

Green Lane School



Racism Policy

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1. Definitions

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.'

Even if the victim of an incident does not complain, it should be treated as a racist incident if another person perceives it as such.

The Human Rights and Equality Commission describes 4 types of race discrimination:

- **Direct discrimination** 'when someone treats you worse than another person in a similar situation because of your race'
- **Indirect discrimination** 'when an organisation has a particular policy or way of working that puts people of your racial group at a disadvantage'
- **Harassment** 'when someone makes you feel humiliated, offended or degraded'.
- **Victimisation** 'when you are treated badly because you have made a complaint of race related discrimination'

A racist incident may include:

- Stereotyping on the basis of colour, race, ethnicity, etc.
- Derogatory name-calling, insults, racist jokes and language
- Racist comments
- Verbal abuse and threats
- Physical assaults
- Refusal to co-operate with others because of any of racial differences
- Racist graffiti or written abuse
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or insignia'
- Bringing racist material such as leaflets, magazines or computer software onto the premises
- Recruiting other young people to racist organisations or groups

2. Intent

Green Lane School is committed to fostering an inclusive and anti-racist environment that upholds the values of equality, respect, and fairness. Green Lane's intent is to create a safe, welcoming, and culturally diverse learning environment where racism is actively challenged and eradicated. Leaders, staff, and the governing body firmly believe that every pupil deserves to be treated with dignity, regardless of their race or ethnicity.

The aim of this Policy is to provide guidelines for Green Lane School to establish an effective and consistent response to racist incidents, as well as procedures for the reporting and recording of such incidents.

The Policy supports and reflects the information in the following documents:

- Home Office Code of Practice on Reporting and Recording Non Crime Hate Incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)
- The Equality Act 2010
- The Public Sector Equality Duty

The school's intentions are to:

1. Promote a culture of respect: The school aims to develop a whole-school ethos where students, staff, and parents/carers understand and uphold the values of respect, inclusivity, and equality.
2. Celebrate diversity: The school strives to create a curriculum that reflects and values the experiences and contributions of students from various racial and ethnic backgrounds.
3. Address unconscious bias: The school is committed to identifying and tackling any unconscious biases that may exist among staff members, ensuring that every student receives fair and equitable treatment.
4. Engage with the wider community: The school aims to actively engage with parents, carers, and community organisations to foster a collaborative approach in combating racism.

3. Implementation

Green Lane School effectively implements its intentions to address racism through a range of interconnected strategies and practices. These implementation methods include:

- Reflective Leadership

The school's leadership team takes responsibility for creating an anti-racist culture and leads by example. They continually self-reflect, challenge their own biases, and demonstrate a commitment to equality and diversity in their decision-making and interactions with students, staff, and parents/carers.

- Inclusive Curriculum

The school designs and delivers a curriculum that reflects and celebrates diversity. It ensures that all students, regardless of their racial or ethnic background, see themselves represented in the curriculum materials, textbooks, and resources used. The curriculum includes multi-cultural perspectives and contexts, promoting understanding, empathy, and respect for different cultures.

- Staff Training and Development

The school prioritises training for all staff members to develop their understanding of racism, unconscious bias, and cultural awareness. Training helps staff recognize and challenge discriminatory behaviours, empowers them to respond effectively to racist incidents, and equips them with strategies to create an inclusive learning environment.

- Proactive Behaviour Management

The school implements a proactive approach to behaviour management that actively combats racism. This includes clear policies and procedures that explicitly state zero tolerance for racism, as well as consistent and fair consequences for discriminatory behaviours. The school uses restorative practices to address incidents and promotes open dialogue to help students understand the impact of their actions.

- Engaging with Parents/Carers

The school actively involves parents/carers in addressing racism by organizing parental engagement sessions that promote understanding, collaboration, and open communication. Parents/carers are informed about the school's anti-racist policies and encouraged to support these principles at home.

