

'Succeed today,



prepare for tomorrow'

'A happy, welcoming, school community where we all engage, achieve and excel.'

Racial Harassment Academic Year 2017 - 2018

Ethos

At Pudsey Bolton Royd Primary School we want our children to develop intellectually, physically, socially and morally within a safe environment. Our anti-racist policy will support our children in their social and moral development and provide a secure environment for users of the building regardless of their ethnicity and belief.

Racial Harassment

We aim to help staff and children to become confident in recognising and challenging racism in whatever guise it may occur.

Racial harassment has been defined as:

"Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins and where the victim believes that the perpetrator was acting on racial grounds because of their colour and/or there is evidence of racism"¹

A racist incident is any incident which is perceived to be racist by the victim or any other person. It might take any of these forms:

Verbal: name calling, insulting slurs and persistent teasing.

Physical: hitting, kicking, taking belongings and threats of violence.

Indirect: excluding, humiliation, spreading nasty rumours and ridicule spreading and comments via social media

¹ Definition from the Council for Racial Equality

Such behaviour can severely affect a child's ability to learn effectively and the effect of harassment can remain with a person both in the wider world outside school and throughout their life.

In The Curriculum

The most effective means of addressing racism and promoting equality of opportunity for all learners is through classroom interaction and the curriculum. The classroom must be the main arena where racist attitudes, misconceptions and stereotypes are discussed and challenged.

The curriculum, both planned and hidden, should reflect the fact that British society is one which is both multi-ethnic and culturally diverse. This is reinforced by Curriculum it should enable pupils to:-

"Acquire a knowledge of cultural.....etc..... and respect their own culture and that of others"

Further, it states that the curriculum must:

"Promote equal opportunities and enable pupils to challenge discrimination and stereotyping"

Curriculum requirements, both subject linked and cross-curricular, further emphasise the importance of:

- Treating pupils as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.
- Providing equal access to the curriculum, challenging myths, stereotypes and misconceptions.
- Raising expectations and appreciating what has been achieved; valuing and respecting individuals.

The variety of social and cultural groups present in our school should be evident in visual images, stories and information presented at school and accessed by the wider local community. The National Curriculum's inclusion statement requires schools to take action to meet the needs of different ethnic groups; therefore our curriculum must consciously incorporate a multi-cultural perspective in order to avoid reinforcing prejudices and racism through distortions, omission and misrepresentations of the historical and cultural experiences of people.

The Physical Environment

The ethos of our school is reflected in its appearance and atmosphere which is experienced and shared by all persons entering our premises. There are outward signs of our commitment to anti-racism in our multi-language signs and displays reflecting a multicultural community.

Books and Materials

In the selection and purchase of texts and materials, the school will take in to account their appropriateness in a multi-cultural society. We will not use any texts incorporating myths and stereotypes on which prejudices and hatred feed. Positive steps will be taken to acquire new resources in all subject and cross-curricular areas which reflect our multi-racial and culturally diverse society.

Materials in school will be examined regularly for racist bias. Such materials will either be withdrawn from use or used as a resource to promote discussion on racism and racist content.

Staff

Staff lead by example. For our anti-racism policy to be fully effective, every member of staff understands the policy and demonstrates a commitment to implementing it.

N.B. The work of colleagues will be undermined if only some staff are seen by pupils and parents to be behind the policy.

Good practice is seen to be where:

- "Head Teachers' strong stance on the unacceptability of racism provided staff with the confidence to manage incidents well
- Pupils and staff considered the firm approach of the senior management team to incidents and racism improved relationships between groups of pupils."²

The Head Teacher and Equal Opportunities Coordinator will draw the attention of staff to issues of racism by:

- Putting the issue of racial harassment on the agenda for regular discussion
- Examining school practices and procedures to tackle racism.

² Race equality in Education

- Drawing upon the advice and experience of others, including other schools and those with specialist knowledge and experience
- Agreeing to common strategies to improve the learning environment of the school
- Examining issues of exclusion from normal school events because of cultural or religious beliefs.

The Head Teacher (or most senior member of staff in their absence) will collate all racist incident forms and discuss the incident with the reporter. They will log the incident and discuss it with the class teacher, who will reassure themselves that the victim and perpetrator have been dealt with effectively, following the guidelines. Parents will be contacted if necessary in this instance (but definitely in the case of a second offence). The support of parents will be sought in explaining to the child how hurtful and unkind this behaviour is. It will be made clear to the parents that in the case of persistent offenders exclusion will be considered.

All incidents of racial harassment will be reported to LA using the appropriate documentation.

The consultation with the class teacher should include a discussion of any action to be taken to prevent recurrence of the incident. It might be considered appropriate to discuss this as a whole school.

Teachers should be the first in line in dealing with racist behaviour. They should always deal with any racist action brought to their attention by dealing with the offender in line with the guidelines. The teacher will ensure that the victim is made aware that the incident has been dealt with and will comfort them.

They should fill in an incident form with the Head Teacher, who will log the incident and take further action if necessary.

Support staff witnessing a racial incident should deal with it exactly as the teacher would, filling in an incident form with the Head Teacher who will ensure that the class teacher is aware.

Bilingual support staff should advise the Head Teacher of any pupils who make racist remarks in their first language, if appropriate, so that this can be dealt with following these procedures. They should also help in the liaison with parents so that they fully understand what has happened if their child has behaved in a racist manner and enlist the parents' support.

Dinner supervisors should be first in line to deal with incidents in lunchtime in exactly the same way as teachers during lessons, following the guidelines. They should inform their line manager when there has been an incident.

The line manager should report incidents to the Head Teacher (or most senior member of staff available) who will log the issue and inform the class teacher.

Any other adults working in school and witnessing a racial incident should report it to the Head Teacher.

Guidelines for dealing with Racist Behaviour

"One of the recommendations of the Macpherson enquiry into the death of Stephen Lawrence was that schools should record all race-related incidents and inform local education authorities. A further recommendation was that Ofsted should examine the implementation of such strategies"³

In **all** cases of racial abuse, a racial incident form will be completed. The Head Teacher (or most senior member of staff available) will discuss the incident with the reporter and fill in the school log book. The Head Teacher will then complete the racial harassment incident form for the local authority and send a copy to members of the Governing Body for discussion at the following full Governing Body meeting.

The Head Teacher will thus monitor incidents of racial harassment and will contact the perpetrator's parents personally.

Policy statement prepared by V. Smithies and agreed by governors

³ Race equality in education