

PERCY HEDLEY EDUCATION SERVICES

RECORDING AND REPORTING RACIST INCIDENTS

POLICY & PROCEDURE

Racists Incidents Policy/procedure:	Issue date: 4 July 2015	Version No: 1.0
Status: <i>Approved</i>	Review date: 4 July 2016	Page 1 of 9

Policy Control/Monitoring

Version:	1.0
Approved by: (Name/Position in Organisation)	Lynn Watson Director of Education
Date:	
Accountability: (Name/Position in Organisation)	Lynn Watson Director of Education
Author of policy: (Name/Position in organisation)	Lynn Watson Director of Education
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Revision Cycle:	1
Revised (Date):	
Target audience:	Senior education staff then all staff
Amendments/additions	
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Associated Policies: (insert hyperlinks)	Behaviour Policy Exclusion Policy Single Equality Policy Safeguarding Bullying
Associated National Guidance	
Document status	This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print. Please refer to the staff login section of the internet for the most up to date version.

Equality Impact Assessment

This document forms part of Percy Hedley's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:-
(add/delete as appropriate)

Role	Responsibility
Chief Executive	
Director of Human Resources Department	
Head of Service/Head of department	Director of Education
Training Development Officer	
Quality Manager	
Health and Safety Manager	
Lead Nurse	

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Introduction

What is racism?

Racism or 'racialism' is a form of discrimination based on race, especially the belief that one race is superior to another. Racism may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races. Types of racist incidents that can occur are:

- physical assault against a person or group because of colour, ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- bringing racist material into the school/college
- verbal abuse and threats;
- incitement of others to behave in a racist way;
- racist comments in the course of discussion;
- attempts to recruit others to racist organisations and groups; ridicule of an individual for cultural difference e.g. food, music, religion, dress;
- refusal to co-operate with other people because of their colour, ethnic origin or nationality;
- written derogatory remarks;
- any of the above forms of racial harassment or any other discrimination by employers in connection with work placements or work experience.

Racism is a problem affecting society as a whole: it is not something that occurs in isolation in schools/colleges. One key step towards creating a safe learning environment is ensuring that all forms of racism are tackled firmly as and when they occur, because no child can feel safe in an environment where racism is not challenged. If racist incidents are not dealt with in schools/colleges, then this will send a powerful message to children that racism is acceptable not only in schools/colleges but in society as a whole.

We believe we can make a positive contribution and help improve all children's lives, by creating a safe learning environment where all children feel valued and can enjoy and achieve. We believe that it is important that we react quickly and decisively to a single incident of racism if and as it occurs, rather than waiting until a pattern of bullying can be detected in a series of incidents. Racist bullying can take the form of a series of apparently unrelated incidents affecting the same child. We and the appropriate local authority will therefore take note of the cumulative effect on a child who may be being bullied by means of many single incidents committed by different pupils. Racist incidents will be reported to Governors and Local Authorities appropriately.

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Racism and Government Legislation

Racist incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a racist component. Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community – offenders can see themselves as representative of, and supported in their racism by, their friends, family and peer group. It is therefore essential that a school/college should clearly show solidarity with and support for pupils who are attacked, and take care not to provide any kind of comfort or encouragement to the offenders, or to the group or community to which the offenders see themselves as belonging.

This is not to say that racist behaviour in schools/colleges should attract greater sanctions than other kinds of bullying. It does, however, mean that allegations of racist behaviour should be thoroughly investigated and that the educational task of reducing racist bullying should be taken extremely seriously.

Eliminate Unlawful Racial Discrimination

The statutory duty requires educational establishments to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations.

Specific duties that all educational establishments must comply with are:

- prepare a written policy on race equality
- assess the impact of policies on different racial groups of pupils, staff and parents; in particular, assess and monitor the impact on pupils
- make information available about their policies to promote race equality
- take steps to publish annually the results of monitoring
- take account of the RRA general duties for public bodies; including:
- promote equality of opportunity
- promote good relations between people of different racial groups
- comply with local authority policies and if appropriate, supply data.

Education Services Arrangements

It is important that schools/colleges follow recording and reporting requirements:

- schools/colleges are encouraged to record all racist incidents and report them at least annually to the appropriate local authority
- schools/colleges are encouraged to discuss procedures and format for reporting and recording racist incidents with the local authority.

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Staff

All members of staff have a responsibility to ensure our children/students are safe and can thrive in school/college.

Any concerns related to racial bullying, incidents or comments which are unacceptable in terms of school policy should be reported to a member of the Senior Leadership Team. SLT will record information and forward this to the Local Authority and parents.

The pupils involved should receive support and guidance. School/College disciplinary procedures should be considered as a consequence of a pupil's behaviour. The school/college has a proactive role in teaching tolerance and respect and some pupils will require additional support to understand the significance of equality.

Governors

Heads of School/College should ensure that governors are aware of racist incidents, particularly where serious or persistent offences occur. This should be part of a report on the school/college's race equality policy action plan. It should cover trends and year groups involved.

Dealing with Racist Incidents

We will deal with racist incidents sensitively and appropriately.

We are sensitive when tackling racist incidents and incidents of religious hatred. We are aware of potential gender differences in the form that bullying (including racist bullying) takes.

We will be sensitive both in dealing with the perpetrator appropriately, and in supporting the victim. In this, we recognise the need for a response that is appropriate to the levels of understanding of both the victim and the perpetrator.

The Heads of School/College will be informed of any racist incidents and action to support all concerned could include withdrawing pupils from lessons in order to investigate and safeguard all concerned.

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Staff can gain further understanding of racially unacceptable behaviour at:

www.teachernet.gov.uk/racistbullying

The Stephen Lawrence Inquiry Report: Action Plan –

<http://police.homeoffice.gov.uk/newsandpublications/publication/communitypolicing>

Race Equality in education good practice in schools and local education authorities –

www.ofsted.gov.uk/publications

Youth Justice Board and the Safer School Partnerships –

www.saferschoolpartnerships.org

Useful links:

Amnesty International: offers school resources and downloadable teaching packs that can be found through a simple search engine.

Disability Equality in Education: has a range of resources from teaching packs to books on inclusive education, CDs, DVDs, games and children's storybooks.

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Monitoring & Review

Overall responsibility for the operation of the procedure lies with senior staff. The effectiveness of the procedure will be formally reviewed and monitored as a minimum on an annual basis to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate.

The below table outlines the monitoring and compliance requirements of the procedure:

Element Monitored	Lead Person	Tool	Frequency	Reporting Arrangement	Lead Person - Act on Recommendation	Lead Person – Dissemination of Lessons Learned
<i>E.g Adherence to policy</i>	<i>Policy Author</i>	<i>Audit</i>	<i>Annually</i>		<i>Policy Author</i>	<i>Policy Author</i>

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