Whittington Green School

Dream Reach Achieve

Dealing with 'Racism and Prejudice' policy

Policy Details	Date
Policy written	June 2021
Policy reviewed	July 2022
Review cycle	Annually
Policy review date	Summer 2023

Aims of the Policy

The aims of this policy are:

- To work towards ensuring an environment where all students feel safe, happy and secure in school.
- To ensure that all students, staff, parents and governors have an understanding of what racism or prejudice means and the impact on the victim's emotional well-being.
- To ensure that all students, staff and parents have guidance and strategies to deal with and resolve racial and prejudice related incidents when they occur.
- To eliminate racism and sexism in our school. To encourage students to behave in a responsible manner toward each other, taking responsibility for their own behaviour in accordance with our behaviour policy.
- To ensure that the curriculum teaches why prejudice is unacceptable and how it can be dealt with.

Underlying Principles

Each prejudice related incident holds unique and distinctive features, which need to be considered; schools' responses should be informed by the principles below. These principles need to be adopted if schools are to challenge and counter prejudice related incidents and ensure the wellbeing and achievement of all children and young people within the school community in line with Every Child Matters.

- All students are entitled to an education, which respects and values their identity, individuality and background and is free from prejudice, harassment and adverse discrimination.

- Prejudice related bullying could prevent children from learning and be a significant barrier to their achievement.

- Prejudice related bullying impacts on a child's social and emotional wellbeing.

- Strategies for dealing with discrimination need to be linked to the schools behaviour policy.

- All staff, students, parents, carers and governors should be aware of the school's policy and procedures for dealing with prejudice related incidents.

- All allegations of prejudice related bullying should be taken seriously and investigated thoroughly.

- Schools should keep parents, carers and students informed during an investigation and advise them of any action that is taken. This should be discussed sensitively with the child or young person beforehand.

- Schools and the Local Authority will be open and honest in their dealings with students, parents, carers and members of local communities about prejudice related incidents and will value their help and support in tackling these issues.

Definition of Prejudice Related Incidents

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

A **disability related incident** is any incident which is perceived to be so by the victim or any other person.

A **homophobic related incident** is any incident which is perceived to be homophobic by the victim or any other person. Furthermore, the victim does not have to be lesbian, gay or bisexual to experience homophobic bullying, but may be targeted because they are perceived to be gay, or because a member of their family is gay, for example.

Forms of Prejudice Related Incidents

Verbal (Name-Calling, Taunting, Mocking)

This covers name-calling, insults, threats and prejudice related 'jokes'; and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech/accent, background, religion, culture; the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as the use of "gay" to mean "stupid". Staff will challenge all such derogatory language.

Written

This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places and anywhere in the school such as walls, desks, and toilets.

Physical

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Isolation, being ignored or left out

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

Cyber (Email, Internet, text, social media)

Cyberbullying is the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet, and would therefore be both 'Spreading rumours' and 'Cyber.'

Please refer to the school's E-Safety policy for further detail/guidance on the use of the internet.

Other prejudice related incidents

This includes the wearing of specific badges, T-shirts carrying slogans or bringing discriminatory literature into school; attempting to recruit others to organisations and groups that promote any form of prejudice.

Action we can take to prevent prejudice related incidents

It is important that we create an atmosphere in school where victims of racism or prejudice feel able to tell an adult what is happening; put their side of the argument; and know that they will be listened to and heeded. Also students accused of racial/prejudice behaviour should feel able to tell their side of the story and be listened to.

How this can be achieved:

- Raise the awareness of what racism and prejudice are through direct teaching – PSHE
- All members of the school community creating a caring, calm, ordered and friendly atmosphere in school.
- Parents are informed of incidents of prejudice and are offered advice on how to support their child, be they victim or perpetrator.
- Students feel valued, by means of teaching through the curriculum and displays; recognition of achievement; rewards and celebrating varied heritages.
- Ensure that consistent behaviour management and high quality activities are available at break and lunch breaks.
- All members of the school community follow policy and are consistent when handling incidents.

Responding to Racial or Prejudice Related Incidents

All bullying and prejudiced behaviour should be treated as a serious matter. 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 prejudiced behaviour and could discourage students and parents/carers from reporting incidents and sharing their concerns with staff.

