DIRECTORATE FOR CHILDREN AND YOUNG PEOPLE

School Effectiveness Service

GUIDELINES AND PROCEDURES FOR DEALING WITH AND REPORTING RACIST INCIDENTS IN SCHOOLS

Revised 2007
FOREWORD

Education has a central role to play in bringing about a fair and just society. It is important that children and young people learn to respect themselves and each other so that we can build a society based on mutual esteem and understanding.

Prejudice, intolerance and racism have no place in our schools. The Race Relations (Amendment) Act 2000 requires all schools to play a fundamental role in eliminating racism and in promoting and valuing cultural diversity. Every school should take action to challenge and prevent racism.

Lancashire County Council has a long tradition of support for these principles. The local authority continues to work in partnership with schools, their governing bodies and the wider community to raise standards of education and to ensure that all pupils have the opportunity to learn in an environment free from harassment.

I am delighted to be able to introduce these revised guidelines and procedures for dealing with and reporting racist incidents in schools. They build on the good practice in Lancashire schools which was praised by HMI in their publication ‘Race Equality in Education’. They also reflect the December 2006 guidance from the DfES on ‘Recording and Reporting Racist Incidents’. I am confident that schools will find them a useful source of information and advice and I commend them to you.

Pat Jefferson
Executive Director
Directorate for Children and Young People
Lancashire County Council
INTRODUCTION

Lancashire has a long tradition of providing guidance and procedures for dealing with and reporting racist incidents in schools.

Over this period, much good practice has been developed in Lancashire schools in response to national concerns over the impact of racism on the educational experience and achievement of children and young people, including those most at risk of suffering prejudice and discrimination. The nature of this impact is evident in the following quotes from children and young people taken from the 2006 DfES publication ‘Bullying around racism, religion and culture’:

“I was picked on at school for being different. My command of the English language did not help me here. In fact it might have been better if I had not understood some of the comments thrown my way. I was desperate for people to understand about me and where I came from.”

“You were forced into it. If you were black you were a target for racists. You are identified as a target and it comes to you. I don't know a single black person who hasn't been attacked, at least verbally and most probably physically.”

“I got called all sorts of names, like Gypsy, I smell, I am a tramp, I am no good, I am a pig. I had children throw stones at me, pinch me, punch me, the teachers did nothing to help me. I didn't like playtime because I knew that someone would start to bully me and that it would hurt my feelings. I always stayed near the dinner ladies because they were the only ones who were a little bit nice to me.”

“Every time I was bullied I wanted to explain myself, to tell people about my life and why I came to this country. I carried with me stories and feelings and a great sense of pride about my country and my people. I was proud of my struggles and being brave every single day in this new country. But I never had the chance to explain.”

“The stereotypes and ignorant comments were never challenged. Not by me – I was too scared. And definitely not by the school. The bullying carried on in the corridors and classrooms and I think the teachers too were under attack.”

“Racism is wrong and it affects a lot of people. We want you to know how it feels to be told racist comments and how we feel about bullying. Racists hurt the person but they don’t know how much inside.”

“I don’t have many friends in school because they don’t want one of their friend to be a Traveller so, when I am in school, I feel isolated from my class and I can always hear them talking about me behind my back and calling me a ‘pikey’.”

Formal recognition of the progress made in Lancashire in dealing with and reporting racist incidents came when we were invited by OFSTED to contribute to Race Equality in Education: good practice in schools and local education authorities (OFSTED 2005). This invitation came as a consequence of OFSTED’s judgement in the most recent inspection of the LEA that “combating racism and promoting racial equality” were strengths. The object of the survey was to examine and report upon good practice nationally in combating racism in education, with particular reference to its effectiveness in improving racial harmony and
improving community cohesion in schools and beyond. Although this was not an inspection, verbal and written feedback were given, the main findings of which are highlighted below:

**Handling and Reporting of Racist Incidents**
HMI examined the reporting processes and the guidance offered to Lancashire schools. They judged that the guidance was one of the best sets they had encountered, was clearly written and supportive and offered practical suggestions to senior management teams on how to handle particular incident types. HMI suggested that the guidance could be further improved by the addition of anonymised case studies for the use of senior leadership teams and that further reference might be made to the adverse educational and emotional impact of racist abuse.

In the final paragraph of the written feedback HMI made the following observations:-

‘Finally we spoke to children — formally and informally — in all schools visited. We also observed pupils in lessons, and at play. The pupils spoken to expressed, universally, a sense of security at school: they were happy at school and enjoyed the experience of learning. In the four schools with Black and minority ethnic representation, we noted pupils from different groups working together; and pupils from those four schools explained that they had friendships with pupils from other ethnic groups. Most pupils expressed the view that if a racist incident occurred, they could call upon teachers with confidence, and be sure that their concerns would be taken on board and dealt with effectively. The endorsement of children in terms of their security and their learning experience are a credit to the schools, to the staff and to the work of the local authority.’

We hope that these revised guidelines will continue to assist governors, headteachers, senior leaders and all the staff who work in Lancashire schools to improve their procedures for handling, recording and reporting racist incidents. In particular, we would encourage all schools, from nursery to secondary, to respond positively.

**DEFINITION OF A RACIST INCIDENT**

The Commission for Racial Equality* defines racial harassment as verbal or physical violence, which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

*From 2009 the Commission for Racial Equality will become part of the new Commission for Equality and Human Rights

The Home Office (2003) indicates that:

‘Harassment occurs when someone’s actions or words are unwelcome and violate another person’s dignity or create an environment that is intimidating, hostile, degrading, humiliating or offensive.’

The importance of ensuring that all racist incidents are reported and recorded has been accepted in principle for some time. The ‘Stephen Lawrence Inquiry Report’ recommended that the following definition of a racist incident should be adopted by the police, local government and other relevant agencies:

‘A racist incident is any incident which is perceived to be racist by the victim, or any other person.’
This definition provides an essential starting point for schools in addressing the wide range of behaviours which could be racially motivated. In its December 2006 publication ‘Recording and reporting racist incidents guidance’, the DfES offers the following advice for schools on judging and responding to racist incidents in schools:

It will be important that schools think through for themselves the implications of the term racist incident.

