

## Anti-Racism Policy

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. We have these principles and roles in place to ensure that racism can be quickly stopped.

### Definition

The Stephen Lawrence Enquiry Report defines racism as: 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin'. A racist incident is defined as 'any incident which is perceived as racist by the victim or any other person'.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person /group are present or not.

Racist behaviour in an educational institution can include:

- physical assault because of colour and / or ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist graffiti;
- provocative behaviour e.g. wearing racist badges / insignia;
- bringing racist materials e.g. leaflets, magazines into school;
- verbal abuse / threats;
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not);
- racist comments in the course of lessons;
- ridicule of cultural differences e.g. food, music, dress etc.;
- refusal to cooperate with other people because of their colour and / or ethnicity.

### Aims and objectives

Acorn Multi Academy Trust is a safe and secure environment where everyone can learn irrespective of their nationality, ethnic background or faith. It is not possible to achieve this if anyone faces prejudice or hostility. Racism is wrong. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equality of opportunity is fundamental (see Ethos and Mission Statement and Equal Opportunities Policy).

We want to:

- make our academies safe and welcoming for all pupils, parents, staff;
- sustain an environment in which racist assumptions, attitudes and behaviour are challenged;
- sustain an environment in which we all recognise and celebrate our similarities and our differences;
- provide a curriculum which emphasises the positive aspects of all cultures and of a multi-cultural society;

- give all pupils, parents and staff the confidence that racism can and must be eradicated from our society;
- ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language etc.;
- ensure staff directly intervene when they are aware of racist incidents.

### **The role of children**

- All pupils should know that racism is wrong.
- Pupils should tell any adult (academy staff or parent / carer) if they know of any racism in our academies. If the acts of racism persist, they must keep on letting people know.
- Pupils should tell us their honest views in regular feedback e.g. weekly Circle Time or PSHE, School Council meetings, informal conversations with all members of staff and pupil questionnaires. These views can be specifically about bullying but may also be about how safe they feel at school.

### **The role of teachers and other staff**

- All staff take all forms of racism seriously; they aim to ensure racism is not acceptable. Teachers and teaching assistants should communicate to children the message that racism is wrong and unacceptable in the Acorn MAT and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- Adults fully support the racism. Time is spent with the child to restore the child's confidence, happiness and other aspects of health – this will usually be by the Class Teacher, but other adults will monitor and restore the child's well-being through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted where the incident is deemed serious enough to be logged.
- They also aim to stop the problem: for the child who has racist, the 'Warnings' consequences are put in place ('three warnings', including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has been racist to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable - as above, this will usually be by the Class Teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Educations), Jigsaw and Circle Time activities on a weekly basis; sessions should centre on bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, they should participate with their class in national Anti-Bullying Week.
- They should follow the principles set out in this policy and in our Ethos and Mission Statement in order to continue our climate of mutual support and praise, so making bullying less likely: when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to exist.

### **The role of the Executive Head and Heads of School**

- The Senior Leadership Team ensure all principles and roles set out are implemented.
- The Senior Leadership Team follows all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that all children know that racism is wrong and unacceptable. This is on a regular basis and may stem from signs of racism. Worshipers are used to communicate this to the whole school.
- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed i.e. whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents/carers should be informed. Serious incidents are reported to the police.
- If there is an allegation against a member of staff, it should be dealt with under the Staff Disciplinary Policy
- Racist graffiti must be removed/deleted as soon as it is evident: if this is not possible advice will be sought and pupils, parents and staff are made aware of the situation; movement around building may be re-directed. Issues surrounding racism and its unacceptable nature are made very clear to all.
- The Executive Head monitors the effectiveness of staff in promoting community cohesion and positive relations, and in providing support for victims of racism.
- The Executive Head reports to the Governing Body about the effectiveness of the policy on request.
- The Executive Head has overall responsibility for dealing with racist incidents and recording the action taken; he/she reports to the local authority any incidents of racism using form RD110 (see attached).

### **The role of parents / carers**

- Parents / carers have the responsibility of supporting this entire policy.
- Parents / carers concerned about racism should contact their child's class teacher or Head of School straight away. They might be worried that their child is a victim of racism, but they should also make contact if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should follow the complaints procedure by putting a formal complaint to the Governing Body.

