

**GUIDANCE ON MONITORING AND REPORTING ALL INCIDENTS OF A
RACIST OR OTHER DISCRIMINATORY NATURE
IN SCHOOLS**

Revised September 2008

It is a statutory duty (Race Relations (Amendment) Act 2000) for schools to record and monitor all racist incidents within their school. The School Governing Body and Local Authority should be informed of all racist incidents annually. The Local Authority will request this information in the autumn term for the previous academic year. From September 2007 schools have had a duty to promote community cohesion and, from September 2008, OFSTED has a duty to report on schools' work in this area.

It is good practice for schools to record all incidents of a bullying or other discriminatory nature in order to inform their work in promoting community cohesion. Provision for this will be included in the Racist and Hate Incident Reporting Form (Appendix 8) from September 2008.

This guidance offers support and information to support schools dealing with all incidents of a discriminatory nature with an emphasis on racist incidents.

**Guidance on Monitoring and Reporting Incidents of a bullying, racist or
other discriminatory nature
in Schools**

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1. A Whole School Approach

The benefits of tackling racism and discrimination in your school are:

- Meeting all pupils' needs, encouraging them to achieve their full potential and raising educational standards;
- Taking specific action to tackle any differences between racial groups in terms of their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion) in admissions or in assessment;
- Creating a positive atmosphere where there is a shared commitment to value diversity and respect difference;
- Challenging and preventing racism and discrimination and promoting good relations between people from different racial groups;
- Preparing pupils to be full citizens in today's multi ethnic society;
- Making your workforce more representative of the communities you serve;
- Improving staff morale and performance;
- Avoiding losing able staff; and
- Making full use of the skills and ideas of people from different racial groups (for example in the classroom or as members of governing bodies).

Responses to racist incidents and other discriminatory behaviour should be part of a broader whole school response in promoting community cohesion.

A positive anti-discriminatory school ethos and curriculum is vital to tackling all incidents driven by racism and prejudice to ensure all children and young people achieve within school.

In school inspections undertaken by Ofsted under the terms of the Education Act 2005, a school is asked to determine, amongst other things, whether or not the school is complying with the general and specific duties of the Race Relations (Amendment) Act 2000. From September 2008 OFSTED will have a duty to report on a school's promotion of community cohesion.

In addition, Ofsted will evaluate pupils' understanding of the effects of stereotyping, prejudice, sexism, racism and all other forms of discrimination.

A racist incident of a discriminatory nature is an offence committed against a person or property which is motivated by a person's hatred of people because they are believed to be different. This includes prejudice on the grounds of:-

- Race
- Religion
- Disability
- Gender identity
- Age
- Sexual orientation

Ofsted has outlined in its document 'Race Equality in Education' Nov 2005 good practice seen in schools on handling and reporting racist incidents. This also applies to other incidents of a discriminatory nature. They are as follows:

- The senior management team ensures that pupils, parents and staff are aware of the school's approach to race-related incidents, through publishing the school's policy in the school's prospectus, and mentioning the policy at induction sessions with new pupils and parents.
- Pastoral guidance managers conduct regular staff audits to establish whether they have received training on incidents, and initiate in-house or LA-led training events where necessary, reflecting both the school's policy, and the LA's guidance and reporting procedures.
- Pastoral managers ensure that incidents are properly recorded, and responses judged appropriately to reflect the seriousness of the incident.
- The adverse effect of the victim is emphasised, with the accent placed on an assertive approach to perpetrators (possibly through role play - such as putting the perpetrator in the shoes of the victim).
- Parents/carers of perpetrators are appraised of the incident, and the action taken by the school.
- In the case of serious incidents (such as repeated verbal abuse, or physical intimidation) the views of the headteacher and the relevant LA officer are sought, before determining sanctions.
- The number of incidents handled and recorded is reported on at least a termly basis to governors, and annually www.ofsted.gov.uk?publication/539 to all parents.

2. **Legal Duty**

Governing bodies have a legal duty to take measures to prevent all forms of bullying and to ensure the school has a race equality policy. They also have a duty to promote community cohesion.

It would be good practice for a school to have policies and procedures to deal with all incidents of a discriminatory nature.

2.1 Race Relations (Amendment) Act 2000

Governors are the “responsible body” for implementing the Race Relations Act, so any breaches, lack of progress or acts of discrimination within the school, could result in legal action against them rather than their staff.

The duties are as summarised below:

General Duty

The general duty means that governing bodies must have due regard to the need to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Specific duties

The specific duties are intended to help schools meet the general duty. The specific duties are:

- Prepare and maintain a written race equality policy
- Assess the impact of all policies on pupils, parents and staff from different racial groups, in particular, schools should assess whether their policies have, or could have, an adverse direct or indirect impact on the attainment levels of pupils
- Take reasonable practicable steps to publish results of their monitoring each year, highlighting the trends and issues they plan to address

Recording and reporting racist incidents

To meet the General Duty and comply with the Commission for Racial Equality (CRE) statutory Code of Practice, schools should record, monitor and report all racist incidents, as outlined in the DfEE circular 10/99 ‘school inclusion: pupil support’ section 4.32.

'All schools' behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it. The school should record all racist incidents, and parents and governors should be informed of such incidents and the action taken to deal with them. Governing bodies should inform LEAs annually of the pattern and frequency of any incidents'.

The CRE has also produced a document to aid schools to assess their Race Equality Policy. This can be found at www.cre.gov.uk

2.2 Summary by Ofsted

In its thematic report *Race Equality in Education*, published in November 2005, Ofsted summarised the statutory position as follows:

'The legislation, administrative guidance and inspectors' expectations ... signal to schools and local authorities the need to put in place systems for handling and recording race-related incidents. Beyond that, the number and range of types of incident reported to inspectors in the survey and the adverse impact of racist abuse on victims' attainment and attitudes, show clearly the need to deal with such incidents effectively and proportionately.'

2.3 Audit Commission

Within the framework of best value performance indicators (BVPIs), local authorities must collect figures from schools each year on the numbers of recorded racist incidents and must report to the Audit Commission the numbers of racist incidents per 100,000 residents (BVPI 174) and the numbers of incidents in which follow-up action was taken (BVPI 175).

2.4 Children Act 2004

The Children Act 2004 introduced multi-inspectorate joint area reviews of children's services. The reviews will seek evidence that services implement and monitor policies on combating bullying, and that services take action to challenge and reduce discrimination by and of children and young people.

2.5 School Standards and Framework Act, 1998

The act requires headteachers to ‘determine measures ... to be taken with a view to ... preventing all forms of bullying among pupils. The measures ... shall be publicised ... in a written document ... and [be made] generally known within the school and to parents ... at least once in every school year (and be brought) to the attention of all such pupils and parents and all persons employed, or otherwise engaged to provide their services, at the school.’

