

**MOUNT GRACE SCHOOL**  
*Committed to Excellence*

<b>Proposed Policy</b>	<b>Dealing with Racist Incidents</b>	<b>Responsibility of</b>	<b>A.Lawrence</b>
<b>Date of Ratification</b>	<b>Spring Term 2011</b>	<b>Date of Review</b>	<b>Spring Term 2013</b>

### **1. Background**

Under the Race Relations Act 1976 and Race Relations (Amendment) Act 2000 the school has a statutory duty to promote racial equality and eliminate racial discrimination.

In addition the Protection from Harassment Act (1997) makes it an offence to commit more than once, acts which amount to harassment.

The Crime and Disorder Act (1998) introduced legislation relating to racially aggravated offences of assault, grievous bodily harm, harassment and criminal damage.

The Human Rights Act of 2000 extended protection against discrimination to religious groups and Traveller groups (not covered in the RRA).

This policy should be read in conjunction with the Single Equality Policy and Behaviour Policy.

### **2. The School's Commitment**

Racial harassment will not be tolerated from or to anyone in the school community i.e. students, staff, parents, governors or visitors. Everyone has the right to study, work at or visit Mount Grace without experiencing direct or indirect racism.

All staff are expected to take all allegations seriously and to implement the agreed policy and procedures.

- Dealing with racist incidents should be seen as part of the school's general Behaviour Policy, which includes dealing with bullying.
- The Headteacher will keep staff and governors updated on racial equality and harassment issues through briefings and INSET.
- The Headteacher will present an annual report to the Governing Body on the details logged in School Racist Incident Forms. This data is also sent in summary form to the LA.

### **3. Definitions**

- Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.

- Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.

- Under the Criminal Justice and Public order Act (1994) intentional racial harassment is a criminal offence.

The Definition of 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."*

'Any other person' could be another student, teacher, governor, parent, visitor, member of the public.

## What the School will do:

### 4. Prevention

- (i) Through : the curriculum  
: assemblies  
: tutorials

Students will be educated to understand what a racist incident involves, why such behaviour is unacceptable, repugnant and not to be tolerated and what the school's responses would be.

(ii) Parents/Carers will have access to this policy on the school web site.

(iii) Form bases will post a brief outline of the styles of behaviour which are unacceptable and the school's responses.

(iv) Staff will be inducted into the policy annually and an outline of key points included in teachers' planners.

(v) Form tutors will conduct regular, half termly, surveys as part of the Bullying Policy procedures to encourage students to let the school know if they are experiencing any harassment. This will provide regular re-enforcement of the school's policy and procedures.

(vi) All staff have a duty to be vigilant and tackle all forms of harassment, with particular emphasis on racial harassment.

(vii) The intention of the perpetrator is not the relevant factor. How the words/actions are received by the victim / others is.

So, whether there was an intention to be racist or not is not relevant to the next steps. Both intended and unintended words/actions which the victim/others regard as racist must be investigated. Both constitute racial harassment.

(viii) A racist incident may include:

- threatened or actual physical assault
- verbal abuse, name calling (cussing)
- expressions of prejudice
- graffiti/literature/insignia
- teasing e.g. about language, religion/culture/clothing
- isolating, ignoring
- hurtful humour\*
- individual/group behaviour

\* It is possible to have a racist incident without a victim e.g. a joke about a racial, religious, ethnic group.

### 5) Dealing with Incidents

(i) Incidents must receive **immediate response** and be treated seriously. Opposition to the behaviour needs to be made clear and victim/perpetrator told what the next step will be. The priority at this stage is:

- to end the incident
- to make clear objection to it
- to organise care for the victim
- write a detailed statement of what happened to the relevant Heads of Learning

(ii) Where an allegation is made against a member of staff it must be dealt with under staff disciplinary procedures.

