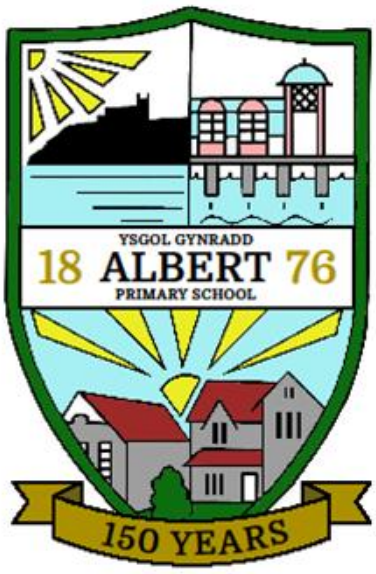


Anti-Racism Policy

(Updated September 2026)

Albert Primary School's Anti-Racism Policy

(September 2026)

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1. Executive Summary

Albert Primary School is dedicated to creating and sustaining an anti-racist environment where all learners, staff and members of the wider school community are treated with dignity, respect and fairness. We recognise racism as a safeguarding concern and are committed to preventing, identifying and addressing it through education, support, accountability and collective action.

Commitment to Anti-Racism

Albert Primary School is committed to being an actively anti-racist school. We do not tolerate racism, discrimination, harassment, prejudice or victimisation in any form and will take prompt action when concerns are raised.

Racism is a Safeguarding Concern

We recognise that racist incidents can cause emotional and psychological harm. All incidents will be taken seriously and responded to through appropriate safeguarding, support and investigation procedures.

Prevention Through Education and Inclusion

We promote equality, diversity and inclusion through our curriculum, school culture, professional learning, learner voice and partnerships with parents, carers and the wider community. We believe that education is key to preventing racism and fostering understanding.

Shared Responsibility

Creating an anti-racist school is the responsibility of everyone. Learners, staff, leaders, governors, parents and carers all have a role in challenging racism, reporting concerns, supporting those affected and promoting a culture of respect and belonging.

Recording, Reporting and Accountability

All racist incidents will be recorded, investigated and addressed consistently. School leaders and governors will monitor incidents and outcomes to ensure accountability, identify trends and drive continuous improvement.

Responding to Racist Incidents

When responding to incidents of racism, staff will:

- Remain calm, professional and clear in their response.
- Challenge racist behaviour immediately and explain why it is unacceptable whist avoiding vague or minimising language.
- Prioritise the safety and wellbeing of the person affected.
- Investigate incidents thoroughly and follow school procedures.
- Provide appropriate support, education and where necessary sanctions.
- Use incidents as opportunities to promote empathy, understanding and respect.

Impact

- A culture of cynefin, respect, inclusion and collective responsibility across all aspects of school life.
- A safe and supportive environment where learners feel confident to share their experiences, concerns and views, knowing they will be listened to and respected.
- A welcoming school community where diversity is genuinely valued and celebrated.
- Improved awareness, understanding and confidence among learners and staff in recognising, challenging and preventing racism.
- Positive relationships that enable all members of the school community to feel a sense of belonging and achieve their full potential.

2. Introduction

This policy supports the rights respecting principles and is particularly applicable to the following articles as outlined in the UN Convention on the Rights of the Child:

Article 2 *- The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.*

Article 3 *- The best interests of the child must be a top priority in all things that affect children.*

Article 12 *- Affirms children's right to have their voices heard and taken seriously.*

Article 19 *- Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.*

Albert Primary School recognises its moral and legal duty as outlined in the Public Sector Equality duty (PSED) to have due regard to the need to:

- *stop unlawful behaviour that is banned by the Equality Act 2010, including discrimination, harassment, and victimisation.*
- *advance equal opportunities between people who have a protected characteristic and those who do not; and*
- *foster good relations between people who have a protected characteristic and those who do not.*

We will promote equality and eliminate unlawful discrimination including racism within the school environment and workplace. We reject all forms of racist behaviour and are committed to the elimination of racial discrimination (including direct and

indirect racism, racial vilification, abuse, antisemitism, harassment, and victimisation) in our school environment.

We know that racism is something that needs to be seen and acknowledged before it is understood. Once understood, it can be tackled. As a school community, we consider that **racism in education should be treated as a safeguarding issue**. Under the Social Services and Well-being (Wales) Act 2014, there is a duty to refer.

