



St Cyres School	
Policy: Anti-Racism Policy	
Committee:	
Member of staff responsible:	SMD
Date Adopted/approved:	May 2025
Signature of Headteacher:	
Signature of Chair of Governors:	
Date to be reviewed:	May 2026

St Cyres Context

St Cyres regards itself as an anti-racist organisation.

The school currently has 83 teaching staff and 53 non-teaching staff, of which 8 are fluent Welsh speakers. Almost all of the staff are White British, however some staff employed are from ethnic backgrounds such as Arab, Asian, Black Caribbean, White European and Somali. There are 5 members of staff with a disability.

The current number on role is 1218. Our pupils are from a range of ethnic backgrounds largely due to the dynamics of the catchment areas extending from Barry to Grangetown. Our largest ethnic group is Pakistani (77) and our second largest is Somali (49). The remainder of our pupils are from a range of over 45 different ethnicities and nationalities, some of which include Arabic, Bangladeshi, Indian, Yemeni and Czech.

Similarly, our pupils choose to follow a vast range of religions with 459 pupils following Christianity and 255 pupils define themselves as Muslim. We have smaller numbers of pupils choosing to follow Hinduism, Sikhism and Buddhism. There are 42 different languages spoken by our pupils other than English. St Cyres School currently has 311 EAL pupils. These languages include Arabic, Gujarati, Bengali, Pashto, Somali and Urdu.

St Cyres School provides for pupils with a wide variety of Additional Learning Needs including Autism, Dyslexia and Hearing Impairment. In addition, St Cyres School supports the Local Authority with the Syrian Resettlement Programme and possesses School of Sanctuary status.

The school is committed to identifying and removing discriminatory practices and any form of racism or racist behaviour. St Cyres deems racism as a threat to the safety and wellbeing of learners and engages racist actions and words as safeguarding issues.

St Cyres School recognises its moral and legal duty 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 organisation, curriculum and in the learning and working environment.

We know that racism is something that needs to be seen and acknowledged before it is understood. Does seeing and acknowledging automatically mean understanding? 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 children and protect them from harm. It is about keeping children safe from harm and abuse. This means keeping children 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 children safe, we believe that to teach in a modern, multicultural society, we need to know that racist incidents, including abuse, causes real harm.

Our school is committed to ensuring that individuals and groups are not disadvantaged because of their race, culture, ethnicity, national or religious background. No pupil, 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 learning and working environments, and 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 (one of the nine characteristics, including race, protected in the Equality Act 2010). You do not have to be a member of the group the hostility is aimed at. Such incidents take the form of non-criminal offences like social media bullying or verbal comments.

A hate crime is a criminal offence. Examples of hate crimes include physical assault, burglary, threats on social media, vandalism of someone's property, hate mail or fraud. 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 across all arenas. In doing so, we seek to deepen understanding and knowledge, promote pupil and staff wellbeing, and help everyone achieve their full potential.

St Cyres prides itself on creating an active welcome for all and this is not just a statement within a policy.

1. 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 Equality Act 2010](#) makes it unlawful for the 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.

2. Definition

St Cyres school acknowledges the 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).

The Equality and Human Rights Commission explains race discrimination:

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 discrimination can occur either directly or indirectly.

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 African descent.

Indirect discrimination occurs when a policy or a rule that treats everyone in the same way puts 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 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.

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, 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, 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/carers, should feel confident that if a racist incident occurs, it will be thoroughly investigated and that help, and support will be given to all involved.

3. Interaction with other forms of discrimination

Racial discrimination is often compounded by other forms of discrimination, in particular (but not exclusively), discrimination on the grounds of sex, disability and/or sexual orientation. This policy, therefore, acknowledges the significance of the possible intersectionality between racism and sexism, disablism and sexual orientation discrimination. It is important that we take this into account in our programmes aimed at eliminating discrimination in employment and education.

4. Prevention

Our approach to preventing racism within our school involves explicit teaching about racism and its effects, celebrating difference and diversity and promoting equality, inclusiveness and positive behaviour.

