



Lord Grey School

RACIAL EQUALITY AND ANTI RACISM POLICY

Mission Statement

'Lord Grey School is a future-driven, aspirational and inclusive school offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving school with an ambition to become an outstanding first choice local school '.

Motto: Aspire, Learn, Achieve

Core Values:

“Be resilient, independent and hardworking.”

“Be kind, caring and positive.”

“Be ambitious, aspirational and determined.”

“Be respectful, helpful and honest.”

POLICY MANAGER:	Nigel Handyside
COMMITTEE:	Community Committee
REVIEW DATE:	Spring 2018
NEXT REVIEW DATE:	Spring 2019

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1. Statement on Race Equality

Lord Grey School believes that each child and adult within the school and wider community is unique, has rights and responsibilities and should be treated equally and with respect.

Lord Grey also understands that the development of understanding regarding racial and ethnic diversity is progressive and undertakes to work with staff, students, parents and the LA in order to further understanding and foster the ability to work with young people, particularly in relation to racial incidents.

The personal and educational progress of students will be monitored in order to ensure that each individual's development is not hindered by the school's policy and practice in relation to racial equality.

2. Aims

- To ensure that students learn that every individual is of value regardless of race
- To ensure that no student is made to feel unwelcome or inadequate in school
- To educate students to play a positive part in a multicultural society
- To develop an understanding of global citizenship
- To develop relationships between all students including those from other countries and communities
- To understand the power of language, particularly relating to the verbal abuse of someone because of their race and / or ethnicity, background and / or ability
- To develop an understanding of students' rights, the rights of others, and their responsibilities to each other
- To develop an understanding and appreciation of religious beliefs and practices
- To recognise and challenge racist attitudes and behaviour
- To encourage development emotionally and intellectually
- To support all students and staff to reach their potential.

3. Racist Behaviour is seen as:

1. Any physical, verbal or written assault on an individual or a group because of colour, race or nationality.
2. Any use of provocative materials such as racist badges, leaflets, magazines or posters.
3. Any attempt to recruit individuals or groups to racist organisations and any attempt to make racist comments in the course of discussion.
4. Any refusal to co-operate with individuals as a result of their colour, race or nationality.
5. Any ridicule of the culture of an ethnic or religious grouping.

4. Discrimination and the Process of Discipline

All forms of discrimination by any person within the school are to be treated seriously. See 5.7 for information on how to deal with a racist incident.

Incidents must be documented, whether they take place in or out of teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

Parents will be involved when written, verbal and / or physical racial abuse occurs. Each incident will be treated individually but with equity.

Parents will be made aware of the school's commitment to equal opportunities.

5. Alleged Racist Incident

If anyone feels an incident is racist then:

5.1. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce the school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with student' feelings
- Explain how racism works through the stereotyping of an individual.

5.2. Record

- Fill in Racist Incident Report Form (section 6)
- Notify the named Senior Leadership Team member responsible for dealing with racist incidents.

5.3. Investigate

- Senior Leadership Team member to lead
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin - it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident
- Make sure race issues are covered – do not just treat incidents as a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such
- Reinforce school's position and rules on racism
- If it is not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's Behaviour Policy which requires a response.

5.4. Further Response

- Inform and involve Form Tutors
- Follow through with both victim and perpetrator
- Address the perpetrator's racist behaviour and correct racist misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on racism

- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact parents / carers (Children's Social Care in the case of "looked after students") of both the victims as well as the perpetrator(s) – via a phone call, with a follow-up letter inviting all in to school

NB: Victims have a right to refer cases to the police if their parents so wish and all parties have the right to appeal to the Headteacher and then the Governing Board.

