Horsington Church School
A Bath and Wells Academy

'That they may have life, life in all its fullness' John 10:10

A STATEMENT ON RACISM

GOLDEN RULE: Always Think About Others

Horsington Church School is committed to racial equality and justice and will tackle all forms of racial prejudice, harassment and discrimination

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

Within Horsington Church School we want:

- all pupils to feel safe to learn, play and be with others.
- all pupils, parents, carers and staff to be treated fairly with respect and dignity.

We will not accept any forms of racist behaviour or harassment whether it is meant to be racist or not. Racist behaviour or harassment is any unpleasant or unacceptable behaviour against others because of their skin colour, religion, language or cultural background.

Different types of harassment or behaviour are:

- Physical hitting, kicking, spitting, taking or damaging belongings and threats of violence.
- Verbal or visual name calling, insults or teasing, making fun or jokes about (including graffiti, leaflets, books and badges).
- Indirect harassment or behaviour such as excluding on purpose, humiliating, spreading disrespectful rumours, laughing at.

We want pupils to tell us if they have a problem with racist behaviour and what they say will be taken seriously. We will try to make sure that those who deal with the problem understand and take care in handling the issues.

Dealing with racism is understood to be part of the school's policy to continually strive to build ever better behaviour. Incidents of racism will bypass Levels 1 and 2 of our code of sanctions and be fast tracked to Level 3. A Racial Harassment Incident Form should be completed on each occasion.
Reviewed: June 2004
Reviewed: November 2007
Reviewed: May 2009
Reviewed: July 2013
Reviewed: May 2015
Reviewed: June 2018

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School/Academy Perceived Racial Incident Report Form 2017 (last updated June 2017)

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 ☐	Gender M/F	Pupil/ Student NC Yr Group	Ethnicity (and nationality and/or faith if relevant) *see notes on page 6*	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)

	Clear support for victim at the time of the incident		Other victims supported, eg witnesses
	Clear challenge and/or reprimand for offender at the time of the incident		Victim supported following incident, eg discussion, counselling
	All staff who work with victim or offender informed		Referral to other agency
	Offender followed up, eg discussion, counselling		Sanctions imposed on offender
	Restorative justice or peer mediation approaches used		Whole class/group follow up
	Other action (please specify)		

10. Other Parties Informed (by school)

Victim Parents/Carers		Offender Parents/Carers		Somerset RAISE service (see p5)	
Somerset County Council – Commissioner for Vulnerable Groups				Police	
Somerset County Council – CSC		Other (please specify)			

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 were 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 be racism is considered as part of the decision-making process.

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

- Peter Newman, Commissioner for Vulnerable Groups (01823 355576) pnewman@somerset.gov.uk
- Somerset Racial Awareness, Inclusion and Support in Education (RAISE South West CIC) service caseworkers (Dion Bunting dionraise@gmail.com, 07596 979065 and Rose Stephenson rose1raise@gmail.com, 07751459957)

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 – British (WHB) – Irish (WHR) – Traveller of Irish Heritage (WHT) – Gypsy/Roma (WRO) – Any other White background (WHA)	**Mixed (Dual heritage)** – 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** – Indian (AIN) – Pakistani (APK) – Bangladeshi (ABA) – Any other Asian background (AAO)
Black, Black British, Black English, Black Scottish, or Black Welsh – Caribbean (BLB) – African (BLF) – Any other Black background (BLG)	**Chinese, Chinese British, Chinese English, Chinese Scottish or Chinese Welsh** – Chinese (CHE)	**Any other ethnic group** – (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.