



# Stanbridge Lower School

## **DEALING WITH RACIST INCIDENTS**

Reviewed: January 2020

### **1. RATIONALE**

1.1 The purpose of this policy is to help those working in and with Stanbridge Lower School to create a learning community characterised by empathy, understanding and harmony across ethnic, national and religious heritages, where diversity is nurtured, valued and celebrated.

1.2 This policy also links directly to our Dealing with Incidents and Equality Policy.

1.3 Having effective policy and practice in place to deal with racist incidents is an important part of this.

### **2. CONTEXT**

2.1 The Race Relations Act 1976 makes it unlawful to discriminate directly or indirectly on grounds of colour, race, nationality and ethnic or national origin. The act applies to all aspects of education and employment in schools. Racist behaviour, including racist violence or threats, racial harassment and graffiti, may be offences covered by the criminal law.

2.2 The Race Relations (Amendment) Act 2000 places a positive legal duty on the whole of the public sector, including schools, to promote equality.

2.3 We have endorsed the Macpherson Report's definition of a racist incident namely that:  
"A racist incident is an incident which has been perceived to be racist  
by the victim or any other person"

At Stanbridge we strongly support this definition.

### **3. VALUES AND PRINCIPLES**

3.1 The following values and principles underpin this policy:

- Commitment to equality for all
- Commitment to the eradication of racism, xenophobia and discrimination on grounds of religion
- Recognition that every learner should be equipped with the knowledge, skills and achievements which they need for full participation in society
- Recognition that every learner should be encouraged to develop skills of non-violent conflict resolution
- Expectation that everyone will contribute to reducing and removing violence and harassment from schools
- Commitment to fostering attitudes of open-mindedness, empathy, understanding between different ethnic heritages and the concept of global citizenship

- Commitment to fostering respect for the identities of pupils, students and staff, and their experiences, history and concerns
- Recognition that all learners are entitled to multicultural and anti-racist education, irrespective of the presence or absence of learners who are from ethnic minorities
- Commitment to creating schools and wider communities to which all pupils and staff can feel they belong
- Recognition that every racist incident, whether or not it arises from racist intent, provides an opportunity for learning
- Recognition that pupils, parents/carers, employees and the wider community can all contribute to the achievement of harmonious relationships between people of different nationalities, religions and ethnic heritages
- Recognition that there must be active monitoring and evaluation of policies and practice
- Recognition of the need for public accountability in reporting on racist incidents, follow up action and outcomes

#### **4.1 PRACTICES**

4.1 In order to foster an ethos of empathy, respect and understanding, the Governing Body of Stanbridge Lower School will ensure that:

- Pupils, staff, parents/carers and visitors are made aware that racial harassment, bullying, abuse, graffiti and other racist behaviour, in any part of the school, and by pupils travelling to and from school, will be challenged and will not be tolerated
  - Pupils are empowered to report racist incidents within a framework that recognises the right of the child or young person to be heard
  - The right of the pupil to involve an external adult to express her/his perceptions is recognised
  - All staff, including administrative and support staff, are familiar with, and able to implement, the procedures for dealing with and recording racist incidents
  - Pupils and parents/carers are involved in agreeing principles and procedures for dealing with racist incidents, including bullying and harassment, and are expected to play their part in dealing with such incidents.
  - Recreation areas are safe and encourage and promote positive and co-operative behaviour amongst pupils
  - Racial discrimination is eliminated from employment, and racial equality is promoted in employment
  - Policy is determined, regular reports through the Head Teacher's Reports to the Governing Body are received on progress on the implementation of policies and procedures, and data is provided on all racist incidents
  - A curriculum is promoted which is explicit in challenging racism
- 4.2 School practices should include the following:
- Commitment to taking immediate action where a racist incident takes place.
  - Provision of appropriate support for the person who has been the subject of a racist incident

- Appropriate intervention with the person who has initiated the incident
- Making clear where a racist incident has occurred, that this is unacceptable
- Encouraging pupils and staff to explore their own perceptions in the light of the values and principles set out above
- Being careful when dealing with racist incidents that involve retaliation, to ensure that appropriate action is taken both with the person who has initiated the incident and the person who has retaliated in response to it
- Discussing racist incidents with parents/carers and encouraging them to reinforce the school's anti-racist practices at home
- Providing regular training on the school's racial equality and racial incident policies and procedures
- Ensuring that failure to observe racial equality and racial harassment policies and procedures is covered in the school's Disciplinary and Grievance Procedures
- Identifying, sharing and promoting good practice
- Identifying a named senior member of staff to oversee the recording and monitoring of racist incidents. This will be the Head Teacher
- Identifying a Governor to oversee the implementation of policy. This will be the Chair of Governors who will monitor this in conjunction with the Behaviour Log during the Head Teacher and Chair of Governor Meetings
- Ensuring that supply and temporary staff are aware of and implement the school's policy
- Stipulating that agencies providing supply teachers train their staff to enable them to implement the LA's guidelines

4.3 Racist incidents can cover a range of occurrences, from violence with a racist motivation to use of language which causes offence but arises from ignorance or thoughtlessness rather than from any overtly racist motivation. However, a pupil's life chances can be undermined by behaviour which is racist in nature, even if there is no racist intent. Consequently all racist incidents should be logged. The incidence of racist incidents will be monitored and analysed by the Head Teacher and reported to the Chair of Governors.

4.4 With some racist incidents, it may not be necessary to proceed to investigation. Nevertheless, the nature of, and the resolution to, the racist incident should be recorded.

4.5 Other racist incidents will require investigation and where necessary, further action taken in accordance with the school's Behaviour Policy.

4.6 The person responsible for the incident should be provided with the opportunity to learn from it. In some instances, for example where racist behaviour arises out of ignorance, then counselling from a member of staff might be appropriate (eg a teacher taking a pupil aside to discuss what has happened and the harm that might have resulted). Support may be available from Miss Hughes (SENCO) or Miss Godwin (DPCP).

4.7 It may also be appropriate to involve the parents/carers, both of the person responsible for the incident and of the person subject to the incident. The person who has been the subject of a racist incident needs to be appropriately supported.

4.8 In some circumstances it may be necessary to refer a racist incident to the Police. This will normally only be necessary where there is violence leading to physical harm and/or intimidation. The advice of the Police School Liaison Officer may be sought.

4.9 The following could constitute behaviour with a racist motive:

- Physical assault
- Racist graffiti
- Derogatory name calling
- Racist insults
- Racist jokes
- Comments which are offensive on grounds of colour, race, ethnic and national origin, nationality and citizenship
- Bringing to school material which is racist, including leaflets, comics or magazines
- Wearing racist tattoos, badges or insignia
- Extortion
- Intimidation
- Using threatening words
- Using taunts
- Using ridicule
- Theft
- Damage to personal property
- Incitement of others to behave in a racist manner
- Verbal abuse

4.10 The flow chart attached to this document (Appendix 1) sets out a sequence for responding to racist incidents.

## **5. RECORDING RACIST INCIDENTS**

5.1 All racist incidents, as determined by the definition agreed above, will be recorded using one or other of the two forms attached to this document. Appendix 3 contains a form to cover incidents for which a child/young person is responsible. Appendix 4 contains a form to cover incidents for which an adult is responsible. Both forms display the logo associated with the "Tell Us - Campaign Against Racism".

5.2 The record of each individual racist incident should include:

- Date
- Name(s) of pupil(s) involved
- A classification of the incident, with further description of what happened where appropriate
- Ethnicity, religion, nationality of persons involved (see Appendix 2 for ethnic origin codes)
- Action taken to support the person(s) who has/have been the subject of the incident
- Action taken in relation to the person(s) responsible for the incident
- The nature of the contact with the parent/carer

5.3 Whilst all incidents will be recorded, not all will require investigation.

5.4 The Head Teacher will exercise professional judgement using the threshold below which will show it may not be appropriate to report a particular racist incident to a parent/carer. This might be the case, for example, where an incident is trivial and where those involved accept it as such. This approach will avoid a situation arising where parents/carers consider such notification as irksome because of its insignificance. The reason for not informing a parent/carer will be logged. However, should an individual pupil initiate a number of racist incidents it may be appropriate to notify parents/carers, even if the last incident in the series in itself seems trivial.

5.5 The Head Teacher will also exercise professional judgement on the circumstances in which it will be appropriate to give the child/young person the opportunity to complete the form. This is in order to avoid situations arising where a pupil might feel that his/her response is being interpreted on his/her behalf.

