

Highwood Primary School



*"Preparing today's children
for tomorrow's world"*

Racist Incident Policy

Written May 2015

Date for review May 2017

Ratified by Governors 16th June 2015



Racist Incident Policy



Rationale

At Highwood we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of discrimination. Everyone has the right to be treated with equal dignity, respect, consideration and without prejudice and to be given equal access to all of our services regardless of race, colour, nationality, culture, language, religious beliefs, creed or ethnicity. We judge each person by their ideas, values, actions and character and not by racial origins, religion, community or culture. Each of us is equal yet different.

We celebrate, encourage and enjoy the benefits that come from other people's ethnicity, culture, religion and other diversities.

We are committed to working towards race equality, promoting positive approaches to difference, and opposing all forms of racial prejudice and discrimination. Language or behaviour which is racist or potentially damaging to any ethnic or racial group is not tolerated and will always be challenged. We value and encourage involvement of people from all sections of the local community. We recognise that British society is made up of people from many different racial, cultural, linguistic and religious backgrounds, and that all pupils must be fully prepared to live in such a diverse society.

Aims

- Promote a positive, supportive ethos in which all pupils and staff feel that they are valued, that their needs are met and that they are able to achieve their full potential.
- Respect and value differences between people, promote good relations between different groups within the school and wider community, and prepare all pupils for life in a diverse society.
- Ensure that racial equality is an integral part of planning and decision making across all areas of the school.
- Work in partnership with parents and the wider community to tackle and eliminate racial discrimination, making the school a place where everyone feels safe, welcome and valued.
- To agree procedures for dealing with racist incidents, and ensuring that all members of the school community are conversant with them.
- To establish a monitoring procedure to record all incidents and subsequent action
- To keep a formal record of all racist incidents and to regularly report on the nature and frequency of any racist incident to the Governing body.

Roles and Responsibilities

Governors

- To ensure that the policy and its related procedures and strategies are implemented
- To ensure that the school complies with the race relations act (2000) and the Equality Act 2010

Head teacher

- To implement the policy and its related procedures
- To ensure that all staff are aware of their responsibilities
- To take appropriate action in any cases of racial discrimination

Staff

- To deal with racist incidents and know how to identify and challenge racial bias and stereotyping
- To promote racial equality and good race relations and not discriminate on racial grounds
- To keep up to date with race relations legislations by attending training and information opportunities

Pupils

- Report any racist incidents to a member of staff, whether directed at themselves or somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where racism is regarded as unacceptable, difference is celebrated and discrimination is actively challenged

Parents/Carers

- Report any racist incidents to a member of staff, whether directed at themselves or somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness

What is a racist incident?

Highwood adopts the definition of a Racist Incident as:

“any incident which is perceived to be racist by the victim or another person”

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals or communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. In any circumstances, racial harassment is unacceptable and must be dealt with effectively and with sensitivity.

Examples of Obvious Racism

- Racist comments, name calling and jokes
- Imitating accents
- Racist graffiti or any other written insult
- Bringing into school racist materials such as badges and literature or any attempt to recruit people into racist organisations
- Threatened and physical assault against a person or group because of colour or ethnicity.

Examples of Less Obvious Racism

- Unacceptable stereotype views and images
- A curriculum that doesn't acknowledge racism
- Teachers not following up racist incidents vigorously, thus condoning it
- Staff not being made fully aware of how racism and stereotyping may affect the decisions they make

Prevention

We will actively work towards the prevention of racist incidents by:

- Utilising the Single Equality Policy
- Delivering appropriate assemblies
- The inclusion of racist issues and concerns in the PSHE and citizenship curriculum, and other curriculum areas where appropriate
- Utilising circle time in classrooms
- Keeping comprehensive records of reported incidents so that staff can monitor patterns of behaviour
- Ensuring that all staff are trained on identifying, reporting and recording racist incidents, including the MSAs
- Deploying the school counsellor where appropriate
- Utilising Juniper class and the nurturing environment and opportunities it provides
- Linking with the local community to raise awareness of other cultures and beliefs.

