policies and procedures to ensure they cater for the individual needs of individuals of colour e.g uniform policy caters to religious beliefs, etc.

3.5 The **Mental Health Lead** will be responsible for:

- Conducting meetings with Black, Asian and individuals of colour as often as necessary, to ensure they feel happy and safe at the school.
- Providing individuals of colour with information and guidance on where they can seek specialist advice and support.
- Ensuring all staff understand the mental health difficulties that individuals of colour may face.
- Signpost students to mental health support when required.

3.7. **Mentors** will be responsible for:

- Providing additional support for students who may want to access help/guidance.
- To wear diversity symbol on their badge to ensure they are identifiable to staff and students.
- To attend any training sessions where appropriate
- To support the Pastoral Team with the restorative work to be completed perpetrators of racist behaviour.

3.8. All staff will be responsible for:

- Being alert to possible harassment of students and staff, both inside and outside of the school, and dealing with incidents of harassment/discrimination as the highest priority.

- Ensuring they meet the unique needs of students and colleagues of colour and assess any measures put in place on a case-by-case basis.
- Contributing to the eradication of racism by promoting acceptance of our cultural, linguistic and ethnic diversity, challenging prejudiced attitudes and ensuring that actions are taken against racist and discriminatory behaviours.
- Teaching students about diversity and difference and explaining that it is good to be understanding of others.
- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping.
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of ethnicity or place of origin.
- Keeping up to date with the law on discrimination and taking up training and learning opportunities to better understand students' diverse cultural and ethnic backgrounds.

3.9. Students will be responsible for:

- Treating their peers and teachers with respect.
- Reporting any prejudicial incidents to a responsible adult such as a tutor, a member of the Pastoral Team, parents/carers, etc.
- Adopting an understanding and an inclusive attitude to students of all backgrounds/identities.

4. Appropriate measures

Prevention of/Reaction to prejudice-related bullying

- 4.1. Teaching of racial, ethnic and religious diversity, racism, multi-cultural Britain and communities of colour will be incorporated into PSHE lessons and designated school assemblies to promote an accepting, understanding attitude and prevent prejudice-related incidents.
- 4.2. Teaching will also be included elsewhere in the curriculum of all subjects where possible, to ensure a whole-school approach to decolonise the curriculum and work towards an anti-racist society.
- 4.3. Teaching should provide positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all students in our multicultural society.
- 4.4. The school will ensure resources are available in the school library regarding a variety of writers and topics including racial and ethnic identities that are relevant and appropriate for students of different school ages.
- 4.5. Any incidents that occur will be reported and recorded in line with the [Anti-Bullying Policy](#).

4.6. Victims of discriminatory behaviour and parents will be kept informed of the outcome of incidents and restorative actions taken.

4.7. A flow chart consolidating the procedure for the challenging of/reacting to prejudice-related bullying can be found in [Appendix 2](#)

Terminology and language

4.8. Students will be educated on inappropriate language and name-calling, and instances of such will not be tolerated.

4.9. Staff members will be given training regarding appropriate race-related language, and discrimination will never be tolerated.

4.10. If any member of the school experiences difficulty in adjusting to a change of terminology, appropriate training will be arranged, and they will be encouraged to use terms that the individual is comfortable with.

4.11. A list of race-related appropriate terms can be found in [Appendix 1](#).

Staff training

4.12. All members of staff will have access to training, which will:

- Ensure all staff are aware of, and comply with, current legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support Black, Asian and individuals of colour.
- Provide support for teachers incorporating racial diversity into the curriculum.
- Ensure that the school is aware of, and celebrates, a variety of racial and cultural awareness days, e.g., Black History Month, Diwali, Ramadan, Eid, etc.
- Provide support for teachers responsible for managing any discrimination towards ethnicity.
- Provide up-to-date information on terms, concepts and current understandings of ethnicity and racism, including in children.
- Develop appropriate strategies for communication between parents, staff members and students about any issues related to ethnicity and racism.

School uniform and regulations

4.13. All students have the right to dress in accordance with their cultural identity and religious beliefs within the constraints of school expectations.

4.14. Students will be encouraged to coordinate their PE kit in accordance with their cultural identity and/or religious beliefs, where possible.

