

## Racist Incident Procedure and Policy

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### Aims

The aim of this Policy is to provide guidelines for St James C of E Primary 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. All comments should be recorded 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 or 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

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. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning racist behaviour and could discourage young people and parents from reporting incidents and sharing concerns with staff.

Responses to incidents should be prompt, appropriate and consistent. They should make explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos.

The incident should be recorded on CPOMS and the Deputy Head or Headteacher notified immediately in person. 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 Behaviour Policy. Senior leaders dealing with the incident should check if the perpetrator has a record of previous similar behaviour. Perpetrators' future behaviour should also be monitored.

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

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

The Headteacher will seek advice from outside agencies, including Local Authority or the Police.

## Incidents involving staff

An allegation of racist behaviour against any member of staff should be investigated thoroughly before any formal disciplinary procedures are instigated. The school will also follow the [Procedures for Allegations against adults working with children](#) if an allegation is made that any racial comment or action meets threshold as is outlined in KCSIE (2023). If the allegation of racism is against the headteacher, the Chair of Governors should be informed.

Whether the victim of alleged racist behaviour is a young person or member of staff, the headteacher should initially investigate under the school's disciplinary policy and procedures before taking informal or formal action. It should still be recorded as a racist incident.

If members of staff are found to have committed misconduct involving racial harassment, they will face disciplinary sanctions up to and including dismissal.

## Recording and Reporting Incidents

In line with the recommendations of the documents cited in the opening section of this document, St James C of E Primary School records all racist incidents. As well as the initial incident being logged on CPOMS, a further form is completed to record the following information:

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

A copy of the form can be found in Appendix 1 The record forms are completed by the Headteacher or Deputy Head and kept in the Racist Incident File in the Headteacher's Office. Reporting to Surrey County Council occurs every term as part of the Safeguarding Audit.

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 termly Headteacher's 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.

## Support for the Victim

When dealing with racist incidents involving pupils or young people, staff will:

### Listen attentively

- Indicate they are pleased that the young person has been able to tell them.
- Remain calm and reassuring.
- Accept their language and terminology.
- Remember that to confide in a member of staff may need considerable courage.

### Acknowledge

- Acknowledge the feelings of the young person.
- Confirm they were right to make the disclosure.
- Show they understand the difficulty in discussing the matter.
- Establish whether the incident is part of a pattern.
- Reassure while explaining the need to take the matter further.

### Report

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.

### Support

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.

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.

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.

## Support for the Perpetrator

It should be recognised that both victims and perpetrators will often need pastoral support. It is important, in working with perpetrators of racist incidents, to separate the behaviour from the person. Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome his/her prejudices and to desist from similar behaviour in future. The school will use activities, curriculum work and whole-school initiatives to address and change racist attitudes.

## 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.

## 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.

**CONFIDENTIAL****School Perceived Racial Incident Report Form**

It is strongly recommended that this form is completed whenever a racial incident is *thought by someone* to have occurred: for the purposes of reporting and recording "a racist incident is any incident which is perceived to be racist by the victim or any other person" (Stephen Lawrence enquiry report)

1. Name of School:

2. Incident Form completed by:  Position:

3. Incident Reported by:  Date reported:

4. Date of Incident:

5. Type of incident:

6. Incident Location:  CPOMS incident number:

7. Victim/Target/Person offended by incident (add rows if necessary):

Tick if there was no victim/target <input style="width: 30px; height: 20px;" type="checkbox"/>	Gender M/F	Pupil/ Student NC Yr Group	Ethnicity (and nationality and/or faith if relevant) <i>see notes on page 6</i>	Previously a Victim/Offender  Y/N
Victim/Target A				
Victim/Target B				
Victim/Target C				

8. Offender/Person engaged in behaviour that caused offence (add rows if necessary):

Alleged Offender A				
Alleged Offender B				
Alleged Offender C				

9. Action Taken (mark as many boxes as are appropriate)

	Clear support for victim at the time of the incident		Other victims supported, eg witnesses
	Clear challenge and/or reprimand for offender at the time of the incident		Victim supported following incident, eg discussion, counselling
	All staff who work with victim or offender informed		Referral to other agency
	Offender followed up, e.g. discussion, counselling		Sanctions imposed on offender
	Restorative justice or peer mediation approaches used		Whole class/group follow up
	Other action (please specify)		

10. Other Parties Informed (by school)

Victim Parents/Carers

Offender Parents/Carers

Police

Other (please specify)

If no other parties were informed, please say briefly why:

**Additional Information**

**11. Brief description of the incident (including who it was reported to and who by)**

**12. Level of intention/amount of distress caused by the incident (see notes below on p.7)**

**13. Brief summary of follow-up action proposed, with timescales, including communication with parents/carers and information about how the needs of victims/targets, offenders and other C&YP will be addressed**

**14. Comments on whether the incident has been resolved to the satisfaction of all parties**

**15. Comments on whether there is a need for future review (for example of behaviour)**

**16. Comments on any wider implications (for example any need for preventative work with pupils to be developed or staff training)**