

<b>Paulet High School</b>	<b>School Policy Document</b>		
<b>Document Title</b>	<b>Racial Equality and Harassment Policy</b>		
<b>Document Status</b>	Approved	<b>Approved Date</b>	25th January 2011
<b>Document Owner</b>	Assistant Headteacher (ECM)	<b>Review Date</b>	01.02.2013
<b>Audience:</b>	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

## RACIAL EQUALITY POLICY

### Guiding Principles

Paulet High School is an inclusive school. Equality, including race equality, is embedded in the school aims and the principles of the school. All pupils will experience a school environment where cultural, linguistic and ethnic differences are respected and valued and the principles of equal opportunity are actively seen to be at work.

Paulet High School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. Therefore:

- it will use all the powers and resources at its disposal to eliminate racial incidents;
- it will ensure that any complaint of racial harassment is promptly investigated and that everyone is aware of his/her responsibility and the procedures to challenge and report it when it occurs;
- it will work with parents, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.
- aims to provide on atmosphere where everyone is valued and any discrimination is always challenged.

This policy reflects the general and specific duties on schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. This policy must be read in conjunction with other related school policies - Anti-bullying, Equal Opportunities, Behaviour and Special Educational Needs and Disabilities.

Paulet High School aims to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life.

We do this by:

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- creating an ethos in which pupils and staff feel valued and secure;
- building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimizing barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our School Prospectus, newsletters to parents and displays of work;
- regular consultation with parents/carers and members of the local community, so that they are well informed of our policy and procedures;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge racist and aggressive behaviour.

Paulet High School aims to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and values that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting challenging targets;
- make best use of all available resources to support the learning of all groups of pupils.

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The school makes regular assessments of pupils' learning and uses this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different vulnerable groups, including ethnic groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Improvement Plan. Funding for professional development is identified within the School Budget. Members of the governing body will also identify their own training needs in relation to racial equality.

### **Racism and Racial Discrimination**

Race is a term that is commonly used when identifying groups of people who share a common origin or heritage. The Race Relations Act 1976 (including its amendment in 2000) defines racism as follows:

- Direct racial discrimination occurs when a person is treated less favourably than another on racial grounds. The comparison must be with a person whose relevant circumstances are more or less the same. It is not necessary to prove that there was an intention to discriminate; what is relevant is that the outcome was discriminatory.
- Indirect racial discrimination occurs when: a person is subject to a requirement or condition that is applied equally to everyone, but which in practice disproportionately fewer people from their racial group can comply with.
- The requirement or condition cannot be justified on non-racial grounds
- It is a detriment to the person because they cannot comply with it.
- Victimisation occurs when a person is treated less favourably than another because they have complained of racial discrimination, given evidence or otherwise assisted another person's complaint of racial discrimination, or because it is known that they intended to do so.

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## Two supporting definitions of racial harassment incidents

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

The Stephen Lawrence Inquiry Report  
by Sir William MacPherson of Cluny, February 1999.

"Harassment is defined as unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual."

Equality Act 2010.

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

This means that any incident which is perceived as racist will be investigated and recorded according to the procedures associated with this document. In seeking to establish whether racial harassment has taken place, the member of staff investigating the incident will seek to establish whether any act or expression has occurred which causes harm or offence, directed by a member of one racial or ethnic group to others, where the motivation or effect is to create racial dislike or hatred.

**Racial harassment** is not based on intentionality. Whether or not the perpetrator intended to harass, or understands the racial content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been

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harassed should be given particular attention. It is important to remember that racial harassment takes many forms. Incidents may include:

- Threatened or actual physical assault
- Verbal abuse
- Expressions of prejudice calculated to offend others or influence the behaviour of others
- Racist graffiti
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisations
- Name calling
- Teasing in relation to language, religion or cultural background
- Inappropriate humour

It is important to recognise that:

- Racial harassment may be one aspect of an incident which also has other dimensions
- Staff may need to deal with comments from parents or other adults as well as by children
- Incidents may involve group as well as individual behaviour
- Such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendships may lead to racist insults
- Racist incidents are not always explicit- behind general insults may lie a racist element
- Racist behaviour can occur without a target or victim being present- e.g. telling racist jokes
- Acts or expressions may include negative body language- for example, the refusal of a child from one ethnic group to sit next to, or work with, a child from another

All incidents of racial harassment will be treated as serious disciplinary matters. As with

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other serious disciplinary matters the way it is dealt with should be appropriate to the incident itself. For example, a deliberate racist attack (verbal or physical) should be treated as any other serious attack involving discipline of the offender and support for both parties. Where the incident is judged to be unintentional then the emphasis would be on support and education rather than on sanction.

Some instances of racial harassment will constitute crimes and must be reported to the police in accordance with the 'Protection from Harassment Act' (1997) and the 'Crime and Disorder Act' (1998). Further clarification can be sought from the LA.

It may be the victim's expressed preference that incidents should not be investigated. In such cases the consequences should be explained fully, but the victim's preference should be upheld, except where a crime has, or may have been committed or where there may be duress or where not to respond would be detrimental to school ethos and the community.

