



Preventing and Dealing with Racist Incidents Policy

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Preventing and Dealing with Racist Incidents Policy

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Preventing and Dealing with Racist Incidents Policy

1. Introduction

All members of the Newtown School community, staff, children, parents and visitors, have a right not to experience racism at school, whether or not it is directed at them. Newtown School values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of the school ethos, *at Newtown we care about each other*.

Sadly, racism is evident in wider society and therefore inevitably will occasionally occur within schools. At Newtown we work actively:

- To develop a climate which is intolerant to racism
- To ensure an atmosphere in which all children feel valued and listened to and have the confidence that their concerns will be listened to and addressed.

As a school we aim to recognise and value diversity by ensuring that:

- All children have an equal and strong sense of belonging within the school community
- There are few racist incidents, and these are dealt with effectively
- Children from different ethnic and faith backgrounds mix and get on well with each other.

This policy is consistent with and should be considered alongside the school's policies on Anti-bullying and Positive Behaviour but also complies with the additional legal requirements for identifying and responding to racial incidents.

2. Values, Ethos and Relationships

Newtown School is committed to an inclusive policy which encourages good relationships, mutual understanding, the celebration of diversity together with mutual respect and trust.

- Every child in the school is valued equally.
- Staff respect and nurture the individual identity of all children.
- Governors and staff are committed to fairness, justice and respect in the way they behave towards each other. Everyone is aware that racism is unacceptable and will not be tolerated.
- Governors and staff value cultural and ethnic diversity and celebrate the achievements of all children through the curriculum, assemblies, displays, resources in the library and school events.

Where ethnic minority children form part of our school community, every effort is made to ensure that:

- Minority ethnic children feel that their home language, background and culture are valued.
- The parents of minority ethnic children feel positive about the school and are involved in their child's education.
- staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL).

3. What is a Racist Incident?

Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that:

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

The Home office Code of Practice explains that, 'The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis.'

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

By recording all incidents, the school is able to:

- Demonstrate that they have dealt satisfactorily with incidents.
- Monitor trends and patterns of behaviour if they exist.
- Take preventative action against racism which may come into the school from society in general.
- Provide good educational responses to any behaviour that is of concern.

In recording incidents under this definition, it is not the intention to label individuals as racist. Although individual records are kept under the name of child involved, this does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. It is particularly worth noting that younger children may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents are just as damaging to victims as explicit racism. Children, or staff, may suspect the motives and intent of others when perfectly acceptable language is being used.

It is important, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include*:

- Name calling or verbal abuse
- Teasing in relation to language, religion or cultural background
- Threatened or actual physical assault
- Racist graffiti
- Distributing racist literature
- Wearing of badges or symbols belonging to a known racist organisation
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful behaviour

*This list is not exhaustive

4. Curriculum

So that all children in the school will learn about their rights and responsibilities in a multicultural society, the Newtown curriculum is designed to include:

- Teaching about the entitlement of each individual to basic human rights, through our UNICEF Rights Respecting work.
- Using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice.
- Selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world.
- Offering a global dimension to the curriculum which introduces children to the achievements of people in the wider world and issues of world history and development, through our work using the International Primary Curriculum.
- Involving people from a range of backgrounds to share their experiences with children and pass on their knowledge and skills.
- Providing opportunities for children to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints, through our Circle Times and P4C work.
- Encouraging children to discuss disputes and understand the impact of their actions through our work on Restorative Justice.

5. Roles and Responsibilities

5.1 The Governing Body is responsible for:

- Ensuring this policy is up to date and covers statutory duties
- The monitoring the number of racist incidents and how they have been dealt with

5.2 The Headteacher is the member of staff responsible for:

- Overseeing the application of the policy across the school
- Monitoring the effectiveness of the policy
- Investigating incidents where required
- Reporting to Governors

In the Headteacher's absence the Deputy Head / SENCO would take over the responsibilities.

5.3 Class teachers are responsible for:

- Immediately addressing any negative, stereotyped or racist response to difference related to culture colour or ethnicity
- Providing immediate support to any child who has experienced offence from another person.
- Recording any racist incident on CPOMS as soon as possible after the above steps have taken place.
- Providing educational opportunities throughout all areas of the curriculum that develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society.
- Remembering that children make mistakes, and these should be used as learning opportunities.

