

# **Ynysfach Primary School**



## **Policy For Racial Equality**

Autumn 2025



## INTRODUCTION

### 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 backgrounds. The school welcomes its duties under the Race Relations Act 2010 and 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**

#### (i) **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 Race Relations Act 2010.
- 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.
- With assistance from the headteacher, the Governing Body will monitor and evaluate the impact of the policy.

#### (ii) **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 with the Governing Body, will monitor and evaluate the impact of the policy.
- The Headteacher will ensure that staff receive training and are informed of the implications of the policy, including the relevant legislation.

#### (iii) **All Staff**

- All staff are responsible for keeping themselves up-to-date with Race Relations legislation and Equality matters.

- Support 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.
- Support 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.

(iv) **Named person for Racist Incidents**

The named person for racist incidents are **Karen Thomas and Mrs Elise Groth (Acting Head teacher & acting deputy head teacher)**

The named person will ensure that all reported racist incidents are recorded in a register, and that the Authority's Racist Incident Report form (*attached*) is completed and forwarded to the LEA.

(v) **Named person for Equalities**

The named person for Equalities or Equal Opportunities are **Karen Thomas & Elise Groth (Acting Head teacher and acting deputy head teacher)**

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.

(vi) **PSE Lead**

The PSE Co-ordinator is **Elise Groth**

The PSE Co-ordinator 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.

(vii) **RE Lead**

The RE Co-ordinator is **Sian D'Angeli**.

The RE Co-ordinator 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.

(vii) **Visitors and contractors working on site**

All visitors or contractors working on site will be expected to comply with the school's policy on race equality and incidents of racial harassment.

### **3. Communication**

The policy is:

- available to staff in their policy files;
- available on request for parents, visitors and members of the wider community;
- Reviewed annually in Staff Meetings

Every effort will be made to provide translation of the policy on request.

## **IMPLEMENTATION OF THE POLICY**

### **1. Whole school ethos**

#### **1.1 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.

#### **1.2 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.

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

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

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

#### **2.1 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.

#### **2.2 Pastoral support**

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

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

We will seek to provide appropriate support for pupils for whom English is an additional language and encourage pupils to use and develop their home languages. The schools will contact Minority Ethnic Achievement Support (MEAS) for specialist support and advice.

#### **2.4 Careers and work experience (where appropriate)**

We will encourage all pupils to consider the full range of work experience and post-school options in order to ensure that there is no stereotyping of ethnic or racial groups.

#### **2.5 Assessment**

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

## **2.6 Additional Learning Needs**

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

## **3. Curriculum, teaching and resources**

### **3.1 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 co-operation 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.

### **3.2 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.

### **3.3 Curriculum access**

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

### **3.4 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.

### **3.5 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.

## **4. Admissions and attendance**

### **4.1 Admissions**

Our admission criteria and procedures will be fair and equal for all and will not detrimentally affect any racial or ethnic group.

On admission, parents will be invited to indicate a need for oral and/or written translation facilities. This need will be recorded in writing.

#### **4.2 Attendance**

We expect high levels of 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.

### **5. Behaviour, discipline and exclusion**

#### **5.1 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.

#### **5.2 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 LA accordingly.

#### **5.3 Exclusion**

We will continue to take proactive steps to prevent exclusion for all pupils in accordance with the Neath Port Talbot Behaviour Support Plan. We will continue to monitor any exclusions by ethnicity.

### **6. Partnership with parents and the community**

#### **6.1 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 agreed, translation and interpretation services will be accessed.

### **7. Staff recruitment and professional development**

#### **7.1 Recruitment and promotion**

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

#### **7.2 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.

### **7.3 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.

### **7.4 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.

## **8. Planning and policy review**

### **8.1 Planning and target setting**

The schools, working with the LA, will use policy evaluation to identify specific targets for action on issues of race equality. These will be included in the School Development Plan and reviewed annually.