4. Impact

Green Lane School's approach to addressing racism will have a positive impact on the entire school community. The impact of the school's practices and strategies includes:

Positive Student Outcomes: Students develop an understanding and appreciation of different cultures and backgrounds, fostering respect for diversity. They feel safe, supported, and included, allowing them to thrive academically, socially, and emotionally.

Reduced Incidents of Racism: The school's clear policies, proactive behaviour management, and staff training effectively reduce and address incidents of racism. Students are empowered to report any incidents, knowing that they will be taken seriously and resolved appropriately.

Staff Empowerment: Staff members feel confident and equipped to effectively challenge and address racism. They actively contribute to developing the school's inclusive ethos and support one another in promoting anti-racist practices.

Enhanced Parental Engagement: Parents/carers are actively engaged in promoting an inclusive and anti-racist culture both at home and within the wider community. They feel supported, informed, and involved in their child's education, strengthening the partnership between the school and home.

By implementing these strategies and practices, Green Lane school demonstrates a commitment to equality, diversity, and inclusion, leading to a significant and lasting impact on students, staff, and the wider community in their fight against racism.

5. Managing Racist Incidents

No incident that is, or appears to be racially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation. They should make it explicit that any racist behaviour is unacceptable and contravenes the school's policy, culture and ethos.

The action taken when responding to a racist incident will depend on the following factors:

- Whether a hate crime has been committed
- Whether the perpetrator is a member of staff
- Whether the perpetrator is external to the school
- Whether the perpetrator is a pupil at Green Lane School

When a hate crime has been committed

A hate crime is defined as

'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

A hate crime may involve a physical assault, verbal abuse or incitement to hatred.

A hate crime should be reported to the police. In an emergency call 999.

If a racist incident occurs between parents of pupils, it's up to either of the parents to decide whether to call the police. However, if the incident occurs on the school premises, and you believe pupils or others are at immediate risk of harm, you should inform the police.

Further advice about reporting a hate crime can be found at:

[Report hate crime | Police.uk \(www.police.uk\)](https://www.police.uk)

When the perpetrator is a member of staff

Racial harassment or any form of racist behaviour from any member of staff towards any pupil, young person, parent or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedure. We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving racial harassment, they will face disciplinary sanctions up to and including dismissal.

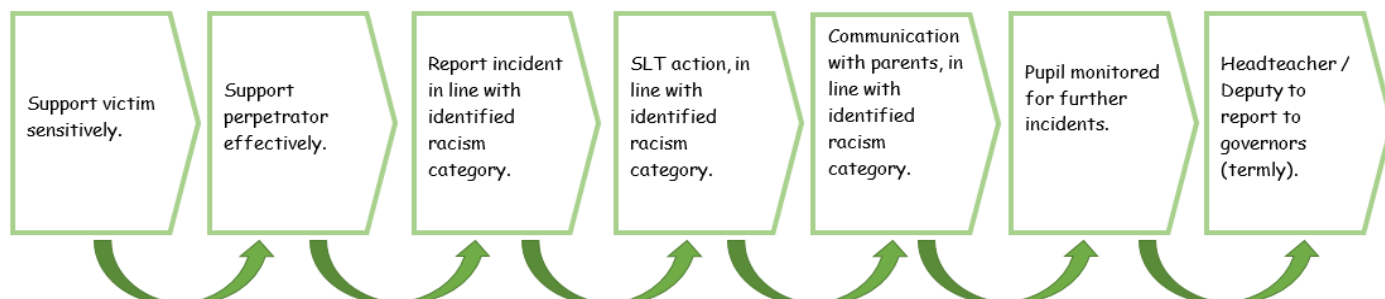
When the perpetrator is external to the school

Where there is an outside perpetrator, staff should inform the Headteacher.

