

Racial Equality Policy

Approval Date – March 2017

Review Date – March 2020

It is the policy of the Governors at Westfield Academy to foster a school culture where students, regardless of their background or personal characteristics achieve their potential without having to conform to the predominant culture, without being abused by it and by actually being valued for the difference that they bring.

Rationale

This policy reflects our respect for cultural diversity, and embraces differences in lifestyle, beliefs, values and practices, inherent within our community. We recognise and celebrate differences in race, ethnicity, national origin, language and religion at Westfield Academy, promoting equality of opportunity and good race relations across all areas of school activity.

It is our aim to:

- educate students to be citizens of a multi-cultural and interdependent society in which all citizens' rights are respected and protected;
- provide an environment where everyone feels secure and valued;
- promote understanding of others' backgrounds and beliefs;
- oppose all forms of racial prejudice and discrimination;
- teach children to have respect for themselves and others.

Westfield Academy will not tolerate racial harassment of any kind.

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

The school has a duty to ensure that all alleged cases are recorded, investigated properly and reported to the Local Authority, and complies fully with the statutory responsibilities set out by the Race Relations Amendment Act 2000.

Roles and Responsibilities

1.1. Principal

The Principal has overall responsibility for the welfare and wellbeing of students in our care. This responsibility is delegated in part to the Associate Assistant Principal (Inclusion) and Heads of House for the management of specific student issues and the strategic direction of the Racial Equality Policy.

1.2. Associate Assistant Principal (Inclusion)

- Monitors the curricular dimensions of racial equality and cultural diversity in liaison with Middle Leaders and Vice Principal.
- Monitors pastoral support and consistency of approach provided by Heads of House regarding racial issues.
- Coordinates appropriate response to incidents of racial abuse, including support from outside agencies
- Ensures that the Principal and Governors (Student Matters Committee) are informed of current issues and provision.
- Ensures the policy is regularly updated and reviewed.

1.3. Heads of Houses (HOHs)

- Investigate all incidents of racial discriminations or prejudice.
- Resolve racial incidents with proportionate response.
- Coordinate administration of reports to LA.

1.4. Teachers and Support Staff

Any member of staff with an issue or concern relating to a racial abuse or discrimination should immediately discuss it with a senior member of staff or Head of House. Allegations of racial abuse must always be given the highest priority and referred immediately according to the procedure outlined in Appendix 2.

1.5 Restorative Justice Co-ordinator

Students who are in the internal exclusion room for racial incidents work through a pack of resources which has been developed to support the delivery of anti-racism education.

This can assist the student to engage positively with other students, people and cultures and to better understand the world's cultural diversity.

A Restorative Justice meeting with the victim and the perpetrator will take place where reparation is made and the perpetrator takes responsibility for his/her actions. All incidents, work completed and reparation meetings are recorded.

1.6. Governors

The School Governors will review this policy in line with the review policy timetable. They will also be involved in disciplinary proceedings as and when needed.

Related Documents

Appendices

Appendix 1 – Strategies for Promoting Racial Equality

Appendix 2 – Reporting Issues of Racial Abuse or Discrimination

Appendix 3 – Racial Incident Form

Other Documents

This policy should be considered in conjunction with other written policies on behaviour, health and safety, and child protection.