2.6 Education Act 2005 and school self-evaluation

Schools are required to evaluate the extent to which learners feel safe and adopt safe practices and as part of this are prompted to consider whether learners feel safe from bullying and racist incidents, and the extent to which learners feel confident to talk to staff and others when they feel at risk.

Inspectors will routinely seek views from pupils about their experience, including whether they feel free from bullying and harassment.

3. Types of Incidents

The following types of incidents are all included in the definition of incidents of a bullying, racist or other discriminatory nature.

- Verbal bullying - Name calling, shouts of abuse, offensive or sexual remarks and threatening language
- Indirect bullying - Intimidation, dirty looks, starting/spreading rumours, falling out of friendship groups, isolation, writing on books, bags, walls and bus stops or displaying literature or materials of a racist, sexist or pornographic nature
- Cyber bullying - Nasty texting and emails
- Physical bullying - Punching, kicking, fights and pushing, stealing or hiding belongings and sexual assault

3.1 Response to all incidents of a discriminatory nature

Teachers have a responsibility to respond appropriately and sensitively where language likely to cause offence is used by young people regardless of their ethnic, religious or any other background. For example, young people may experiment with racist language, including applying it to themselves or their friendship group, or they may accept racist nicknames in a desire to conform or be accepted. It is important that they understand that language in school must be broadly and publicly acceptable, as would be the case in any workplace. Racist, sexist, disablist, homophobic or any other discriminatory language has no place in schools.

Incidents of a discriminatory nature are often complex and inter-related with other events and may involve group as well as individual behaviour. In any circumstances, bullying on any grounds is unacceptable and must be dealt with effectively and with sensitivity.

3.2 Bullying

Bullying can be defined as an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person. For further information www.beyondbullying.co.uk

4. Racist Incident

In the publication of the report of the inquiry into the murder of Stephen Lawrence, Recommendation 12 was that the definition of a racist incident should be:

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

“This recommended definition is not to prejudge the question of whether a perpetrator’s motive was racist. The purpose of the definition is rather to ensure that investigations take full account of the possibility of a racist dimension to an incident and that statistics are collated on a uniform basis.”

(Source: Code of Practice on Reporting and Recording Racist Incidents, Home Office. May 2000)

This definition is also designed to take account of the fact that there is under-reporting of racist incidents and provides a

starting point for schools in addressing the wide range of behaviours which could be racially motivated.

Under this definition any incident which is perceived **by anyone** to be racist must be investigated, recorded and monitored as such. Even if the person who perceives the incident to be racist changes his or her mind.

Racist incidents are not necessarily intentional; they may not seek to cause harm or offence but are due to lack of understanding or ignorance of the meaning of certain words, remarks or behaviour. These incidents need dealing with sensitively to educate pupils as part of a wider preventative strategy.

4.1 Intentional Racism

The behaviour of individuals who are intentionally racist will need to be dealt with in a different way from either unintentional incidents or from other bullying incidents. The DCSF suggests the following points should be considered when responding to intentionally incidents of a bullying, racist or other discriminatory nature.

- Whether the child or young person is known to hold racist views or to engage in racist behaviour
- Whether the child or young person is part of a friendship group known to hold racist views or to engage in racist behaviour
- Whether the child or young person was wearing outward signs of belonging to a racist culture (for example, skinhead clothes and haircut, BNP insignia)
- Whether the clothing of the person attacked clearly identified her or him as belonging to a particular religious or cultural group
- Whether there was no or slight provocation
- Whether there is no other explanation for the incident

See section 10 for advice on dealing with intentional racist incidents

5. Religious or Faith Abuse

Religious or faith abuse is unacceptable. Everyone has the right to feel safe wherever he or she lives.

Any incident, which is perceived to be motivated by faith or religious hatred by the victim or any other person is an incident of abuse and should be dealt with by the school.

6. Homophobic Incidents

Homophobia is the bullying, persecution or harassment of lesbian, gay, bisexual and transgender people.

" . . . homophobia can be defined as an irrational dislike, hatred or fear of individuals that are lesbian, gay, bisexual or transgender. It results in negative consequences ranging from damage of self-esteem to premature death." (Tackling Homophobic Bullying, NASUWT)

6.1 **Homophobic Bullying**

Homophobic Bullying is a problem that is potentially damaging to a lot of young people whether they identify as being Lesbian, Gay or Bisexual (LGB) or not. This can happen anywhere and does.

Most homophobic bullying takes place at a time when young people, particularly boys, are unsure about their own developing identity - subjected as they are to the confusing messages our society sends out about what it means to be 'a man' and against the stereotype of what it means to be gay. Homophobia presents itself in young people as the fear of and the reaction to an issue about which they can have little understanding and to a person perceived as 'different'.

6.2 **Support**

Within Leicestershire there is the Leicester Lesbian Gay and Bisexual Centre where there is a team of staff who are experienced in dealing with LGB issues of discrimination and can advocate on behalf of people who are experiencing difficulties. There is also the First Out Youth Group which also meets regularly for social activities and also issues-based work around the centre. It can be a good social networking opportunity and also workers are on hand to offer support if needed.

7. Transphobic Abuse

"Any incident which is perceived to be transphobic by the victim or by any other person".

Transphobic crimes are usually motivated by the offender's ignorance, prejudice or fear. Such hate crimes can have a serious impact upon the victims and their quality of life.

8. **Sexual Harassment**

Sexual harassment is 'any unwanted verbal or physical advance, of a sexual nature, sexually explicit derogatory statement or sexually discriminatory remark which is offensive, threatening, abusive or insulting.

9. **Disability Harassment**

Disability harassment includes any unwanted verbal or physical abuse and or behaviour related to a person's disability, which is offensive, derogatory, discriminatory, threatening, abusive or insulting.

10. **Responding to incidents**

The school should have a race equality policy which is known to the whole school community. In addition it is good practice to have a policy to deal with all incidents of a bullying or other discriminatory nature. Within these policies there needs to be flexibility to respond to each incident as a learning experience for all concerned. The aims will be to deal with any unacceptable behaviour, to prevent racism and discrimination against groups, to re-establish good relations across the school and to promote community cohesion.

10.1 **Literature and graffiti**

Prejudicial literature, badges and insignia should be confiscated immediately and the reason for not allowing them explained. Graffiti or slogans, whether on books or walls should be removed immediately and any damage repaired. Letters home should convey the seriousness of such incidents and the school's determination not to tolerate prejudice be made explicitly.