The use of the Macpherson definition is not to prejudge whether the perpetrator’s motives were racist or not, but to ensure that the possibility of a racist dimension to the incident is always considered and explored. The Macpherson definition is broad and allows for “unwitting or unintentional racism” to be identified and reported. This definition may potentially include apparently trivial or innocuous actions - such as jokes, or other everyday behaviour. These can have a cumulative effect on children, and can also contribute to a general atmosphere of intimidation or harassment in the school.

The Macpherson definition also includes such apparently “victimless” incidents such as racist graffiti where there is no obviously targeted victim. Overtly racist comments have no place in a classroom even in the course of legitimate debate on religious and racial issues. Racism can occur between members of any ethnic group. It should also be borne in mind that racist incidents can occur in a school where there is no minority ethnic group. It is still important that incidents such as these are tackled, in order to emphasise that the school does not tolerate racism in any form.

The DfES strongly encourages schools to look beyond the letter of this definition to its spirit. Incidents that are considered by school staff or the victim, or any other third party, to be racist or racially motivated should be [treated] as such. The department would also advise that all incidents are dealt with sensitively and in the context in which they occur. It is better to record instances of unintentional racism than not to record them, as in this way a school or local authority can build up a picture of any emerging patterns.

Schools should ensure they are sensitive and exercise common sense and have regard to the rights and protection of pupils whose behaviour is alleged to be unintentionally racist, in particular, when dealing with individual cases.

Tackling racist incidents effectively is a key step that schools can take in promoting race equality. The legal responsibility for the school to meet the requirements of the Race Relations Act rests with the Management Board or Governing Body, who should maintain an overview of the implementation of their Race Equality Policy. Schools may be asked by OFSTED to demonstrate how they promote racial harmony and whether pupils are able to learn free from harassment and discrimination.

Approaches taken will depend on the school’s policy on behaviour and use of sanctions and support when dealing with other aspects of anti social behaviour, as well as the age of the children involved. It will therefore be important that all staff, including recently recruited staff, are aware of procedures to deal with racist incidents and support to tackle racial bias and stereotyping. Strong leadership from the school’s governors and the school’s senior management team on the unacceptability of racism will give staff the confidence to manage incidents well. A consistent and holistic
approach to tackling racist incidents depends on all staff reaching a consensus on what constitutes racist behaviour, and racist incidents.

Teachers should challenge all forms of racism and religious hatred as and when they occur - as bullying or name-calling, for instance. Schools may wish to seek support and advice from their local authority, or from their Race Equality Council. The Police may also be a valuable source of advice, perhaps through a local Safer Schools Partnership if there is one in the area. Schools may wish to consider putting the Macpherson definition of a racist incident in words that are appropriate to the age and understanding of their pupils. Some schools have found it helpful to involve students in writing the definition, as a means of ensuring that pupils understand and feel responsible for their school’s commitment to equality.

Schools should ensure that parents and carers are aware of the school’s policy and procedures on racism and bullying. Schools should encourage parents and carers to inform the school about racist incidents which their children talk to them about. They should also feel confident that the school will take appropriate action to resolve the situation. Such actions should form part of the whole school policy and approaches to combat racism within the community.

It should be made clear within an institution that failure to take action, even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and may well lead to more serious incidents in future.

**PRINCIPLES AND PURPOSES**

These guidelines start from a recognition of the different and complementary functions of local authorities, governors and headteachers under current legislation. They take account of the partnership that exists between the local authority, its schools and the communities of Lancashire, and build on the existing good practice to be found across schools in the county. They are consistent with the policies of those headteacher and teacher associations which have written on this issue.

The guidelines are designed to:-

- support schools in fulfilling their duties and responsibilities under the Race Relations (Amendment) Act 2000 and their written Race Equality Policies;
- offer schools strategies to respond positively to racist incidents and to help them maintain a non-racist ethos;
- assist all schools to respond appropriately to racial intolerance;
- enable schools to meet the expectations of OFSTED inspections;
- support schools in fulfilling their responsibilities under the Every Child Matters agenda, particularly in relation to the outcomes of ‘feeling safe’ and ‘enjoying and achieving’;
- assist schools in meeting the Commission for Racial Equality’s standards for race equality in education, as outlined in Learning for All (CRE 2000);
- contribute to the promotion of high quality education;
• assist the local authority in fulfilling its statutory duties under the Race Relations (Amendment) Act 2000:

• ensure that elected members and school governors have sufficient information about the frequency and extent of racist incidents;

• enable the local authority to work with its partners to reduce the frequency of racist attacks and harassment.

STATUTORY REQUIREMENTS AND EXPECTATIONS

In order to guard against discrimination it is important for all schools to adopt policies and practices which are consistent with the statutory requirements and expectations outlined below, including procedures for dealing with and reporting racist incidents.

Race Relations (Amendment) Act 2000
This Act places a general duty on a wide range of public authorities (including schools) to promote race equality. This duty means that, in everything they do, the authorities should have due regard for the need to:

• eliminate unlawful racial discrimination;

• promote equality of opportunity; and

• promote good race relations between people of different racial groups. It should be noted that, for the purposes of legislation, specific groups are classed as racial groups, i.e. Gypsy/Roma and Irish Travellers.

The Act also places the following specific duties on all school governing bodies:

• to prepare and maintain a written race equality policy;

• to have in place arrangements for fulfilling the following as soon as is reasonably practicable:

  • to assess the impact of all policies, including the race equality policy, on pupils, parents and staff from different racial groups, paying particular attention to their impact on the attainment levels of pupils from different racial groups;

  • to monitor the impact of policies on pupils, parents and staff from different racial groups, in particular to monitor their policies’ impact on the attainment levels of pupils from different racial groups;

  • to take steps as are reasonably practicable to publish annually the results of assessments and monitoring.