## Prevention

Paulet High School believe that responding to incidents of racial harassment in a way which supports the victim and ensures that perpetrators are effectively dealt with will have a powerful influence on preventing such incidents. In addition we are committed to preventing racial harassment by promoting a climate in which students are encouraged to report behaviour which is of concern, including bullying and harassment. This will be done through the curriculum, individual and group tutorials, school meetings and individual counselling sessions. In addition recording and monitoring procedures will allow information to be gathered which will help appropriate preventative measures to be put into place.

## Recording Incidents

All incidents will be recorded in the Racial Incidents Log held by the Deputy Headteacher. An Incident Report Form will be completed.

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The person reporting or recording an incident will provide details including:

- date, time and place of incident;
- type of incident;
- person(s) involved;
- actions (including sanctions) suggested.

### Supporting Victims

The school is aware of the barriers that exist to making a complaint of racial harassment and wishes to encourage all involved with the school to feel confident that they can raise matters of concern.

All staff must be aware of the priority attached to responding promptly to complaints of racial harassment and to supporting victims. No incidents should occur without the school's commitment to race equality being made clear to the victim.

Any complaints of harassment should be made directly to or be referred to the Deputy Headteacher or Head of Year/ Behavioural Support Officer who will take responsibility for ensuring that there is an appropriate response.

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.
- Decide if the victim is able to return to class while the incident is investigated,
- Gather evidence from the people involved or witnesses to the incident,
- Draw up a list of actions to be taken,
- Inform the victim and parents/carers how the incident is being dealt with and check that
- they are satisfied that it has been dealt with effectively,
- Talk to the victim about how they feel and ask whether they require further support.

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

The designated staff member will then consider and implement the agreed action points. The order in which the above procedure is followed should be flexible and will be guided by the principle that support to the victim is paramount.

### Dealing with perpetrators

These general procedures will be followed when dealing with perpetrators:

- The incident will not be ignored or go unchallenged. There will be a clear explanation that the conduct is unacceptable within the school's disciplinary code.
- Define the behaviour which was racist/offensive and explain why it was unacceptable.
- State clearly what change of behaviour you expect
- Check the perpetrator's understanding.
- Tell the perpetrators that parents/carers will be informed
- The incident will be initially dealt with by their Head of Year / Behavioural Support Officer and referred to the Deputy Headteacher if it is found to be a serious incident. A serious incident is one that involves violence, the threat of violence or incitement to racial hatred.
- Sanctions and /or counselling appropriate to the seriousness of the incident will be provided.
- Graffiti will be removed promptly. Racist materials, badges and insignia are illegal and will be removed and destroyed.
- The Headteacher will be informed if the incident is serious and the parents / carers of the perpetrator will be informed.
- Where a decision is taken to exclude a pupil, the matter will be dealt with in accordance with the exclusions procedures.

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In cases involving a member of staff the matter will be handled in accordance with the school's disciplinary procedures and will therefore be referred to the governing body. The school staff is defined as anyone who is working at the school whether employed or on a voluntary basis.

The Race Relations Amendment Act 2000 covers most incidents involving outside perpetrators that are likely to take place on site. Perpetrators will therefore be reported to the police.

For offences that take place off site the following procedures should be followed. Where pupils are on a supervised activity:

- the protection of children is the first priority and staff should seek to secure that;
- incidents that involve physical assault should be reported to the police as soon as practical and their assistance sought;
- aggressive or provocative action should be avoided. On no account should children be encouraged to be assertive;
- perpetrators should be clearly warned that their behaviour is unacceptable and is likely to be reported to the police;
- a full report must be made to the deputy Headteacher as soon as possible;
- the parents/carers of children involved in the incident will be informed about the incident and the action taken;
- the Headteacher will inform the governors about the incident.

### **Additional Guidance on Dealing with Specific Incidents**

#### **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.

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- 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 their Head of year / Behavioural Support Officer 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 parents will be informed.

#### **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.

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## Following up an incident and dealing with its impact on the School Community

Extra vigilance should be applied following serious incidents. In particular there should be alertness to:

- patterns of absence;
- outbreaks of graffiti;
- the presence of racist literature, badges and insignia.

There should be increased alertness when pupils are arriving or leaving and when they are moving between lessons and at break times. Every opportunity should be taken to remind the pupils of the school's code of conduct.

Feedback will be sought from the victims and their parents/carers as well as from members of the community in order to assess the impact of the incident and to evaluate the appropriateness / effectiveness of the school's action.

## Review

This policy will be reviewed every two years.

Review date 01.02.2013

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## **DEALING WITH RACIAL HARASSMENT: ADVICE TO STUDENTS**

### **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.

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### What will happen next?

- The teacher will trigger an investigation of 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  
racism.

\*Victim: person suffering from

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## **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 Head of Year or a Behavioural Support Officer.

### **Talking to the Head of Year or a Behavioural Support Officer.**

- Be as specific as possible about what your child says has happened - give dates, places and names of other children involved.

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- Bear in mind that the Head of Year or a Behavioural Support Officer 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 Head or Deputy Headteacher.
- If this does not help, you should write to the Chair of Governors explaining your concerns.