

## Policy Review Sheets

<b>POLICY NAME</b>	<b>RACIAL HARASSMENT / RACIAL EQUALITY POLICY</b>
IN CHARGE:	Matthew Lake
REVIEWED (Date):	September 2018
PUPILS CONSULTED (Yes or N/A):	N/A
HOW:	
PARENTS CONSULTED (Yes or N/A):	N/A
HOW:	
STAFF CONSULTED (Yes or N/A):	N/A
HOW:	
GOVERNORS CONSULTED (Yes or N/A):	N/A
HOW:	
WHERE IS POLICY ADVERTISED:	Website
Notes.	
1. This sheet should be at the front of each policy in the School Handbook	
2. If it is not appropriate to consult with any of the above parties write 'N/A' rather than No.	

## **Racial Harassment/Racial Equality Policy**

This policy complies with the basic ethos and principles of The Chantry School, supporting every student's right to the best possible education. The policy states complete opposition to all forms of racism and racist behaviour. All incidents of this nature will be thoroughly investigated and taken seriously.

**The policy is part of our Inclusive policy.** It supports and complements other inclusive policies such as Racial equality/cultural diversity, Behaviour/Bullying and Equal Opportunities.

### **Definitions of a racial incident –**

Racial means of any race, nationality, colour or ethnicity.

- a) "any incident in which it appears to the person reporting the incident and/or any other person that the incident involves an element of racial motivation".
- b) "any incident which includes an allegation of racial motivation made by any person".

### **Developing practices to counteract racism and create educational opportunities for all students**

Whilst The Chantry School does not have significant numbers of ethnic minority students, it is important to ensure that the school ethos communicates positive messages to all students, staff, parents and the wider community.

### **The following list outlines unacceptable behaviour that could be seen as racially motivated:-**

- verbal abuse – insults, racist jokes, derogatory name calling, racist comments in the course of discussion, ridicule
- bringing racist materials into schools/wearing racist badges or insignia
- refusal to co-operate with other people because of their race, ethnicity, colour or nationality
- written derogatory remarks, including graffiti
- offensive gestures
- attempts to recruit for racist organisations or groups
- incitement of others to behave in a racist way
- actual/threat of physical assault, jostling, punching, hitting
- use of weapons (this may include, for example, laser pens or other articles capable of causing injury)

### **Supporting victims**

Victims of racial harassment may need immediate help from a member of staff/. It may also be appropriate to involve the Assistant Heads with responsibility for safeguarding. They will make the decision whether to involve outside agencies.

- Reporting should be made easy so that students and staff know the systems and feel encouraged to use them. Please see attached Racial incident form.
- A member of staff needs to explain the action taken and to express the attitude of the school towards such behaviour, giving the opportunity to the students to

express their own concerns and feelings. The action taken may differ if the racial harassment appears to have taken place outside school.

- In serious cases, the Assistant Head should meet the parents/carers of victims to explain the action taken and to discuss the matter with them and the appropriateness of the action to be taken.
- When a member of staff is the alleged perpetrator, the matter will be referred to the Headteacher. Care will need to be taken to follow anti-harassment and disciplinary procedures as appropriate and that the details of any action to be taken against a member of staff cannot be shared with parents/carers.

### **Dealing with perpetrators**

- A 'light touch' response in the case of minor incidents where, for example, a child clearly does not have a full grasp of the meaning of an inappropriate word.
- Clear procedures for dealing with other perpetrators – sent to the BSU to record the incident formally (Racial incident form below) and to respond to the gravity of the incident.
- Involvement of the Assistant Head if incident is confirmed as an act of racial harassment. Action as appropriate to the offence.
- Arrange appropriate counselling.

### **Reporting of racist incidents**

All recorded incidents are reported to the students' parents/guardians, school governors.

