

# Racial Incidents Policy



**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:**

**Signed by**

**Chair: Dan Hains**

**Headteacher: Erika Rothlisberger**

**Review Date: March 23**

## **Aims**

The aim of this Policy is to provide guidelines for Jigsaw Pupil Referral Unit 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)
- The Equality Act 2010

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 or prejudice 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 or prejudice 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.

They should make it 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 Relationship and 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.

### **Recording and Reporting Incidents**

In line with the recommendations of the documents cited in the opening section of this document, Jigsaw Pupil Referral Unit 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

Any racist or prejudice incidents are reported on CPOMS. They are categorised as racist by the Headteacher or a member of the SLT for tracking and response purposes. Reporting is completed termly as part of the Headteachers report to the FGB, 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.

Although some incidents may seem minor, it is still important to log them, as repeat incidents often mean that earlier reports assume greater importance and further action in the form of resolution and education is needed.

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 on a termly basis.

The pattern and frequency of racist incidents are analysed in order to inform future whole school planning and/or individual pupil support.

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.

(see Appendix 1 – Procedure for reporting a racist incident)

#### **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.

Perpetrators of racist incidents may also need to be supported and appropriate action should always be taken. This may involve engaging them in discussion around why their behaviour was unacceptable and/or alerting their parents to the incident and action taken to resolve the issue. A perpetrator may feel anti-social feelings (guilt, sadness) as part of this response but should be left with pro-social feelings (respect, positivity) to reduce the risk of further incidents. When a perpetrator will not accept their behaviour or use of language was unacceptable further guidance and advice may be sought for external support.

### **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. The Headteacher will analyse incidents on a termly basis. This analysis will inform reports to parents, Governors and the LA on an annual basis.

## **Appendix 1**

### **Procedures for recording and reporting racist incidents**

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

The Headteacher ensures all racist incidents are logged on CPOMS under Equality and diversity and are categorised as racism for tracking and responding purposes. This information may be reviewed by OFSTED.

The School deals with the people involved in the incident in line with their Relationships and Behaviour Policy.

Parents of any victim(s) and perpetrators are informed of the incident and any action taken. They do not have access to the information concerning any other child or person involved.

The Headteacher monitors incidents on an annual basis and report back to the Governing Body on the number and nature of reported racial incidents.

This information should be included in the Headteacher's report to Governors on a termly basis.

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.