The Commission for Racial Equality has the power to take legal action if public authorities fail to meet their specific duties. It can also seek a judicial review of an authority if it is not meeting the general duty. A school governing body is an authority under the terms of this legislation.

Education Act 2005 and school self-evaluation
Schools are required to evaluate the extent to which learners feel safe and adopt safe practices. As part of this they are prompted to consider whether learners feel safe from bullying and racist incidents, and the extent to which they 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. Schools may find
the following questions provide a useful starting point for evaluating their policy and practice in this area:

- Does the school publicly support and value diversity, actively promote good personal and community relations and openly oppose all forms of racism and discrimination?
- Is there a positive atmosphere of mutual respect and trust between pupils from different racial groups?
- Does the school have procedures for dealing with racial harassment and bullying?
- Are all incidents of racism and racial harassment thoroughly investigated, recorded and reported to the local authority?
- Are all members of staff trained to deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- Are all pupils, parents and staff aware of the procedures for dealing with racism and racial harassment?
- Does the school work closely with the local authority and other partners to tackle racism and racial harassment within the school and local area?
- How are racist incidents reported to the governing body?

**Department for Education and Skills**

In *Schools’ Race Equality Policies: from issues to outcomes*, published in 2004, the DfES states that ‘all racist incidents must be monitored and reported to the LEA – there should be no under-reporting.’ The document mentions the importance of both quantitative and qualitative data and in this connection says that ‘in reviewing your school’s handling of racist incidents you will need to consider how many incidents there have been in any given period and how satisfied the groups most affected are in how they are dealt with.’

**OFSTED**

In its thematic survey *Race Equality in Education; good practice in schools and local education authorities*, published in 2005, OFSTED summarises the statutory position as follows:

‘The legislation, administrative guidance and inspectors’ expectations signal to schools and local education authorities the need to put in place systems for handling and recording racist 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.’

From September 2005 chairs of governing bodies are required to respond to the following three statements as part of their contribution to their school’s Self Evaluation Form (SEF) for OFSTED inspection purposes:

- The governing body ensures that the school does not discriminate against pupils, job applicants or staff on the grounds of sex, race, disability or marital status.
- The governing body has agreed a written policy on Race Equality, has arrangements in place to monitor its implementation and impact on staff, pupils and parents, and communicates the results of monitoring and assessment of impact to parents.
• The school meets the requirements of the general and specific duties in the Race Relations (Amendment) Act 2000 and the Commission for Racial Equality’s code of practice.

Commission for Racial Equality
The Commission for Racial Equality’s Code of practice on the duty to promote race equality indicates that, in assessing schools’ policies, regard should be paid to steps ‘to reduce racist bullying’. The Commission’s publication Learning for All – Standards for Race Equality in Schools (2000) indicates that schools should be able to satisfy the following:

- Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove racist graffiti from school property.
- All staff are trained to deal effectively with racist incidents, racial harassment, prejudice and stereotyping.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.
- Active links are established with external organisations dealing with racist incidents and racial harassment.

Children Act 2004
The Children Act 2004 introduced multi-inspectorate joint area reviews of children’s services. They 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. The next joint area review in Lancashire will be in 2008.

Every Child Matters
The outcomes of the Change for Children agenda, particularly feeling safe, being healthy and enjoying and achieving, indicate the need for schools to recognise, record and respond to racist incidents.

Audit Commission
Within the framework of best value performance indicators, local authorities must collect figures from schools each year on the number of recorded racist incidents and must report to the Audit Commission the numbers of racist incidents per 100,000 residents and the number of incidents in which follow-up action was taken. The annual audit commission survey of Lancashire schools evaluates the effectiveness of the local authority’s support for schools in combating racism.

Crime and Disorder Act 1998
This Act includes racially aggravated offences parallel to the main existing offences of violence and harassment under previous legislation. It also places a duty on local authorities and the police to work in partnership with others at the local level to develop a crime and disorder reduction strategy. In Lancashire the prevention of racist attacks and harassment is a central focus of this strategy. Partnerships between the local authority and other organisations, including the police, district councils, Racial Equality Councils and voluntary agencies are working to improve the reporting of incidents and the effectiveness of liaison between agencies to support victims.
THE PREVENTION OF RACIST INCIDENTS

Every school must have a policy for race equality, but all school policies and practices should take account of the potential for promoting racial tolerance and defusing any underlying racial tensions within the institution. This is already well-developed in Lancashire schools, including those with few or no pupils from ethnic minority groups which have recorded and reported racist incidents over many years. Policies should include a close examination of the curriculum itself including, in particular, citizenship. The school’s arrangements for personal, social, health and emotional development, and for pastoral care, discipline and supervision should also be examined. Colleagues within the School Effectiveness Service will continue to support school-specific and more general initiatives to promote race equality and, hopefully, to help prevent racial antipathy and intolerance. We list below some recent and current activities:-

- Over 630 schools throughout Lancashire have now signed up to a Race Equality Charter which gives a clear message about the commitment of schools in each District of the County to developing good community relations. The Charters are usually displayed prominently in schools and have been influential in helping schools to identify priorities for their race equality work. The charter commitment is as follows:-

  ⇒ "All the undersigned schools recognise their responsibilities under the Race Relations (Amendment) Act 2000;
  ⇒ have a written Race Equality Policy, endorsed by the governing body, senior management and staff;
  ⇒ have a curriculum and resources which aim to promote race equality and develop knowledge, understanding and an appreciation of ethnic and cultural diversity;
  ⇒ believe that children and adults of all ethnic, cultural, racial and religious backgrounds should be treated with dignity and respect;
  ⇒ have clear procedures for dealing with racist incidents.

  We believe that racial discrimination should be challenged in all aspects of school life."