10.2 **Comments and name-calling**

Where incidents involve comments, name-calling, sharing of hurtful stereotypes or propaganda these should be clearly challenged. It should be made explicit that a repeat of such behaviour or language will not be tolerated and will lead to more severe discipline. An educative response will be needed to ensure that there is a full understanding of what is unacceptable and what change in behaviour is expected.

10.3 **Physical violence**

Incidents involving physical violence should always result in serious disciplinary action, including reporting to the police where appropriate and, possibly, exclusion.

10.4 **Isolation**

Isolation, ostracising or refusal to work or sit with another pupil can be dealt with by isolation of the perpetrator where it is not inappropriate for the individual concerned. Management of relationships will be an important part of follow-up and the target will need support to overcome his or her isolation.

10.5 **Outside school**

Incidents which occur outside of school but which involve or impact upon relationships within schools should be dealt with as a school concern. It is not appropriate to ignore incidents of a bullying, racist or other discriminatory nature because they happen outside of school time or outwith school premises. All incidents that contribute to a climate of fear, intimidation or hostility should be considered priorities. It may be necessary to work closely with other agencies in resolving such incidents.

If, in resolving incidents, it becomes appropriate to intervene to separate pupils in order to ensure that the incidents do not continue or to facilitate a fresh start with new relationships, it should be the perpetrator and not the target who should be removed or inconvenienced. Exceptions would only be with an explicit agreement of the target and/or his/her parents/carers.

In the case of serious incidents the head teacher should always be informed and consulted, and schools should consult with a local authority officer in deciding on a course of action in response.

10.6 **Police involvement**

Schools should consider advising the police of any criminal activity. This includes incidents of a bullying, racist or other discriminatory nature that are categorised as crimes, for example physical violence, damage to property, theft and sustained or repeated harassment.

Schools should evaluate their responses to incidents as part of their review and monitoring process.

10.7 Responding in the broader school community

Incidents have an impact, not only on the perpetrator and his or her target, but also on those who witness the incidents and others who hear about them. It is important that schools make sound judgements about informing the relevant wider school audience as part of promoting an ethos designed to be intolerant of discriminatory behaviour.

Where serious or frequent incidents occur:

- Ensure that the seriousness and unacceptability of discrimination and unequal treatment is communicated to **all** who have knowledge of it within the community, e.g. through assemblies or tutor groups.
- Ensure that children more broadly involved in incidents, e.g. as bystanders or witnesses, are **actively** (e.g. through a lesson) involved in understanding what has happened, their response and responsibilities and the school's response.
- Address key educational issues through curriculum, especially but not exclusively through PHSE opportunities.

10.8 Responding to Parents'/Carers' Concerns

Parents'/Carers' of pupils who have experienced prejudice may find it difficult to approach schools with their concerns. A positive response which focuses on understanding and addressing their issues and working in the best interest of their child will develop their confidence and faith in the school.

Nevertheless parents/carers may wish to bring an advocate or other supporter to meetings at the school. This should be encouraged and actively supported.

10.9 Responding to Young Children

Even young children can be involved in incidents of a bullying, racist or other discriminatory nature or hurtful behaviour about a group or individuals who are perceived to be different. For example they may sometimes react to cultural or colour differences with discomfort and/or hurtful behaviours, e.g. using inappropriate language. It is necessary to intervene so that their unfamiliarity and discomfort do not develop into prejudice. Suitable interventions are about more than just politeness and

class rules. The aim should be to educate pupils in cultural diversity and equality.

Young children may also repeat responses and language that they have heard used by adults or older children in other settings. Part of the school's responsibility is to teach children appropriate language and standards for discourse about race, ethnicity and religion. This enables all to feel safe and secure while allowing pupils to discuss real issues.

It is important to be vigilant when pupils do rehearse stereotypes or repeat offensive language and ideas, rather than colluding by omission to address these issues. Pupils may present such situations from naivety, ignorance, stereotyped humour, repetition of prejudice they have heard elsewhere, or from an intentional desire to hurt or deride others. In all cases, regardless of the individual's intention, teachers need to respond appropriately.

Some of the key learning points for pupils in this area include:

- Knowing what stereotypes are and how they can be used to oppress certain groups
- Knowing that there is appropriate language that can be used in referring to groups and discussing issues and there are sensitive ways of asking questions about aspects of ethnicity, colour, culture, religion/faith and disability.
- Knowing that some language is deeply offensive and should never be used
- Knowing that where offence has been caused this must be resolved. It needs to be clear to all that a positive curiosity and willingness to learn about difference is encouraged within a supportive and valuing educational context

10.10 Responding to Incidents Involving Staff, Governors, Contractors and Visitors

People who work at school, whether they are direct employees or contractors' staff may be the subject of allegations of bullying, racist or other discriminatory incidents, either as perpetrators or victims. Schools must be open to challenge and prepared to investigate all such allegations fully and fairly.

All staff who are employed by the governing body are subject to the schools' personnel procedures, including the disciplinary, grievance and harassment at work procedures.

A complaint about a hate incident by someone who is not an employee (such as a parent or external contractor) should be dealt with using the harassment at work procedure even though any formal investigation may be unavoidably constrained by the

unavailability or unwillingness of people who are not employees to be questioned. In such circumstances, the duty remains for management to deal with the complaint as thoroughly as possible.

11. **Dealing with Incidents of a bullying, racist or other discriminatory nature in School**

A. Initial Response

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

B. Record

- Notify the named management team member responsible for dealing with incidents of a bullying, racist or other discriminatory nature
- Record incident following school procedures; a form for racist incidents and other incidents of a discriminatory nature is also available on EIS.

C. Investigate

- Nominate lead person
- 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 prejudice is recognised and dealt with
- Reinforce school's position and rules
- If it is not judged to be a racist incident or incident of a bullying or other discriminatory nature, this will 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 needed a response.

D. Further response

- Inform and involve tutors/class teachers, if not already involved
- Follow through with both victim and perpetrator
- Address the perpetrator's prejudice and correct misperceptions, e.g. about not belonging in "our" country
- Reinforce the school's position and rules on prejudice
- Bring both parties together and give them a chance to be involved in resolving the situation

- Contact parents/carers (Local Authority in the case of ‘looked after children’) of both the victims as well as the perpetrators - a procedure for reporting should be in place. This could involve a letter appropriate to the situation with a telephone call with an invitation in to school (if felt to be appropriate).

NB: Victims have a right to refer cases to the police if their parents so wish and all parties have a right to complain through the Governing Body’s Complaints Procedure (Section 29 of the 2002 Education Act: guidance to schools issued November 2003).

