



Race Policy

February

2021

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1. Introduction

Responses to racist incidents are a part of the school's response to racism. At Greenland Community Primary we promote a positive anti-racist school ethos and anti-racist curriculum.

Responding to racist incidents is crucial, but not sufficient in itself to deal with racism. School works to educate pupils to "challenge discrimination and stereotyping" (Aim 2 of the National Curriculum, 1999). The National Curriculum talks explicitly of the need for all teachers to "create effective learning environments in which ... stereotypical views are challenged" as part of their statutory inclusion obligations. This is followed through by OFSTED where inspectors evaluate "pupils' understanding of the effects of stereotyping, prejudice, sexism, racism and all forms of discrimination" (Evaluating Educational Inclusion: guidance for inspectors and schools, 2000). School reflects these things in their own practice and works to identify and deal with their own institutionalised forms of racism.

2. Racist Incidents

The Stephen Lawrence Inquiry Report defined a racist incident for the purposes of reporting and recording, as: "*any incident which is perceived to be racist by the victim or any other person.*"

The use of this definition ensures that all possible racist incidents are properly investigated and followed through. It does not mean that the incident is recognised as racist because someone says it is, only that it is investigated objectively as it if were. The definition is designed to take account of the fact that the under-reporting of racist incidents is a serious problem in dealing with racism. There has been a historic tendency for institutions to ignore or underplay the importance of racist incidents and racism. Racial incidents can appear to be petty or trivial to people who never (or rarely) experience them. Though some incidents may not be motivated by clear-cut racist intent, the intention is often less significant than the effect on the person at the receiving end. It is important not to downplay the feelings of victims by emphasising the lack of explicit intent (e.g. "he/she didn't mean it") of the perpetrator. Perpetrators must be faced with taking responsibility for the outcomes of their behaviour. They must be made aware of the hurt they have caused and not be allowed to feel empowered at some else's expense.

Greenland Community Primary School makes it clear that all forms of racism are unacceptable. Racist name-calling and the use of racist labels should be recorded (CPOMS) and followed through. It is also important to recognise that racist incidents are not only always accompanied by overt expression of racial prejudice or intolerance and that racist behaviour may also take the forms of ignoring, not allowing to join in, not sharing and other more covert exclusionary practices. Racial harassment and abuse can often only be obvious to the person experiencing it and while victims should certainly be encouraged to report incidents, staff should not wait for victims to take the initiative. Young people often suffer this kind of abuse in silence, not even daring to tell their families what they are going through, perhaps because of the misguided notion that it is their own fault.

Some victims may not want to draw attention to themselves by pursuing the matter because they are scared, so staff need to be vigilant. In dealing with reported incidents once again the Stephen Lawrence Inquiry Report offers a useful working definition in stating that racism is: "*conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form.*"

3. School responsibilities

Everyone in school has a role to play in tackling racist incidents - teaching staff, non-teaching staff, other adults in school and pupils. Everyone is aware about:

- where the school stands
- what constitutes a racist incident
- what the procedures are
- who they report racist incidents to, etc.

The school's position and procedures should be publicised to the whole school community and should be displayed and referred to and explained in assemblies, tutor periods/circle time etc and in school prospectus, home-school agreements, admissions policy etc. Above all it should be clear to pupils how they report incidents (confidentially and anonymously, if needs be, e.g. through a written note). Members of staff with a role in handling reports of incidents, such as class teachers and senior management, should be identified and known to all. Roles and responsibilities should be clearly defined throughout the process. Recording should be the initial responsibility of the member of teaching staff involved supported by senior management. It is useful to have a member of the Senior Management Team with designated responsibility for racist incidents. This person should be informed of all incidents, be responsible for their investigation and for the completion of the paperwork and play the lead role in following through, linking in with the school's disciplinary and pastoral structures. Greenland's designated staff member is Miss Lewis, Headteacher.

All staff, teaching and non-teaching, should see dealing with racist incidents as an important part of their professional duties. There should be an appreciation of the serious implications that racial harassment can have for the well-being of the school and the local community. Openness about incidents should be encouraged. Though pupils may take the initiative in reporting cases, in some cases victims will not, so staff need to be vigilant and pro-active. In order to deal with incidents effectively it is important to ensure that certain steps are taken (outlined in Dealing with Racist Incidents flow diagram on p6). These responses would need to be nuanced according to the particular context and issues involved. Other types of protagonists can be involved both as victims and perpetrators so responses need to be modified to take account of other scenarios.

4. Monitor and review

January 2019 – Miss AM Lewis

September 2019 – Miss AM Lewis

January 2020 – Miss Lewis

February 2021 – Miss Lewis



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