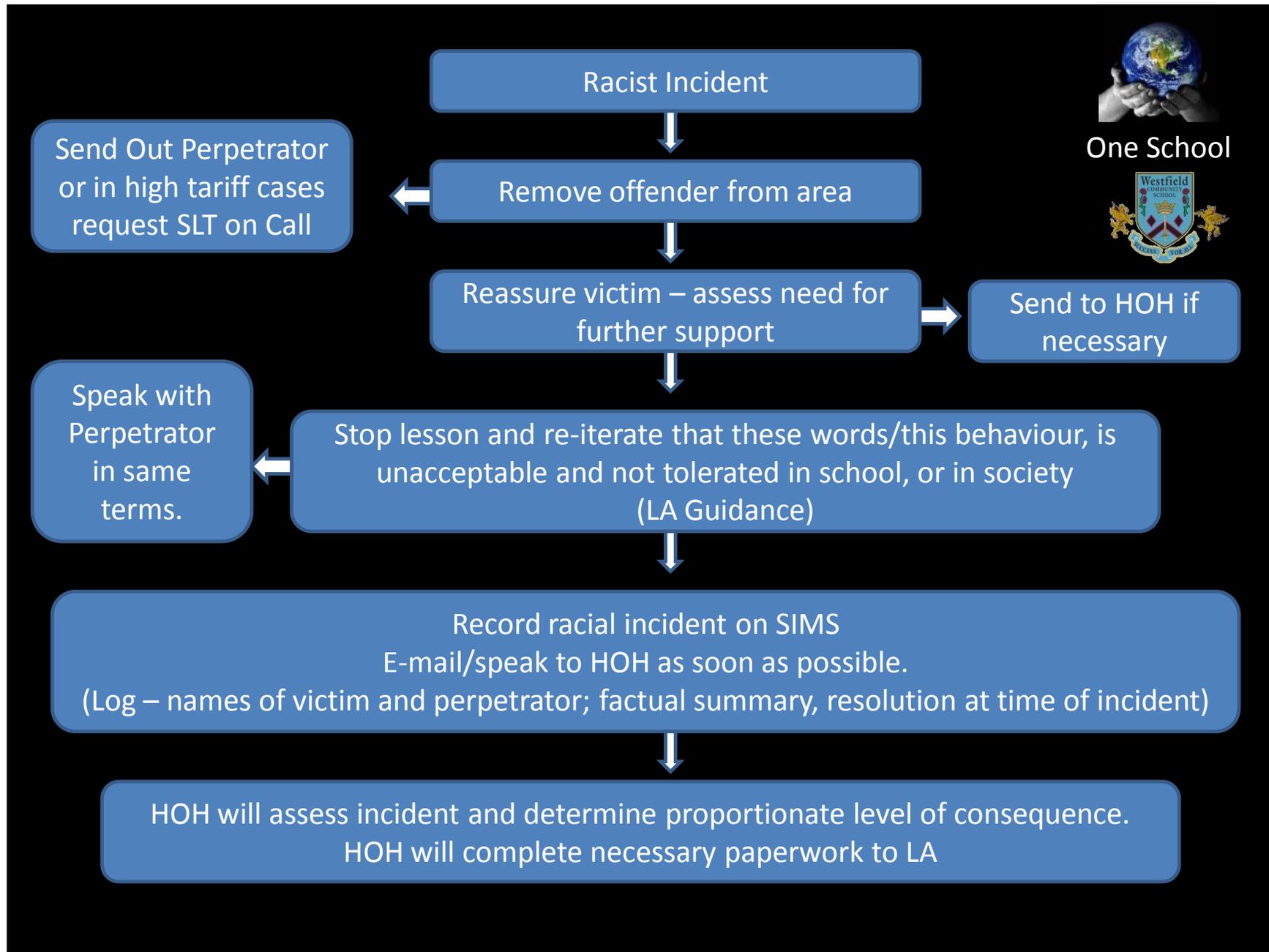
Monitoring

- This policy and its implementation will be monitored by the Associate Assistant Principal (Inclusion) and the Governors' Student Matters Committee with responsibility and overview for the welfare of students.
- Report from Associate Assistant Principal (Inclusion) to include record of racial incidents.