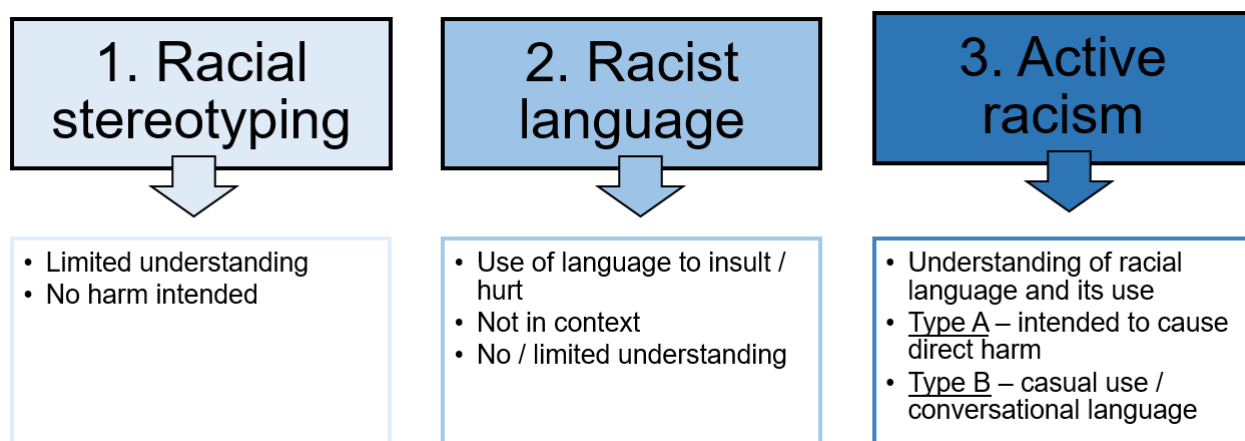
The Headteacher will take appropriate and proportionate action. Examples include: contacting a professional visitor's employer, contacting the school of an external pupil or contacting centre staff if on a trip or visit. This is not an exhaustive list.

When the perpetrator is a pupil at Green Lane School

Green Lane School's approach reflects the varied cognitive and developmental understanding of the pupil population. Any disciplinary action taken, will be in line with the Positive Behaviour Policy. All incidents will be managed by following the below series of actions:



Most racist incidents fall in to one of the following categories:



The following information is intended as a guide for staff to ensure a consistent response to any racist incident. Any member of staff who is unsure which protocol to follow or needs support in managing a racist incident request support from a member of SLT.

Racism category	Interventions 1	Interventions 2	Next steps	Victim support (if there is one)	Reporting
1 – <u>Racial stereotyping</u> - No understanding - No harm intended	1 – Verbal / visual to stop immediate language use. 2 – If the pupil does not stop, change the environment (withdraw from room / or other pupils).	Immediate education / support to understand.	1 – Restorative support work on racial stereotyping. 2 – Focus work on racial stereotyping for the individual.	1 - Emotional check in. 2 - Offer of mediation.	Report on CPOMS.
2 – <u>Racist language</u> - Use of language to insult / hurt. - Not in context - No / limited understanding.	1 – Verbal / visual to stop immediate language use. 2 – If the pupil does not stop, change the environment (withdraw from room / or other pupils).	SLT support if the pupil does not stop.	1 – Restorative support work on racist language. 2 – Focus work for the individual. 3- Focus work for the class group.	1 - Emotional check in. 2 - Offer of mediation. 3 – Continued emotional check in.	1 - Report on CPOMS and Behaviour Smart. 2 – Letter to parents about incident and learning support in place. 3 – Communication to victims parents (depending on the context). 4 – Parental meeting if there is a continuation.
3 – <u>Active racism</u> Understanding of racial language and its use. <u>Type A</u> – intended to cause direct harm. <u>Type B</u> – casual use / conversational language.	1 – Immediate direction to stop and remove/support from immediate environment for further conversation.	Immediate SLT involvement. Type A - Time away from class.	1 – Restorative support work on racist language. 2 – Consequence linked to learning. 4 – Focus work for the individual. 5- Focus work for the class group.	1 - Emotional check in. 2 - Offer of mediation. 3 – Continued emotional check in / support work.	1 - Report on CPOMS and Behaviour Smart. 2 – Letter/phone call to parents about incident, actions and learning support in place. 3 – Communication to victims parents (depending on the context). 4 – Parental meeting if there is a continuation.