5. Prejudicial bullying

- 5.1. The school recognises the need for education in order to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices or unconscious bias in order for us as a community to respond, challenge and prevent.
- 5.2. “**Cultural prejudice**” refers to the formation of opinion on certain members of the group grounded on the previous perception, attitude, and viewpoint of the group, heedless of the particular characteristic of the individual.
- 5.3. “**Islamophobia**” refers to the dislike of or prejudice against Islam or Muslims, especially as a political force.
- 5.4. The school will not tolerate prejudice-related bullying of any description.
- 5.5. Bullying someone based on their race, ethnicity or religious beliefs is discriminatory and will be handled in accordance with the school’s [Anti-Bullying Policy](#) and [Behaviour for Learning Policy](#) for students.
- 5.6. In accordance with the school’s [Behaviour for Learning Policy](#) and [Student Code of Conduct](#), staff have the power to discipline students beyond the school day and school premises when taking part in any school-organised or school-related activity, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school.
- 5.7. Students and staff will understand that prejudicial language will not be tolerated inside or outside of the school.
- 5.8. Students should report their concerns to any member of the Pastoral Team, if they feel that they are, or someone else is, being bullied because of their race, ethnicity, or religious beliefs. This can be done directly, via a trusted member of staff or via a parent/guardian.
- 5.9. Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated, restorative work will be completed with the student by the [Pastoral Team and/or Equality Lead](#) and the student will be encouraged to reflect on the way their behaviour affects others.
- 5.10. Allegations against staff will be dealt with in accordance with the [Disciplinary and Dismissal Procedures and Complaints against members of staff Policy](#)
- 5.11. If a student persists with prejudicial bullying in a classroom or around school, the classroom teacher or relevant staff involved will remove the student and discuss the behaviour in further detail with the [Head of Department](#) and [Head of Year](#) who will decide which sanctions are

necessary and may consider inviting the student's parents to discuss the matter. External support may also be used to provide 1:1 restorative work to develop the student's awareness and understanding of prejudicial bullying and hate crimes.

- 5.12. The **Head of Year** will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought and with permission of the victim, their parents will be contacted.
- 5.13. The **Head of Year** will ask if the victim would like any support to be involved, e.g., a trusted member of staff.
- 5.14. A restorative meeting will be offered between the victim and the perpetrator, of which a trusted member of staff may attend for support.
- 5.15. Feedback will be provided to the **Head of Year** regarding the outcomes of the meeting if it takes place with the member of staff and victim.
- 5.16. All incidents will be formally recorded by the classroom teacher or relevant staff on G4S – records will be kept in accordance with the **Data Protection Policy** and **Data Security Policy** and the **Headteacher** will decide whether it is appropriate that an Incidence of Hate Crime form is completed and submitted to the Local Authority.

6. Communicating with stakeholders

- 6.1. The school will regularly communicate any changes to policies and procedures to the school's stakeholders, e.g. parents and staff, to ensure that they are fully aware of the systems in place to prevent prejudicial bullying.
- 6.2. The school will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.
- 6.3. Parents will be informed of the procedure to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's **Complaints Procedures Policy**.
- 6.4. The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision-making.
- 6.5. Members of staff will be consulted on school policies to ensure policies are non-discriminatory and cater for all peoples' needs.
- 6.6. Members of staff will be informed of any changes to school policies that have an implication on race-related issues.
- 6.7. Where appropriate, the school will consult staff of colour regarding planning race-related lessons into the curriculum, including the correct terminology.

7. Monitoring and review

- 7.1. This policy will be reviewed after 1 year for its first year and then every 3 years or sooner if required by the **Equality Lead** and **appropriately qualified staff**.
- 7.2. When reviewing this policy, the **Equality Lead** and **appropriately qualified staff** will consider any incidents and the effectiveness of the procedures currently in place, as well as any recent government or societal changes.
- 7.3. Any changes made to this policy will be communicated to all members of staff, students and parents.