E. General Follow through

- Follow through with appropriate measures to reinforce the school’s position with individuals/group/class/school via assembly, circle time, tutor period and curriculum
- Present monitoring returns to staff to ensure regular discussion and development of good practice
- Continue to encourage pupils to report and discuss incidents of a bullying, racist or other discriminatory nature
- Use existing means of involving pupils, such as a pupil post box or student council
- Governing Bodies could be informed annually of incidents and actions taken to deal with them as a part of the head teacher’s report. Good practice would suggest that governors should be informed of such incidents termly.
- **A governor should be nominated to oversee this area**

All the above should be dealt with in accordance with Data Protection and confidentiality of individuals should be maintained at all times.

F. Support

- Appendix 6 lists a range of agencies that have information that can support schools in tackling discriminatory behaviour and incidents.

12. School responsibilities

12.1 Communicate with Local Authority

- Provide data on racist incidents as requested by LA in Autumn Term
- Data provided to the authority is not about individual pupils but about number of incidents, trends and actions.

It can be better for a school to have a large number of incidents that they are dealing with effectively, than no incidents because prejudice is not being tackled.

- Provide data on other discriminatory incidents on the racist incident monitoring form.

12.2 Designated member of staff, preferably Senior Teacher

They should:

- Take responsibility for regular monitoring and review of recorded incidents.
- Attend training updates as notified by the local authority to ensure a full and up to date understanding of legal and procedural changes.
- Monitoring the practical delivery of the policy, including overseeing the handling of incidents
- Undertaking monitoring analysis required by the Race Relations (Amendment) Act.
- Overseeing the development of a preventative strategy, including a curriculum that reflects anti-racism and diversity
- Training for all staff on policy and practice
- Ensure the whole school community is aware of the race equality policy and policies to tackle incidents of a bullying, racist or other discriminatory nature
- Ensure clear system to enable pupils, staff, parents and visitors to report incidents
- Manage the recording and responses to incident
- Report incidents to governors
- Ensure the Local Authority receives requested information on racist incidents in the Autumn term

12.3 The Designated Governor

The designated governor should:

- Ensure dealing with racist incidents and incidents of a bullying, racist or other discriminatory nature is included in behaviour policy
- Ensure that the governing body monitors the number and nature of racist incidents in the school and the action taken to deal with them.
- Ensure the governing body monitors all incidents of a bullying, racist or other discriminatory nature

12.4 Headteacher and Leadership Team

The role of the head teacher and the leadership team is crucial to the success of schools in handling incidents and maintaining a racially harmonious atmosphere. Head teachers should:

- insist that all incidents are treated seriously and that staff follow school policy and practice consistently.
- make the school's position clear at induction meetings with parents/carers of new pupils.

12.5 Roles of other staff

- All staff in schools should know the school's policy and procedures for dealing with incidents and understand their role in following them rigorously.
- All teachers must challenge prejudice as soon as it arises, follow it up as appropriate and provide appropriate support for pupils.
- Staff need to be vigilant and proactive in reporting incidents of a bullying, racist or other discriminatory nature
- All staff – support staff and teaching should be vigilant at all times and open to pupils' concerns about experiences of racism and other discriminatory behaviour, being ready to listen and to take reports seriously. Distressed pupils should be supported and all incidents reported to the appropriate member of staff.

12.6 Expectations of pupils and parents/carers

- All pupils should understand the expectations of the school and the priority given to preventing and addressing prejudice when it occurs.
- Pupils are encouraged to report all incidents of a bullying, racist or other discriminatory nature.
- Parents, when accepting a place at a school, take on a broad acceptance of the school's policies and procedures. They should, therefore, be consulted on any changes of policy which has implications for them and their children. Parents/carers should be encouraged to ensure all incidents of a bullying, racist or other discriminatory nature are reported and that their child displays appropriate and acceptable behaviour in and out of school.

APPENDICES

Checklist of Requirements* for Policy and Practice in Dealing with Incidents of a bullying, racist or other discriminatory nature

Leadership	Tick Box
<ul style="list-style-type: none"> The head teacher gives a strong and active lead on the unacceptability of prejudice 	
<ul style="list-style-type: none"> Members of the School Leadership Team (SLT) (including governors) understand their responsibilities under legislation and statutory requirements 	
<ul style="list-style-type: none"> Designated member of SLT monitors all aspects of the implementation of the hate incident policy 	
<ul style="list-style-type: none"> Systematic and regular monitoring of incidents of a bullying, racist or other discriminatory nature occurs regularly (at least annually) e.g. to identify trends, develop preventative strategies and ensure the effectiveness of policy and practice 	
<ul style="list-style-type: none"> A designated governor or committee works closely with the designated manager to oversee effectiveness of policy and practice 	
<ul style="list-style-type: none"> The school provides data on racist and hate incidents to the local authority as requested in the Autumn term 	
<ul style="list-style-type: none"> The school has a race equality policy 	
<ul style="list-style-type: none"> The policy uses the required definition: "a racist incident is any incident perceived to be racist by the victim or any other person" and illustrates how the definition will be applied 	
<ul style="list-style-type: none"> The policy explains actions to be taken when a racist incident occurs 	
<ul style="list-style-type: none"> The school has a policy for dealing with incidents of a bullying, racist or other discriminatory nature 	

Staff

<ul style="list-style-type: none"> Staff have been trained in the requirements of the race equality policy and any other policy of a bullying or other discriminatory nature 	
<ul style="list-style-type: none"> Incidents are recognised and recorded. This is particularly necessary with racist incidents, where there is a statutory duty to report and record incidents 	
<ul style="list-style-type: none"> Staff apply policies. 	
<ul style="list-style-type: none"> Staff are informed appropriately of incidents as part of the prevention and support strategy 	

Processes and Preventative Strategy

<ul style="list-style-type: none"> Response to incidents includes informing parents/carers of pupils involved 	
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<ul style="list-style-type: none"> • School brochures and other literature contain a clear statement that any form of racist behaviour is not acceptable and will be dealt with 	
<ul style="list-style-type: none"> • The wider school community is made aware of the school's race equality policy and any other policies for dealing with incidents of a bullying, racist or other discriminatory nature and is reminded of the school's expectations as part of the response to significant incidents 	
<ul style="list-style-type: none"> • Incidents which occur outside of the school are also a matter of concern and are dealt with in liaison with appropriate outside agencies 	
<ul style="list-style-type: none"> • Incidents of bullying are ethnically monitored 	
<ul style="list-style-type: none"> • The curriculum promotes cultural diversity, community cohesion and challenges assumptions, prejudices and stereotypes that lead to behaviours and attitudes that discriminate against a person because of race, faith and religion, sexual orientation, disability, gender and age 	
<ul style="list-style-type: none"> • Efforts are made to ensure that the perspectives of particular minority ethnic groups inform school policy and decision making 	

Principles for responding to incidents

The following principles should inform schools policies on incidents of a bullying, racist or other discriminatory nature:

