

Hanson Academy

Dealing with Racial Harassment

Written May 2002

Updated annually

Last updated Feb 2013

POLICY FOR DEALING WITH RACIAL HARASSMENT

This policy was formulated May 2002

It was discussed at the Guidance Meeting and by a group of students from across the age ability range before being presented to the Governors. It was implemented in September 2002 and is updated and amended annually.

This policy is used in conjunction with the Equal Opportunities Policy Statement and Anti-bullying Policy.

HOW DO YOU IDENTIFY RACIAL HARASSMENT?

The most important indication of racist behaviour is that the victims themselves perceive that they have been subjected to racist harassment.

Not all incidents between people of different ethnic origins are racist. But the feature, which distinguishes racist incidents from ordinary anti-social behaviour, is the element of racist motivation on the part of the perpetrator.

Moreover, it is the element perceived by the victims who see the hostility inherent in a racist incident, because of their ethnic origin or appearance, itself an essential part of their identity. Racist motivation can therefore transform even an apparently trivial incident into something that is more than usually distressing and frightening both for the victims and for other members of their ethnic group.

It is therefore important that where racist motivation is identified it should be recognised as an aggravating factor in all cases where judgements have to be made about the handling of such incidents.

IDENTIFICATION OF RACIAL HARASSMENT

The identification of racist motivation will not always be straightforward. The most appropriate approach is one that gives importance both to the context in which the incidents take place and to the victim's perception of the perpetrator's motivation.

There are various forms of behaviour, which will require an appropriate and immediate response. These may include the following:

- Racist name-calling, insults, jokes, taunts;
- Racist graffiti on walls, books, desks, school bags;
- The wearing and displaying of racist badges and insignia;
- Bringing books, comics, or leaflets into the school which contain racially denigrating material;
- Making comments, for example in discussion during a lesson, etc which denigrate on the grounds of race;
- Refusal to cooperate or work with a member of an ethnic group on the grounds of ethnicity;

Physical assault or the threat of it because of a pupil's colour or ethnicity.

SUPPORTING THE VICTIM

All students, whether victim or observer, are encouraged to report all racist incidents and are assured of full support and empathy.

The following ways should be used to ease the trauma for victims:

Immediate re-assurance and support should be made available to the victim.

An appropriate member of staff needs to explain the action taken and to express the attitudes of the institution towards such behaviour, giving the opportunity to the student(s) to express their own concern and feelings.

In serious and recurring cases, parents should be involved and longer term counselling and support provided.

Keep parents and students informed of the outcome of the incidents reported.

LEVELS OF RESPONSE

(TO BE USED IN CONJUNCTION WITH THE RACIAL HARASSMENT FLOW CHART)

LEVEL ONE

Members of staff involved must decide whether the incident merits a Level One response or whether to proceed to a higher level. It is advised that a copy of the individual reporting forms are retained in school, in case similar or persistent incidents occur.

1. Classroom/supervised circumstances

Staff should use appropriate classroom discipline and sanctions, alongside positive Intervention strategies, for example, counselling. Incidents must be reported to the relevant Pastoral Leader and should be logged on 'Sleuth'

2. Incidents outside the classroom or unsupervised circumstances

All incidents, or reports of incidents, must be dealt with by the member of staff it is reported to. It may be necessary to contact a Pastoral Leader or Leadership Group. Members of staff involved must decide on whether the incident merits a Level One response or whether to proceed to a higher level.

3. Reporting Forms

Ensure that the reporting form is completed and retained in school, via Sleuth and used to report to governors, confidentially, on a termly basis.

ACCUMULATION OF INCIDENTS

In the following circumstances, a Level Two or Three responses may be more appropriate;

Persistent incidents.

Racist motivation/response of perpetrator.

Inappropriate reaction to sanctions.

LEVEL TWO

Sanctions

Appropriate school discipline and sanctions. Additional consideration could be given to;

- An apology – written or verbal.
- Separation from peers.
- Informing parents of their child's action(s) in school and the school's response.
- Informing the Safer School Police Officer and Social Services as appropriate.
- The involvement of appropriate Support Services.
- Ensuring that the perpetrator understands the purpose of the sanctions.

Communicate to the victim what action has been taken and reassure the victim that should any future incidents occur, it is essential that she/he report them immediately to Pastoral Leader and Leadership Group.

Action plan to prevent further incidents and develop strategies which encourage positive attitudes.

- Counselling may be used in conjunction with a sanction. If so, specify when and by whom.
- Emphasise that racist behaviour/attitudes will not be tolerated in school and that future incidents will result in serious consequences.
- Stress the importance to victims of reporting any future incidents.
- Reiterate school Behaviour Policy and procedure to pupils, parents and staff.
- Ensure that the curriculum is permeated with multi-cultural and anti-racist approaches.
- Consider notifying parents.
- Provide In-Service Training for all staff.
- Develop a school ethos which encourages respect and values all pupils.
- Ensure that the pastoral system, teaching and learning processes offer support, guidance and counselling which are sensitive to diversity, aware of the inequalities in society and assist all pupils to fulfil their potential.

Reporting Form

Pastoral Leaders should ensure that the reporting form is completed.

LEVEL THREE

Having considered the severity or persistent nature of the incident, Pastoral Leaders may decide that this warrants a Level Three response. The application of sanctions outlined in Level 2 will need to be considered together with an appropriate Action Plan.

1. Communicate to parents:

- nature of the incident(s).
- school's action.

Consider the most effective way of communicating this information to parents.

Stress the need to work together to resolve the situation.