- The Race Equality Charter Mark is a recent development which builds on the commitment made by schools who signed up to the Race Equality Charter. Available initially in primary schools, the Race Equality Mark framework is a self-evaluation tool which can help schools assess the impact of their race equality practice as part of their general self-evaluation. Based on the Basic Skills Quality Mark model, schools which demonstrate that they can reach the standard outlined in the framework will be awarded the Charter Mark for a period of 3 years and can apply for renewal at the end of that period. The school will receive a plaque and will be able to use the logo on school documents during that period.

- SLIDE (School Linking in Diversity Education) is a partnership between the Local Authority and the Lancashire Global Education Network (www.slide.lgec.org.uk/) which provides support and guidance to schools wishing to develop links to promote knowledge and understanding of diversity. The schools that have already developed strong links believe that it is an important strategy in teaching children and young people to learn how to appreciate, value and explore the differences and similarities between people and places.
• **Building Schools for the Future (BSF)** - To complement the BSF building programme for secondary education in Burnley and parts of Pendle, the Equalities Team of the School Effectiveness Service has developed a programme to equip staff and students with knowledge, skills and experience to understand and challenge prejudice and discrimination and to foster greater community cohesion.

• **The Schools, Citizenship, Anti-Racism and Football Project (SCARF)** is a collaboration between the Equalities Team of the School Effectiveness Service and Burnley Football Club which brings together groups of children from primary schools that serve different communities in east Lancashire to work and play together and explore issues of identify and cohesion. The activities have been highly successful in forging new cross-cultural friendships and challenging myths and stereotypes. HRH the Prince of Wales has observed this project in action and was very complimentary.

### IDENTIFYING AND RESPONDING TO RACIST BEHAVIOUR

Given the far-reaching implications of racist behaviour and the broad scope of the legislation, it is important that underlying attitudes and values are confronted, as well as the actual incidents. It should be made clear to perpetrators that racist incidents are far more serious than similar incidents where there is no racial motivation. We detail below an initial categorisation of types of racist behaviour, followed by guidance on appropriate responses. We then include five case studies, designed to illustrate some of the complex issues which can arise when responding to an incident. The case studies are intended to present models of good practice but it is recognised that no guidance can be fully comprehensive in its scope, or replace the professional judgment and personal knowledge of those who are dealing with the incident.

#### Types of racist behaviour

(a) incitement of others to behave in a racist way;

(b) physical assault against a person or group because of colour, race and/or ethnicity;

(c) derogatory name-calling, insults, racist jokes and language;

(d) racist graffiti;

(e) provocative behaviour such as wearing racist badges or insignia;

(f) bringing racist materials such as leaflets, comics, magazines or computer software into school;

(g) using the school’s computer systems to access and distribute racist material;

(h) verbal abuse and threats;

(i) racist comments in the course of discussion in lessons;

(j) attempts to recruit other pupils and students to racist organisations and groups;
(k) ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns, cultural lifestyle etc;

(l) refusal to co-operate with other pupils because of their race or ethnicity.

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<td>(a) Incitement of others to behave in a racist way</td>
<td>1. Schools need to be vigilant in identifying potential inter-group tensions that might have a racial context. In every case, consideration should be given to involving the Police who can support the school.</td>
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<td>2. Refer pupils to the head of year, progress manager or headteacher as appropriate.</td>
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<td>3. Parents should be informed.</td>
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<td>4. Offer support to all those involved. Perpetrators will also need to be counselled.</td>
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<td>5. Record on the Racist Incident Report Form.</td>
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<td>6. Send a copy of the Racist Incident Report Form to the local authority.</td>
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| **(b)** Physical assault against a person or group because of colour, race and/or ethnicity | 1. Report to the class teacher, head of year, progress manager or headteacher as appropriate. In certain circumstances, schools may need the support of the Police.  
2. Full report to the headteacher. Consider exclusion.  
3. Parents should be informed.  
4. Take necessary action to prevent recurrence.  
5. Offer support to the victim and counselling to the perpetrator.  
6. Record on the Racist Incident Report Form.  
7. Send a copy of the Racist Incident Report Form to the local authority. |

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| **(c)** Derogatory name-calling, insults, racist jokes and language | 1. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.  
2. Full report to the headteacher.  
3. Parents should be informed.  
4. Offer support to the victim and counselling to the perpetrator. (N.B. this will sometimes be a `victimless` incident).  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority. |
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| (d) Racist graffiti | 1. All racist graffiti in the school must be reported to the headteacher and should be removed immediately.  
2. Regular checks should be made and steps taken to discourage reappearance of graffiti.  
3. Parents should be informed where the perpetrator is known.  
4. Offer counselling to the perpetrator  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority. |
| (e) Provocative behaviour such as wearing racist badges or insignia | 1. Educational institutions should not permit the wearing of racist badges or insignia. In certain circumstances, schools may need the support of the Police. Consider exclusion for repeated offences.  
2. Pupils wearing such badges or insignia should be referred to the head of year, progress manager or headteacher.  
3. Parents should be informed.  
4. Offer counselling to the perpetrator.  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority. |
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| (f) Bringing racist materials such as leaflets, comics, magazines or computer software into school | 1. All forms of racist literature and materials must be removed. In certain circumstances, schools may need the support of the Police.  
2. Refer pupils to the head of year, progress manager or headteacher as appropriate.  
3. Parents should be informed.  
4. Offer counselling to the perpetrator.  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority together with examples of the relevant material. |
| (g) Using the school’s computer systems to access and distribute racist material | 1. All racist material should be deleted and disks wiped. Hard copies should be removed.  
2. Refer pupils to the head of year, progress manager or headteacher as appropriate.  
3. Parents should be informed.  
4. Offer counselling to the perpetrator.  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority together with examples of the relevant material. |
### (h) Verbal abuse and threats

1. Members of staff must not ignore any form of verbal racist abuse in the school.
2. Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
3. Individuals who are persistently abusive must be dealt with through the school’s behaviour policy.
4. Parents should be informed.
5. Offer support to the victim and counselling to the perpetrator.
6. Record on the Racist Incident Report Form.
7. Send a copy of the Racist Incident Report Form to the local authority.