6. Recording and Reporting Incidents

In line with the recommendations of the documents cited in the opening section of this document, Green Lane School records all racist incidents.

This includes the following details:

- Date
- Names of perpetrators and victims
- Nature of incident
- Action taken in response
- Name of the person reporting the incident

Any racist incidents are reported on CPOMS. They are categorised as 'Racial Incident', then subcategorised as '1. Racial Stereotyping', '2. Racist Language' or '3. Active Racism' by a member of the Safeguarding Team for tracking and response purposes.

Any racist incidents that are subcategorised as '2. Racist Language' or '3. Active Racism', will also be recorded on Behaviour Smart. The Behaviour Lead or a member of the Safeguarding Team will be responsible for recording the incident on Behaviour Smart.

This information may be reviewed by OFSTED.

Governors are informed of the number and nature of racist incidents and the action taken to deal with them through the Safeguarding Report on a termly basis. The pattern and frequency of racist incidents are analysed in order to inform future whole school planning and/or individual pupil support. The Police will be advised of any racist incidents that may be categorised as crimes.

7. Supporting a Victim

When dealing with racist incidents involving pupils or young people, staff will:

- Listen
 - Indicate they are pleased that the young person has been able to tell them.
 - Remain calm and reassuring.
 - Accept their language and terminology.
 - Remember that to confide in a member of staff may need considerable courage.
- Acknowledge
 - Acknowledge the feelings of the young person.
 - Confirm they were right to make the disclosure.
 - Show they understand the difficulty in discussing the matter.
 - Establish whether the incident is part of a pattern.
 - Reassure while explaining the need to take the matter further.
- Report
 - Indicate that the information needs to be shared with others in authority in order to stop further incidents.
- Support
 - Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

We recognise that members of staff can also experience racial harassment from pupils/young people, from other staff, from parents/carers, and from visitors or members of the public. We will support them in the same way as we would pupils/young people.

Perpetrators of racist incidents may also need to be supported and appropriate action should always be taken. A perpetrator may feel anti-social feelings (guilt, sadness) as part of this response but should be left with pro-social feelings (respect, positivity) to reduce the risk of further incidents. When a perpetrator will not accept their behaviour or use of language was unacceptable further guidance and advice may be sought for external support.

8. Monitoring and Review

The Headteacher has overall responsibility for monitoring the recording and reporting of racist incidents and ensuring that staff read this policy annually.

This policy will be updated every 3 years, or sooner if there is a significant update in policy or procedure.

Appendix 1- Sample letter to parents

(Highlighted areas to be amended)

Dear Parents and Carers,

Re: Important Message Regarding **Racist Incident/Racist Language**

I hope this letter finds you well. I am writing to draw your attention to an issue of utmost importance that has come to our attention – the use of **racist language** by your child.

At Green Lane School we pride ourselves on promoting tolerance, respect, and diversity within our school community. We firmly believe that every child has the right to learn in an environment that is free from discrimination and prejudice. It is with great concern that we address this recent incident and emphasise our commitment to addressing it firmly and promptly.

It has come to our attention that We have treated this incident with the seriousness it deserves, conducting a thorough investigation. While we cannot disclose specific details due to confidentiality, rest assured that appropriate steps are being taken in accordance with our Positive Behaviour Policy and the Equality Act 2010.

