

Lady Modiford's & Meavy Racist Incident Policy

Rationale:

At Lady Modiford's and Meavy Primaries we recognise it is vital to promote good relationships between pupils, staff, parents and the local community. This policy sets out effective procedures for dealing with, recording and reporting any racist incidents in a fair and compassionate manner. 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 of Racism:

Racism is when someone is discriminated against (singled out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin.

A racist incident is any incident which is perceived to be racist by the victim or any other person (Stephen Lawrence enquiry: Bullying Around Racism, Religion and Culture, DfES 2006)

Racism arises where a person is targeted because of their skin colour, ethnicity, culture, national origin or nationality. Travellers and Gypsies (e.g. Irish Travellers, Roma and Romany Gypsies) are included in the definition of race. Racism can arise without an intended target/victim, for example, children making offensive remarks about a particular group between themselves.

What can racism in school look like?

- Physical assault and harassment
- Verbal abuse - threats, name calling
- Visual- racist propaganda such as posters, notices or graffiti
- Incitement of others to behave in a racist manner
- Segregation- exclusion, isolation, refusal to cooperate because of their colour, ethnicity, religion or language barrier
- Cyber- Using social media/DM to promote or incite racism
- Institutional racism which may (unintentionally) disadvantage less dominant ethnic and cultural groups – for example biased rules or curriculum

Racism can affect confidence and self-esteem including the sense of belonging, acceptance and the need to feel loved and wanted. These are human needs which, if not met, can leave a person with a sense of loneliness and detachment. Without feelings of pride, love and belonging, minority ethnic children will suffer emotionally, which will impact upon their lives in numerous ways, including educational attainment and behaviour within the classroom.

The impact of racism on people's mental health is well documented. Identity can be a fundamental aspect of an individual and if racism has damaged a child's ability to form a

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strong racial identity this will have untold effects on their mental health as an adult. It is therefore essential that the importance of racial identity for an individual is acknowledged alongside establishing a common sense of identity within the school environment/establishment.

What are schools' statutory duties?

Race Relations Amendment Act 2000 This act set out the duty to promote race equality. Schools must aim to: Eliminate unlawful racial discrimination. Promote equality of opportunity. Promote good race relations between people of different racial groups Equality Act 2010 (Part 6, Chapter 1: Schools) A school must not discriminate against a pupil: In the way it provides education for the pupil. In the way it affords the pupil access to a benefit, facility or service by not providing education for the pupil Ofsted: A school will be judged INADEQUATE if they do not promote equality and tackle discrimination

How do practitioners know if the incident should be reported?

All staff should have access to training. In deciding if an incident is prejudice-related, practitioners should consider whether:

- pupils alleged to be responsible are known to hold racist views or to engage in racist behaviour or are part of a friendship group known to hold racist views
- pupils were wearing outward signs of belonging to a racist culture (for example BNP insignia)
- the language, clothing or appearance of the person attacked clearly identified him or her as belonging a particular religious or cultural group
- there was no, or only slight, provocation

Just because an incident is alleged or perceived to be racist does not mean that it is racist but it does mean that it must be recorded and investigated. Whether or not the pupil(s) responsible intended their behaviour to be racist is irrelevant. Of course, when it comes to dealing with an incident, their intentions and attitudes are an important consideration but at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. The main issue is that they have been racist.

What to do about Bullying and Prejudice Related Incidents

We have developed a successfully inclusive culture with learning environments that value diversity and foster respect and good relations. Incidents of racism appear to be rare but we understand that incidents can occur even in schools operating good practice. A culture of awareness, training, understanding and 'curious questioning' is necessary so, if incidences do occur, we can settle the situation more readily.

We are aware that schools that succeed in addressing prejudice related incidents will have created a strong ethos of respect and good behaviour amongst children and staff. Everyone will have a clear understanding of how their actions affect others, with staff and older children setting a good example. This is what our values, vision and ethos aim to foster.

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Three issues to consider for success:

- Challenging unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- Supporting the target (and sometimes the aggressor).
- Reporting what has happened and monitoring those reports.

These can happen in any order dependant on the situation. It is important all the school community understand and accept that:

1. Prejudice of any sort will be challenged and may result in disciplinary action.
2. Support and intervention is available for everyone involved – targets, aggressors, witnesses, participants, bystanders, families, staff and governors; systems are put in place to try and prevent things from happening in the first place.
3. Any incident will be recorded and reported to the local authority/MAT.
4. Lack of action will not be tolerated.

We understand that just because an incident is alleged or perceived to be racist does not mean that it is racist but it does mean that it must be recorded and investigated. For reporting an incident or perceived incident, the intended behaviour of the pupil(s) concerned is irrelevant. However, when dealing with an incident, intentions and attitudes are an important consideration.

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Reporting & Recording:

All racist incidents need to be recorded.

Those staff who have access to CPOMs will complete a 'new incident' labelling it 'racism' under the 'bullying' tab. The staff that do not have direct access to CPOMs can complete the 'incident form' from the staff room which can then be scanned into CPOMs. Staff will have access to training for completion of these.