### **Designated teacher for implementation of the Racial Harassment policy**

Mr Matthew Lake

**CONFIDENTIAL**

**School/Academy Perceived Racial Incident Report  
Form (updated Sept 2018)**

**It is strongly recommended that this form is completed whenever a racial incident is *thought by someone* to have occurred:** for the purposes of reporting and recording "a racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence enquiry report)

**Please e-mail the form, within two weeks of the incident being reported, to: [mlake@chantry.worcs.sch.uk](mailto:mlake@chantry.worcs.sch.uk), or return to The Chantry School, Martley, Worcs, WR6 6QA**

**(Please complete all shaded boxes – see pp.5-7 for codes/notes for parts 3 to 8)**

**1. Name of School:**

**2. Incident Form completed by:**  **Position:**

**3. Incident Reported by:**  **If other, please specify**

**4. Date of Incident:**

**5. Type of incident:**  (If other, please specify)

**6. Incident Location:**  (If other, please specify)

**7. Victim/Target/Person offended by incident (add rows if necessary):**

Tick if there was no victim/target <input type="checkbox"/>	Gender M/F	Pupil/Student NC Yr Group	Ethnicity (and nationality and/or faith if relevant) <i>see notes on page 6</i>	Previously a Victim/Offender Y/N
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

**8. Offender/Person engaged in behaviour that caused offence (add rows if necessary):**

<b>Alleged Offender A</b>				
<b>Alleged Offender B</b>				
<b>Alleged Offender C</b>				

**9. Action Taken (mark as many boxes as are appropriate)**

<input type="checkbox"/>	<b>Clear support for victim at the time of the incident</b>	<input type="checkbox"/>	<b>Other victims supported, e.g. witnesses</b>
<input type="checkbox"/>	<b>Clear challenge and/or reprimand for offender at the time of the incident</b>	<input type="checkbox"/>	<b>Victim supported following incident, e.g. discussion, counselling</b>

<b>All staff who work with victim or offender informed</b>	<b>Referral to other agency</b>
<b>Offender followed up, e.g. discussion, counselling</b>	Sanctions imposed on offender
Restorative justice or peer mediation approaches used	Whole class/group follow up
Other action (please specify)	

**10. Other Parties Informed (by school)**

**Victim Parents/Carers** 
**Offender Parents/Carers** 
**Worcestershire County Council**

**Children and Young People’s Directorate (CYPD) – Children’s Social Care** 
**Police**

**CYPD – Equalities and Diversity Team** 
**Other (please specify)**

If no other parties were informed, please say briefly why:

**Additional Information**

**This section is optional but it is very helpful to the Academy to have some or all of the information below, in building up a picture of the types of incidents occurring and responses to them. It will also help the school respond to any parental concerns/complaints raised in the future.**

11. Brief description of the incident (including who it was reported to and who by)

12. Level of intention/amount of distress caused by the incident (see notes below on p.7)

13. Brief summary of follow-up action proposed, with timescales, including communication with parents/carers and information about how the needs of victims/targets, offenders and other C&YP will be addressed

14. Comments on whether the incident has been resolved to the satisfaction of all parties

15. Comments on whether there is a need for future review (for example of behaviour)

16. Comments on any wider implications (for example any need for preventative work with pupils to be developed or staff training)

## School/Academy Perceived Racial Incident Report Form 2012

### ***Background notes and guidance on completing the form***

#### **Background**

On this form, the term 'racial' has been used instead of the term 'racist' commonly used in national literature. This is to convey the importance of recording all incidents that the victim or another person felt had a racial aspect, even when it is thought there was no intention to be racist. The term 'perceived' has been used to reflect the legal definition of a racist incident (included on the recording form). Children may make references to colour, nationality, religion or culture without any intention to offend. However, the child (or adult) referred to, their family, or other people may find it upsetting or offensive. Such incidents also raise issues for the school in the light of the Equality Duty (which includes requirements to have due regard for the need to eliminate discrimination, advance equality and foster good relations) and are valuable insights into children's perceptions and feelings.

**Please use this form to report any incidents occurring from May 2015 onwards.**

#### **Responding to racial incidents – general principles**

In 'Racist incidents and bullying in schools – how to prevent them and how to respond when they happen' (Robin Richardson and Bernice Miles 2008) four broad approaches are identified:

- Dismissive – for example ignoring or making light of incidents
- Punitive – expressing disapproval or punishing without complementary teaching and learning about why prejudice and racist bullying are wrong, or why comments/actions have caused unintended hurt
- Corrective – taking time to help children and young people understand why racism is wrong (though intellectual explanations may feed bitterness and other unhelpful feelings)
- Restorative and transformative – which includes: attending to the needs of those on the receiving end of racism; preventing re-offending by enabling offenders to assume active responsibility for their actions and reintegrating them into the school community; avoiding escalation; and, repairing and recreating the community damaged by the bullying.