## **6. STAFF RELATED ISSUES**

6.1 School staff, including where appropriate, contract and supply staff are expected to:

- Take responsibility for implementing the school's racial equality and racial harassment policies
- Foster a positive atmosphere of mutual respect and trust among pupils from all ethnic groups
- Ensure play and leisure areas provide a positive environment for pupils from all ethnic groups
- Deal with incidents whenever they occur.

6.2 The Governing Body will ensure that:

- All racist incidents and complaints of racial discrimination and racial harassment against staff are recorded and investigated within a week, although generally within a much shorter time span
- Active steps are taken to protect staff from racist bullying or harassment by pupils, parents/carers, visitors and other staff
- Where appropriate, racist incidents are dealt with through the school's disciplinary procedures
- All staff have access to the school's grievance procedures in the event of being subject to racist incidents, including racial discrimination and racial harassment.
- Staff induction covers the school's policy and procedures for dealing with racist incidents.
- All staff are trained on how to implement the school's Racist Incident Policy and procedures
- Good practice and effective strategies for dealing with racist incidents are shared between staff
- Staff effectiveness in dealing with racist incidents is monitored and evaluated.

6.3 Contract and supply staff should be informed of the school's Equality and Racist Incident Policy and where appropriate receive training on the school's procedures for dealing with racist incidents.

## **7. COMPLAINTS AGAINST THE HEAD TEACHER**

7.1 Where the Head Teacher is responsible for a racist incident, this will be investigated by a governor from the group of governors set aside to deal with disciplinary issues, with appropriate personnel advice.

7.2 The Head Teacher will be subject to the same rights and expectations as other members of staff at Stanbridge Lower.

## **8. PARENTS/CARERS**

8.1 Parents and carers of pupils who are the subject of racist incidents will be informed of those incidents and of the action taken to deal with them.

8.2 Parents and carers of pupils who are responsible for racist incidents will be invited to play an active role in dealing with the situation.

## **9. GOVERNORS**

9.1 Where a governor is responsible for a racist incident, the Governing Body will decide what action should be taken.

9.2 Where a governor is subject to a racist incident, the Governing Body will provide appropriate support and will decide on the nature of the investigation and the action to be taken following the investigation.

9.3 Action taken by the Governing Body should be consistent with the values, principles, policies and practice set out in this policy.

## **10. VISITORS (INCLUDING PARENTS/CARERS)**

10.1 Where a visitor (who might be a parent or carer of a child at school) is responsible for a racist incident, this will be reported to the Head Teacher who will take some or all of the following actions:

- Inform the visitor that the school does not tolerate racist behaviour
- Invite the visitor to leave the premises
- If the visitor is employed by an organisation, inform the visitor that the organisation will be informed of the racist incident
- Inform the organisation accordingly
- Inform the Tell Us campaign (see below)
- Contact the Police

10.2 It may be appropriate to refer the incident to the "Tell Us" Campaign. ("Tell Us" sheets are available from the Bedford Race Equality Council on 01234 350459). The use of the "Tell Us" proforma is that the agency which monitors the data will be able to identify patterns of racist behaviour, for example among the staff of organisations which are used by schools and other clients, Firm action can then be taken in relation to that organisation.

## **11. MONITORING AND REPORTING**

11.1 Careful record keeping of racist incidents will enable the school to identify patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racist incidents.

**12. SCHOOL RECORDS**

12.1 All incidents perceived to be racially motivated by any party will be recorded using the Racist Incident Record Sheets (Appendices 3 and 4). These will be kept in the Racist Incident Log in the Head Teacher’s Office and a reference placed in the Behaviour Book.

12.2 The examination of these records on a regular basis by the Head Teacher will provide the school with a picture of the frequency and nature of racist incidents and give some indication as to how effectively the school is combating such behaviour.

**13 REPORTING RACIST INCIDENTS**

13.1 The school will provide aggregated information to the LA annually.

**14. LINKS TO OTHER POLICIES**

This policy links directly to the following policies:

- Equality Policy
- Behaviour Policy
- Dealing with Incidents Policy

**15. REVIEW PROCEDURES**

The school’s policy will be reviewed when:

- Two years have elapsed.
- There has been a significant change in staffing or pupil intake.
- There has been a significant change in Government guidelines

**ROSEMARY GODWIN  
HEAD TEACHER  
January 2020**

This policy was ratified by the full governing body.

Date of Meeting: .....

Signed ..... Chair of Governors.

