



Racist Incident Policy

2021- 22

Aims:

The aim of this Policy is to provide guidelines for The Topsham School to establish effective procedures for the reporting and recording of racist incidents. It will ensure that action is taken to support the victims of racism and to deal with perpetrators appropriately.

The Policy supports and reflects the information in the following documents:

- Learning for All : Standards for racial equality in schools (CRS 2000)
- Home Office Code of Practice on reporting and recording racist incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)

We all have the responsibility to challenge racism in our institution. Action will only be successful if it forms part of a wider policy which is embedded within all our practices.

Definition

Our definition of a racist incident is that taken from recommendation 12 of the Report of the Stephen Lawrence Inquiry:

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

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such. For example, a teacher or youth worker overhears a child calling a Traveller child a 'gyppo'. The adult records this as a racist incident, even though the child does not complain to him or her.

Our definition of racial harassment is that of the CRE (Commission for Racial Equality):

'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.'

A racist incident may include:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
 - Physical assaults
 - Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language
 - Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity, etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist material such as leaflets, magazines or computer software onto the premises
 - Recruiting other young people to racist organisations or groups

Dealing with Racist Incidents

To succeed, ***“Bullying and Prejudice Related Incidents: preventing and responding Information for schools, pupil referral units and other settings for children and young people September 2012”*** state that: schools need to consider three issues:

- Challenging unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- Supporting the target/victim, aggressor and any other child/person involved or observing the incident
- Reporting what has happened to the LA and governors, and informing and working with parents/carers to try and prevent any future incidents. Monitoring of these reports will be shared with governors on a termly basis.



Challenging unacceptable behaviour

No incident that is, or appears to be racially motivated, **should go unchallenged** and every member of staff has a responsibility for responding to the situation.

They should make explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos.

If a member of staff is unable to resolve the matter, it should be referred to the Headteacher.

The action to be taken will depend on whether the perpetrator is known and whether he/she is a young person, a member of staff or an outside perpetrator.

Where the perpetrator is a young person or pupil, staff should explain why racist behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the Positive Behaviour Policy.

The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Racial harassment or any form of racist behaviour from any member of staff towards any pupil, young person, parent or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedure. We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving racial harassment, they will face disciplinary sanctions up to and including dismissal.

Where there is an outside perpetrator, staff should inform the Headteacher.

As staff we will:

- Challenge incidents sensitively, however small.
- Speak to those involved privately explaining why the behaviour is unacceptable.
- Seek to understand the aggressor's motivation and take action to address any concerns about wellbeing.
- Make the aggressor/s apologise for their behaviour once they understand why it was wrong.
- Use disciplinary action for more serious incidents. If necessary, make arrangements to talk to the aggressor's parents/guardians.
- Involve the police if the incident involves criminal activity.

Supporting everyone involved or observing the incident

As staff we will:

- ✓ Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.
- ✓ Comfort and reassure targeted children and discuss different ways in which you can help.
- ✓ Find out what sort of support they want. This may include assigning them a 'buddy'.
- ✓ Involve in restorative justice techniques, as appropriate.
- ✓ Look for signs which could indicate a child is struggling with their personal identity, self-esteem and confidence.
- ✓ Help targets and affected witnesses to contact the antibullying support group, counselling or access outside support if required
- ✓ Notify the victim's parents/carers. Ensure that parents/carers are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide support or encourage parents/ carers to seek support for themselves and other members of the family
- ✓ Set review dates to monitor if the incidents have stopped and check the target's wellbeing.
- ✓ We recognise that members of staff can also experience racial harassment from pupils/young people, from other staff, from parents/carers, and from visitors or members of the public. We will support them in the same way as we would pupils/young people.
- ✓ Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim, e.g. age or self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Recording and Reporting Incidents

An incident which is perceived to be racist by any witness, including the victim(s), is reported to the Headteacher or a member of the SLT straight away.

The Headteacher is responsible for ensuring accurate recording and reporting of racial incidents. (S)he or a delegated DDSL completes the online form and prints out the form, keeping it in a secure place and uploads onto CPOMS. This information may be reviewed by OFSTED.

The School deals with the people involved in the incident in line with their Positive Behaviour Policy. All incidents are reported to the LA and the School may request support in dealing with it. Parents of any victim(s) and perpetrators are informed of the incident and any action taken.

In line with the recommendations of the documents cited in the opening section of this document, The Topsham School records all racist incidents.