## 6) Reporting

- As soon as possible a report needs to go to the relevant Heads of Learning On a school incident form.
- The report must include, date, time, place, names of those involved and any witnesses, an accurate account of what was heard / seen / reported , reporting staff's name and signature
- Reporting routes for students:-  
*We have a 'Your concerns' / metal box in reception, emptied daily for students and parents*  
*We have a 'listening Line' e mail route to disclose bullying*  
*We run form based bullying surveys to encourage students to let us know about bullying/sexist/racist incidents they have seen/heard or been involved*

## 7) Responding

The relevant Heads of Learning:

- will interview the victim(s), perpetrator(s), reporting staff, witnesses and complete the relevant sections of the Racial Incident Report.
- will inform parents of both perpetrator(s) and victim(s) the same day if telephone contact is available if not in writing. Parents will also be informed of the legal implications and likely police involvement.
- will offer support/counselling to victim(s)/parents/perpetrators.
- will prepare a report based on the evidence available to the Assistant Headteacher (Martin Tate) who, with the Headteacher, will determine the outcomes from the school. The Assistant Headteacher / Headteacher will inform the parents of victims and perpetrators of his/her decisions and his reasons for those decisions.
- Heads of Learning will ensure all incidents and outcomes are logged and a copy of the log with a copy of all statements and letters home is sent to the Deputy Head responsible for monitoring the incidence of racist incidents (Ann Lawrence)
- The Assistant Head (Martin Tate) will inform the police/LEA where appropriate.
- Heads of learning will inform staff where appropriate.
- The Deputy Headteacher (Ann Lawrence) will keep a confidential register of all incidents which will be made available to the governing body and LEA offices on request and send termly returns to the LEA.
- The Governors' Human Resources Committee will receive a termly outline of incidents. Governors' comments relating to Racial Incidents will be taken under Part 2 arrangements.

## 8) Outcomes

The School Behaviour Policy designates outcomes which can vary from restorative justice, detentions to differing lengths of fixed term exclusions and to permanent exclusion depending on the nature and frequency of the behaviour.

The school will involve the police in cases involving

- Incitement of race hatred
- threats of violence
- violence
- ongoing harassment

Victim support is only available through a police referral. Parents will be told this as standard procedure.

## 9) Monitoring

There will be a termly monitoring of racial incidents resulting in a report to SLT, LEA and Governors' Human Resources Committee by the Deputy Headteacher (Ann Lawrence).

Students will be asked in half termly and annual surveys what more the school can do to make its procedures more effective, as will students who have been perpetrators and their feedback brought to the review meeting. This will be standard procedure after any incident.

The LEA will be notified annually of incident totals.

The designated SLT member responsible for dealing with racial harassment issues is Ann Lawrence.

## 10) Support

The school has a counsellor and can also involve out of school groups to offer support to victims and their families.

The school will also support and monitor perpetrators to ensure that repeat offences do not occur.

## 11) Roles and Responsibilities

All members of the community i.e. students, staff, parents, governors and visitors to be vigilant and report all racist incidents for investigation.

All staff	To be observant and report any racist incidents
Form Tutors	To use tutorial and assembly time to promote racial equality and conduct surveys
Heads of Learning	To conduct thorough and fair investigations onto reported incidents To keep parents informed To organize follow for support for victims and perpetrators To educate students in assemblies as to what behaviour constitutes a racist incident and promote good race relations
SLT	To educate students in assemblies as to what behaviour constitutes a racist incident and promote good race relations
Deputy Head (AL)	To maintain the register of racial incidents Prepare termly reports to SLT and Governors.
Governing Body	To monitor the incidence/nature of racial incidents.
Headteacher	To determine the outcomes of racial incidents at exclusion levels.

## 12) Targets and Action Plan

### Targets 2011-12

- To raise student, staff, parental and governor awareness of what constitutes a racial incident, what the school/police will do and why.
- To bring incident rate reported by students into line with incident rate reported by heads of Learning
- To get feedback from students and parents on levels of satisfaction to the school's responses to and handling of racial incidents.

<b>Date</b>	<b>Action to go into SIP 2011</b>
<b>February - April 2011 And again September- Nov</b>	To use assemblies, tutorials, newsletters, to ensure that all within the school community are aware of the policy and its rationale
<b>From March 2011</b>	Use tutorial time each half term to survey students on their experiences and ideas.
<b>May 2011</b>	Set up a focus group from the Student Voice with other interested parties and a governor to explore how racist incidents can be reduced.