Glossary of Terms

Term	Definition
Asian	Strictly, this label applies to anyone originating from the Asian continent. In practice, this term is used in the United Kingdom to mean people with ancestry in the Indian subcontinent. In the United States, the term has broader meaning, but is mostly used to denote people of far Eastern origins, for example, Chinese, Japanese, and Filipinos. More specific terms should be used whenever possible.
African	A person with African ancestral origins who self identifies, or is identified, as African, but excluding those of other ancestry, for example, European and South Asian. This term is the currently preferred description for more specific categories, as in African American, for example. (See also Black.)
Afro-Caribbean/African Caribbean	A person of African ancestral origins whose family settled in the Caribbean before emigrating and who self identifies, or is identified, as Afro-Caribbean. (See also Black.)
BAME	Black, Asian and Minority Ethnic – a collective term used to describe Black, Asian and individuals of colour. Although important to note that the term is not appropriate for everyone and where possible, being specific to an individual's preferences surrounding their identity is preferred.
Bangladeshi	A person whose ancestry lies in the Indian subcontinent who self identifies, or is identified, as Bangladeshi. (See also South Asian.)
Black	A person with African ancestral origins, who self identifies, or is identified, as Black, African or Afro-Caribbean (see, African and Afro-Caribbean).
Chinese	A person with ancestral origins in China, who self identifies, or is identified, as Chinese.
Colourism	Prejudice or discrimination against individuals with a dark skin tone, typically among people of the same ethnic or racial group.
Cultural Appropriation	The unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society.
Cultural Prejudice	The formation of opinion on certain members of the group grounded on the previous perception, attitude, and viewpoint of the group, heedless of the particular characteristic of the individual.

Ethnicity	The social group a person belongs to, and either identifies with or is identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry, and physical features traditionally associated with race (see race). Increasingly, the concept is being used synonymously with race.
Hispanic	A person of Latin American descent (with some degree of Spanish or Portuguese ancestral origins), who self identifies, or is identified, as Hispanic irrespective of other racial or ethnic considerations.
Indian	A person whose ancestry lies in the Indian sub-continent who identifies, or is identified, as Indian (see, South Asian).
Islamophobia	Dislike of or prejudice against Islam or Muslims, especially as a political force.
Microaggressions	A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.
Minority Ethnic Group	Usually, but not always, this phrase is used to refer to a non-white population. Alternatively, it may be used to describe a specific identifiable group, for example, gypsy travellers, and less commonly, Irish in the UK.
Pakistani	A person whose ancestry lies in the Indian subcontinent who identifies, or is identified, as Pakistani (see South Asian). Some Pakistanis may have birth or ancestral roots in the current territory of India but identify with Pakistan, a country created in 1947.
Race	By historical and common usage, the group a person belongs to as a result of a mix of physical features such as skin colour and hair texture, which reflect ancestry and geographical origins, as identified by others or, increasingly, as self-identified. The importance of social factors in the creation and perpetuation of racial categories has led to the concept broadening to include a common social and political heritage, making its use similar to ethnicity. Race and ethnicity are increasingly used as synonyms causing some confusion and leading to the hybrid terms race/ethnicity (see Ethnicity)
Racial Literacy	Individuals having the knowledge, skills, awareness, and dispositions to talk about race and racism.
Racism/Institutional Racism	A belief that some races are superior to others, used to devise and justify individual and collective actions that create and sustain inequality among racial and ethnic groups. Individual racism is usually manifested in decisions and behaviours that disadvantage small

	numbers of people. Institutional racism, whereby policies and traditions, sometimes unwittingly, favour a particular racial or ethnic group, may be less obvious but may disadvantage large populations.
Solidarity	Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.
South Asian	A person whose ancestry is in the countries of the Indian sub-continent, including India, Pakistan, Bangladesh, and Sri Lanka. This label is usually assigned, for individuals rarely identify with it. (See also Indian, Indian Asian, Asian, Pakistani, Bangladeshi.)
White	The term usually used to describe people with European ancestral origins who identify, or are identified, as White (sometimes called European, or in terms of racial classifications, the group known as Caucasian or Caucasoid).
Whitewashing	Defined as portraying (the past) or elements of society today in a way that increases the prominence, relevance, or impact of white people and minimizes or misrepresents that of Black, Asian and individuals of colour.
White Fragility	Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.
White Privilege	Inherent advantages possessed by a white person on the basis of their race in a society characterised by racial inequality and injustice.
White Supremacy	The belief that the white race is inherently superior to other races and that white people should have control over people of other races.
Unconscious Bias	Unconscious biases, or implicit biases, are attitudes that are held subconsciously and affect the way individuals feel and think about others around them. These are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

PROCEDURE FOR DEALING WITH PREJUDICE-RELATED BULLYING/BEHAVIOUR