> *"If any person has knowledge, concerns or suspicion that a child is suffering, has suffered harm or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred."*

Safeguarding is taking action to promote the welfare of learners and protect them from harm. It is about keeping learners safe from harm and abuse. This means keeping learners safe from accidents, crime and bullying and actively promoting their wellbeing in a healthy, safe and supportive environment.

In the same way that you cannot be employed as a teacher until you know the basics of how to keep learners safe, we believe that to teach in a modern, multicultural society, we need to know that racist incidents, including abuse, causes real harm.

Albert Primary School is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No learner, employee, school governor, parent/carer, or community member should experience racism within the learning or working environment of the school. We recognise and acknowledge that eradicating racism and discrimination in our school whilst challenging the attitudes that allow them to emerge, is the shared responsibility of all members of the school community.

Hate motivated abuse is upsetting, traumatic and can be a criminal offence. A hate incident is any incident perceived by the victim or any witnesses, as being motivated by prejudice or hate towards and aspect of a person's identity. Examples of hate crimes include physical assault, threats on social media, vandalism of someone's property or hate mail. It is the perception of the victim or witnesses that the act is motivated by prejudice or hate, based on one of the nine protected characteristics, including race, which makes it a hate crime.

As a school we welcome the diversity of cultures, backgrounds, faiths, and beliefs and celebrate the backgrounds of all learners, staff and others associated with the school. The school aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen our understanding and knowledge, promote learner and staff wellbeing. When this policy is to be adopted, it needs to be an active welcome not just a statement within a policy.

3. Legislation

This policy and any actions that arise because of it, consider current statutory requirements we reference:

- The Equality Act 2010
- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Public Sector Equality Duty: Guidance for Schools in Wales
- Social Services and Well-being (Wales) Act 2014
- The Children's Act 2004
- The Employment Act 2008
- The Human Rights Act 1998 which upholds the right of every person to dignity, respect and freedom from discrimination.
- The UN Convention on the Rights of the Child (UNCRC)
- The Equality Act 2010 makes it unlawful for Albert Primary School to discriminate against, harass or victimise a child:

a) *in relation to admissions.*

b) *in the way it provides education for learners.*

c) *in the way it affords access to a benefit, facility, or service.*

d) *by excluding a pupil; or*

e) *by subjecting them to any other detriment.*

4. Definitions

Racial discrimination can occur either directly or indirectly. Our understanding of racism is informed by the **Macpherson Report (1999)** and the **Equality Act (2010).** We acknowledge that racism can be experienced by learners, staff, parents, carers, visitors or governors. It may occur in person, online or in the wider community. Each incident is taken seriously, investigated thoroughly and used as an opportunity for education, reflection and change.

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

Racism may take many forms.

Direct racism: discriminatory treatment or language based on race or ethnicity. Direct discrimination occurs when someone is treated less favourably because of

their race, colour, descent, national or ethnic origin. For example, where a school does not employ a staff member because they are of South Asian descent.

Indirect racism: policies, expectations or practices that disadvantage certain racial or ethnic groups. Indirect discrimination occurs when a policy or a rule, treats everyone in the same way, whilst putting people of a particular race, colour, descent, national or ethnic origin at a particular disadvantage. For example, a school uniform requirement that stipulates that all learners wear a short (above the knee) games skirt for P.E. lessons. This could indirectly discriminate against learners of certain cultures and backgrounds (for example, Muslim learners) for whom strict modesty is observed. This discrimination would be found unlawful unless it can be justified as a proportionate means of achieving a legitimate aim.

Covert racism or microaggressions: subtle, often unintentional behaviours or assumptions that invalidate or diminish an individual's identity or experience.

Systemic racism: structural or institutional practices that lead to unequal access, representation or outcomes.

Institutional racism: Albert Primary School acknowledges this definition of institutional racism, as defined in the McPherson Report and strives to address it in all its forms. Institutional racism is defined as:

> *"The collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, or racist stereotyping which disadvantages minority ethnic people."*

The current legal definition of racism in the UK is any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race.

Based on the above definition, for the purposes of this policy, racism may refer to hostility or prejudice based on colour, ethnicity, ethnoreligious group (e.g. antisemitism), or place of origin (perceived or actual).

Race discrimination is explained by the Equality and Human Rights Commission:

> *The Equality Act 2010 says you must not be discriminated against because of your race.*
>
> *In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.*

Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.

A racial group can be made up of two or more distinct racial groups, for example, black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies, and Irish Travellers.

You may be discriminated against because of one or more aspects of your race, for example, people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican origins.