Appendix 1 – Strategies for Promoting Racial Equality

- A Code of Behaviour (ABC charter) agreed by the whole school community is displayed in each classroom and publicised in Tutor Periods and Assemblies at the start of each term. The Classroom Code defines the core expectations regarding acceptable behaviour of all students and staff towards each other at all times.
- Students, parents and staff are informed about the school's policy and procedures for promoting racial equality through the School website, newsletter, school prospectus, parent and staff handbooks, INSET training etc. All policies and procedures are reviewed regularly for their effectiveness and impact in eliminating racial discrimination, promoting racial equality and good race relations.
- The school is committed to encouraging and enabling all pupils to achieve the highest standards. Assessment processes are non-discriminatory, free from cultural bias and challenge all pupils to achieve their potential.
- All staff model appropriate behaviour and language when referring to other cultures. They have a key role to play in encouraging students to be considerate of other peoples' cultures, experiences, and thoughts/feelings. They are expected to correct any myths, stereotypes, half-truths and misconceptions about other cultures that are brought to their attention.
- The school liaises with the Police and other external support agencies, including the Racial Awareness, Inclusion, Support & Education (RAISE), to seek ways of tackling racial prejudice, harassment and discrimination in and out of school hours.
- All students have the opportunity to talk confidentially to a member of staff about any concerns. This includes Form Tutor, Head of House, the School Nurse, Attendance Officer, Special Educational Needs team.
- Additional support is provided for vulnerable pupils through the SEN department and external support agencies - teaching anger management, assertiveness or confidence building skills; providing quiet areas to go to at lunch times.
- Curriculum areas are required to teach aspects of citizenship and are expected to create an understanding of, and interest in, different cultures. Students are given the opportunity to explore issues relating to identity, racial equality and racism and to reflect on the experiences, thoughts and feelings of other cultures. Resources are reviewed to ensure that they use appropriate language and reinforce acceptable stereotypes. Images used include people of differing gender and cultural backgrounds.
- The Personal Development Programme includes sessions that allow students to explore issues of friendships, relationships, equality, discrimination, oppressive behaviour, assertiveness and negotiation skills. They are encouraged to develop the skills, attitudes and knowledge to question behaviour that disadvantages individuals or groups. Resources such as videos, outside drama groups, workshops and speakers are used to educate pupils about different cultures and promote racial equality as appropriate.
- Assemblies are used to present the viewpoints of different cultures and celebrate different festivals and events, e.g. Black History Month. Outside speakers help to develop multi-cultural understanding and provide positive role models for students to reflect on.
- INSET programmes for staff raises their awareness to model appropriate behaviour/language and correct procedures when recognizing and responding to racist incidents.
- Training is provided for peer tutors and mentors so that older students can model appropriate behaviour, listen and mediate when concerns are raised and report any racist incidents they observe or hear about immediately.
- Opportunities are provided for students to discuss ways of promoting racial equality within the school community.
- Useful contact details and help line numbers of voluntary agencies are displayed on notice boards.

Appendix 2 – Reporting issues of Racial Abuse or Discrimination



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School/Academy Perceived Racial Incident Report Form 2016 (last updated June 2016)



It is strongly recommended that this form is completed whenever a racial incident is *thought by someone* to have occurred: for the purposes of reporting and recording “a racist incident is any incident which is perceived to be racist by the victim or any other person” (Stephen Lawrence enquiry report)

Please e-mail the form, within two weeks of the incident being reported, to: pmit@somerset.gov.uk. Alternatively, send a paper copy to: Performance and Management Information Team (PMIT), Business Development, Somerset County Council, County Hall, Taunton TA1 4DY.

(Please complete all shaded boxes – see pp.5-7 for codes/notes for parts 3 to 8)

1. Name of School:

2. Incident Form completed by: **Position:**

3. Incident Reported by: If other, please specify

4. Date of Incident:

5. Type of incident: (If other, please specify)

6. Incident Location: (If other, please specify)

7. Victim/Target/Person offended by incident (add rows if necessary):

Tick if there was no victim/target <input style="width: 30px;" type="checkbox"/>	Gender M/F	Pupil/Student NC Yr Group	Ethnicity (and nationality and/or faith if relevant) <i>see notes on page 6</i>	Previously a Victim/Offender Y/N
Victim/Target A				
Victim/Target B				
Victim/Target C				