### (i) Racist comments in the course of discussions in lessons

1. Racist statements must not be allowed to go unchallenged. The school should have a clear policy which identifies expectations of how teachers will react to the use of racist comments.
2. Pupils who persist in making inappropriate comments must be referred to the head of year, progress manager or headteacher as appropriate.
3. Parents should be informed.
4. Offer counselling to the perpetrator.
5. Record on the Racist Incident Report Form.
6. Send a copy of the Racist Incident Report Form to the local authority.
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| (j) Attempts to recruit other pupils and students to racist organisations and groups | 1. Report immediately to the headteacher. Headteacher to consider contacting the Police. Seek guidance from the local authority. In certain circumstances, schools may need the support of the Police. Consider exclusion.  
2. Recruiter should be interviewed.  
3. Parents should be informed.  
4. Offer counselling to the perpetrator.  
5. Record on the Racist Incident Report Form.  
6. Send a copy of the Racist Incident Report Form to the local authority. |
| (k) Ridicule of an individual for cultural or religious differences e.g. food, music, dress, worship patterns, cultural lifestyle etc | 1. Members of staff must not ignore any form of ridicule.  
2. Explain fully to the perpetrator that racist behaviour will not be tolerated.  
3. Perpetrators who persist in making fun of individuals in these ways must be referred to the head of year, progress manager or headteacher.  
4. Parents should be informed.  
5. Offer support to the victim and counselling to the perpetrator  
6. Record on the Racist Incident Report Form.  
7. Send a copy of the Racist Incident Report Form to the local authority. |
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<td>(l) Refusal to co-operate with other pupils because of their race or ethnicity</td>
<td>1. Every pupil has the right to be included in school activities, and the school should ensure that no pupil is discriminated against on racial, ethnic or cultural grounds.</td>
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<td>2. Pupils persistently refusing to co-operate must be referred to the head of year, progress manager or Headteacher as appropriate.</td>
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CASE STUDIES

Example 1 - Nursery

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td>Pupil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Ethnic Origin</th>
<th>Year Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>White British</td>
<td>Nursery</td>
</tr>
<tr>
<td>Female</td>
<td>Pakistani</td>
<td>Nursery</td>
</tr>
</tbody>
</table>

Brief Description of Incident

The perpetrator refused to hold the victim’s hand because he said her hands were dirty.

Suggested Actions

Initial Response
- Treat the issue seriously.
- Respond immediately.
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and done and not about them personally.

Record
- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.

Follow up
- Inform parents/carers and invite them into school to discuss the incident. Reinforce school’s position and rules on racism.
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss similarities and differences e.g. ensuring that the two children involved wash their hands together before lunch will allow a discussion on clean and dirty.
- Explore equality issues – using Persona Dolls is an invaluable Early Years/KS1 strategy [see ‘combating discrimination: persona dolls in action’. B. Brown, Trentham, 2001]

Monitor the impact of the situation
- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.
Example 2 - Primary

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td>Pupil</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
</tr>
<tr>
<td>Ethnic Origin</td>
<td>White British</td>
</tr>
<tr>
<td>Year Group</td>
<td>1</td>
</tr>
</tbody>
</table>

Brief Description of Incident

Whilst queuing for lunch the perpetrator said to the victim, “you’re a monkey because you are brown”.

Suggested Actions

Initial Response
- Treat the issue seriously.
- Respond immediately (context dependent).
- Reinforce school’s position and rules on racism.
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and not about them personally.

Record
- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.

Follow up
- Inform parents/carers and invite them into school to discuss the incident. Reinforce the school’s position and rules on racism.
- Make sure race issues are covered – do not just treat incidents as a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such.
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss similarities and differences.

Monitor the impact of the situation
- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.
Example 3 - Primary

<table>
<thead>
<tr>
<th></th>
<th>Perpetrator</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupil</td>
<td>Pupil</td>
</tr>
<tr>
<td>Sex</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td>Ethnic Origin</td>
<td>Mixed White and Black Caribbean</td>
<td>White British</td>
</tr>
<tr>
<td>Year Group</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Brief Description of Incident

Two year 6 pupils in the school playground were interrupted by a Year 3 boy who persisted in trying to join the game. At first they told him to go away but on the second occasion they repeated this adding a racist term. The victim repeated this to a member of staff.

Suggested Actions

Initial response
- Respond immediately (context dependent).
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Reinforce school’s position and rules on racism.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and not about them personally.

Record
- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.
- Inform parents/carers and invite them into school to discuss the incident. Reinforce the school’s position and rules on racism.

Follow up
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss similarities and differences e.g. reinforce during PHSE and Citizenship lessons.

Monitor the impact of the situation
- After a reasonable length of time hold a discussion with the children to discover if the perpetrator now understands the impact of his/her actions.
Example 4 - Secondary

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>Ethnic Origin</th>
<th>Year Group</th>
<th>Victimless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>White British</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Brief Description of Incident**

A pupil was repeatedly disrupting a lesson and eventually did a Hitler Salute, shouting. ‘Heil Hitler’

**Suggested Actions**

**Initial Response**
- Respond immediately (context dependent).
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and not about them personally.
- Reinforce school's position and rules on racism.

**Record**
- Formally report the incident using the school policies and procedures.
- Check if pupils have been involved in previous reported incidents.
- Inform parents/carers and invite them into school to discuss the incident. Reinforce school's position and rules on racism.

**Follow up**
- Embed practice by looking for opportunities in the curriculum that enable the pupils to discuss racism.
- The following example is the response of a school to this incident. A Year 9 pupil who had taken part in events on the recent Holocaust Day and met a survivor, explained to the perpetrator why her actions had been inappropriate.