Records have to include:

- Date

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- The Target (someone on direct receiving end of an incident or bullying sometimes referred to as the 'victim').
- Aggressor (someone who causes the incident or bullying sometimes referred to as a 'perpetrator'), whether they intended to cause offence or not, or were aware of their actions being inappropriate or not.
- Witness is someone who sees or hears an incident and is upset by it.
- Participant is someone who assists the Aggressor in their actions.
- Bystander is a passive participant, unlike a witness they condone the incident or bullying and usually form an 'audience'
- 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 and sent to the Headteacher and kept in the Racist Incident File in the Headteacher's Office.

The headteacher reports termly to both the Local Governing Body and the MAT in the Headteacher's report. This is including 'nil' returns.

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

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.

Challenge, support and recording:

Babcok LDP have put together examples of immediate responses to these and also whole school approaches to deal with the wider issue.

Lady Modiford's & Meavy use these examples in practise.

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	Immediate responses	Whole school/establishment approaches
Challenge	<p>Challenge incidents sensitively, however small.</p> <p>Speak to those involved privately explaining why the behaviour is unacceptable.</p> <p>Seek to understand the aggressor's motivation and take action to address any concerns about wellbeing.</p> <p>Make the aggressor/s apologise for their behaviour once they understand why it was wrong.</p> <p>Use disciplinary action for more serious incidents.</p> <p>If necessary, make arrangements to talk to the aggressor's parents/guardians.</p> <p>Involve the police if the incident involves criminal activity.</p>	<p>Promote strong inclusive values and a common sense of identity;</p> <p>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.</p> <p>Consult with stakeholders (e.g. those in the school community including staff, pupils, school council, governors, parents/guardians) about the policy.</p> <p>The behaviour policy should be explicit in the way in which children should treat each other.</p> <p>The policy should be consistently reinforced by staff and management.</p> <p>Acknowledge the problem of bullying and prejudice openly by providing easy access to policies and procedures and maintaining a regular programme of activities.</p> <p>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.</p> <p>Make your anti-bullying policy clear to stakeholders in your local community.</p> <p>Address aspects of bullying and prejudice in groups such as assemblies and circle time.</p> <p>Help children to develop an understanding of the difference between harmless and harmful banter. Include bullying, diversity and prejudice in curriculum planning, particularly PSHE.</p> <p>Help children develop positive values and understand the effects that bullying has on people, and how to protect themselves. Make sure the full range of bullying and</p>

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		<p>prejudice related incidents are covered including disability related bullying and homophobia, and tailor this to the age of children and their understanding of relationships.</p> <p>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.</p> <p>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</p> <p>Make sure that images and resources reflect diversity and do not reinforce stereotypes. For example, library books and posters.</p> <p>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</p> <p>Cover all diversity characteristics when exploring diversity through curriculum activities.</p> <p>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.</p> <p>Take action to mitigate any Islamophobia, 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.</p>
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<p>Support</p>	<p>Comfort and reassure targeted children and discuss different ways in which you can help.</p> <p>Find out what sort of support they want. This may include assigning them a 'buddy'. Involve in restorative justice techniques, as appropriate.</p> <p>Look for signs which could indicate a child is struggling with their personal identity, self-esteem and confidence.</p> <p>Notify the victim's parents/guardians when appropriate.</p> <p>Set review dates to monitor if the incidents have stopped and check the target's wellbeing.</p>	<p>Appoint a person responsible for leading in this area.</p> <p>Make sure children know who they can go to for support when they need it.</p> <p>Provide age appropriate information, support and/or counselling for others involved.</p> <p>Use Restorative Justice techniques to rebuild relationships and help aggressor/s address their prejudices and attitudes towards their target(s).</p> <p>Use outside agencies or organisations to support your school/establishment.</p> <p>Review policies and procedures and school culture, for example look carefully for adverse stereotyping.</p>
<p>Report</p>	<p>Report the incident: Support children if they want to complete a report form themselves; you could provide a Self Report version, but staff need to complete CPOMs</p> <p>Make sure that staff who need to know, such as class teacher and head teacher are aware of the incident.</p> <p>Enter details from the Form on to the BPRI Log.</p> <p>Send a copy of the Record to the local authority so that incidents can be monitored across the whole of Devon and support can be targeted as appropriate. This applies to all schools and establishments including Academies and Free</p>	<p>Have clear guidelines for everyone in your school/establishment about the procedures to follow in the case of bullying and prejudice related incidents and when and how to report an incident.</p> <p>Make sure copies of Report Forms are available and easily accessible.</p> <p>Set up CPOMs for reporting and monitoring purposes.</p> <p>Monitor the data regularly and ensure repeat incidents are acted on. Analyse data to understand patterns and trends; evaluate how effective action has been. Use this information to plan future actions.</p> <p>Share data with governors within the head teachers' report.</p> <p>Include information in the school's self evaluation process and publish summary information publicly.</p>

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	Schools	Include strategies for addressing prejudice related incidents in the school development plan Report in the Schools Census if the incident results in exclusion.
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Signed by Headteacher..... Date

Signed by Chair of Governors..... Date