8. Offender/Person engaged in behaviour that caused offence (add rows if necessary):

Alleged Offender A				
Alleged Offender B				
Alleged Offender C				

9. Action Taken (mark as many boxes as are appropriate)

<input type="checkbox"/> Clear support for victim at the time of the incident	<input type="checkbox"/> Other victims supported, eg witnesses
<input type="checkbox"/> Clear challenge and/or reprimand for offender at the time of the incident	<input type="checkbox"/> Victim supported following incident, eg discussion, counselling
<input type="checkbox"/> All staff who work with victim or offender informed	<input type="checkbox"/> Referral to other agency
<input type="checkbox"/> Offender followed up, eg discussion, counselling	<input type="checkbox"/> Sanctions imposed on offender
<input type="checkbox"/> Restorative justice or peer mediation approaches used	<input type="checkbox"/> Whole class/group follow up
<input type="checkbox"/> Other action (please specify)	<input style="width: 100%; height: 20px;" type="text"/>

10. Other Parties Informed (by school)

Victim Parents/Carers	<input type="checkbox"/>	Offender Parents/Carers	<input type="checkbox"/>	Somerset Racial Equality Council	<input type="checkbox"/>
Children and Young People's Directorate (CYPD) – Children's Social Care			<input type="checkbox"/>	Police	<input type="checkbox"/>
CYPD – Equalities and Diversity Team	<input type="checkbox"/>	Other (please specify)	<input type="text"/>		

If no other parties were informed, please say briefly why:

Additional Information

This section is optional but it is very helpful to the Local Authority to have some or all of the information below, in building up a picture of the types of incidents occurring and responses to them. It will also help the school respond to any parental concerns/complaints raised in the future.

11. Brief description of the incident (including who it was reported to and who by)

12. Level of intention/amount of distress caused by the incident (see notes below on p.7)

13. Brief summary of follow-up action proposed, with timescales, including communication with parents/carers and information about how the needs of victims/targets, offenders and other C&YP will be addressed

14. Comments on whether the incident has been resolved to the satisfaction of all parties

15. Comments on whether there is a need for future review (for example of behaviour)

16. Comments on any wider implications (for example any need for preventative work with pupils to be developed or staff training)

For advice and support on completing this form or responding to racial incidents, contact Peter Newman, Commissioner for Vulnerable Groups (01823 355576).

School/Academy Perceived Racial Incident Report Form 2016

Background notes and guidance on completing the form

Background

This form replaces the one previously used by Somerset schools. The information requested is essentially the same as that on the previous version, but the number of questions has been slightly reduced. Page 1 of the form should take no more than 5 minutes to complete for most incidents.

As on the previous form, the term 'racial' has been used instead of the term 'racist' commonly used in national literature. This is to convey the importance of recording all incidents that the victim or another person felt had a racial aspect, even when it is thought there was no intention to be racist. The term 'perceived' has been used to reflect the legal definition of a racist incident (included on the recording form). Children may make references to colour, nationality, religion or culture without any intention to offend. However, the child (or adult) referred to, their family, or other people may find it upsetting or offensive. Such incidents also raise issues for the school in the light of the Equality Duty (which includes requirements to have due regard for the need to eliminate discrimination, advance equality and foster good relations) and are valuable insights into children's perceptions and feelings.

Please use this form to report any incidents occurring from June 2012 onwards.

Responding to racial incidents – general principles

In 'Racist incidents and bullying in schools – how to prevent them and how to respond when they happen' (Robin Richardson and Bernice Miles 2008) four broad approaches are identified:

- Dismissive – for example ignoring or making light of incidents
- Punitive – expressing disapproval or punishing without complementary teaching and learning about why prejudice and racist bullying are wrong, or why comments/actions have caused unintended hurt
- Corrective – taking time to help children and young people understand why racism is wrong (though intellectual explanations may feed bitterness and other unhelpful feelings)
- Restorative and transformative – which includes: attending to the needs of those on the receiving end of racism; preventing re-offending by enabling offenders to assume active responsibility for their actions and reintegrating them into the school community; avoiding escalation; and, repairing and recreating the community damaged by the bullying.