Prompt, appropriate and consistent responses from all members of staff can encourage students who might otherwise suffer in silence to report incidents and share their concerns and worries. In dealing with the perpetrators of prejudice related bullying or other discriminatory incidents, **it is important that it is the behaviour that is disapproved of and not the students themselves**.

Effective action could include:

- Drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong and hurtful or offensive and seek an assurance that the student understands why the behaviour was wrong and that it will not be repeated;

- Correcting any misinformation that was used as part of the prejudice related behaviour and give the student the opportunity to apologise for his or her action.

- Investigating the background or particular circumstances which led up to the incident – witnesses should be sought to verify the account;

- Referring the matter, where appropriate, to the Pastoral Tea or SLT for disciplinary action;

- In appropriate cases, considering the use of positive strategies other than sanctions and punishment that might help and encourage the student to overcome his or her prejudices and to desist from engaging in similar behaviour in the future;

- Consideration of whether any safeguarding issues have arisen and possible implementation of the school's Safeguarding Policy.

Recording and Reporting Procedures

Members of school staff may not be sure when they should record an incident as prejudice-related following remarks made by children related to ethnicity, culture, religion, disability or homophobia. The following questions may be helpful to assist this decision.

- If the answer to any of the following 3 questions is 'Yes' then the incident should be recorded:

1. Was anyone offended/hurt/upset by the remark?
2. Would a representative of the community concerned have been offended? (If in doubt record)
3. Was the way the remark was formulated or delivered derogatory, mocking or negative about the group or individual or character concerned? (if in doubt record)

Every incident that is perceived to be based on prejudice should be reported and recorded, however minor it may appear at the time.

- All Racist or prejudice related incidents must be recorded on the appropriate Racist/Prejudice Incident Form (see Appendix 1)
- The above form will be available on the school shared drive or directly from the Assistant Headteacher for Inclusion
- Completed forms must be passed on to the Assistant Headteacher for Inclusion.
- The Assistant Headteacher for Inclusion will be responsible for overseeing the reporting procedure and monitoring the incidence of prejudice related incidents on a regular basis.
- The information provided by these records will be reported annually to governors and provide data for the annual statistical return to the Local Authority. It is a legal requirement for racist incidents to be reported.

Consequences & Support

Consequences for the inappropriate actions of the perpetrator are important but may not prevent further incidents of prejudice. It is, therefore, essential that the perpetrator is helped to understand the impact of their actions; the reasons for their actions and then given strategies and support to prevent recurrence. This may require long-term in-school support and the involvement of external agencies.

Consequences may include: detentions (at break time and/or lunch time), isolation and/or exclusion.

Support for the victim may include: 1:1 time with an adult to help build self-esteem; peer support; a "trusted" adult at lunchtime who is fully aware of the issues and can offer protection; regular home-school contact between parents and teachers; "open-door" policy for parents with class teacher and senior leaders; access to nurture group facilities.

Support for the perpetrator may include: 1:1 time with an adult to help build self-esteem and social skills; social skills group work, peer support; a "trusted" adult at lunchtime who is fully aware of the issues and is able to rapidly intervene in any incident; regular home-school contact between parents and teachers; "open-door" policy for parents with class teacher and senior leaders; access to nurture facilities; behaviour support plan if a risk of permanent exclusion.

Dealing with a Racist or Prejudice Related Incident
A Step-by-Step Checklist

SCHOOL RACIST/PREJUDICE INCIDENT REPORT FORM

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

1. School Whittington Green School

2. Person who reported incident

☐ Victim ☐ Other (please specify) ☐

3. Date and time incident reported Date: Time:

4. Who identified the incident as Racist/Prejudice?

☐ Victim ☐ Other (please specify) ☐

5. <u>Victim Details</u>

Name ☐

Form ☐ Male ☐ Female ☐

Have parents of victim been informed? Yes ☐ No ☐

6. Type of incident

☐ Verbal abuse ☐ Physical assault ☐ Written abuse

☐ Racist graffiti ☐ Damage ☐ Other (please specify)

7. Details of incident (including date, time and place)

☐

8**. Perpetrator Details**

Name

Form Male Female

Have parents of perpetrator been informed? Yes No

9. Perpetrator known to victim (by sight or name)

Yes No

Known details:

Repeat perpetrator? Yes No

10. Summary of Agreed Action

Record completed by Date

Signature of SLT