Racism is deeply detrimental not only to the individual being subjected to it but also to the entire school community. It goes against our core values and undermines the principles of equality and respect that we aim to instil in our pupils. Some of the measures we have put in place include:

- as a consequence
- Direct work to help you child understand more about
- Whole class sessions to develop understanding of ...
- Restorative conversations with peers

However, we cannot tackle this issue alone; we need your active support and involvement as parents and carers. I urge you to take this opportunity to engage in open conversations with your child about the importance of **respecting and valuing people from all backgrounds**. Together, we can reinforce that racism is never acceptable and promote a more inclusive school community.

In light of recent events, we encourage you to remain vigilant and remind your child of the impact their words and actions can have. We kindly request that you report any incidents of racist language or behaviour to the school immediately, to ensure that appropriate action can be taken swiftly.

As a school, we are committed to fostering a safe environment for all children to learn, grow, and thrive.

Should you have any concerns or require further information, please do not hesitate to contact me or a member of our dedicated safeguarding team. We appreciate your support in this matter and look forward to continuing to work together to address this issue.

Yours faithfully,

Appendix 2 - How to talk to pupils about racism

How to talk to pupils about racism

Help pupils find the words and the confidence to have difficult conversations about race and racism. Get guidance on preparing pupils for these conversations, and find resources to support their learning.

Start these conversations early

- Children recognise race from a young age and [they're never too young to start talking about it](#) (see the PDF infographic)
- Talk with pupils from EYFS onwards about the similarities and differences between people in a positive, open way.
- Make sure you have a diverse representation of people in the books and images in your classroom (for example, displays, posters and murals)
- Don't shy away from more difficult topics. Police brutality and incidents like the death of George Floyd, but some pupils are likely to have heard about these issues in the news or discussed them at home. By opening up the conversation at school, you can offer pupils a solid foundation of knowledge which can help protect them from believing the misinformation they might be exposed to online

Don't take a colour blind approach

It's easy to think that the best way to promote race equality is to pretend to pupils that you don't see race (for example, by saying "everyone is the same at our school, we don't think/talk about people's skin colour"), but race is an important part of people's history and identity, so don't ignore it.

Celebrate diversity

- Talk openly about the different ethnic groups in your school or class and celebrate the different identities or countries of origin within your school community – include staff and families within this too
- Create displays that show the different languages spoken in your school, and different places around the world that pupils or their families are from
- Hold international days or events where pupils, parents and staff wear traditional dress or bring in traditional food or objects of cultural significance to share

Talk about the fact racism exists

- Don't just celebrate all the good things about diversity: be honest about the challenges. Talk to pupils from a young age about the fact that racism sadly exists and could even happen in your school
- Make sure pupils know the processes you have in place to deal with racist incidents and what they should do if they think they've witnessed or experienced racism
- [A Kids Book About Racism, by Jelani Memory](#) is a great tool to explain racism to younger pupils and [This Book Is Anti-Racist, by Tiffany Jewell](#) is helpful for older pupils
- If you're white, understand your own experiences and make it part of the conversation. Be open with pupils about the fact that, as a white person, there are things about racism you can never fully understand, because you haven't experienced it first-hand. Show Black, Asian and minority ethnic (BAME) pupils that you're an ally by actively challenging and discussing different forms of racism
- If you feel comfortable, share your own experiences of racism.
- Show white pupils how they can be an ally by recognising and actively challenging racism, so they don't feel like they're the problem

Challenge stereotypes and prejudice in a non-judgemental way

- Always challenge pupils when they say something based on prejudice or stereotypes, and correct misconceptions, which could lead to prejudice if they go unchallenged. Use everyday incidents (such as a pupil in the playground saying "you can't play in our game because you don't have blonde hair") as an opportunity to educate all pupils
- Use non-judgemental questions, such as "why do you say that?" or "what makes you think that?", rather than telling pupils off or closing down the conversation
- Help pupils to recognise how stereotypes and bias can be hurtful and untrue, and give them an alternative point of view

