

ST AMBROSE BARLOW R C HIGH SCHOOL

A National Teaching School, National School of Creativity and Specialist Technology College



Anti-Racism Policy



July 2013

MISSION STATEMENT

The school is distinguished by the quality of care extended to all pupils and staff. Each individual deserves recognition and respect as befits a unique and important being made in the image of God. We provide an all-embracing curriculum within a Catholic Christian framework. Our children are encouraged to grow in understanding and to acquire those qualities, skills and values which will prepare them for the opportunities, responsibilities and experiences of life. It is the policy of St Ambrose Barlow to provide the highest quality of educational opportunity for all. We recognise also the individuality of all the pupils and staff and endeavour to create a positive and caring environment in which all may flourish. Hence racism in any form or degree is unacceptable and our firm intention is to deter or eliminate racist attitude practices or behaviour.

RESPONDING TO RACIST INCIDENTS

RACIAL HARASSMENT POLICY STATEMENT

In accordance with the principles expressed in the Mission Statement, St Ambrose Barlow School recognises that racial harassment is not acceptable and is committed to ending it. The school strongly encourages pupils and staff to report any cases or harassment. Where the school is satisfied there is substance to the complaint, action will be taken under the agreed procedure.

1. Racial harassment is defined as follows:

Derogatory or discriminatory remarks or actions of a racial nature which are offensive to the individual involved, which cause the individual to feel threatened, humiliated, patronised or harassed, or which create a threatening or intimidating environment in the school.

Racial harassment is not always a sudden and dramatic event. It is often a persistent wearing down of an individual's confidence.

The policy also covers instances of racist behaviour which may not be directed at any particular individual, but which are considered to be unacceptable.

The following are examples (and not an exhaustive list) of inappropriate behaviour covered by this policy:

Physical Conduct of a Racial Nature: Any unwanted physical behaviour including assault.

Verbal Conduct of a Racial Nature: Conduct that affects the dignity of individuals, as defined by their racial origins. It includes any comments, including jokes of a racial nature which are deliberate and unwelcome. It includes threats, abuse and mockery.

Non-Verbal Conduct of a Racial Nature: The display of racially offensive material, including posters and graffiti or racist literature, texts or social media abusive comments

Race-based Conduct: Conduct that denigrates or ridicules or is intimidatory or physically abusive or an individual because of his or her race, such a derogatory or degrading abuse or insults which are race-related and offensive comments about appearance or dress.

2. Prevention of Racism Incidents

The school actively works to prevent Racism taking place among the members of the school community and beyond. The multi-cultural education, both curricular and extra-curricular, attempts to equip pupils with the attitudes and values that deplore Racism. We utilise Personal and Social Education lessons as well as 'kick racism out'. The Christian values expressed in the Mission Statement conflict with Racism and all pupils are encouraged to live their lives following the gospel values.

3. Complaints

The school realises, however, that many individuals may be unwilling to make a complaint regarding racial harassment. This may be for a variety of reasons including:

- a) fear that others will consider the behaviour trivial;
- b) fear of retaliation and/or public humiliation;
- c) fear that the complaint will not be taken seriously.

Rather than face these possibilities, the victim of harassment may, therefore, choose to transfer to another job or school or leave altogether. The school regards this as totally unacceptable. Accordingly, the procedure details below should be used to facilitate the resolution of sexual and racial harassment complaints.

4. Procedure for Dealing with complaints of Racial Harassment

- I. This procedure will apply to all employees and pupils of the school. It is intended to cover any complaint or a racial nature.
- II. It is recognised that confidentiality is extremely important when dealing with cases of harassment and it is accepted that any complaint should be investigated and resolved as quickly as possible.
- III. Whenever possible, the individual should ask the harasser to stop and make it clear that the behaviour is unwelcome. There may be many circumstances where the individual considers that such action would be too difficult or embarrassing and, therefore, in terms of future investigations into a complaint, no significance should be given to the fact that an individual may not have taken the above action.
- IV. The identified member of staff will establish the nature of the complaint and arrange for it to be investigated and agree a course of action following consultation with the complainant.
- V. Where the Head Teacher is satisfied that there is substance to the complaint, action will be taken in accordance with the agreed disciplinary procedure.

WHAT IS RACISM?

- Racism is defined as a complex web of prejudiced attitudes, values and actions often backed by institutional practice and power. It devalues and subordinates particular ethnic groups on the basis of their colour, culture, race and religion.
- Historical and economic factors, social conditioning and the negative powerful influence of the media are partly responsible for the negative attitudes and discriminatory practice within society.
- Institutional racism is where arrangements within society benefit and support white people at the expense of other ethnic groups. An example of institutional racism would be insisting on uniform/dress regulations that would bar a person who is unable to comply with them for cultural reasons.

5. What are the effects of racism in the education system?

- It perpetuates the false belief that some races are superior to others.
- It limits access and achievement in education.
- It creates great unhappiness and fear for the victims.
- It inhibits the ability of children to achieve their full potential in a multi-cultural society.
- It can lead to serious consequences for the perpetrator if not dealt with appropriately.