This includes the following details:

- Date
- Names of perpetrators and victims
- The ethnicity of all individuals involved
- Nature of incident
- Action taken in response
- Name of the person reporting the incident

The record forms are completed on line by the Headteacher or DDSL's and kept in the Racist Incident File in the Headteacher's Office and on CPOMS- to ensure security and confidentiality. (See Appendix A for a copy of this record form. This Form is titled : **Bullying & Prejudice/Hate based Incident Report Form 2018** and can be found on line at <https://www.babcockldp.co.uk/disadvantaged-vulnerable-learners/emtas>)

Once complete a copy is emailed to:

reducingschoolbullying@babcockinternational.com, or post to: Confidential: Reducing Bullying in Schools, Babcock LDP. Milford House, Pynes Hill. Exeter EX2 5GF

All incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked.

Although some incidents may seem minor, it is still important to log them, as repeat incidents often mean that earlier reports assume greater importance.

Governors are informed of the number and nature of racist incidents and the action taken to deal with them through the Headteachers' Report to Governors.

The pattern and frequency of racist incidents are analysed in order to inform future planning.

The Police will be advised of any racist incidents that may be categorised as crimes.

The Headteacher and Equal Opportunities (or any other identified) Governor monitor incidents on an annual basis and report back to the Governing Body on the number and nature of reported racial incidents.

In addition, the inclusion of information on racist incidents in the Governors' Report to Parents would demonstrate to the community the school's commitment to the creation of an anti-racist learning environment.

All racist incidents are reported on CPOMS; our on line secure safeguarding platform and the Headteacher will follow up all reports, ensuring appropriate action is taken. Racist incidents are reported to governors, termly, including citing nil returns if this is the case.

Whole School Issues

Racism has an impact on the whole school community and on the wider community it serves. Visual evidence will be dealt with immediately (graffiti removed, racist literature/badges/insignia confiscated, etc.)

There is regular and ongoing training and discussion of the issues and a sharing of the school's response amongst all staff, governors, pupils/young people and the local community. This common approach will include communication with parents/carers and community members and liaison with outside agencies.

We will ensure that all those connected with the establishment are aware of the policy and procedures and have access to any related documentation.

As a whole school we strive to abide by the whole school/establishment approaches as laid out in BPRI Preventing and Responding that states the following:

- Promote strong inclusive values and a common sense of identity; We have our School Values which have been developed with our children and are the core of our Positive Behaviour Policy
- Include anti-bullying measures within behaviour policies.
- Ensure the policy addresses different kinds of bullying, such as cyber-bullying, homophobic bullying, racist bullying, sexual bullying and disability bullying.
- Consult with stakeholders (e.g. those in the school community including staff, pupils, school council, governors, parents/guardians) about the policy.
- The behaviour policy should be explicit in the way in which children should treat each other. All adults in school have high expectations of behaviour and we expect children to treat each other with trust and respect
- The policy should be consistently reinforced by staff and management.
- Acknowledge the problem of bullying and prejudice openly by providing easy access to policies and procedures and maintaining a regular programme of activities; all policies are on the schools central drive and are accessible to all staff.
- Make sure everyone involved in your school/establishment (including parents/carers) knows there is a zero tolerance response to all bullying, including prejudice-related bullying and incidents.
- Make your anti-bullying policy clear to stakeholders in your local community; all our Promoting Positive Behaviour Policy and all relevant policies are on the school website.
- Write to parents/guardians to inform them of any new initiatives; information is shared via newsletters, and others forms of communication such as 'Meet the Teacher' meetings
- Address aspects of bullying and prejudice in groups such as assemblies and circle time: this is part of what we focus on in assemblies and through our PSHE programme Jigsaw. Teaching staff lead regular circle times and plan in accordance to the needs of their class
- Provide this information to new starters as early as possible and make sure that children receive age appropriate information.
- Help children to develop an understanding of the difference between harmless and harmful banter.
- Include bullying, diversity and prejudice in curriculum planning, particularly PSHE.