This is a very helpful framework to bear in mind when responding to incidents and the book as a whole is an extremely valuable resource. Clearly the restorative/transformative approach is likely to be the most effective in the long term, though elements of the punitive and corrective approaches may be appropriate too.

Racial incidents are very varied. Not all incidents are examples of bullying, as in a situation where racist comments are made without any victim/target being present. The above framework and the suggestions below will therefore need to be used in a flexible and responsive fashion.

1. Make sure that all staff understand the importance of taking reports seriously

**When responding to incidents it is crucial to gain a very good understanding of how the victim/target (or other person reporting the incident) has perceived the behaviour. National guidance makes it clear that the perception of the victim or other person reporting the incident is what determines whether it is treated as a racial incident. Often there may be no explicit use of racist language, so it is important to get to the bottom of why the incident or behaviour feels racist to the person reporting. The language used may refer to colour in a negative or offensive way without being explicitly racist. Alternatively, there may be negative stereotypical associations without any reference to colour, ethnicity or nationality. It is important that all staff, including non-teaching staff are aware of this.**

2. Keep parents/carers informed

**It is important that parents and carers are kept fully informed in cases of racial incidents. Families can easily feel dissatisfied with responses to racial incidents, especially where they feel that reports are not taken seriously, or that responses are inadequate. This may often be because the school does not let them know what action has been taken. Alternatively, it may be that parents are not satisfied with the strength of the response, in which case it is important to explain why for example an offender has not been excluded and what will happen if there is any recurrence of the behaviour.**

3. Try to ensure that there will be no recurrence and that targets/victims and their families feel safe

**Racism can make children, families and whole communities feel unsafe, particularly as there may be links between events within and outside schools. There are similarities, but also many differences between racist bullying and other bullying, including the long history of racism linked to many world events, the fact that people are attacked not as individuals but as representatives of communities, that it can threaten whole communities, and that unlike most forms of bullying, one-off incidents can have a big impact because the same victim may be targeted by different people in a range of contexts (some families for example report regular abuse when they are out and about in their local area).**

**In the case of incidents where there was no intention to cause offence, time spent with the offender to explain how they have upset others may be the most important response. In other cases, an appropriate sanction and/or longer term actions may be needed to make sure that incidents don't recur.**

**Whole-class work may also be a useful approach, enabling a shift in pupil understanding and perceptions. In any incident, there are likely to be witnesses who may be passive bystanders or more active participants. Whole-class work can potentially help more children and young people to be supportive of those who are on the receiving end of racist abuse or other hurtful prejudice-related behaviour.**

**As indicated in the four broad categories of response identified above, restorative and transformative approaches should also be considered, and these are potentially the most powerful. If you are able to access the publication by Richardson and Miles referred to above, pages 41 onwards have more information on this. Otherwise, you could contact the Local Authority for advice.**

4. Ensure that provocation is considered if the victim has fought back

**Families quite frequently feel that victims of incidents are punished disproportionately if they have responded to incidents, for example being excluded if they have fought back physically. Exclusion of victims may sometimes be reasonable but it is important that the provocation caused by racism is considered as part of the decision-making process.**

For advice and support on preventing and responding to racial incidents, you could contact:

[http://www.worcestershire.gov.uk/info/20054/safeguarding\\_children/346/getting\\_help\\_if\\_you\\_have\\_a\\_problem/5](http://www.worcestershire.gov.uk/info/20054/safeguarding_children/346/getting_help_if_you_have_a_problem/5)

## **Guidance on completing particular sections of the form**

3. Incident Reported by **(choose from)**
  1. **Victim/target**
  2. **Another child or young person**
  3. **Parent/carer**
  4. **School staff member**
  5. **Outside agency**