IDENTIFYING RACIST INCIDENTS

Racist incidents can be recognised in a number of different forms and degrees of seriousness, both blatant and hidden. Some incidents may be unintentional, stemming from a lack of awareness. However, if unchecked, these are still damaging for both victim and perpetrator.

Forms of abuse include:

- **discriminatory practice or procedures** - exclusion from activities, discrimination, unfair treatment on the grounds of race, for example, in admissions procedures;
- **the attitude** - which perpetuates negative images and undervalues ethnic and cultural diversity. People often accept that this situation is right, natural or unchangeable. For example, failure to pronounce a child's name correctly or not challenging stereotypes reinforces negative messages;
- **verbal abuse** - name calling, labelling, stereotyping, racist jokes, ridicule, derogatory racist comments, insults, threats;
- **non-verbal abuse** - defacement or damage of property, racist graffiti, wearing racist badges/insignia, use of racist propaganda, refusal to co-operate with others on the grounds of race, attempts to influence others, incitement to racial hatred.
- **physical harassment and violence** - racist gestures, jostling, harassment, intimidation, assault.

6. GUIDELINES FOR RESPONDING TO RACIST INCIDENTS

These guidelines are designed to be supportive and to provide an understanding of the issues. The aim is to increase confidence and ensure a consistent approach when dealing with racist incidents involving any member of the school:

- All staff and pupils should be aware of the school's policy. Racist behaviour by any member of staff or pupil is unacceptable. Where there is persistent or serious abuse, the person concerned will be subject to disciplinary action through the agreed Disciplinary Procedure.
- The whole school; pupils, parents staff and Governors need to be aware of the agreed code of practice and to actively work against racism.

- All incidents should be recorded and the information given to a designated senior member of staff who will ensure that they are dealt with appropriately.
- Responding to racist incidents is the responsibility of all members of staff and pupils; a firm but supportive initial response to an incident may prevent escalation.
- There should be staged levels of response according to the seriousness of the incident.
- The victim will need support. In the case of a pupil, the family will need to be informed at an early stage and reassured that appropriate action is being taken.
- The perpetrator will need guidance and sanctions may be appropriate. In the case of a pupil, parents need to be involved.
- The advice and support of outside agencies should be sought.
- Where there is persistent or serious abuse, the Governing Body will be informed and the necessary action taken.
- Victims should be informed of their right to make a formal complaint to the Governing Body if they are not satisfied with the action taken. The matter will be investigated and the appropriate advice given.
- Victims who are not satisfied have recourse to law.

RESPONDING TO RACIST INCIDENTS

Checklist for Action

Basic Strategies

Support Victim

explain to perpetrator why this is unacceptable

make it clear persistent abuse will lead to further sanctions

remove any offending material

record incident

encourage positive involvement of parents

carry out follow up activities

seek LEA advice and support

Additional Action for Persistent/Serious Abuse

refer to designated senior member of staff

involve parents

involve parents

inform Governing Body; seek advice and support

contact police, where appropriate

take necessary steps to prevent recurrence

RECORDING

- i) Racist incidents are under-reported and often 'de-racialised' i.e. treated as a routine disciplinary issue or trivialised due to uncertainty and concern about the possible repercussions. This may take the form of:
 - a) dismissing racist name calling as just name calling. (Racist name calling is far more common and damaging than other name calling, as has been shown by recent research).
 - b) reluctance to admit that young people could harbour racist attitudes.
 - c) trivialising the effects of racist jokes and comments.
 - d) the strongly negative connotations of the term 'racist', which in the minds of most white people, is equated with extreme right wing groups.
- ii) It is essential that all incidents are recorded in order to provide an accurate picture of the scale and nature of the problem. The information will be needed to determine appropriate responses to racial abuse. (For an example of an incident sheet see Appendix 2).

MONITORING RACIST INCIDENTS

- i) The designated senior member of staff needs to monitor racist incidents in order to:
 - a) get a full picture of the frequency and nature of abuse
 - b) measure the effectiveness of methods used in responding to racist incidents
 - c) determine necessary or future action
 - d) provide the school and Governing Body with a basis for statistical analysis of racist incidents
- ii) For these reasons, schools are asked to keep a record of all racist incidents and action taken.
- iii) It is recommended that the Head Teacher provide Governors with information on racist incidents and the school's response to them.

**REPORT OF AN INCIDENT TO THE
GOVERNING BODY/MANAGEMENT**

This form should be completed as soon after the incident as possible while events are still fresh in the mind(s) of the reporter(s)/witness(es).

This incident is believed to have equal opportunities implications in the following area(s):

RACE GENDER DISABILITY

Name of reporter

Position of reporter (employment)

Date of incident Time Date of Report

Location of incident
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Names of those principally involved and their position:

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Description of incidents:

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(Please attach extra sheets if needed)

Any witnesses (staff, students or members of the public): 1.

2) 3)

4) 5)

Names and position of senior member of staff to whom incident first reported:

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Signature of reporter Date sent to Head of Establishment