

Racist Incidents in Schools



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Guidance on dealing with and reporting
racist incidents in schools

Foreword

Milton Keynes Council is committed to equality of opportunity for all pupils. Prejudice, intolerance and racism have no place in our schools. Our schools have a fundamental role to play in eliminating racism and in promoting and valuing diversity, as set out in the Race Relations Amendment Act (2000) and the revised Ofsted Framework (2009).

Our statutory duty is to ensure that pupils from all backgrounds are able to reach their full potential, irrespective of race or culture. This can only be achieved if all pupils learn to respect each other and learn in an environment which is free from discrimination. Approaches in education which value the contributions of Britain's minority ethnic communities help to create a positive learning experience for all pupils.

These revised guidelines are provided to support schools in dealing with and reporting racist incidents. They build on the widespread good practice across Milton Keynes.

I hope that all schools within Milton Keynes will adopt these guidelines and that together we will make an important contribution to promoting equality for all our children and young people.

**Gail E. Tolley
Director of The Children and Young People's Service**

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Guidelines for Dealing with and Reporting Racist Incidents in Schools

1 INTRODUCTION

Milton Keynes Council values the benefits of having a multi-ethnic population. It also recognises the harmful effects of racism and prejudice in society. These can unfairly limit the life chances of members of minority ethnic groups and exclude them from full participation in social, economic, political and cultural life. We believe in celebrating diversity and that eradicating racism and promoting racial equality must be an integral part of all schools' work. The murder of Stephen Lawrence and the subsequent report by Sir William Macpherson gave fresh impetus to make race equality a reality.

It is important to note that nationally:

- Up to 50% of the perpetrators of racial incidents are under 17 years old.
- The levels of achievement for some minority ethnic groups, particularly those of Bangladeshi, Black African, Black Caribbean, Gypsy/Roma/Traveller, Pakistani and Eastern European origin are persistently lower than other groups, with these disparities becoming more marked for some groups of pupils as they progress through the education system.
- Black pupils are much more likely to be excluded from school than White pupils committing similar offences.

We hope that these guidelines will assist schools to continue to improve their procedures for handling, recording and reporting racist incidents. We encourage all schools to respond positively to the momentum generated by the Stephen Lawrence Report findings and recommendations (Appendix 2).

2 PRINCIPLES AND PURPOSES

These guidelines are designed to support schools:

- in fulfilling their statutory duties under the Race Relations Amendment Act 2000 and the duty to promote community cohesion under the Education and Inspections Act 2006. (Responsibilities of the Local Authorities and schools are listed in Appendix 1);
- to respond positively to racist incidents and develop a non-racist ethos;
- to respond appropriately to racial intolerance;
- in targeting resources and training by providing information on the frequency and nature of racist incidents;
- to satisfy the expectations of Ofsted inspection;
- in meeting the Equality and Human Rights Commission (EHRC) standards for racial equality in education 'Learning for All'.

The guidelines will enable the Children's and Young People's Service (CYPS) to work with its partners to reduce the frequency of racial attacks and harassment. Finally these guidelines will provide elected members with the information about the frequency and extent of racist incidents in schools.

3 PREVENTION OF RACIST INCIDENTS

- The ethos of the school is central to successful anti-racist practice. Every school should have a policy and action plan for race equality, which may be included within the equal opportunities policy. All school policies and practices should take account of opportunities for promoting racial tolerance and defusing any underlying racial tensions within the institution. This 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 pastoral care, discipline and supervision should also be examined.
- It is essential that parents/guardians/carers should understand and have confidence in the school's readiness to challenge racism. Explicit references within the school prospectus and other documentation sent to parents can be very helpful in this respect and home-school agreements can assist in maintaining and strengthening good practice. This may be encouraged through provision for BME/EAL pupils, by the school showing that it values pupils' home languages and cultures and by ensuring that the uniform/dress code is inclusive.
- Staff continuing to update professional development policies within the school should clearly reflect the importance of developing the knowledge and skills necessary for the prevention and handling of racist incidents and for the promotion of anti-racism within the school's ethos.

4 PROCEDURES

It is recommended that all schools have a named member of the senior management team responsible for dealing with racial harassment. Racist incidents should be recorded. A suggested format is provided (see Appendix 3). It is important that:

- racist behaviour is clearly identified as such;
- all staff are familiar with formal procedures for recording and dealing with racist incidents;
- all staff are vigilant with regard to racist behaviour amongst pupils;
- pupils themselves are involved in drawing up and agreeing principles and codes of practice relating to racial bullying and harassment, and play a part in dealing with racist incidents;
- parents are involved in agreeing principles and procedures for dealing with racial harassment;
- preventative action is taken to reduce the likelihood of racist incidents occurring;
- perpetrators are dealt with effectively;
- 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 a full and regular reporting of racist incidents to the governing body;
- there is a full and termly reporting of racist incidents to the Milton Keynes Council;
- all school staff have received race equality and cultural awareness training.