- All members of the school community including staff, pupils and parents/carers have a right not to experience prejudice at school whether or not this is directed at them.
- All perspectives on a race incident or incident of a bullying, racist or other discriminatory nature has occurred should be recorded and investigated. An immediate response is vital even though full investigation and response may then follow. Investigating and resolving incidents should be given a high priority. Speed of response communicates the seriousness with which the school views an incident and inspires confidence from wronged or distressed parties.
- School staff should understand that their reactions to such incidents will influence the attitudes of pupils. For example, a failure to respond may be seen as condoning racism and prejudice.
- It is important that school staff acknowledge that pupils and staff who have experienced prejudice may have developed strategies to deal with this. Intervention should, where possible, support and empower pupils/staff who have suffered harassment. A balance should be struck between supporting pupils/staff and protecting them. For example, the school's response should be discussed with, and explained to, the pupils and parents/carers or staff involved.
- It may be the victim's preference that incidents should not be investigated or dealt with. In such cases the possible consequences should be explained and the victim encouraged to reconsider his or her position. Schools must respond fully where not to respond would be detrimental to the school ethos and community. If the victim's preference not to investigate is supported the school will still need to consider the implications of the incident for the school and its community.
- School staff should feel that dealing with these issues is a learning experience and that there is no one way of dealing with incidents.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school's commitment to dealing with incidents of a bullying, racist or other discriminatory nature.
- Pupils who have experienced prejudice, and their parents/carers, should be kept fully informed at each stage of the process.
- Schools should ensure that there is a strong prevention strategy in place involving policies, procedures, training for all staff, curriculum work and links with other agencies. An ethos in which pupils are encouraged and enabled to report behaviour that is of concern, including bullying and racism will be a significant part of such a strategy.

- Schools and staff must not accept racist or hateful remarks or incidents about groups or individuals (intentional or unintentional) from any member of the school community, regardless of the presence or absence of a formal 'victim/target'.
- In seeking to develop a climate which does not tolerate racism, homophobia, sexism, ageism or disability, schools should ensure that policy and practice with regard to incidents is explicit to all members of the school community, for example by including information on policy and practice in literature to parents/carers, staff and visitors and by teaching pupils how to raise their concerns and how to help each other respond assertively to racist bullying.

Racist bullying and other bullying

Introduction

OfSTED has identified that many teachers do not feel confident when dealing with incidents of a bullying, racist or other discriminatory nature. One problem is that they do not feel sufficiently clear about how racist behaviour amongst pupils differs from other kinds of unacceptable behaviour. This paper briefly summarises the features that all kinds of bullying have in common and then also lists the distinctive ways in which incidents of a bullying, racist or other discriminatory nature are different

Similarities

- Pupils who are targeted experience great distress. They may become fearful, depressed and lacking in self confidence and their progress at school may be severely impaired.
- The distress is connected with feelings of being excluded and rejected.
- Also, the distress is because a characteristic is picked out as a justification for the bullying that the person attacked can do nothing about - their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- Since all kinds of bullying cause distress, all are wrong.
- Those who engage in bullying develop a false pride in their own superiority
- Teachers and even parents/carers are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- When dealing with incidents. Staff must attend to (a) the needs, feelings and wishes of pupils who are bullied (b) the needs, feelings and wishes of their parents/carers (c) the children and young people principally responsible for the bullying (d) any supporters they have and (e) any bystanders and witnesses

Differences

- Racism and other prejudices have a long history affecting millions of people. People are seriously harmed and injured by it, and sometimes even viciously attacked and murdered. Words such as 'Spotty', 'Fatty' and 'Four Eyes' are seldom used by adults and seldom or ever used by adults to justify offensive behaviour. Racist words and prejudices, however, are associated with discrimination in employment and the provision of services and with a range of criminal offences.

- The law recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community, or group. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine year old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'
- Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self worth. Often, therefore, they hurt more deeply as well as more widely. 'They attack me for being an Arab,' remarks Ahmed. 'But I'm an Arab because my father is an Arab, and I love my father. Do they think I should stop loving my father. I couldn't do that, ever.'
- Racist attacks are committed not only against a community but also, in the eyes of the offenders themselves, on behalf of a community - offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group, and they may well feel it is right and proper to take the law into their own hands, this is how they may be seen by those at the receiving end. So a Traveller child, for example, may then fear and distrust all settled people, not just those who engage in bullying.
- Most bullying involves a series of incidents over time. In the case of racism, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time.

DCSF frequently asked questions about racist incidents (many of these questions and the answers could be applied to all incidents of a bullying, racist or other discriminatory nature).

Introduction

People often put these queries, concerns and objections to themselves, inside their own heads, even when they do not voice them.

It is important that schools should acknowledge that such concerns do exist, and are in the minds of parents/carers, governors and pupils as well as of staff.

These materials are provided for discussion at staff meetings and training events. The process of clarifying questions such as these, and moving towards consensus and shared understanding, is an invaluable part of the policy making process.

Why does the definition of racist incidents stress perception? Procedures in schools should be based on objective tests and evidence, surely, not on subjective impressions and perceptions?

The definition was drafted in the first instance by the Association of Chief Police Officers (ACPO) and then modified slightly by the Stephen Lawrence Inquiry. ACPO was concerned that too many incidents were not being recorded properly let alone professionally investigated.

The definition is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it *is* racist. But it *does* mean that it must be recorded and investigated.

The definition implies that if anyone thinks an incident is racist then it will definitely be taken seriously and investigated. Failure to investigate, even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and could be seen as evidence that a school is not taking seriously its legal duties under the Race Relations (Amendment) Act.

Whether or not the pupil(s) responsible intended their behaviour to be racist is in the first instance irrelevant. Of course, when it comes to dealing with an incident, pupils' intentions and attitudes are an important consideration.

If we highlight racist incidents, couldn't this lead to a worse situation? It could make white pupils feel guilty and those of minority backgrounds feel vulnerable and insecure?

It is important, certainly, to treat all incidents proportionately and with sensitivity, and therefore to avoid over reacting or creating martyrs, and in these ways bringing the school rules about racist bullying into disrepute.

However, the much more substantial danger lies in ignoring incidents and giving pupils the impression that adults condone racist behaviour. Ignoring incidents means that pupils who are attacked feel unsupported and so do their friends and families. They are likely then to feel that the school does not care about them and they may even form a view that all white people are hostile to them and cannot be trusted.

Is racist bullying something that only white people can be guilty of? If so, how do I explain this to the white children at my school, and to their parents/carers?

The hallmark of racist bullying in schools is that children and young people are attacked as representatives of a group or community, not as individuals. It follows that phrases such as 'white trash' or 'white bitch' are racist and that taunts using them, or expressing similar sentiments, should be dealt with in the same range of ways as terms such as 'Paki.'