**Monitor the impact of the situation**
- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.
Example 5 - Secondary

<table>
<thead>
<tr>
<th>Perpetrator</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil</td>
<td>Teacher/Pupil</td>
</tr>
</tbody>
</table>

Sex: Female  
Ethnic Origin: White British  
Year Group: 10

Brief Description of Incident

A Year 10 pupil had racist literature in his possession which was being distributed to other pupils. The lesson was being taken by a supply teacher of Indian origin. The literature was confiscated. The pupil informed the Headteacher that he and his father were members of the political party that promoted this literature.

Suggested Actions

Initial Response
- Respond immediately (context dependent).
- Ensure victim is sensitively supported. Make sure victim understands that they are not responsible for the incident.
- Where a member of staff is the victim of racist behaviour she/he should be offered appropriate support, through his or her professional organisation and/or through the local authority Employee Welfare and Counselling Service.
- Counsel perpetrator sensitively explaining that the concerns are about what they have said and done and not about them personally. Inform the pupil that no racist literature is allowed on the school premises.

Record
- Formally report the incident using the school policies and procedures. Check if pupils have been involved in previous reported incidents.
- Inform parents/carers and invite them into school to discuss the incident. Reinforce school's position and rules on racism.

Follow up
- Embed practice by looking for opportunities in the curriculum.
- Encourage open debate through, for example, Philosophy for Children

Monitor the impact of the situation
- After a reasonable length of time hold a discussion with the pupils to discover if the perpetrator now understands the impact of his/her actions.
INCIDENTS INVOLVING PUPILS

Schools may feel it appropriate to develop a checklist as part of their policy to ensure internal consistency in the use of sanctions in relation to incidents involving pupils. It is recognised that teachers will use their professional judgement in dealing with specific incidents, but individual practice should be based on school policy.

INCIDENTS INVOLVING STAFF

An allegation of racist behaviour on the part of any member of staff is a serious disciplinary matter and will be the responsibility of the governing body. In addition there are specific procedures for dealing with racist harassment as part of staff grievance procedures and all schools with delegated budgets have been provided with a model policy statement for the prevention of workplace and work-related harassment and bullying.

Where the victim of alleged racist behaviour by a member of staff is a pupil, the headteacher should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/carers and/or representative should submit the complaint in writing under the Schools’ Complaints Procedure to the Headteacher who will further investigate the case and take appropriate action. This could involve the use of formal disciplinary procedures. A guidance leaflet for parents/carers is available from the Area Education Offices and libraries setting out procedures to be followed in all such cases.

Where a member of staff is the victim of racist behaviour by pupils, it is important that full support is given to the member of staff concerned. Reference should be made to the document Assualts on Teaching Staff contained in the Personnel Handbook. Guidance can also be sought from the school’s senior personnel officer.

INCIDENTS OUTSIDE SCHOOL

There may well be occasions when racist incidents outside school, or involving outside perpetrators, are brought to the attention of the headteacher. These incidents should be reported to the appropriate authorities (including the local authority) who may well wish to take action under Section 5A of the Public Order Act 1986. Opportunity should also be taken to condemn such incidents publicly.

Pupils may be subject to racist bullying and harassment on their journeys to and from school. Headteachers, governors and staff will be aware that the actions of pupils outside the school affect the reputation of the school. Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils’ conduct; this rule of law has been clarified and put on a statutory basis by section 90(2)(a) of the Education and Inspection Act 2006.

Schools should encourage pupils to report such incidents to school staff, and these should be followed up, recorded and reported in the normal way. If necessary, schools can report the incidents to the police, e.g., to the Youth Involvement Officer. Alternatively, they may work with local multi-agency partners to deal with incidents and prevent them recurring. Schools should also be aware that their pupils can commit racist acts against, for example, pupils from other schools, members of the public or against property, on their way to and from school. Schools should record and report these incidents. However, schools should also be aware that the victims of these incidents may prefer to report them directly to the police, who may contact the school for assistance in identification or to provide information.
SUPPORTING THE VICTIM AND COUNSELLING THE PERPETRATOR

It is important that the school creates a climate in which victims of racist incidents feel able to report them. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. Staff dealing with incidents should be sensitive to the issue of retaliation on the part of the victim which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

Schools should consider involving parents/carers when offering support to victims and it may be appropriate to involve, for example, the Educational Welfare Service, the Traveller Education Service, the African-Caribbean Team and other agencies (see Appendix 2). Schools will understand that the victims of racist incidents may require pastoral support over a long period in order to regain personal confidence. In addition the school needs to demonstrate its willingness and ability to address the issue of racial harassment. Where the victim of a racist incident is a member of staff, support is available through his or her Professional Association. Free and confidential support is available for all staff through Lancashire’s Employee Welfare and Counselling Service. Additionally, teachers can contact the teacher support line (see Appendix 2).

Schools' policies should make it absolutely clear that racist behaviour is unacceptable. The policies should be explicit, accessible and widely known to parents and pupils. It should be understood what kind of incidents are covered by the policies and also what sanctions are available. Consideration should be given to the use of exclusion in appropriately serious cases.

It is recognised that perpetrators will often need pastoral support and counselling. The focus of discussion should be on the behaviour of the perpetrator rather than the person, explaining how racism works through the stereotyping of an individual and reinforcing at all times the school's position and rules on racism.

In dealing with a racist incident, it is important to recognise the wider implications for the school and the local community. School procedures should set out clear lines of internal communication to ensure that all appropriate members of staff are aware of any incident. Formal procedures for involving the Leadership Team and the Governing Body need to be considered.

Similarly, there should be clear policies about the involvement of outside agencies such as the Police, Racial Equality Councils, local community groups and the involvement of parents/carers.

Headteachers may wish to take advice from appropriate local authority officers or advisers before responding to approaches by the media over alleged racist incidents.

Headteachers are encouraged to seek the advice of the school's adviser or local authority specialist adviser in dealing with major incidents and to involve them in developing strategies to reduce racial tension through the curriculum or the organisation of the school. Additional support may be obtained through links with other local schools and the agencies and staff identified in Appendix 2.