Schools' policies should make it absolutely clear that racist behaviour is unacceptable. It is important that policies and procedures are fully understood by all members of the school community, including non-teaching staff. Most incidents should be dealt with as they occur. The responses to racist incidents will vary according to the nature of the incident and the people involved. Responses may include sanctions, withdrawal of privileges, counselling and the involvement of other professionals (Police, CYPS). The school should adopt a staged approach in dealing with racist incidents (as suggested in Section 6).

5 IDENTIFYING RACIST BEHAVIOUR

Racist behaviour is:

"Any act or expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred".

Incidents may include:

- threatened or actual physical assault;
- derogatory name calling, insults, racist jokes and racist language;
- racist graffiti (on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known racist organisations;
- distributing racist literature;
- verbal abuse;
- incitement of others to behave in a racist way;
- racist comments in the course of discussions in the lessons;
- attempt to recruit other pupils to racist organisations and groups;
- teasing in relation to language, religion or cultural background;
- refusal to co-operate with others because of their race;
- expressions of prejudice calculated to offend others, or to influence the behaviour of others;

It is important to recognise that:

- racist harassment may be one aspect of an incident which also has other dimensions;
- repeated, intentionally harmful racism should be considered in relation to bullying;
- teachers may need to deal with racist comments made by parents or other adults as well as by pupils;
- incidents may involve group as well as individual behaviour;
- such incidents are often part of more complex interactions which may take place in school - for example, an argument about friendship may lead to racist insults;
- racist incidents are not always explicit – for example, a pupil may be called 'smelly' and behind such insults may lie a racist element;
- the perception of the reporter is significant;
- racist behaviour can occur without any minority ethnic people being present – for example, telling racist jokes;
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with a minority ethnic pupil (investigated and dealt with through home-school liaison);
- White pupils may be offended by the racist behaviour of other White pupils;
- racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass, or understands the racist content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention.

6 DEALING WITH PERPETRATORS

6.1 INCIDENTS INVOLVING PUPILS

It is important that all pupils are aware that there are school rules prohibiting racist incidents. 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. The following suggestions may be helpful:

Categories	Suggested Actions
a) Physical Assault	<ul style="list-style-type: none"> i) Report to the class/subject teacher, Head of Year or head teacher as appropriate ii) Record on the Racist Incident Report Form iii) Provide a full report to the named person/head teacher iv) Inform parents/guardians v) Take necessary action to prevent recurrence
b) Derogatory Name Calling	<ul style="list-style-type: none"> i) Never ignore any derogatory name calling, insults and racist forms of verbal abuse in school ii) Explain fully to the perpetrator that verbal racial abuse will not be accepted iii) Refer persistent offenders to the named person/head teacher as appropriate iv) Record on the Racist Incident Report Form v) Inform parents/guardians vi) EMASS to intervene to provide training/strategies depending on the nature of the incident
c) Racist Graffiti	<ul style="list-style-type: none"> i) Report all racist graffiti in the school to the named person/head teacher. ii) Take action to remove racist graffiti immediately iii) Check regularly and take steps to remove and discourage the re-appearance of graffiti
d) Wearing Racist Badges or Insignia	<ul style="list-style-type: none"> i) Do not permit wearing of racist badges or insignia ii) Refer perpetrators to the named person/head teacher as appropriate iii) Record on the Racist Incident Report Form
e) Bringing racist materials into school	<ul style="list-style-type: none"> i) Remove all forms of racist literature, such as leaflets, comics materials or magazines ii) Refer pupils to the named person/head teacher as appropriate iii) Inform parents/guardians
f) Verbal Abuse	(As in b)
g) Incitement of others to behave in a racist way	(As in b)
h) Racist comments in the course of discussions in the lessons	<ul style="list-style-type: none"> i) Challenge racist comments/statements ii) Record racist incidents occurring in each lesson as a separate incident as outlined in the school's policy iii) Inform parents/guardians
i) Attempts to recruit to organisations or groups	<ul style="list-style-type: none"> i) Report immediately to the named person/head teacher ii) Recruiter should be interviewed iii) Record on the Racist Incident Report Form iv) Inform parents/guardians
j) Ridicule of an individual for cultural differences e.g. food, music, dress etc.	(As in b)
k) Refusal to co-operate with other people because of their race, colour, ethnicity or language	<ul style="list-style-type: none"> i) Explain that pupils should work collaboratively. Every pupil should have the right to be included in school activities ii) Refer perpetrators to the named person/head teacher as appropriate iii) Record on the Racist Incident Report Form iv) Inform parents/guardians

Repeated, intentionally harmful incidents of these behaviours should also be recorded as bullying behaviour on school systems.

Schools may request support and advice from EMASS for specific incidents.

6.2 DEALING WITH MEMBERS OF STAFF

The Council makes it clear that racist behaviour from any member of staff of an educational establishment towards any pupil, parent or another member of staff will not be tolerated and, if it occurs, disciplinary action will be taken.

6.3 VOLUNTEERS AND VISITORS IN SCHOOL

Schools should bring the school's policies to the attention of volunteers who work in the school on a regular basis. This will include a school's Race Equality policy.