Racial harassment can be defined as unwanted conduct relating to an individual's race that has the purpose or effect of violating that individual's dignity and/or creating an intimidating, harmful, hostile, degrading, humiliating or offensive environment for that individual.

Examples of racial harassment are:

- verbal conduct of a racist nature: derogatory name calling, being subject to racist jokes, 'banter' and pranks, malicious comments and hostile attitudes.
- non-verbal conduct of a racist nature: display of racial material, graffiti, damage to personal property, denial of opportunities or exclusion from social activities because of ethnic origin, colour, nationality or on the grounds of race.

A person who has experienced a racial incident can be said to be the victim of racial harassment.

All members of our school community, including learners, parents or carers, should feel confident that if a racist incident occurs, it will be thoroughly investigated, whilst both help and support will be given to all involved.

5. Intersectionality

Racial discrimination is often compounded by other forms of discrimination, in particular (but not exclusively), discrimination on the grounds of faith, religion, gender, disability, Additional Learning Needs and/or sexual orientation. This policy, therefore, acknowledges the significance of the intersectionality between racism and sexism, ablism and sexual orientation discrimination. It is important that in Albert Primary School, we take this into account in our other polices, practices and procedures.

6. Prevention

The four purposes as outlined in the Curriculum for Wales, should be the starting point and aspiration for schools' curriculum design. The aim of Albert Primary School's curriculum is to support its learners to become:

1. ambitious, capable learners, ready to learn throughout their lives
2. enterprising, creative contributors, ready to play a full part in life and work
3. ethical, informed citizens of Wales and the world
4. healthy, confident individuals, ready to lead fulfilling lives as valued members of society

Within these four purposes, schools should create a culture of genuine anti-racism. Our approach to preventing racism within our school involves explicit teaching about racism and its effects, celebrating difference whilst promoting inclusivity and positive behaviour.

We do this through:

1. Whole school ethos and environment
2. Whole school activities
3. Curriculum
4. Professional Learning and support for staff, including governors
5. Involving learners
6. Partnerships with parents, carers and the wider community

7. Commitments

Albert Primary School is committed being an anti-racist school and to promote equality and actively tackle discrimination within all areas of school life. We are:

- committed to the elimination of racial discrimination, including direct and indirect racism (unconscious bias, micro-aggressions, white supremacy), racial vilification, abuse, and harassment, in all aspects of the learning and working environment.
- ensuring 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.

- committed to providing an environment which respects and values diversity, whilst showing consideration for the traditions, cultures and religious practices of people from different ethnicities and different geographical regions.
- striving to prevent direct and indirect, overt and covert discrimination on grounds of colour, ethnicity or place of origin.
- providing learners, staff, parents, carers and all members of our community with a mechanism for the lodging and resolution of complaints.
- assisting in the identification of barriers to equality of opportunity for learners and staff and to ensure that these barriers are addressed where possible.
- making sure that all learners and staff are encouraged and supported to achieve their full potential.
- educating staff and learners on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, racial literacy, colourism, cultural appropriation, the history of multicultural and multi-ethnic Wales. This is 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 national and local government guidance.
- implementing anti-discriminatory employment practices.

In addition:

- our school community recognises and nurtures the identity of learners and staff of all faiths, ethnicities, and cultures.
- we promote the diversity of our school community, and the wider world.
- our school strives to develop positive anti-racist language, awareness, images, role models, and strategies to create policies, practice and an environment which reflect that all people are equally valued and that harassment will not be tolerated.
- Our school will be proactive in celebrating achievements, both of individuals and groups of all ethnic backgrounds. All learners need to see and share a range of cultures which are positively valued.
- our school strives to be an actively anti-racist school, in line with Anti-racist Wales Action Plan.
- our school continues to develop an anti-racist ethos, curriculum and teaching, through which all learners will have positive representation and understanding of racial groups.

- our whole curriculum strives to actively challenge racism.
- in our school learners will be shown that racism, in any form, is unacceptable and that all individuals have a responsibility to challenge racism; and
- racist symbols, badges or insignia are forbidden in school.

8. Responsibilities of Learners, Parents/ Carers, Senior Leadership Team, Head Teacher, All Staff and Governing Body

At Albert Primary School learners are responsible for:

- treating others with respect in accordance with our core values and the school's ethos.
- reporting an incident if they perceive themselves to be the victim of racism, or they witness incidents of racism.
- asking for help from staff in defusing a difficult situation without retaliating.
- Childline can be a support for learners.