Start from where pupils are and encourage questions

- Ask pupils open-ended questions about what they know already about racism, and what questions they have
- This will allow you to pitch your conversation at the right level, correct any misconceptions and fill in gaps in understanding. Don't assume pupils know nothing, but don't assume they have lots of pre-existing knowledge either
- Educate yourself as much as possible, but **you don't have to have all the answers**. Be honest if you're not sure about something and show pupils that you're eager to find out. Research together and model good research methods (e.g. using trusted sources such as reliable news websites)
- Create a safe environment to have these conversations, where everyone is listened to and respected. Encourage pupils to speak from their own experience if they want to

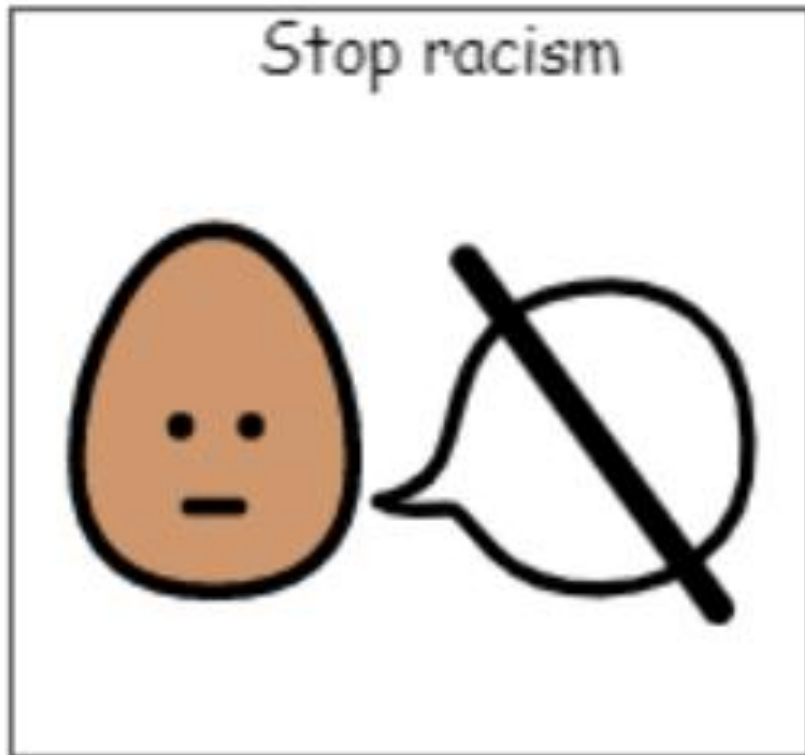
Be honest about racism in Britain (past and present)

- Don't make present day or historical racism seem like an "American problem" to pupils: this denies the racism that goes on in Britain today and has shaped Britain's past
- Don't just talk about Rosa Parks and the American civil rights movement: talk about the Bristol Bus Boycott and the struggles for equal rights in the UK (e.g. the origins of Notting Hill Carnival)
- Talk about Britain's central role in the slave trade and how the UK benefited from slavery, not just that slavery happened in America