- Help children develop positive values and understand the effects that bullying has on people, and how to protect themselves.
- Whole school/establishment approaches prejudice related incidents are covered including disability related bullying and homophobia, and tailor this to the age of children and their understanding of relationships.
- Make clear links between personal, social, citizenship, and religious education as well as other curriculum areas.
- Address staff training needs and provide access to equality and diversity training for all staff including training in how to challenge expressions of prejudice.
- Make sure training is specific and thorough enough to deal with different types of bullying and prejudice. Staff will then be able to consistently and firmly challenge unacceptable behaviour.
- Display anti-bullying posters prominently around the site, along with report forms, secure box and named person responsible for monitoring incidents.
- Take part in initiatives such as Anti-Bullying Week, visit anti-bullyingalliance.org.uk. Other national events which can provide a means of engaging in the subject of diversity and respect include Black History Month, Learning Disability Week, Deaf Awareness Week, International Womens Day, Holocaust Memorial Day, Gay Pride and IDAHO day.
- Give children the opportunity for meaningful interaction with people from different backgrounds, for example through links with other schools and community organisations or visiting speakers.
- Make sure that images and resources reflect diversity and do not reinforce stereotypes. For example, library books and posters.
- Support diversity by showing how different communities can be united by shared values and common experiences, and how different people can live together peacefully.
- Explore the benefits of a diverse society, why people are unique and the history of migration or changing attitudes due to better understanding and opportunities.
- Cover all diversity characteristics when exploring diversity through curriculum activities.
- Consider the impact of local, national or international events which may trigger an incident. For example, after attacks by Islamic terrorists people from Muslim communities in Devon are vulnerable to 'revenge attacks' even though they had no part to play.
- Take action to mitigate any Islamaphobia, for example discuss the difference between extremist Islamic views and Muslim values.
- Explore how people are portrayed in the media and how negative stereotyping can be harmful
- Make sure children know who they can go to for support when they need it.
- Provide age appropriate information, support and/or counselling for others involved.
- Use Restorative Justice Techniques to rebuild relationships and help aggressor/s address their prejudices and attitudes towards their target(s).
- Use outside agencies or organisations to support your school/establishment.
- Set up an anti-bullying peer support group.
- Review policies and procedures and school culture, for example look carefully for adverse stereotyping.

Monitoring and Review

The Headteacher has overall responsibility for monitoring the recording and reporting of racist incidents. In collaboration with the designated Equality Governor, they will analyse report forms on an annual basis.

This analysis will inform reports to parents, Governors and the LA on an annual basis.

The Headteacher will ensure that all staff read the Policy annually.

Appendix A: Racial Incident Report Form



Bullying and Prejudice/Hate Incidents (BPHI) Form

Details of those involved:

	Target(s)	Aggressor(s)
<ul style="list-style-type: none">• Year Group/Staff/Guardian or Parent/Visitor.• Ethnicity/religion (if relevant).• Disability or SEN?• Gender • Child in Care (CiC)?		

*it's not always necessary to record names (depending on the incident and further action required)

Please remove names from the form sent to Babcock LDP

Type of incident (select all that apply):

See <https://new.devon.gov.uk/equality/reportincidents/schools> 'what is a prejudice/hate incident' for further guidance.

<input type="checkbox"/> Visual/written	<input type="checkbox"/> Verbal	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Physical*	<input type="checkbox"/> Cyber	<input type="checkbox"/> Incitement
<input type="checkbox"/> Threat with a weapon*	<input type="checkbox"/> Segregation	<input type="checkbox"/> Theft or extortion
<input type="checkbox"/> Racism	<input type="checkbox"/> Homophobia/biphobia	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target's perceived characteristics	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/> Persistent Bullying
		<input type="checkbox"/> Other (please describe below):

*'Serious offences' include: assault, possession of a weapon/firearms, blade or controlled drugs, abduction, slavery, and sexual abuse (including publishing obscenities). Could the incident be regarded as a serious offence? If yes, you must report it to Devon and Cornwall police.

If yes, date police notified:	Incident log:

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and whether there were witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.
<input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity).	<input type="checkbox"/> Buddying, mentoring or peer support.	<input type="checkbox"/> Class/peer group workshop.
<input type="checkbox"/> Restorative justice.	<input type="checkbox"/> Counselling.	<input type="checkbox"/> Assembly subject.
<input type="checkbox"/> Disciplinary action.	<input type="checkbox"/> Referral to specialist help/agency.	<input type="checkbox"/> Review of curriculum or policy.
<input type="checkbox"/> Notify parent/guardian.	<input type="checkbox"/> Notify parent/guardian.	<input type="checkbox"/> Campaign e.g. posters.
<input type="checkbox"/> Exclusion.	<input type="checkbox"/> Medical treatment.	<input type="checkbox"/> Letter to parents/guardians.
<input type="checkbox"/> Notified police (if criminal activity/serious offence).	<input type="checkbox"/> Set review dates.	<input type="checkbox"/> Initiative with learning community/loc authority.
<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):

Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

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Form completed by:

Print name	Position	Date
Name of School:		
Contact (phone and email):		

Select if you would like someone to contact you about the support available.

Retain this form for your records *and* email a copy (without names) to:

reducingschoolbullying@babcockinternational.com, or post to: Confidential: Reducing Bullying in Schools, Babcock LDP. Milford House, Pynes Hill. Exeter EX2 5GF.

The information provided on this form will be used for purposes relating to monitoring incidents and may be shared with relevant organisations where appropriate. It will not be processed or shared for any other unrelated purpose. Where you are completing personal information for another individual, please provide that person with access to our privacy notice. For further information please see our full privacy notice at www.babcockldp.co.uk/privacy