In all bullying there is a power differential. In the UK as a whole, many though not all minority communities suffer from discrimination and prejudice, and police statistics show that they are much more likely than white people to be targeted by racist attacks. But in the micro context of a particular school playground or neighbourhood, white people are sometimes in a clear minority and can be disadvantaged and intimidated by the local balance of power. In these circumstances attacks on them by members of the local majority group should usually be treated as racist bullying.

The most frequent incidents of a bullying, racist or other discriminatory nature at our school involve name calling. Are certain words always and inherently racist? Is the word 'Paki', for example, inherently offensive and objectionable, even when no offence is intended or taken?

Few, if any, terms are always and everywhere offensive. It is possible for outrageous terms to be used in friendly teasing between equals, for example, and the words which previous generations found unacceptable to be re-claimed. South Asian young people sometimes address each other as 'Paki', young black people use 'Nigger' with each other and Travellers use 'Pikey'. Within youth culture young white people sometimes use such terms as well, without intending or causing offence. The re-claiming of negative words, and then wearing them as badges of pride, is frequently an essential ingredient in resistance to discrimination.

However, racist terms have a history and a set of connotations and assumptions, and in wider society they are almost always negative and offensive. They are part of a discourse that justifies, or turns a blind eye to, discrimination and violence. In schools, therefore, it is generally desirable that they should not be used, even when no offence is intended or taken.

Certainly they should never be used when the intention or the effect is that someone will be hurt.

In the playground two children are arguing about something and the argument becomes heated and mutually abusive. One then calls the other 'fatty' or 'spotty' or some such and the second replies with a racist term such as 'paki' or 'gyppo' or with words along the lines of 'Go back where you came from.' Should the second child be treated more severely than the first? If so, why? If not, why not?

It sounds as if both children have acted badly - though not so very differently from the ways in which adults sometimes behave badly, for also in the adult world arguments sometimes escalate and people say things in the heat of the moment they later regret. It sounds that the two children are equally matched in terms of power, so this is probably not an instance of bullying.

The task for a member of staff, in the first instance, is to calm the children down and to act as a mediator. If sanctions are applied these should be the same for each.

However, both children need to be in no doubt that, as a general rule, insults such as Paki and Gyppo are even more serious than insults such as Fatty and Spotty. Both types are hurtful but the first type goes to the very roots of someone's identity and sense of belonging, and attacks not only the individual child but also his or her parents/carers and grandparents and the wider community and tradition to which they belong. Hate crimes, including murder, are committed against people because they are black or Asian. People do not get murdered for being fat or for having ginger hair, or for wearing glasses, or for having spots on their faces.

All bullying contains the message 'you don't belong here' - here in this group of friends, this playground, this neighbourhood. Racist bullying goes further - this message is also 'you don't belong in this country.' It can be deeply devastating and traumatic.

Yes, but in this example where two children have an argument, and both use wounding words in the heat of the moment, but only one of the words is racist, how should the incident be recorded? It seems bizarre and unfair to record the one remark but not the other.

Local authorities expect schools to use the definition of racist incident developed by the Association of Chief Police Officers, quoted above. It follows that the episode under discussion here should indeed be logged as a racist incident, and should be included in the return to the local authority that the school makes. The incident is the *exchange* of insults, not just the one insult.

We have disputes and even fights sometimes between, for example, African-Caribbean pupils and African, or between Sikhs and Muslims, or between pupils who have different national origins, or different locations

in a caste system, or different sects within the same religion. Should such incidents be treated as racist bullying?

If individuals or groups are of equal strength, outbreaks of bad behaviour between them are not normally thought of as bullying. The behaviour is dealt with according to a school's general behaviour policy, not with regard to anti bullying in particular. If the behaviour includes the use of racist words or stereotypes, or abusive reference to others' ethnicity, religion, culture or national origin, the incident should normally be logged as racist, in accordance with the Stephen Lawrence Inquiry definition. Such an incident does not usually, however, carry the undertones of 'you don't belong in this country' which is the hallmark of racist language when used by white people.

If there is a power imbalance then almost certainly the incident is an example of bullying, and should be dealt with as such.

It is sometimes the case, with the kind of incident under discussion here, that conflicts in the school are connected to tensions, disagreements and feuds in the neighbourhood. The school has to take action within its own sphere of influence but will almost certainly need to work in partnership with other agencies if there is to be an effective impact on the wider context.

Anti Muslim racism - an illustration of how racism affects a community

There are forms of racism which are primarily to do with culture, customs and heritage and these too must be addressed and countered by schools. The following are examples and do not represent an exhaustive list:

- **Anti refugee prejudice** The role of schools in supporting children whose families are seeking asylum is rendered more difficult by the negative coverage of asylum issues in sections of the media and by the claim that all people seeking asylum are a threat.
- **Anti-Semitism** Europe's oldest hatred continues to be influential. As is also the case with Islamophobia, it is frequently exacerbated in Britain by events and underlying conflicts elsewhere in the world, particularly the Middle East.
- **Anti traveller prejudice** Prejudice towards Gypsy and Traveller people continues to be 'respectable' in many quarters and it is a significant factor affecting the lives and life-chances of children and young people who are targeted by it.
- **anti Muslim racism (Islamophobia)** is not necessarily to do with hostility to Islamic religious beliefs, but with denying equal rights and respect to people of Islamic heritage.

Islamophobia has increased dramatically in Britain since the events of September 11th 2001. Anti Muslim representations typically present Islam as undifferentiated, static, monolithic and intolerant of internal pluralism and debate. Such representations ignore significant differences and variations within the world of Islam. As with other religions, Islam is multi cultural, multi dimensional and inclusive. It is a world wide faith which attracts and includes individuals from many different backgrounds, cultures, nationalities and lifestyles. The practice of Islam within the lives of Muslims may take various forms. Given the diversity of Muslims there are of course differences in the interpretation of belief and scripture. As with all religious groups, there are those Muslims who are observant of their faith and those who are nominally or culturally Muslim.

Islamophobic discourse also tends to be underwritten by a set of polarised assumptions along the lines that 'we' (non Muslims) are civilised, reasonable, sophisticated, enlightened and non-sexist, while 'they' (Muslims) are the opposite. Muslims are frequently stereotyped as inferior, fanatical, committed to terrorism and hostile to the non-Muslim world.

Teachers need to be aware of the inherent Islamophobia in many of the representations of Muslims and Islam that pupils will encounter in society and in the media. Addressing these issues openly and ensuring pupils develop the skills and values to recognise and challenge such racism will be an important part of providing a curriculum for race equality. In an inclusive society, open civil discourse will include legitimate disagreement and debate, as well as appreciation and respect.