TENSION INDICATORS

It is important that teachers are sensitive to all signs of increasing racial or ethnic tension which may lead to the potential victimisation of individual pupils or groups of pupils. This should also be reported to the local authority, either through the procedures recommended in this guidance or by speaking to the specialist adviser, even where there is no identifiable
incident. Similarly, all behaviour which can be seen as possibly reflecting wider international, national or local community tensions should be monitored, e.g. where small groups of pupils form isolated groups within the playground or the classroom, where there is evidence of increased polarisation of groups of pupils or where there are signs of a build-up of external pressure.

**PROCEDURES FOR RECORDING RACIST INCIDENTS**

It is recommended that all schools record racist incidents in a form which can be used both for internal purposes and for reporting to the local authority. A *recommended Racist Incident Report Form is included with these guidelines*. Please make additional copies as and when required.

Policies and procedures should be in place within each school to ensure that:

- racist behaviour is clearly identified as such;
- preventative action is taken to reduce the likelihood of racist incidents occurring;
- perpetrators are dealt with effectively;
- the victims of racist incidents are supported;
- the wider implications of racist incidents for the school and local community are recognised;
- the frequency and nature of racist incidents are monitored within the school;
- there is full and regular reporting of racist incidents to the governing body;
- there is full and regular reporting of racist incidents to the local authority.

We have enclosed a separate flow diagram to support schools in dealing with and reporting racist incidents.

**MONITORING AND REPORTING**

It is essential that records are kept of racist incidents to enable the school and the LA to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of racial harassment.

**School Records**

All incidents which are perceived to be racist should be recorded.

The monitoring of these records on a regular basis will also provide the school with a picture of the frequency and nature of racist incidents and give some indication as to how effective the school is in combating such behaviour. This internal record keeping system will be inspected by OFSTED under the current inspection arrangements.

Headteachers should inform governors of racist incidents, particularly where serious or persistent offences occur. However, it is important that information given to governors does not prejudice their ability to act impartially and appropriately in any subsequent disciplinary action or appeal.
Reporting Racist Incidents

It is recommended that a report be made to the governing body annually in the autumn cycle of meetings.

Local Authority Monitoring

The purpose of reporting to the local authority is to collect information on the nature and extent of racist incidents in Lancashire schools. The local authority does not identify or record the names of individual victims or perpetrators. The information collected is analysed to help to identify areas of concern, to contribute to multi-agency monitoring, particularly with the Lancashire Constabulary, and to assist in the development of appropriate local authority policies. It is essential that Racist Incident Report Forms be completed, with copies returned as soon as possible after the incident has occurred, if comprehensive records are to be maintained.

In addition to the regular return of Racist Incident Report Forms, headteachers and the chairs of the governing bodies of those schools where there have been no racist incidents are asked to complete Form N at the end of each academic year and send a copy to the local authority.

The aggregated statistics will be reported on an annual basis to the Cabinet Member, Directorate for Children and Young People, and more frequently if necessary. Feedback will also be given to schools in the form of an annual report to assist improvement planning and self-evaluation.
A Statement from Lancashire Constabulary
Dealing with and Reporting Racist Incidents in Schools

Lancashire Constabulary recognises that racist incidents are unacceptable. We encourage victims to report incidents either formally or anonymously through a self reporting or third party system. Together with the Directorate for Children and Young People of Lancashire County Council, we have formed a partnership and have agreed to share information about racist incidents. This will allow the Constabulary to gather intelligence to help recognise if community tensions are rising in any particular area.

Lancashire Constabulary encourages all schools to report racist incidents to Lancashire County Council and recognises that schools are often best placed to deal with any incidents should they occur. An immediate and effective intervention within the school will often be a more appropriate action than a police investigation.

We will offer support to any school which asks for our help when dealing with racist incidents and we encourage schools to contact the local Youth Involvement Officer, as appropriate.

Categorising Ethnic Origins

When completing Racist Incident Report Forms, it would be helpful if schools would use the following ethnic categories which are part of the annual school census data collection procedures. The DfES uses these categories.

<table>
<thead>
<tr>
<th>White</th>
<th>Asian or Asian British</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>Indian</td>
</tr>
<tr>
<td>Irish</td>
<td>Pakistani</td>
</tr>
<tr>
<td>Traveller of Irish Heritage</td>
<td>Bangladeshi</td>
</tr>
<tr>
<td>Gypsy/Roma</td>
<td>Any other Asian background</td>
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<td>Any other white background</td>
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<table>
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<td>Any other mixed background</td>
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<table>
<thead>
<tr>
<th>Chinese</th>
<th>Any other ethnic background</th>
</tr>
</thead>
</table>
## RACIST INCIDENT REPORT FORM – PAGE 1

### School Name:

---------------------------

### School Number:

---------------------------

### Date of Incident:

---------------------------

#### Perpetrator

- Please tick the relevant box(es)
  - Pupil/Pupils
  - Outside Person(s) inc. Parents
  - Teaching Staff
  - Support Staff
  - Unknown

#### Victim

- Please tick the relevant box(es)
  - Pupil/Pupils
  - Outside Person(s) inc. Parents
  - Teaching Staff
  - Support Staff
  - Victimless Incident

#### Please indicate Gender and Yr Group

- Male
- Female
- Year Group

#### Please tick the box below if Parents/carers informed

- Yes
- No

#### Please tick the relevant box(es)

<table>
<thead>
<tr>
<th>White</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>British</td>
<td>British</td>
</tr>
<tr>
<td>Irish</td>
<td>Irish</td>
</tr>
<tr>
<td>Traveller of Irish heritage</td>
<td>Traveller of Irish heritage</td>
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<td>African</td>
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<tr>
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<td>Indian</td>
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<td>Pakistani</td>
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<tbody>
<tr>
<td>Any other Ethnic background</td>
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</tbody>
</table>