We do this through:

1. Whole school ethos and environment

2. Whole school activities
3. Curriculum
4. Training and support for staff
5. Involving learners
6. Partnerships with parents, carers and communities

5. Commitments

St Cyres school is committed to being an anti-racist organisation and looks to promote equality and actively tackle discrimination within all areas of school life. We are:

- show commitment 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.
- ensure all members of the school community understand their rights and responsibilities under the Anti-Racism Policy.
- challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional.
- show commitment to 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.
- strive to prevent direct and indirect, overt and covert discrimination on grounds of colour, ethnicity or place of origin.
- provide learners, staff, parents, carers and all members of our community with a mechanism for the lodgement and resolution of complaints.
- assist in the identification of barriers to equality of opportunity for learners and staff and to ensure that these barriers are addressed where possible.
- make sure that all learners and staff are encouraged and supported to achieve their full potential.
- educate staff and learners on issues, concepts and theories pertaining to racism such as white privilege and white fragility, unconscious bias, microaggressions, the history of multicultural and multi-ethnic Wales, racial literacy, colourism, cultural appropriation. 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;

- undertake 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 is 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 the Anti-Racist Wales Action Plan [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;
- racist symbols, badges or insignia are forbidden in school.

6. Responsibilities

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; and
- asking for help from staff in defusing a difficult situation without retaliating. This link can support conversation with learners <https://www.childline.org.uk>

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 via social media/press make it difficult for the school to investigate thoroughly, reach an objective decision and respond appropriately.
- supporting the school's Anti-Racism policy and actively encouraging their child to be a positive member of the school.
- referring to <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/> for guidance.

The 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 to ensure any barriers to learners' feeling part of the community are tackled; and
- ensuring consistent and clear recording and reporting by staff of all forms of racist/prejudice incidents or racist/prejudice bullying to the Head of Year, Link to Head of Year, or Designated Safeguarding Team.

The Head Teacher is responsible for:

- making sure this policy is readily available and that the governors, staff, learners, and their parents/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 teaching and non-teaching staff contribute 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. All staff are responsible for:

- remaining vigilant so that racist behaviour does not go undetected.

- 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 colour, ethnicity or place of origin.
- keeping up to date with the law on discrimination and taking up training and 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, and that this policy and its related procedures and strategies are implemented.

7. Staff Expectations

All St Cyres Staff will:

- 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 - 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 children and high-quality professional relationships with all adults.

8. Good Practice

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 to support a school's approach to dealing with and addressing racism with all learners.

These include:

- providing positive images and role-models in resources, displays and promotional material which reflect the experiences and backgrounds of all learners in our multicultural society.
- 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 learners at the appropriate level, issues of racism and equality in a range of personal, community and global contexts and inviting them to develop strategies of promoting justice and challenging injustice.
- encouraging co-operative 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 learners of all ethnic backgrounds and making known to them our confidence in their ability to achieve and ensuring that each pupil's individual learning and social needs are met.

9. Responding to Incidents of Racism

The school recognises the need for education to eradicate racism. All stakeholders in school must be able to identify racism, cultural prejudices or unconscious bias for us as a community to respond, challenge and prevent.

The need for education extends to dealing with the perpetrators of racist incidents. Where incidents are caused by a lack of understanding the learner(s) will be directed to reading / an empathy task / reflecting on the harm caused / exploring where their own prejudices come from.

Where the incident stems from a desire to cause harm / distress / or is a repeated incident of racism the pupil(s) involved will be sanctioned in line with the school's anti-bullying and behaviour/relationship policies.

The aim when managing any racist incident is to find a way to achieve mutual understanding and reconciliation. The process of reconciliation requires those at fault to hear and acknowledge the hurt they have caused, admit their mistakes and genuinely apologise. Reconciliation can be a difficult process. These reconciliation meetings will be offered to all who experience or are involved in racist incidents.