### **8.2 Ethnic monitoring**

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

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

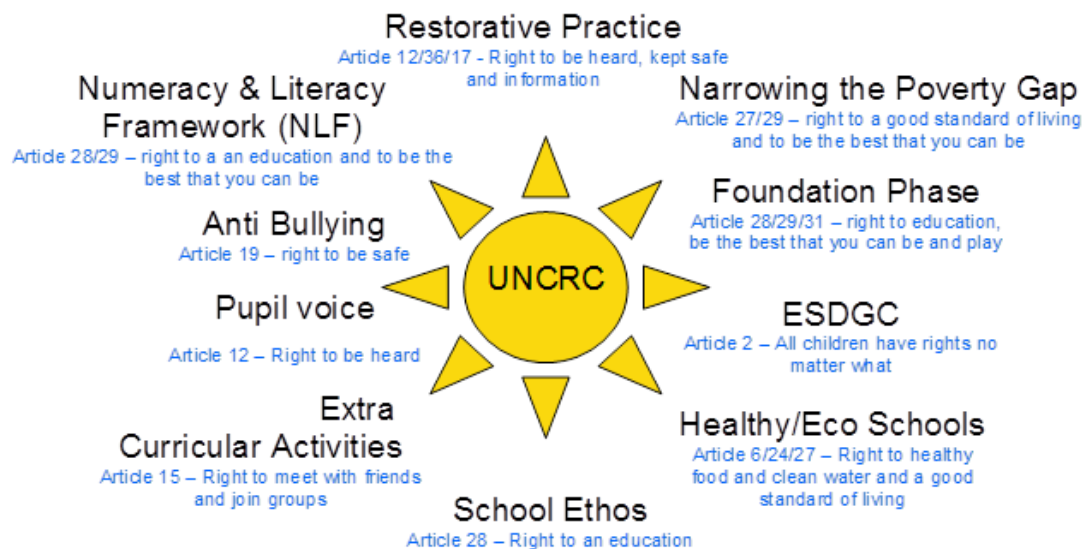
The impact of all school policies on ethnic minority pupils, staff, governors and parents will be assessed to ensure that no discriminatory practice exists, particularly that which may contribute to the underachievement of ethnic minority pupils. The impact of the Race Equality policy on all pupils, 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.



Signed:  
(Chair of Governors)

Date: September 2025

## **Ynysfach Primary School is a Rights Respecting School**



### **GLOSSARY**

(Source: Commission for Racial Equality Guidance)

#### **Black**

Black is sometimes used as a general term for people of African, Caribbean, South Asian and other Asian origin. Black is also one of the ethnic monitoring categories used in the census. It includes Caribbeans, Africans and others who wish to describe themselves as Black.

#### **Ethnicity**

Ethnicity refers to a person's identification with a group which shares some or all of the same culture, lifestyle, language, religion, nationality, geographical region and history. Everybody belongs to an ethnic group, including for example, the English, Irish, Scottish and Welsh.

#### **Ethnic monitoring**

The process of collecting and comparing data by ethnic group. In the school environment, ethnic monitoring might cover attainment and progress, recruitment and promotion, behaviour, discipline and exclusion, attendance, involvement in activities and use of services, and parental involvement in the school.

#### **'Institutional racism'**

The Stephen Lawrence Inquiry Report defines institutional racism as:

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

### **Multiculturalism**

Multiculturalism is about recognising the value and importance of diverse cultures, and treating people from different ethnic and cultural backgrounds as one's equals.

### **Parent**

The term 'parent' is used to include those who have parental responsibilities, including the local authority in the case of looked after children.

### **Race**

A term used to describe a class of people distinguished by their skin colour and physical characteristics. There is no scientific basis for the nineteenth century belief that people could be divided into four basic 'races' and that some were superior to others.

### **Racial group**

The Race Relations Act 2010 defines 'racial group' by race, colour, nationality (including citizenship) and ethnic or national origin.

### **Racial harassment**

The CRE defines racial harassment as verbal or physical violence, which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

### **Racial prejudice**

Prejudice involves prejudging people on the basis of false assumptions or inadequate evidence. Racial prejudice, which is usually negative, involves holding opinions or attitudes about people because of their racial or ethnic origin based on false assumptions or inadequate evidence.

### **Racial stereotyping**

Racial stereotyping involves categorising a racial group based on knowledge or experience of the actions or behaviour of a few people from that particular racial group. Racial stereotyping can be seen in views that certain racial groups are 'good at sport', or 'keep to themselves'.

### **Racism**

The Stephen Lawrence Inquiry Report defines racism as:

*.....conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form.*

Using this definition, Black, White or Asian people may be victims of racism. This definition of racism is consistent with the Race Relations Act. Some groups of people (for example, Black people, Asians, Gypsies and asylum seekers) are much more likely to suffer racism. Racism is sometimes used to refer to the power relationship between White people and Black people. The basis for this viewpoint is that most of the social, economic and political decisions are made by White people, and that these decisions may systematically disadvantage Black people. 'Black' is used politically in this context to unite people who are not white or who are likely to be subjected to racism (for example Jewish people).

**Racist incident**

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

**Travellers**

Travellers refers to people who are traditionally nomadic, although they may now be living in houses or on permanent sites. The term covers Gypsies (who are recognised as a racial group under the Race Relations Act), Bargees, circus people, and New Age Travellers.

## RACIST INCIDENT REPORT FORM

The Commission for Racial Equality defines a racist incident as outlined below:

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

|                                                                                   |  |                  |  |
|-----------------------------------------------------------------------------------|--|------------------|--|
| School:                                                                           |  |                  |  |
| Date of incident                                                                  |  | Time of incident |  |
| Place:                                                                            |  |                  |  |
| Persons involved:<br>(Include ethnic group)                                       |  |                  |  |
| Staff witnesses:<br>(if any)                                                      |  |                  |  |
| Explanation of why victim or another person believes this to be a racist incident |  |                  |  |
|                                                                                   |  |                  |  |
|                                                                                   |  |                  |  |
| Signature of person named for racist incidents                                    |  | Headteacher      |  |
|                                                                                   |  |                  |  |