Teachers have an important role to play in challenging such mainstream racism. For example:

- presenting factual information about Islam
- presenting positive information of the history and achievement of Islam; science, mathematics, the heroes of Islam, architecture, seats of learning
- emphasising the similarities between Islam and other faiths and cultures
- actively countering the Islamophobia experienced by pupils
- supporting pupils and their parents/carers who are exposed to Islamophobia

LOCAL SUPPORT

Hate Crimes/Incidents

- Racist and religious incidents can be reported at any Police Station. There are also Hate Crime Officers. Tel: 0116 2222222
- Leicestershire County Council has a Hate Crime Officer. Tel: 0116 2658263

Domestic Violence

Leicestershire County Council Domestic Violence Co-ordinator. Tel: 0116 2656017

Homophobic and transgender incidents

Leicester LGB Centre. Tel: 0116 2547412

Other support

Connexions Leicestershire	www.connexions-leics.org
Hinckley	01455 632719
Melton Mowbray	01664 569966
Loughborough	01509 214002
Coalville	01530 812231
Market Harborough	01858 462309

County Council Support

Behaviour & Attendance Strategy	0116 2656425
Youth Inclusion and Support Project	01530 834482
Anti Bullying Strategy Team	0116 2845100

NATIONAL AGENCIES

Action Aid

Action Aid for Education
Chataway House
Leach Road
Chard
Somerset TA20 1FA
01 460 6297
www.actionaid.org

Advisory Centre for Education

1b Aberdeen Studios
22 Highbury Grove
London N5 2DQ
020 7354 8321
www.ace-ed.org.uk

Advisory Council for the Education of Romanies and other Travellers

Moot House, The Stow
Harlow
Essex
CM20 3AG

Anti-Racist Alliance

P O Box 2578
London N5
020 7278 6869
www.antiracistalliance.com

Anti Racist Teacher Education Network

C/o Alison Hatt
Flat 5, 19 Hillbury Road
Tooting
London SW17 8JT

Artists Against Racism

www.artistsagainstracism.org

Association of Teachers & Lecturers (ATL)

7 Northumberland St
London
WC2N 5RD

Campaign Against Racism and Fascism

B M Box 8784
London WC1N 3XX
www.carf.demon.co.uk

Catholic Association for Racial Justice

9 Henry Road
Manor House
London
N2 2LH
020 8802 8080

Commission for Racial Equality (CRE)

Head Office:
Elliott House, 10-12 Allington Street
London, SW1E 5EH
020 7828 7022

Regional Office:

Lancaster House (3rd Floor), 67
Newhall Street,
Birmingham B3 1NA
0121 710 3000
www.cre.gov.uk

Early Years Trainers Anti-Racist Network

P O Box 28
Wallasey CH45 9NP
0151 639 6136

European Commission Against Racism and Intolerance

www.ecri.coe.int

European Youth Centre

Youth Directorate
Council for Europe
30 rue Pierre de Coubertin
F-67000, Strasbourg

Gypsy Council for Education, Culture, Welfare and Civil Rights

8 Hall Road
Aveley
Essex
RM15 4HD

Holocaust Education Trust

BCM Box 7892

London WC1N 3XX

020 7222 6822 (for teaching packs and educational resources on the Holocaust)

Human Rights Watch

The site includes a section on children's rights.

www.hrw.org

Institute of Race Relations

2-6 Leeke Street

London WC1X 9HS

020 7337 0041

<http://www.irr.org.uk/>

Leicester REC

3rd Floor Epic House

Lower Hill Street

Leicester

LE1 3SH

0116 299 9800

National Association of Teachers for Travellers

C/o Essex Traveller Education Service

C/o Alec Hunter School

Stubbs Lane

Braintree

Essex CM7 3NT

NASUWT

5 King Street

Convent Garden

London

WC2E 8HN

020 7379 9499

www.teachersunion.org.uk

National Antiracist Movement in Education

89 Livingstone Road

Kings Heath

Birmingham

B14 6DH

0121 444 2454

National Assembly Against Racism

www.naar.org.uk

National Association of Head Teachers

1 Heath Square
Boltro Road
Haywards Heath
West Sussex RH16 1BL
01444 472474 (For guidelines on developing equality policies and procedures)
<http://www.naht.org.uk/>

National Early Years Network

77 Holloway Road
London N7 8JZ
020 7607 9573

National Union of Teachers

Education and Equal Opportunities Department
Hamilton House
Mabledon Place
London WC1H 9BD
020 7388 6191
<http://www.teachers.org.uk/>

National Youth Agency

17-23 Albion Street
Leicester LE1 6GD
0116 285 6789
<http://www.nya.org.uk/>

OXFAM

274 Banbury Road
Oxford OX2 7DZ
01865 313600 (For books and resource materials on development, diversity and related issues)
www.oxfam.org.uk

The Runnymede Trust

133 Aldersgate Street
London EC1A 4JA
020 7600 9666
www.runnymedetrust.org

Save the Children

17 Grove Lane
London SE5 8RD
020 7703 5400 (For global education packs for working with young people)

Show Racism the Red Card

1 Drury Lane
Newcastle upon Tyne
NE1 1EA
0191 291 0160
www.srtrc.org

Statewatch

P O Box 1516
London N16 0EW
020 8802 1882
www.statewatch.org

The 1990 Trust

Southbank Technopark
90 London Road
London SE1 6LN
020 7717 1579
www.blink.org.uk

Trentham Books Limited

Westview House
734 London Road
Oakhill
Stoke on Trent ST4 5NP
01782 745567
www.trentham-books.co.uk

UNISON

1 Mabledon Place
LONDON WC1H 9AJ
www.unison.org.uk

United Nations Children's Fund (UNICEF)

The site includes a range of information including a site for teachers and an interactive puzzle on children's issues globally.
www.unicef.org

Working Group Against Racism in Children's Resources (WGARCR)

460 Wandsworth Road
London SW8 3LX
020 8627 4594

SUGGESTED FORM RACIST AND HATE INCIDENT REPORT FORM

To be completed as soon as possible by member of staff/person observing/reporting incident & handed to designated member of senior management team

Date Person Reporting Incident

1. When did incident occur?	
Before school	
Breaks	
Lunchtime	
AM lessons	
PM lessons	
After school	
Other (trips etc...)	