St Cyres school uses numerous staff members to engage in restoration, reconciliation, developing understanding to combat ignorance and intolerance and these include senior leadership, heads of year, teacher in charge of pupil support and most appropriately the Intercultural Engagement Lead.

10. 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 and class discussions and pupil voice surveys.

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 (see Procedure for dealing with alleged racist incidents involving learners

The Local authority has remote oversight of the reporting of all racist and prejudice incidents. This policy will be reviewed every two years, or earlier if necessary.

Procedure for 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.

1. Incident reported to school by staff or parent/carer or pupil.

2. Head of Year informed, who in turn informs Leadership Link/Designated Safeguarding Person
3. Head of Year/LT link/ Designated Safeguarding Person begins the investigation.
4. Accounts taken from all involved including witnesses.
5. Headteacher and parents/carers informed of the investigation.
6. This is a victim first priority protocol- all engagement is focused around safeguarding the victim, and there is a required same day communication to the parent/carers even if the scenario requires the investigation to continue into the next day.
6. Decision made once all the evidence collated. Recorded on My Concern
7. Appropriate sanction/support given with key staff members engaged in the response (these will include the Intercultural Engagement Lead wherever possible.).
 - a) Lack of understanding – the pupil 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 for Learning Policy.
8. Parents/carers always informed of the outcome of the investigation.
9. Restorative conversations take place with all parties involved.

This should be offered in all cases. Learners will need time before restorative conversations take place. All involved are given the opportunity to speak and respond to the situation. Agreed protocols for future interaction are put in place.

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

Procedure for dealing with alleged racist incidents involving a staff member at St Cyres School

All incidents should be reported to the Headteacher. This includes incidents where a staff member is racist towards a pupil, where a staff member is racist towards another member of staff or towards a parent or visitor. The incident will be logged and investigated by the Headteacher or a member of the SLT.

Incidents of discrimination, harassment or victimisation are deemed gross misconduct and will be treated in line with the school's disciplinary procedure and consideration will be given for referral under section 5 Wales Safeguarding Procedures - Safeguarding allegations / concerns about practitioners and those in positions of trust.

11 Useful resources

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

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

Davies J (2022) Adulthood bias within child protection and safeguarding <https://www.justiceinspectorates.gov.uk/hmiprobation/wp-content/uploads/sites/5/2022/06/Academic-Insights-Adulthood-bias-within-child-protection-and-safeguarding.pdf>

Equality and Human Rights Commission (2023) Public Sector Equality Duty: Guidance for schools in Wales [Public Sector Equality Duty: Guidance for schools in Wales | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/public-sector-equality-duty/guidance-for-schools-in-wales)

Miller P (2023) School leaders leading anti-racism and inclusion School leaders leading anti-racism and inclusion: Evidence from schools in England - Paul Miller, 2023 (sagepub.com)

Race Equality Matters (2023) Safe Space Guide [Safe Space Plus - Race Equality Matters](https://www.racematters.org.uk/safe-space-plus)

Weale S (2022) Racism in English education should be seen as safeguarding issue, says author <https://www.theguardian.com/education/2022/jun/05/racism-england-schools-education-safeguarding-issue-jeffrey-boakye>

Welsh Government [Anti-racist Wales Action Plan | GOV.WALES](https://gov.wales/anti-racist-wales-action-plan)

Williams C (2021) Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Final report [black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf \(gov.wales\)](https://www.gov.wales/black-asian-minority-ethnic-communities-contributions-cynefin-new-curriculum-working-group-final-report.pdf)

YMCA (2020) Young and Black: The Young and Black Experience of Institutional Racism in the UK <https://www.ymca.org.uk/wp-content/uploads/2020/10/ymca-young-and-black.pdf>

Clips

[\(For adults\) Impact of racist-micro-aggressions](#)

[\(For pupils\) Impact of racist-micro-aggressions](#)

[\(For adults\) Not racist v anti-racist](#)

[Advice from pupils on how adults can deal with racist incidents](#)

[When pupils learn about white privilege](#)