Responding to Racist Incidents

All reports of racism are taken seriously and are investigated fully by a member of staff. A member of the Senior Leadership Team should be informed of any alleged racist incident.

Pupils who have experienced racism will be supported by:

- offering an immediate opportunity to discuss the experiences with their class teacher or member of staff of their choice
- reassuring the pupil that they have done the right thing by making a report and that the school will be responding
- offering continuous support
- reassuring them of their safety
- notifying their parents or guardians
- working to restore their self-esteem and confidence
- offering sessions with the school counsellor where appropriate

Pupils who have been racist will be helped by:

- discussing what happened
- exploring different perspectives as appropriate
- establishing what constitutes hurtful behaviour and the need to change
- informing parents or guardians to support change in the pupil
- offering sessions with the school counsellor where appropriate

Recording and Reporting Racist Incidents

Recording

All incidents of alleged racism that are reported to staff should be investigated fully. The class teacher should look for evidence that the incident has caused distress or upset to the victim and has been perceived as being racist. The class teacher should then record the incident using Form Two (See Appendix One.) and this should be filed in the Bullying and Racist file located in the DHT office. The incident should be also discussed with a member of the Senior Leadership Team who will help identify what action is necessary. A record must also be made using SIMs.

All incidents should be discussed with the relevant parents/carers either in person or over the phone. A copy of the incident record may also be given to the parents.

Step One

An incident is reported or witnessed.

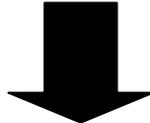
An alleged or witnessed incident is reported to a member of staff or by a member of staff who witnessed the incident.



Step Two

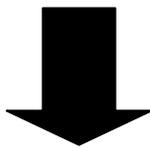
Investigation

The incident is investigated by the **CLASS TEACHER** who undertakes to establish the nature, roles and seriousness of the incidents and those involved



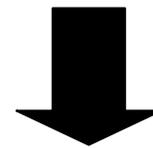
Step Three

- The **CLASS TEACHER** should look for evidence that the incident has caused distress or upset to the victim and that it has been perceived as racist.



Hurtful behaviour has occurred but the school's agreed definition of racism has not been satisfied.

- Form Two should be completed and filed in the bullying and racist incident file
- Support should be given to those involved
- With the support of a member of the **SLT** decide if any sanction needs to be applied.
 - Parents/Carers informed.



Evidence of racism has been found

- Incident should be referred to a member of the **Senior Leadership Team**
- Form 2 should be completed and filed in the bullying and racist incident file (See Appendix 1) A note should be placed on SIMS
- Support should be given to those involved
- Parents/Carers should be informed of the incident and the relevant action to be taken.
- Decide if any sanction from the behaviour policy needs to be applied

Sanctions

If evidence of racism has been found then the following sanctions will be taken:

- The parents of both the victim and perpetrator will be verbally notified of the incident. In more serious cases, this will be as part of a formal meeting.
- The perpetrator will be issued with a sanction. (See behaviour policy)
- More serious cases, or those that involve repeat offences may result in a fixed period exclusion.

Reporting

The number of racist incidents per term are reported to the Governors and monitored by the Head of Inclusion.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness by the number of recorded racist incidents. The policy will be shared with all the stakeholders and will form part of the new parents information pack.

Date for review: May 2016

**Alison Day
(Head of Inclusion)**

APPENDIX ONE

FORM 2

Integrated bullying and racist incident record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of bullying/harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ maturity		
Appearance		
Class/socio-economic		
Learning difficulties and disability		
Ethnicity/race*		
Religion/belief*		
Institutional racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See county guidelines on dealing with racist incidents

2. Method of bullying/harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – Please record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are children looked after (CLA) or who have learning difficulties or disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