2. Where did the incident occur?	
Inside school/classroom	
Outside school in playground/sportsfield	
Just outside school	
Travelling to/from school	
Away from school (e.g. school trip)	
Other (please specify)	

3. Type of Incident	
Racist	
Religious Belief	
Homophobic	
Disablist	
Sexist	
Transphobic	
Ageist	
Other – Please Specify	

4. Nature of Incident	
Physical assault/use of weapons	
Verbal abuse/name calling	
Offensive material (clothing/accessory/leaflets/accessed via internet)	
Cyber bullying (inc. text messages/message boards etc...)	
Graffiti	
Refusal to co-operate due to race/religion/ethnicity/sexual orientation/disability etc.	
Subtle - innuendo/social isolation	
Offensive views expressed including when 'no victim'	
Other - Specify	

5. Those involved

Alleged victim/s

Alleged perpetrator/s
(if known)

Witnesses
(if known)

6. Has a written account of incident been provided?

(please tick)

Yes

No

Signed (teacher/other adult) Date

Guidance on Completing Racist/Hate Incident Investigation Forms

The Racist/Hate Incident Investigation Form is to be completed by the member of the management team responsible for dealing with racist/hate incidents. Some incidents that are not at first thought to be racist or hate related may turn out on investigation to be such, at which point they should be recorded as a racist/hate incident using this form.

2. Those Involved:

- A. Status** – allows the type of people involved to be described and coded as pupils (1), teachers (2), non-teaching staff (3), governors (4), parents (5), other adult (6) & other young people (7).
- B. 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 pupil level ethnicity for Schools Census, so it should be possible for this information to be matched up against names even after the incident. However, for some 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. The categories that are being used locally are derived from the DSCF code list.

Approved Categories	DCSF Code
White - British e.g. Cornish, English, Scottish Welsh	WBRI
White - Irish	WIRI
Traveller of Irish Heritage	WIRT
Any Other White Background e.g. Albanian, Bosnian- Herzegovinian, Croatian, Greek/ Greek Cypriot, Italian, Kosovan, Portuguese, Serbian, Turkish/ Turkish Cypriot, White European, White Eastern European, White Western European	WOTH
Gypsy / Roma	WROM
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian e.g. White and Pakistani, White and Indian, White and Any Other Asian Background	MWAS
Any Other Mixed Background e.g. Asian and Any Other Ethnic Group, Asian and Black, Asian and Chinese, Black and Any Other Ethnic Group, Black and Chinese, Chinese and Any Other Ethnic Group, White and Any Other Ethnic Group, White and Chinese	MOTH
Indian	AIND
Pakistani	APKN

Bangladeshi	ABAN
Any Other Asian Background E.g. African Asian, Kashmiri Other, Nepali, Sri Lankan Sinhalese, Sri Lankan Tamil, Sri Lankan Other	AOTH
Black Caribbean	BCRB
Black - African e.g. Angolan, Congolese, Ghanaia, Nigerian, Sierra Leonean, Somali, Sudanese, Other Black African	BAFR
Any Other Black Background e.g. Black European, Black North American , Other Black	BOTH
Chinese e.g. Hong Kong Chinese, Malaysian Chinese, Singaporean Chinese, Taiwanese	CHNE
Any Other Ethnic Group e.g. Afghan, Arab Other, Egyptian, Filipino, Iranian, Iraqi, Japanese, Korean, Kurdish, Latin/ South/ Central American , Lebanese, Libyan, Malay, Moroccan, Polynesian, Thai, Vietnamese, Yemeni	OOH
Information Not Yet Obtained	NOBT

D. NCY
National Curriculum Year

3. Action taken

It is important that any disciplinary action fits with the school's existing behavioural procedures and sanctions. Actions taken can be multiple and include those not specific to the incident (for example, a change in policy).

4. 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” found in Report accidents/incidents/assaults to staff booklet.

GUIDANCE ON EVALUATING RACIST/HATE INCIDENTS RETURNS

The following questions are useful for staff and governors in interrogating the data which comes out of the recording and monitoring processes.

1. Are there more or less incidents reported than last year/previously?
2. What patterns do there appear to be re:
 - ages/years involved
 - ethnic groups (as perpetrators or victims)
 - gender
 - non-pupils involvement
 - types of incidents
 - no's./percentages of incidents found to be non-racist

Using the individual report forms check other patterns re:

- clusters around individuals (as perpetrators or victims)
- locations
- timing
- responses to reported incidents

3. Are there changes in these patterns from last/previous year/s?
4. If there are changes, what factors seem to have been involved?
5. What has been the effect of previous suggestions for improving practice of the past year?
6. What suggestions for improvements are you putting in place for next year?
7. How has the school community been made more aware of and more involved in developing the school's position on racism over the last year, i.e. how have the following groups been engaged?
 - students
 - teachers
 - non-teaching staff
 - governors
 - parents
 - community groups
 - visitors
 - police
8. Are there any links between racist incidents and pupil performance at individual/group or school level?
9. What support needs arise from this evaluation and who could facilitate?
10. Any other aspects of racism in school and local community not captured by these returns, e.g. increase in organised racist activity locally, increase in racist attacks locally, feeling of improving/worsening race relations locally, etc.
11. Other reflections/comments?

Annual Racist/Hate Incident Reporting

Every school is expected to complete an annual report on racist incidents for their governing body and the Local Authority (LA). It is best practice for schools to monitor and annually report on hate incidents too. The return to the LA is completed via an Excel spreadsheet that is disseminated and collected through AVCO. The spreadsheet follows the format and content of the report form suggested in appendix 8, but is an aggregated return.

Returns from schools need to be completed by the autumn mid-term break for the previous academic year.

Guidance on completing the annual return is provided on the spreadsheet.

The annual returns from schools allow the Local Authority to take a view of racist/hate incidents across the whole county and to identify issues and local good practice. Findings are pulled together in an annual report that is taken to the CYPS equalities board and the CYPS Directorate Management Team. This report may be used as a basis to provide further guidance to schools on managing and responding to racist/hate incidents.

**SUGGESTED FORM
RACIST/HATE INCIDENT INVESTIGATION FORM**

To be attached to Racist/Hate Incident Report Form, completed by designated member of management team within working 3 days of incident, copied to head teacher, and filed.

(See Guidance on p11).

1. Account of incident *(if not covered by Report Form)*

2. Those involved

Alleged Victim/s	A. Status	B. Ethnicity (see code list)	C. Gender (M/F)	D. NCY
Alleged Perpetrator/s				

3. Action taken

<u>With Victims</u>	
No action (including inconclusive evidence)	
Parent/guardian involved	
Pastoral support offered	
Other (please specify)	
<u>With Perpetrators</u>	
No action (including inconclusive evidence)	
Parent/guardian involved	
Exclusion applied	
Referred to external agency (including police)	
Other (please specify)	
Please state any other actions that were not specific to the victim/perpetrators	

4. Comment

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Also recorded on (please tick)	Form S01		Form SO2	
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Signed:	Date
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F/shared/racist incidents/rt1165 – Monitoring & Reporting Hate Incidents
27 August 2008