Please give further details of the incident overleaf
RACIST INCIDENT REPORT FORM – PAGE 2

<table>
<thead>
<tr>
<th>Nature of Incident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse</td>
<td></td>
</tr>
<tr>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>Provocative behaviour</td>
<td></td>
</tr>
<tr>
<td>Graffiti</td>
<td></td>
</tr>
<tr>
<td>Possession/distribution of racist material</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Brief description of Incident**

**Action Taken**

Signed ___________________________  Date ___________________________

Headteacher

Please send completed forms to:

Wayne Marland (Principal Adviser)
Lancashire School Effectiveness Service
Directorate for Children and Young People
County Hall
PRESTON
PR1 8RJ

Tel: 01772 531555
Fax: 01772 531525

Please retain a copy for your records and use supplementary sheets as necessary.
School: ____________________________
District No: ____________________________

I confirm that there have been no racist incidents recorded by the school during the academic year.

Comments:

Signed ____________________________ Date ____________________________
Headteacher

Signed ____________________________ Date ____________________________
Chair of Governors

Please send or fax this form, if appropriate, at the end of the summer term of each school year or after the autumn meeting of the governing body, to:

Wayne Marland (Principal Adviser)
Lancashire School Effectiveness Service
Directorate for children and Young People
County Hall
Preston PR1 8RJ

Tel: 01772 531555
Fax: 01772 531525
PROCEDURE FOR DEALING WITH RACIST INCIDENTS: FLOW DIAGRAM

- Support the victim sensitively

- Support the perpetrator effectively

- Report the incident to the headteacher/senior manager

- Headteacher/senior manager to take the appropriate action in dealing with the incident, including alerting parents

- Headteacher/senior manager to complete the RACIST INCIDENT REPORT FORM included at the back of the local authority guidance document

- Headteacher/senior manager to return the RACIST INCIDENT REPORT FORM to Wayne Marland (Principal Adviser) at County Hall AS SOON AS POSSIBLE after the incident

- Headteacher/senior manager to keep a copy of the completed forms for records and reporting to governors

Where there are NO RACIST INCIDENTS during the year, return FORM N (included at the back of the local authority guidance document) at the end of the SUMMER TERM or as soon as possible after the autumn meeting of the full governing body
The effect of racism on children

Racism damages all children, both victims and perpetrators, although it does so in different ways.

Racism very clearly affects victims and their families, who are greatly disadvantaged by discrimination.

For them, racism

- is hurtful and may interfere with their ability to learn
- may damage their concept of self-identity and/or make them believe that they are seen as inferior outside their homes
- can affect their behaviour, their motivation and their confidence

Children who have been subject to racism need to learn that racism is not their fault and is not the result of anything they have done. It is important to help them establish a positive self image.

Racism also damages perpetrators. It may

- lead them to believe that people from other racial, ethnic or religious groups are less human than they are
- blunt their sensitivity to others and reinforce false notions of their own superiority
- distort their perceptions of reality by failing to provide them with the full range of information on which they can make their own judgements, eg. racism rejects some languages and lifestyles without offering the opportunity of learning about and enjoying them as different
- lead them to ignore facts or opinions that have been contributed by people from other racial, ethnic or religious groups, thus encouraging them to accept partial information as the basis for decision making
- prevent them from learning concepts of empathy to others - concepts that are fundamental to respecting and valuing one another

Adapted from ‘Action for Racial Equality in the Early Years’
Jane Lane, National Early Years Network
WHERE TO GO FOR SUPPORT

LANCASHIRE COUNTY COUNCIL

Charu Ainscough
Human Resources Manager
Office of the Chief Executive
01772 533583

Employee Welfare and Counselling Service
Office of the Chief Executive
01772 533863

Wayne Marland
Principal Adviser
01772 531442

Carol McNulty
Adviser (Ethnic Minority Achievement)
01772 532158

David Croall
Senior Solicitor and Legal Adviser to Schools
01772 530849

Alison McLay and Sarah Montague
Teacher Advisers for Ethnic Minority Achievement
01257 516100

Judith Fawbert
Head of the Ethnic Minority Achievement Support Service
(including the African-Caribbean Team)
01772 533788

Joe Dykes
Head of the Traveller Education Service
01772 533826

Jane Richmond
Co-ordinator for Anti-Racist and Multicultural Education
01254 220793

OTHER ORGANISATIONS

Preston and Western Lancashire Racial Equality Council
Tel: 01772 906422

Commission for Racial Equality
Head Office
020 7939 0000

Teacher Support Line
08000 562 561

Police
Contact your local Youth Involvement Officer. If you do not know who this is, please contact your local Police Station
REFERENCES

The Stephen Lawrence Inquiry Report  Sir William Macpherson 1999
Aiming High: Raising the Achievement of Gypsy Traveller Pupils  DfES 2003
Community Cohesion Standards for Schools  Home Office 2004
Race Equality in Education  OFSTED 2005
Monitoring and Reporting Racist Incidents in Schools 2005-2006  Lancashire County Council 2006
Recording and reporting racist incidents guidance  DfES 2006
Bullying around racism, religion and culture  DfES 2006

Useful Websites

- www.cre.gov.uk
  The Commission for Race Equality
- www.cehr.org.uk/
  The new Commission for Equality and Human Rights
- www.teachernet.gov.uk/racist bullying/
  A good source of advice for teachers
- www.standards.dfes.gov.uk/ethnic/minorities/
  A key site for information in relation to the education of ethnic minority pupils and those learning English as an additional language
- www.slide.lgec.org.uk/
  Information for schools interested in linking activities
- www.lancashire.gov.uk/education/bsf/teacher_pages/racial_equality/index.asp
  Lancashire’s Building Schools for the Future website – includes pages on race equality initiatives
- www.ofsted.gov.uk
  The main site for information about school inspections
- www.britkid.org/
  A very good interactive site for children and young people to explore issues of race, culture and identity