Parents and carers are responsible for:

- talking to their child, listening, reassuring, staying calm and informing the school if they feel that their child has experienced racism within the school community. Incidents discussed online and or in the press make it difficult for the school to investigate thoroughly, to reach an objective decision, whilst responding appropriately.
- supporting the school's Anti-Racism policy and actively encouraging their child to be a positive member of the school community.
- teaching their child about the harmful effects of racism and their responsibility to treat all children fairly.
- keeping all children safe referring to Talking to children about racism for guidance.

The Senior Leadership Team is responsible for:

- ensuring all stakeholders are aware of how to report racist incidents.
- investigating incidents of racism and providing appropriate re-education and/or sanctions to perpetrators of racist incidents.
- being the trained contact point for allegations of racism and providing timely and professional responses to complaints regarding racism.

- monitoring attainment, exclusion and attendance data by ethnicity, identifying trends or patterns.
- ensuring consistent and clear recording by staff of all forms of racist/prejudice incidents or racist/prejudice bullying on the school safeguarding reporting system, 'My Concern' along with scrutiny of these reports by senior leaders.

The Head Teacher is responsible for:

- making sure this policy is readily available and that the governors, staff, learners and their parents or carers know about it.
- making sure this policy and its procedures are followed.
- producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy.
- making sure all staff know their responsibilities and receive training and support in carrying these out.
- taking appropriate action in cases of racial harassment and racial discrimination.
- providing a termly report of incidents of racism to the governing body.

All staff are responsible for:

- 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.
- being vigilant so that racist behaviour does not go undetected.
- dealing with racist incidents because they recognise racial bias and stereotyping.
- promoting equal opportunities and good race relations.
- avoiding discrimination against anyone for reasons of colour, ethnicity, or place of origin.
- keeping up to date with the law on discrimination and undertaking professional learning opportunities to better understand learners' diverse cultural and ethnic backgrounds.

The Governing Body is responsible for:

- ensuring that the school complies with relevant equality and employment legislation.
- implementing this policy and its related procedures.
- monitoring the termly report of incidents of racism provided by the head teacher.

9. Staff Expectations

- promote an inclusive and collaborative ethos in their interactions with learners, staff, governors, and visitors.
- take all forms of racism seriously and intervene to prevent incidents from taking place.
- accurately record and correctly pronounce the names of learners, staff, governors, and visitors.
- be aware of possible cultural assumptions and bias within their own attitudes.
- not use language that perpetuates negative images of people of colour, for example, terms such as 'third world' or 'natives.'
- screen resources so that an inclusive accurate message is explicit to reinforce respect and value one another's differences.
- show equal regard for all by praising, rewarding and celebrating the success of all learners.
- recognise that the behaviour of all staff in the school will be seen by learners as model behaviour, therefore, it is imperative that all staff behaviour demonstrates tolerance, understanding and care towards all learners and high-quality professional relationships with all adults.

10. Process for (or what happens when) dealing with alleged racist incidents involving learners

"Any incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's race or perceived race."

Based on the above definition, for the purposes of this procedure, racism may refer to hostility or prejudice based on, colour, ethnicity, or place of origin.

In the moment you should:

1. Initially challenge the discriminatory behaviour, rather than the person. Make sure that you explain why the behaviour is unacceptable. Avoid vague or minimising language.
2. Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour.
3. Use reasoning and enquiry questions to get the perpetrator to question their attitude and or behaviour.
4. **Ensure that the victim is and remains psychologically safe.**
5. Speak with witnesses as well as the perpetrator.
6. Start to put in learning and or educational programmes in place to deal with the underlying attitudes.
7. **Record all racist incidents.**

11. Procedure (or detailed instructions) for dealing with alleged racist incidents involving learners

1. Incident reported to school by staff or parent/carer or learner. This could be reported in person or via the 'Community Reporting' portal of 'My Concern' which allows for the direct reporting and subsequent triaging of safeguarding concerns from all members of the school community.

2. 'My Concern' report created by member of staff receiving report which is then submitted for triage and investigation by school safeguarding officers.

3. Senior Leadership Team/ Designated Safeguarding Person commences fact finding and or begins the investigation.

4. Accounts taken from all persons involved including witnesses.

5. Headteacher and parents or carers informed of investigation.

6. Decision made once all of the information is collated. All enquiries made will be recorded on to the 'occurrence' created on My Concern

7. Appropriate sanction and or support given.

    a) Lack of understanding means that the learner may be directed to an empathy task to reflect on the harm caused. Therefore, exploring where their prejudices come from.

    b) Due to the harm or distress caused by the incident/s, there is a sanction in line with the school's anti-bullying policy as well the behaviour or relationships policy.