2. Review sanctions and Action Plans agreed at Level 2 or agree these if the incident warrants a Level Three response.

3. Ensure staff, parents and students are informed of the Action Plan and sanctions. Emphasise that future incidents will result in serious consequences.

4. Reporting Forms

Ensure that the reporting form is completed and retained and used to report to Governors, individual student confidentially is included in the report.

LEVEL FOUR

1. Whilst hoping that exclusions can be avoided, the seriousness or persistent nature of the incident may require the Head Teacher to consider exclusion.

2. Reporting Forms

Ensure that the reporting form is completed and retained and used to report to Governors, confidentially, on a termly basis. The LEA copy should be forwarded to the LEA.

GUIDANCE ON DEALING WITH SPECIFIC FORMS OF RACIAL HARASSMENT

Name Calling

This is one of the most common examples of racist behaviour.

Care should be taken to insist that all pupils' names are pronounced correctly. Sometimes name calling of a racist nature can be caused by unfortunate and insensitive mispronunciation of names.

The use of racist nicknames must be challenged to avoid the development of prejudiced stereotypes.

Students who persist in verbal abuse should be referred to the named teacher and their parents should be informed that their behaviour has been in breach of school policy.

Removal of Racist Graffiti

Staff need to be vigilant in detecting racist graffiti and arrange for it to be removed and stop it spreading.

Every effort should be made to promptly remove or paint out racist graffiti since it can be seen as a denial of the school's expressed wish to all their pupils and lack of commitment to their equal opportunities policy.

Where culprits have been identified it is advisable to inform their parents.

Confiscation of Racist Literature

All racist propaganda leaflets should be confiscated.

The Police may be able to prosecute individuals who publish racist literature which incites racial violence.

It may be appropriate to inform neighbouring schools and the LEA.

Racial Violence

Any violence within the school is a breach of school discipline and should be regarded as a serious offence.

Parents of pupils who are involved in repeated incidents should be involved in a discussion about their behaviour.

If a transfer between schools takes place, the receiving school should be informed of the incidents.

Harassment may take place on the journey to and from school.

DEALING WITH RACIAL HARASSMENT: STUDENTS' CHARTER

What is Racial Harassment?

- Racist name-calling, insults, jokes, taunts.
- Racist graffiti on walls, books, desks, school bags.
- The wearing and displaying of racist badges and symbols.
- Bringing books, comics or leaflets containing racist material into school.
- Making comments, for example in a discussion during a lesson that insults others on the grounds of their race.
- Refusing to cooperate or work with someone because of the ethnic group to which they belong.
- Attempting to recruit others to organisations with racist aims.
- Physically assaulting someone or threatening someone because of their colour, appearance or ethnic group.

What should I do if I suffer from Racial Harassment or if I witness Racial Harassment?

All students whether victim or observer of racist behaviour should report the incident to a member of staff.

- Stay calm and do not retaliate
- Be firm and clear and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell a member of staff what has happened. This is the RIGHT and SENSIBLE thing to do.
- If you are scared to tell a teacher by yourself, ask a friend to go with you.

When you are talking to a teacher about the incident, be clear about

- What has happened?
- Who was involved?
- Who saw and heard what was happening
- Where it happened.

What will happen next?

- The teacher will investigate what happened
- You will be kept up to date with what is happening
- You will be helped and supported
- The perpetrator will be helped to change his/her behaviour and, as appropriate, will be punished.

* Perpetrator: person who is being racist *Victim: person suffering from racism.

DEALING WITH RACIAL HARASSMENT: INFORMATION FOR PARENTS

What is Racial Harassment?

Not all incidents between people of different ethnic origins are racist. An incident IS racist when the perpetrator has acted against the victim because of his or her ethnic origin or appearance.

What is Racist Behaviour?

- Racist name-calling, insults, jokes, taunts.
- Racist graffiti on walls, books, desks, school bags.
- The wearing and displaying of racist badges and symbols.
- Bringing books, comics or leaflets containing racist material into school.
- Making comments, for example in a discussion during a lesson that insults others on the grounds of their race.
- Refusing to cooperate or work with someone because of the ethnic group to which they belong.
- Attempting to recruit others to organisations with racist aims.
- Physically assaulting someone or threatening someone because of their colour, appearance or ethnic group.

Parent's Role

- If your child has suffered racial harassment:
 - Talk to your child about the incident.
 - Make a note of what your child says.
 - Reassure your child that telling you about the incident was the right thing to do.
 - Explain that any further incident should be reported to a teacher immediately.
 - Make an appointment to see your child's Year Leader or Assistant or Deputy Head.

Talking to the Year Leader or Senior Leader

- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Bear in mind that the Year Leader or Assistant or Deputy Head may know nothing about the incident or may have heard conflicting account. She/he will certainly need time to thoroughly investigate what has happened.
- Stay in touch with the school to find out the outcome of the investigation.
- Let them know if things improve as well as if problems continue.

If you are not Happy with the Outcome

- Make an appointment to see the Principal.
- If this does not help, you should write to the Chair of Governors explaining your concerns.

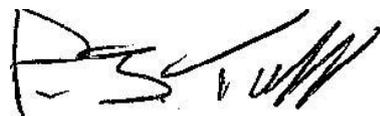
Policy Written May 2002

Endorsed by Senior Staff and Governors

Policy implemented Sept 2002

To be updated Annually

Last Updated Feb 2013

A handwritten signature in black ink, appearing to be 'A. S. Williams'.

Signed by Vice Chair of Governors:

Date: 15/02/13