### **The role of governors**

- The Governing Body supports all principles and roles set out here. Any racist incidents will be taken very seriously and dealt with appropriately.
- It monitors incidents of racism and reviews the effectiveness of this policy. It requires the Head of School to keep accurate records of all incidents of racism and to report to the Executive Head and governors about the effectiveness of anti-racist strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

## Support

It is recognised that victims of racism may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a caring, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

This policy should be read in conjunction with the Promoting Positive Behaviour

<b>Policy Version and Revision Information</b>	
Authorised by Board of Directors	February 2017
Reviewed	
Revised	December 2016
Current Version:	December 2016
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# Report Form for Racist Incidents

The Stephen Lawrence Inquiry defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

## EXAMPLES OF RACIST INCIDENTS

- Refusal to co-operate with others
- Assault
- Racist graffiti
- Racist remarks or jokes
- Promotion of racist materials
- Name-calling

This form should be used by a student, or member of staff with pastoral responsibility on behalf of a student, to report any racist behaviour/incidents including that directed at her/him on school/college premises or on journey to and from school by any member of the school community.

Its purpose is to provide information about racist incidents that occur so that preventive action can be taken.

In cases of personal injury an accident form should also be completed.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

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### PUPIL/STUDENT (to fill in this side of form, with help if necessary)

Forename and Surname \_\_\_\_\_

School/College \_\_\_\_\_

### ALLEGED ASSAILANT(S) OR PERPETRATORS (Please tick appropriate boxes)

Member of school staff

Pupil

Intruder

Other:

Name (s):

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Visitor

Student teacher

Parent/carer

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

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Note: The identity of the assailant/victim is not needed for the report, but the school must keep a record of the name or have a description of the person involved which may be required in the event of court proceedings.

## INCIDENT REPORT

This form should be kept by the school and a copy sent to Children and Young People's Services Directorate, County Hall, Topsham Road, Exeter EX2 4QG.  
Use additional sheets if needed (or adjust size electronically).

To be filled in by investigating staff:

School/College \_\_\_\_\_  
School/College Address \_\_\_\_\_

### DESCRIPTION OF INCIDENT (tick all that apply)

Verbal	<input type="checkbox"/>	Being excluded	<input type="checkbox"/>	Sexual harassment	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Incitement of others	<input type="checkbox"/>	Disability related harassment	<input type="checkbox"/>
Graffiti	<input type="checkbox"/>	Threat with a weapon	<input type="checkbox"/>	Other (state below):	<input type="checkbox"/>

Date of incident: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Brief description of events, including those leading up to the incident:

### WITNESS(ES) (Only record addresses if not in school records)

Name	Age	Male/Female	Address

### OTHERS WHO NEED TO BE INFORMED (BUT DO NOT NEED THIS FORM)

Parents/Carers of Victim	<input type="checkbox"/>	Police	<input type="checkbox"/>
Parents/Carers of Perpetrator	<input type="checkbox"/>	Racial Equality agency (state which)	<input type="checkbox"/>
Other (please state):	<input type="checkbox"/>		

**ACTION TAKEN**

Action taken against assailant/perpetrator:      Support for victim:

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	<b>Yes</b>	<b>No</b>
Are the victim/family satisfied the matter has been dealt with effectively?	<input type="checkbox"/>	<input type="checkbox"/>
Please indicate that you have completed a PO3 (the Corporate Incident form) and forwarded it to the appropriate centre for recording on-line.	<input type="checkbox"/>	<input type="checkbox"/>

Outcomes/further action required (including Whole School Action/Recommendations):

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What support/training did/could the local authority or other agencies provide that helped you with this matter?:

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**DIVERSITY DATA (MUST BE COMPLETED)**

For the purposes of DfES statistics it is helpful for us to have the following details.

	Perpetrator	Victim
Is this a repeat incident?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, state number of previous incidents:	<input type="text"/>	<input type="text"/>
GENDER (e.g. Male or Female)	<input type="text"/>	<input type="text"/>
AGE	<input type="text"/>	<input type="text"/>
DISABILIITY / SEN (State yes/no)	<input type="text"/>	<input type="text"/>
<b>ETHNIC ORIGIN</b>		
Asian/Asian British	<input type="text"/>	<input type="text"/>
Indian	<input type="text"/>	<input type="text"/>
Pakistani	<input type="text"/>	<input type="text"/>
Bangladeshi	<input type="text"/>	<input type="text"/>
Other Asian background (please specify below)	<input type="text"/>	<input type="text"/>
Black or Black British	<input type="text"/>	<input type="text"/>
Caribbean	<input type="text"/>	<input type="text"/>

	African		
	Other Black background (please specify below)		
Chinese/Chinese British			
Mixed			
	White/African Caribbean		
	White/African		
	White/Asian		
	White/Chinese		
	Other Mixed background (please specify below)		
White			
	British		
	Irish		
	European		
	Other White background (please specify below)		
Traveller/Gypsy			

Other description: \_\_\_\_\_

We have decided it is not appropriate to collect data on sexual orientation for a number of reasons including the disclosure of information that might be private.

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<b>Signed by</b>	<b>Date:</b>
student/parent/carer: _____	_____
<b>Signed by headteacher/pastoral</b>	<b>Date:</b>
member of staff: _____	_____

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