5.5. Complete Racist Incident Investigation Form

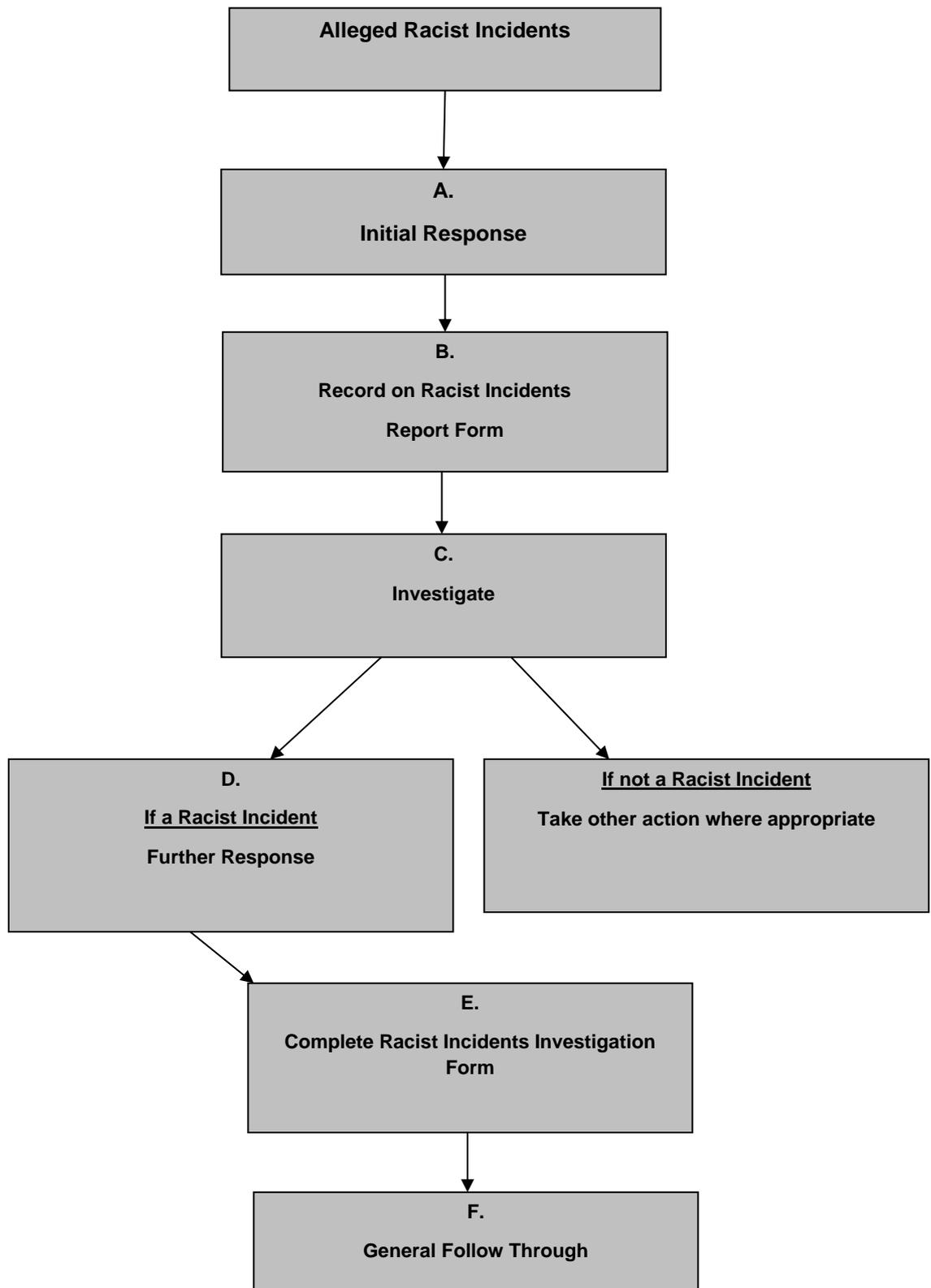
- Complete Racist Incident Investigation Form (see Section 6).

5.6. General Follow Through

- Follow through with appropriate measures to reinforce the school's position with individuals / group / class / school via assembly, circle time, using mediation, tutorial and curriculum, e.g. Personal, Social and Health Education
- Present monitoring returns to staff to ensure regular discussion and development of good practice
- Continue to encourage students to report and discuss racist incidents and how they should respond
- Use existing means of involving pupils, such as the Student Council
- Work with other agencies to promote good race relations
- Governing Boards will be informed termly of incidents and actions taken to deal with them as a part of the Headteacher's termly report
- Nominate a governor to have oversight of this issue via Community Committee.
- See also the school's Prevention of Radicalisation Policy to ensure that no 'stereotyping' incidents are occurring on the basis of race or ethnic background. Also to check if there is any crossover with the school's Prevent protocols.

5.7. Dealing with Racist Incidents in Lord Grey School

This flow diagram provides an overview of actions that need to be taken.



6. Racist Incident Report Form

Date of Incident.....

Perpetrator	Student/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group and House.....
Victim	Student/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group and House.....
Victimless Incident (Please tick)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Nature of incident (Please tick or state)

Racist incident **Religious discrimination incident**

Physical assault <input type="checkbox"/>	Name calling <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Offensive badges <input type="checkbox"/>
Racist literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>	Refusal to co-operate <input type="checkbox"/>	Other.....

Brief description of the incident

Action Taken / Victim Support

Name..... **Position**.....

Signature..... **Date**.....

7. Guidance on Completing Racist Incident Investigation Forms

The Racist Incident Investigation Form is to be completed by the member of the Senior Leadership Team responsible for dealing with racist incidents. Some incidents that are not at first thought to be racist may turn out on investigation to be racist, at which point they should be recorded as a racist incident using the correct form.