8. Parents or carers of both the affected learner and the alleged perpetrator will be informed of the investigation and its outcome as soon as the investigation is completed.

9. Restorative conversations take place with all parties involved at a mutually agreed time. Learners need time before restorative conversations take place.

10. My Concern record is correctly categorised and closed outlining the type of incident, bullying and prejudice involved.

12. Procedure for dealing with alleged racist incidents involving a staff member

All incidents should be reported to the Headteacher immediately and recorded. This includes incidents where a staff member is racist towards a learner. This also includes where a staff member is racist towards another member of staff or towards a parent or visitor. This also includes where a member of staff demonstrates racist behaviour or is racist to members of the community in their private lives away from school. The incident will be logged and investigated by the Headteacher and or a member of the Senior Leadership Team. Parents or carers of the affected learner/s will be informed of the start and the outcome of the investigation. There should be appropriate support, information and advice for all those affected during this process.

Incidents of discrimination, harassment or victimisation will be treated in line with the school's disciplinary procedure and consideration will be given for referral under Section 5 Wales Safeguarding Procedures. These procedures relate to allegations and or concerns about practitioners and those in positions of trust. In addition, consideration needs to be given for the management of the investigation under the Handling allegations of abuse against teachers and staff. A referral to Children's Services will also be made if the threshold for a referral under section 5 Wales Safeguarding Procedures is met.

Every Council has a duty to manage allegations and concerns about any person who works with children and young people. All Local authorities should have an identified senior manager responsible for safeguarding, who is accountable and responsible for allegations against professionals and those in positions of trust. The local authority safeguarding officers are the senior managers who hold responsibility for handing the allegations against professionals and those in positions of trust.

When considering the application of these procedures within this policy, a number of factors should be considered. Some concerns could be considered as poor professional practice and may be more appropriate to be dealt with via organisations' own internal processes or through providing appropriate advice, guidance or training.

If agencies decide not to take any further action they must record their rationale for this decision via their internal recording mechanisms. It is critical that these records are retained in case there is further or repeated concern.

13. Monitoring and review

The overall effectiveness of the anti-racism policy will be subject to consideration in daily school life, as part of the school development plan, staff meetings, Senior Leadership Team meetings, governors' meetings, assemblies, class discussions and learner voice surveys. Professional Learning should be made available for school staff and members of the governing body.

All staff are set yearly appraisal targets relating to anti-racism and the promotion of equality, diversity and inclusion. Records of racist incidents are recorded on 'My Concern' the school's safeguarding IT System, including action taken and outcomes.

The Local authority has remote oversight of the reporting of all racist and prejudice incidents.

14. Useful resources

Agarwal P (2020) Wish We Knew What to Say: Talking with Children About Race Dialogue Books

Campbell-Stephen R.M. (2021) Educational Leadership and the Global Majority: Decolonising Narratives Palgrave Macmillan

Children's Commissioner for Wales (2023) 'Take it Seriously': Children's experiences of Racism within Secondary Schools

The Child Practice Safeguarding Review Panel (2025) "'It's Silent": Race, racism and safeguarding children

Clarke R and Haughton C (2025) Anti-racist school leadership in Wales: from theory to practice (sagepub.com)

DARPL's Senior Leader series and Governor's series https://darpl.org/library/

Davies J (2022) Adultification bias within child protection and safeguarding

Equality and Human Rights Commission (2023) Public Sector Equality Duty: Guidance for schools in Wales | Equality and Human Rights Commission (equalityhumanrights.com)

Estyn (2025) Towards an anti-racist Wales

Miller P (2023) School leaders leading anti-racism and inclusion School leaders leading anti-racism and inclusion (sagepub.com)

Race Equality Matters (2023) Safe Space Guide

UNICEF (2019) UN Convention on the Rights of the Child

Weale S (2022) Racism in English education should be seen as safeguarding issue

Welsh Government (2025) Curriculum for Wales: information for parents, carers and learners

Welsh Government (2024) Anti-racist Wales Action Plan: 2024 update

Williams C (2021) Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Final report

YMCA (2020) Young and Black: The Young and Black Experience of Institutional Racism in the UK

Video Resources

(For adults) Impact of racist-micro-aggressions

(For learners) Impact of racist-micro-aggressions

(For adults) Not racist v anti-racist

(For adults) Impact of racism

Advice from learners on how adults can deal with racist incidents

When learners learn about white privilege