**6. Other (please specify)**

**5. Type of Incident (choose from the following – enter one or more codes as appropriate)**

- 1. Physical assault, including jostling, spitting and use of weapons**
- 2. Derogatory name-calling, verbal abuse, insults, innuendo (including name-calling that may not use overtly racist language but which derives some of its force from pupils' perceived 'race')**
- 3. Verbal threats**
- 4. Ridiculing people because of cultural or religious differences**
- 5. Written derogatory remarks**
- 6. Refusal to co-operate with other people because of their religion, ethnicity or language**
- 7. Racist graffiti**
- 8. Incitement of others to behave in a racist manner**
- 9. Attempts to recruit for racist organisations and groups**
- 10. Provocative behaviour such as wearing racist badges or insignia**
- 11. Bringing racist materials such as leaflets, comics, magazines or computer software into school**
- 12. Using the school's computer systems to access or distribute racist material**
- 13. Abuse of personal property, including arson, spitting at property**
- 14. Malicious telephone calls, text messages or e-mails**
- 15. Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)**
- 16. Expression of racist views during the course of a staff led discussion or in informal contexts (this might include use of racist language, negative stereotypical generalisations or holocaust denial)**
- 17. Telling racist jokes**
- 18. Other (please specify)**

**6. Incident Location (choose from)**

- 1. In playground**
- 2. In classroom**
- 3. Out of school (e.g. activities off school site)**
- 4. School/public transport**
- 5. In the local neighbourhood (e.g. just beyond the school gate)**
- 6. Other (please specify)**

7&8. Victim/Target/Person offended/Offender

**It is acknowledged that the terminology of victim/target or offender will often seem inappropriate, particularly for young children and unintentional incidents. For this reason, the less emotive terms 'person offended' and 'person engaged in behaviour that caused offence' have been included.**

**Racial incidents may be reported by anyone, not just someone who was the victim/target – this could include a witness to an incident or someone who heard about it subsequently. It is possible that the target of a racial insult may say that they don't feel offended by the use of racist language (for example because some minority ethnic groups have tried to 'reclaim' racist language). However, if a staff member or other witness feels the language was racist, the person targeted would still be recorded as the victim.**

**Please enter the 3 letter ethnic code, choosing from those listed below (if exact ethnicity is not known please make a judgement and state probable ethnicity in words e.g. 'Black').**

**For people who are not British, it is useful if their nationality is entered in the same box e.g. 'Polish'. If religion or belief is a factor in the incident, please add this.**

<p><b>White</b></p> <ul style="list-style-type: none"> <li>- British (WHB)</li> <li>- Irish (WHR)</li> <li>- Traveller of Irish Heritage (WHT)</li> <li>- Gypsy/Roma (WRO)</li> <li>- Any other White background (WHA)</li> </ul>	<p><b>Mixed (Dual heritage)</b></p> <ul style="list-style-type: none"> <li>- White and Black Caribbean (MWB)</li> <li>- White and Black African (MBA)</li> <li>- White and Asian (MWA)</li> <li>- Any other Mixed background (MOT)</li> </ul>	<p><b>Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh</b></p> <ul style="list-style-type: none"> <li>- Indian (AIN)</li> <li>- Pakistani (APK)</li> <li>- Bangladeshi (ABA)</li> <li>- Any other Asian background (AAO)</li> </ul>
<p><b>Black, Black British, Black English, Black Scottish, or Black Welsh</b></p> <ul style="list-style-type: none"> <li>- Caribbean (BLB)</li> <li>- African (BLF)</li> <li>- Any other Black background (BLG)</li> </ul>	<p><b>Chinese, Chinese British, Chinese English, Chinese Scottish or Chinese Welsh</b></p> <ul style="list-style-type: none"> <li>- Chinese (CHE)</li> </ul>	<p><b>Any other ethnic group</b></p> <ul style="list-style-type: none"> <li>- (OEO)</li> </ul>

Whether either victim or offender is a repeat victim/offender is important information at school level and it is also useful for the Local Authority to know, in order for

example to have a picture of the extent to which pupils may be beginning to have engrained racist attitudes/behaviour.

### **Level of Intention/Distress**

Richardson and Miles include the following descriptors:

- 1) No offence was intended or taken
- 2) Hurt or distress was caused, but the offending behaviour is unlikely to be repeated
- 3) Hurt or distress was caused, and the pupils responsible had previously been warned that their behaviour was unacceptable
- 4) Substantial hurt or distress was caused; the behaviour was based on substantial hostility and prejudice; the behaviour may be repeated.

An assessment of this kind would be a useful basis from which to decide what follow-up action is most appropriate.