This is a very helpful framework to bear in mind when responding to incidents and the book as a whole is an extremely valuable resource. Clearly the restorative/transformative approach is likely to be the most effective in the long term, though elements of the punitive and corrective approaches may be appropriate too.

Racial incidents are very varied. Not all incidents are examples of bullying, as in a situation where racist comments are made without any victim/target being present. The above framework and the suggestions below will therefore need to be used in a flexible and responsive fashion.

1. Make sure that all staff understand the importance of taking reports seriously

When responding to incidents it is crucial to gain a very good understanding of how the victim/target (or other person reporting the incident) has perceived the behaviour. National guidance makes it clear that the perception of the victim or other person reporting the incident is what determines whether it is treated as a racial incident. Often there may be no explicit use of racist language, so it is important to get to the bottom of why the incident or behaviour feels racist to the person reporting. The language used may refer to colour in a negative or offensive way without being explicitly racist. Alternatively, there may be negative stereotypical associations without any reference to colour, ethnicity or nationality. It is important that all staff, including non-teaching staff are aware of this.

2. Keep parents/carers informed

Consultation (2007 and 2010) with Somerset parents/carers of children from minority ethnic groups suggests that they are generally satisfied or very satisfied with the overall education provided by schools. However, a majority are dissatisfied or very dissatisfied with responses to racial incidents. Families often feel that reports are not taken seriously, or that responses are inadequate. This may often be because the school does not let them know what action has been taken. Alternatively, it may be that parents are not satisfied with the strength of the response, in which case it is important to explain why for example an offender has not been excluded and what will happen if there is any recurrence of the behaviour.

3. Try to ensure that there will be no recurrence and that targets/victims and their families feel safe

Racism can make children, families and whole communities feel unsafe, particularly as there may be links between events within and outside schools. There are similarities, but also many differences between racist bullying and other bullying, including the long history of racism linked to many world events, the fact that people are attacked not as individuals but as representatives of communities, that it can threaten whole communities, and that unlike most forms of bullying, one-off incidents can have a big impact because the same victim may be targeted by different people in a range of contexts (some families for example report regular abuse when they are out and about in their local area). There is a useful summary about this on the Equalities and Diversity team website:



Racist bullying and other bullying

In the case of incidents where there was no intention to cause offence, time spent with the offender to explain how they have upset others may be the most important response. In other cases, an appropriate sanction and/or longer term actions may be needed to make sure that incidents don't recur.

Whole-class work may also be a useful approach, enabling a shift in pupil understanding and perceptions. In any incident, there are likely to be witnesses who may be passive bystanders or more active participants. Whole-class work can potentially help more children and young people to be supportive of those who are on the receiving end of racist abuse or other hurtful prejudice-related behaviour.

As indicated in the four broad categories of response identified above, restorative and transformative approaches should also be considered, and these are potentially the most powerful. If you are able to access the publication by Richardson and Miles referred to above, pages 41 onwards have more information on this. Otherwise, you could contact the Local Authority for advice.

4. Ensure that provocation is considered if the victim has fought back

Families quite frequently feel that victims of incidents are punished disproportionately if they have responded to incidents, for example being excluded if they have fought back physically. Exclusion of victims may sometimes be reasonable but it is important that the provocation caused by racism is considered as part of the decision-making process.