5.4 All staff are responsible for:

- Immediately addressing any negative, stereotyped or racist response to difference related to culture colour or ethnicity
- Providing immediate support to any child who has experienced offence from another person.
- Recording any racist incident on CPOMS as soon as possible after the above steps have taken place.
- Remembering that children make mistakes, and these should be used as learning opportunities.

6. Expectations

6.1 Children, as appropriate to their age and developmental stage, are expected to follow the school rules and promote a happy, harmonious school. Children are expected to say when they think other people are saying or doing hurtful things.

6.2 Parents are expected to act as positive role models for their children. If an incident occurs in school, parents are expected to support the school in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's policies.

7. Recording and Reporting Incidents

7.1 Incidents involving children

All incidents involving children will be recorded on CPOMS under the names of all the children involved. Recording on CPOMS automatically flags the incident to the Headteacher and Deputy Headteacher who would then investigate if needed. The initial log on CPOMS should include as much detail as possible. If an investigation takes place CPOMS will be updated with the further information and actions.

7.2 Incidents involving staff

Any incidents involving staff would be recorded on a racist incident sheet (Appendix 1) and kept in the relevant staff members' personnel file.

7.3 Incidents involving volunteers, visitors or other members of the school community

Any incidents involving volunteers, visitors or other members of the school community would be recorded on a racist incident sheet (Appendix 1), when complete this would be scanned and kept in racist incident folder on the Admin Drive.

8. Responding to Incidents

In responding to incidents that may occur the school will aim to:

- Provide appropriate support to children or adults
- Investigate the offence and gather views of all concerned
- Deal with any acceptable behaviour
- Prevent further racism or discrimination
- Re-establish good race relations across the school

8.1 Support

Support will be given to any member of the school community who has experienced offence; their concerns will be listened to and a response will be given.

- All children involved in an incident will take part in a restorative conversation, so they feel listened to and have some closure. If more is needed, then nurture work will be considered.
- Staff will also be listened to and informed of what action will be taken. If more support is needed this can be accessed via the Employee Assist programme through Buckinghamshire Council.

8.2 Investigation

Any investigation will look into the details of what has happened and gather the views of all of those involved. The cause of the offence will be identified, and an appropriate and proportionate response found.

8.3 Response to an unintentional incident

Where the offence was unintentional children need to understand how offence was caused and be supported not to make the same mistake in the future. It is important that all parties involved understand through a restorative justice conversation. This conversation should be scaffolded according to the age and level of understanding of the child. Parents should be informed that there was an unintentional racist incident and how the school has dealt with it. Teaching staff will work with all the children in the class to explore appropriate behaviour and responses.

8.4 Response to an intentional incident

Where the offence was intentional the disciplinary procedures need to be followed. It is important that children understand the impact of their actions on everyone involved and therefore a restorative justice conversation should take place. This conversation should be scaffolded according to the age and level of understanding of the child. Parents should be informed that there was an intentional racist incident and how the school has dealt with it. Teaching staff will work with all the children in the class to explore appropriate behaviour and responses.

9. Records

All records will be kept in line with the Records Retention, destruction and Archives scheme and in line with the Data Protection Act.

10. Communicating the policy to children and parents

The essential aspects of the policy will be brought to the attention of children at regular intervals in whole school assemblies and will be talked about by class teachers with their classes. The policy will be on the school website and referenced in the Parent Handbook.

11. Review

This policy will be reviewed by staff and governors at least every three years.

Appendix 1

Racist Incident Recording Form

General Information			
Name of victim		Age of victim	
Ethnic origin of victim		Gender of victim	Male / Female
Victim Role within school		Victim information i.e. SEN / disability / faith etc that may be relevant	
Name of perpetrator(s)		Age of perpetrator(s)	
Ethnic origin of perpetrator(s)		Gender of perpetrator(s)	Male / Female
Perpetrator(s) Role within school		Perpetrator information i.e. SEN / disability / faith etc that may be relevant	
Type of abuse			
Racist comments / ridicule of culture		Verbal abuse / threatening behaviour	
Physical assault		Racially motivated damage to property	
Racist graffiti		Discriminatory behaviour and refusal to co-operate with other people due to ethnic origin	
Incitement to others to behave in a racist way		Other (please specify)	
Details of incident			
Date		Location	

Continued over

Action taken by staff member

Action taken by Headteacher / Deputy Headteacher

Support for victim

Other parties informed

Parents		Police	
Social Care		Other (please specify)	

Signed initial member of staff:

Print name:

Job Title:

Date:

Signed Headteacher / Deputy Head:

Print name:

Job Title:

Date: