Buckland Primary School

Racial Incidents Guidance and Policy

Believe, Excel, Strive, Together

Date of issue	September 2025
Next Review Date:	September 2027
Policy Origin	R Hutton

1. The school has adopted and will follow the Local Authority advice and guidance on racist incidents.
2. This policy covers pupil to pupil interaction.
3. However, if the incident involves a pupil and the alleged perpetrator is a member of staff, it will be dealt with according to the school's Safeguarding and Disciplinary Procedures.
4. In incidents where the victim and the alleged perpetrator are both members of staff, the incident will be dealt with according to the staff Disciplinary Policy.

Principles

- The school believes that all pupils, regardless of their race, nationality, culture or religion, are entitled to an education, which is free from racial discrimination and harassment.
- All staff are expected to take all allegations seriously and to implement the agreed policy and procedures.
- Dealing with racist incidents should be seen as part of the school's general Behaviour Policy, which includes dealing with bullying.
- The Headteacher or their designate will keep staff and governors updated on racial equality and harassment issues through regular briefings, INSETs and board meetings.
- The Headteacher or their designate will present an annual report to the Governing Body on the details logged in school. This data is also sent in summary form to the Local Authority (termly).
- This policy will be reviewed regularly and take account of the school's experience during the previous year.

The Legal Position

- Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.
- Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.
- Under the Criminal Justice and Public order Act (1994) intentional racial harassment is a criminal offence.
- The Definition of a Racist Incident, Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that:

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

This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

Examples of Racial Harassment in School

Racial harassment in school might include:

- verbal abuse of any kind, including name calling. (Terms such as "Paki", "Gypo", "Pikey, Nigger" etc. are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general.)

- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- ostracism in the playground, classroom or working groups;
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- distribution of racist literature, including jokes, cartoons, drawings etc.

Values, Ethos and Relationships

- Buckland Primary School is committed to an inclusive policy which encourages good relationships, mutual understanding, the celebration of diversity together with mutual respect and trust.
- Every child in the school is valued equally.
- Staff respect and nurture the individual identity of all children.
- Governors and staff are committed to fairness, justice and respect in the way they behave towards each other. Everyone is aware that racism is unacceptable and will not be tolerated.
- Governors and staff value cultural and ethnic diversity and celebrate the achievements of all pupils through the curriculum, assemblies, displays, resources in the library and school events.

Where ethnic minority pupils form part of our school community, every effort is made to ensure that;

- minority ethnic pupils feel that their home language, background and culture are valued;
- the parents of minority ethnic pupils feel positive about the school and are involved in their child's education;
- staff are sensitive to the specific cultural, educational, and emotional needs of children such as those with English as an additional language (EAL), GRT families, refugees or asylum seekers.

The Curriculum and Race Equality

So that all children in the school will learn about their rights and responsibilities in a multicultural society, the curriculum is designed to include:

- teaching about the entitlement of each individual to basic human rights;
- using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice;
- selecting books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world;
- offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development;
- involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills;
- examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors;
- providing opportunities for children to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner;
- developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism;
- encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

Working with Parents

All parents of pupils at the school are expected to support the school in promoting race equality and countering racial harassment. The school will:

- inform all parents about the school's policy on race equality
- encourage all parents to play an active part in the life of the school and report any concerns they have about racism in the school;
- ensure that parents are informed if their child has been the victim of a racist incident. They will be told about the action taken by staff and reassured that the staff will support the child and make every effort to prevent any recurrence of the incident;
- use opportunities presented by assemblies, school functions, parents' Evenings and newsletters to share with all the parents the commitment of the school to race equality;
- challenge any racist views or comments which may be expressed by parents in discussion with a member of staff or on the school premises, and drawing their attention to the school policy, LA guidelines and national legislation;
- be alert to incidents which take place outside the school premises and being prepared to support families under threat of racial harassment. This might include working with outside agencies such as the Surrey Police.

Supporting the Victim

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism. Effective action could include:

- speaking separately to the victim, giving him/her support and reassurance;
- offering the pupil an opportunity to talk about the incident and say how he/she feels;
- asking whether the pupil has been subject to racism on previous occasions;
- recognising that the pupil might rather talk about the incident at a later stage;
- explaining to the pupil the action that has and/or will be taken;
- reassuring the pupil, the school's commitment to combating racism and encouraging him/her to report incidents in the future;
- informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident and supporting parents if they wish to make a complaint to the police;
- should an interpreter be required or if the family requires further support by contacting the local authority or family member or friend;
- care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns.

Dealing with the Perpetrator(s) of a Racist Incident

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation.

Failing to do this will could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents.

Prompt, appropriate and consistent responses from staff will encourage pupils and parents to report incidents and share their concerns and worries. As far as the perpetrator is concerned, it is the behaviour the school disapproves of and **not** the child.

Effective action could include:

- investigating the incident to ascertain the facts, together with the background which led up to the incident;
- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong, hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, asking the pupil to apologise for his/her action;

- referring the incident, where appropriate, to a senior member of staff for disciplinary action in accordance with the school's Behaviour Policy;
- contacting the parents to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition;
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future.

Following up An Incident

Effective action could include:

- Considering whether the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way;
- Monitoring the perpetrator's future behaviour;
- Considering whether any other members of staff need to be informed
- Identifying any particular places or times when pupils might be vulnerable, alerting staff by way of the guidance bulletin; encouraging staff to keep an eye on the victim building up his/her trust over time;
- Consider whether the topic needs to be part of a class discussion, phase or whole-school assembly;
- Staff to be alert for pupils who may be suffering in silence.

Recording and reporting Procedures

- All incidents should be reported and recorded on the School Prejudice Incident Report Form however minor that might seem at the time. These are located in the school office and on the safeguarding boards.
- All incidents to be logged on CPOMS with the prejudice form attached and associated actions recorded.
- The Senior Leadership Team is responsible for overseeing the reporting procedure and will monitor the incidence of racial harassment on a regular basis.
- The information recorded will form the basis of the Headteacher's termly report to Governor's, where there is information to report, and the return made termly and Bi-annually to the LA.
- A record will be kept of action taken by the school.
- All records will be kept securely.

Policy produced September 2023

Policy reviewed September 2025