For advice and support on preventing and responding to racial incidents, you could contact:

- The Senior Adviser – Equalities and Diversity (01823 355576)
- Somerset Racial Inclusion Project – a Somerset County Council partnership with Somerset Racial Equality Council (01458 270053)
- Somerset Racial Equality Council (01458 274200)

Guidance on completing particular sections of the form

3. Incident Reported by (choose from)

1. Victim/target
2. Another child or young person
3. Parent/carer
4. School staff member
5. Outside agency
6. Other (please specify)

5. Type of Incident (choose from the following – enter one or more codes as appropriate)

1. Physical assault, including jostling, spitting and use of weapons
2. Derogatory name-calling, verbal abuse, insults, innuendo (including name-calling that may not use overtly racist language but which derives some of its force from pupils' perceived 'race')
3. Verbal threats
4. Ridiculing people because of cultural or religious differences
5. Written derogatory remarks
6. Refusal to co-operate with other people because of their religion, ethnicity or language
7. Racist graffiti
8. Incitement of others to behave in a racist manner
9. Attempts to recruit for racist organisations and groups
10. Provocative behaviour such as wearing racist badges or insignia
11. Bringing racist materials such as leaflets, comics, magazines or computer software into school
12. Using the school's computer systems to access or distribute racist material
13. Abuse of personal property, including arson, spitting at property
14. Malicious telephone calls, text messages or e-mails
15. Social exclusion (for example refusal to allow someone to join in a game or attempt to isolate)
16. Expression of racist views during the course of a staff led discussion or in informal contexts (this might include use of racist language, negative stereotypical generalisations or holocaust denial)
17. Telling racist jokes
18. Other (please specify)

6. Incident Location (choose from)

1. In playground
2. In classroom
3. Out of school (eg activities off school site)
4. School/public transport
5. In the local neighbourhood (eg just beyond the school gate)
6. Other (please specify)

7&8. Victim/Target/Person offended/Offender

It is acknowledged that the terminology of victim/target or offender will often seem inappropriate, particularly for young children and unintentional incidents. For this reason, the less emotive terms 'person offended' and 'person engaged in behaviour that caused offence' have been included.

Racial incidents may be reported by anyone, not just someone who was the victim/target – this could include a witness to an incident or someone who heard about it subsequently. It is possible that the target of a racial insult may say that they don't feel offended by the use of racist language (for example because some minority ethnic groups have tried to 'reclaim' racist language). However, if a staff member or other witness feels the language was racist, the person targeted would still be recorded as the victim.

Please enter the 3 letter ethnic code, choosing from those listed below (if exact ethnicity is not known please make a judgement and state probable ethnicity in words e.g. 'Black').

For people who are not British, it is useful if their nationality is entered in the same box e.g. 'Polish'. If religion or belief is a factor in the incident, please add this.

White <ul style="list-style-type: none">- British (WHB)- Irish (WHR)- Traveller of Irish Heritage (WHT)- Gypsy/Roma (WRO)- Any other White background (WHA)	Mixed (Dual heritage) <ul style="list-style-type: none">- White and Black Caribbean (MWB)- White and Black African (MBA)- White and Asian (MWA)- Any other Mixed background (MOT)	Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh <ul style="list-style-type: none">- Indian (AIN)- Pakistani (APK)- Bangladeshi (ABA)- Any other Asian background (AAO)
Black, Black British, Black English, Black Scottish, or Black Welsh <ul style="list-style-type: none">- Caribbean (BLB)- African (BLF)- Any other Black background (BLG)	Chinese, Chinese British, Chinese English, Chinese Scottish or Chinese Welsh <ul style="list-style-type: none">- Chinese (CHE)	Any other ethnic group <ul style="list-style-type: none">- (OEO)

Whether either victim or offender is a repeat victim/offender is important information at school level and it is also useful for the Local Authority to know, in order for example to have a picture of the extent to which pupils may be beginning to have engrained racist attitudes/behaviour.

Level of Intention/Distress

Richardson and Miles include the following descriptors:

- 1) No offence was intended or taken
- 2) Hurt or distress was caused, but the offending behaviour is unlikely to be repeated
- 3) Hurt or distress was caused, and the pupils responsible had previously been warned that their behaviour was unacceptable
- 4) Substantial hurt or distress was caused; the behaviour was based on substantial hostility and prejudice; the behaviour may be repeated.

An assessment of this kind would be a useful basis from which to decide what follow-up action is most appropriate.