8. People Involved

8.1. Status

This allows the type of people involved to be described and coded as students (1), teachers (2), non-teaching staff (3), governors (4), parents (5), other adult (6) and other young people (7).

8.2. Ethnicity

It is important to note the ethnicity of victims and perpetrators to show exactly what patterns exist and what the issues are. All schools have to gather information on student ethnicity so it should be possible for this information to be matched up against names after the incident. Similar information may also be held for adults in the school. However, for others who may be involved, e.g. visitors, it may be difficult to fit them into the more detailed categories below but it should be possible to assign individuals to the broader categories a-e, e.g. a Asian/Asian British; b Black/Black British; c Chinese; d Mixed; e White; using f as a category for any individuals from other ethnic groups not covered above.

- a1** - Asian/Asian British: Indian
- a2** - Asian/Asian British: Pakistani
- a3** - Asian/Asian British: Bangladeshi
- a4** - Asian/Asian British: any other (write in)
- b1** - Black/Black British: Caribbean
- b2** - Black/Black British: African
- b3** - Black/Black British: any other (write in)
- c** - Chinese
- d1** - Mixed: White & Black Caribbean
- d2** - Mixed: White & Black African
- d3** - Mixed: White & Asian
- d4** - Mixed: any other (write in)
- e1** - White: British
- e2** - White: Irish
- e3** - White: any other (write in)
- f** - Other ethnic group (write in)

* is to be used to indicate alongside Ethnicity where persons involved are of refugee/ asylum seeker status or heritage.

8.3. Action Taken

- It is important that any disciplinary action fits with the school's existing behaviour procedures and sanctions.
- **Parents / carers, etc** – include their responses and any joint agreement / promises.
- **Action taken involving other agencies** - Post Lawrence all agencies with social roles are seeking to work together to support one another in tackling racism, so it is useful to incorporate this into practice, even if it is only an information note or phone call to the relevant agency.
- **Comment** – allows for reflections on the situation: it is useful to comment on the origins of incidents, whether it is part of a pattern, lessons learned and how similar incidents might be prevented in the future. If the incident is considered not to be racist then this should be clearly stated here along with the grounds for such a decision (which should be explained to the parties involved). This would involve weighing the evidence established against the criteria given in the earlier definition, i.e. does the incident show “conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin?”
- **Forms SO1 & 2** – it should be also noted here if the incident has been recorded in the standard Health & Safety forms, SO1 & 2, relating to “Attacks on Employees” and “Accident / Dangerous Occurrence.”

9. Guidance on Completing Racist Incident Monitoring Forms

The Racist Incident Monitoring Form should be used to send on to the Education Department which monitors the racist incidents data that Governing Boards are required to send annually.

The DfE states:

The Education Department would like returns for each term to facilitate the monitoring process: to be able to build up a picture of what is going on and the emerging needs of schools, with regard to staff training and other support that the Education Department is providing. It is important that schools send in nil returns as well, in order to give as full a picture as possible.

The monitoring form allows schools to take an overview of incidents and to see trends and patterns. Evaluating school data plays an important role in developing good practice. Guidance on Evaluating Racist Incidents Returns helps structure this process.

The monitoring forms (and school evaluations) allow the Education Department to take a view of racist incidents across the whole LA and to identify issues and local good practice. Findings will be disseminated in an annual report. In accordance with principles established by the DfE this would make no reference to schools by name. [The only one of the Lawrence Report recommendations turned down by the DfE was “that the numbers of racist incidents are published annually, on a school by school basis”, because it would lead to “effectively penalising those schools which sought to address problems by acting in an open and honest manner”. More reporting of racist incidents does not necessarily indicate a worsening situation. An apparent increase in racist incidents may well be the outcome of better, more sensitive processes].

Most of the information below (except where reference is made to the Report form) can be gleaned directly from the Racist Incidents Tally Forms that are to be circulated. The following explain some of the headings used on the monitoring form:

Number of Recorded Incidents

Refers to the total number of incidents recorded on the Racist Incident Forms.

Number Confirmed as Racist

Refers to those cases reported and recorded as above where the racism was confirmed.

Number of Incidents by Category

Only the main categories (1-7) are used.

Number of Non-Pupil Victims

A. Status on the Racist Incident Report Form allows the numbers of people other than pupils to be noted (i.e. those coded 2-7) as either Victims or Perpetrators.

Victims and Perpetrators

Refers to those involved in incidents found to be racist.

10. Changes Log

Change	Staff	Date
Updated and reviewed; reference added to 'Prevent'.	TLJ	3.1.16
Grammatical changes	Jane Kenyon	06.03.17
Governing Body to Board	Jane Kenyon	02.02.17