Resources to help you with these conversations

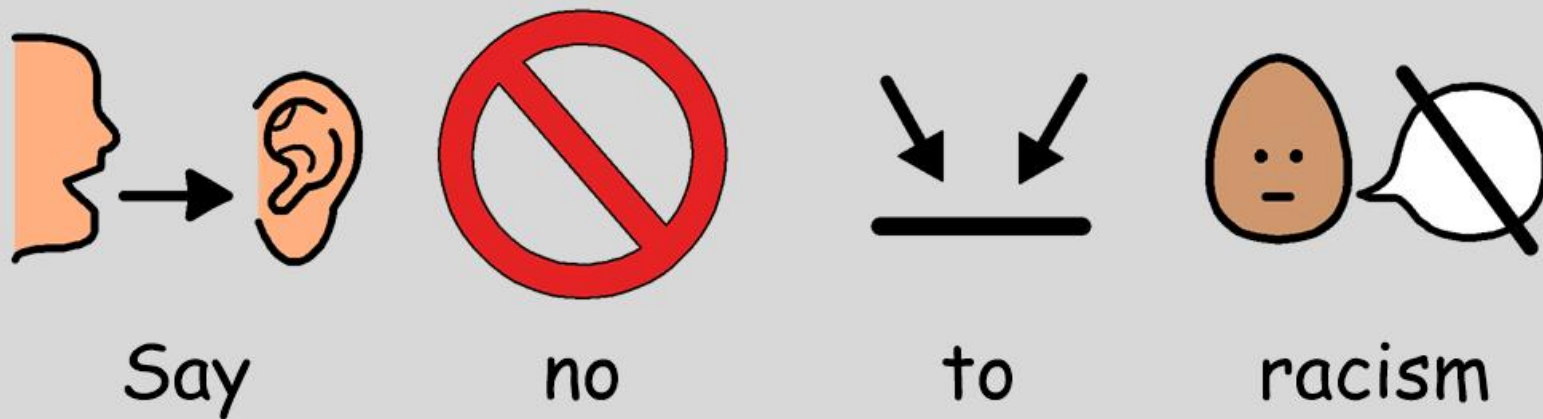
- [A Teacher Toolkit on Race](#) – a PowerPoint by Sarah Sarwar
- [Let's Talk! A Teaching Tolerance Guide to Facilitating Critical Conversations With Students](#)
- [The School That Tried to End Racism](#) – Channel 4 documentary
- *A Kids Book About Racism* by Jelani Memory (for primary school pupils)
- *This Book Is Anti-Racist* by Tiffany Jewell (for secondary school pupils)
- Resources from BBC Newsround (for 6 to 12 year olds):
- [Advice to help you if you're upset about racism](#)
- [What is racism - and what can be done about it?](#)

Appendix 3 – Visuals



SAY NO TO RACISM



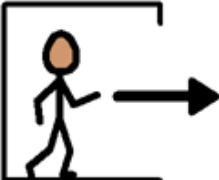
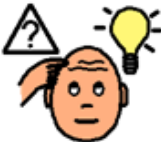


EVERYONE



IS WELCOME HERE



1	Racist language 
2	stop 
3	Leave room / environment 
4	Conversation 
5	Making it right / consequence 
6	Learning 

What happened

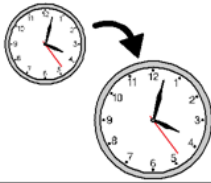


Today you used racist language.

Feeling



Next time

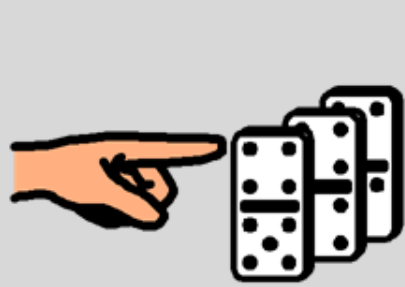


How to make it right



My learning

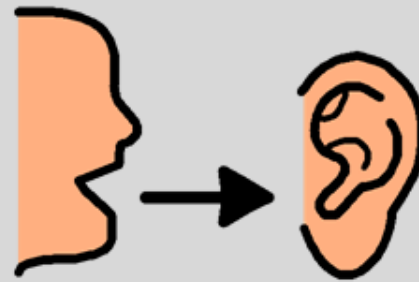




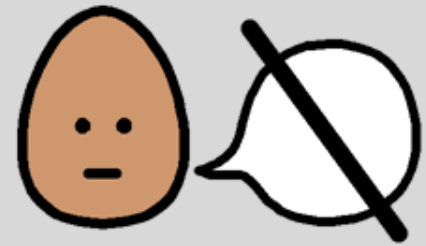
If



you



hear



racism

Report it