6.4 INCIDENTS OUTSIDE SCHOOL

There may be occasions when racist incidents outside school, or involving outside perpetrators, are brought to the attention of the head teacher. These incidents should be reported to the Anti Hate Crime Group who may wish to pass information on to the Police. Opportunity should also be taken to condemn such incidents publicly.

7 RACIAL TENSION

It is important that teachers are sensitive to all signs of possible victimisation of individual pupils or groups of pupils and that this should also be reported, even where there is no identifiable incident. Similarly, all behaviour that can be seen as possibly reflecting racial tension within the school as a whole should be monitored e.g. where small groups of pupils form isolated groups within the playground or the classroom.

8 VICTIM SUPPORT

All schools should attach importance to comforting and supporting victims of racial harassment. Schools should endeavour to explain to the victim the actions taken in dealing with the perpetrator and express the attitude of the school towards such behaviour. The school should allow the pupils or adults the opportunity to express their own concerns and feelings and provide further support and counselling where necessary. In serious cases, the head teacher should meet the parents of the victim to explain the action taken and to discuss the matter with them.

9 PARENTS AND GUARDIANS

Parents should be involved in formulating the school's anti-racist policy and code of practice for dealing with racist incidents. If necessary, a school may decide to create a summary of school policy for the benefit of parents. The summary could retain all the important features of the fuller policy statement and code, but in concise form and with illustrations. This could form part of the school handbook or a separate publication for parents to be given out during parents' evenings. The position of parents is crucial in implementing anti-racist policies, in so far as education is a partnership between home and school. Clear communication to all parents is key in conveying the school's recognition and respect for all cultures. Close attention should be paid to the use of community languages, for example in letters home, notices and displays as part of the school curriculum entitlement. The school should ensure that parents know the British education system, employing a range of strategies to ensure that there is full understanding.

10 COMMUNITY COHESION

Schools should endeavour to develop healthy relationships with their local communities through community cohesion. In order for a school to fully understand and enable pupils to achieve to their highest potential, they need to be aware of community issues. Schools should actively seek to involve and draw on the expertise of community members in the school curriculum and related activities.

Anti-racist policies can be supported by breaking down cultural, religious and linguistic barriers through developing community policies and action plans. Schools should consider the following questions:

- How can they contribute towards community cohesion?
- What do they understand about their school in respect of community cohesion?
- How do the schools plan to inform their actions to promote community cohesion?
- What impact have they had?

The recent government White paper, *Your child, your schools, our future: building a 21st century schools system* (June 2009), highlights the important role played by schools in promoting community cohesion. It makes clear that all children and young people will need to “develop respect and understanding for those from different backgrounds, and the confidence and skills to make a positive contribution to their community.”

11 GOVERNORS’ ROLE IN RESPONDING TO RACIAL HARASSMENT

The governing body has, in partnership with the head teacher, responsibility for the overall management of the school. The focus of its work is to raise standards of achievement, establish high expectations of all pupils and promote effective teaching and learning. These aims can only be achieved in a safe and secure environment where all pupils feel free from harassment of any kind.

- i) Governors have a key role in establishing the ethos of the school through setting aims and objectives and formulating policies, which translate aims and objectives into practice. The behaviour and discipline policy should incorporate approaches towards bullying and racial harassment. The governing body must approve the behaviour and discipline policy.
- ii) Governors should receive a termly report from the head teacher on the effectiveness of the behaviour and discipline policy, including details of racial harassment incidents (anonymously presented) and actions taken by the school. Patterns of behaviour over time should be analysed.
- iii) Incidents of racial harassment can lead to pupils being permanently excluded. In these cases governors are responsible for deciding whether the exclusion made by the head teacher should be upheld.
- iv) Every governing body should have a parental complaints procedure in place. Governors need to ensure that all parents are aware of the procedure and how to use it.

12 MONITORING RACIAL HARASSMENT

There is a need to monitor racist incidents in every school in order to:

- get a full picture of the frequency and nature of racist incidents;
- measure the effectiveness of the methods used by schools in responding to racist incidents;
- give staff a statistical base for analysing racist incidents.

It is essential that all racist incidents are recorded. Schools should record details of the offence, the person(s) concerned and action(s) taken. The Racist Incident Report Form (Appendix 3) is an optional format. Termly reports should be sent to the LA’s named body EMASS on the nature and frequency of racial incidents (Appendix 4).

The Council will monitor the overall position and produce regular reports. The aggregate statistics will be reported annually and more frequently if necessary to the CYPS Departmental Management Team (DMT) elected members. This will also be used to feedback significant issues to schools and the community in order to improve provision for all pupils. These reports will be treated in strictest confidence and will not include information about individuals.

13 SOURCES OF HELP, ADVICE AND INFORMATION

Equality and Human Rights Commission

St Dunstan's House
201- 211 Borough High St.
London SE1 1G2
0207-7939-0000
info@cre.gov.uk

The Runnymede Trust

7 Plough Yard
Shorcedich
London EC 2A 3LP
020 7377 9222

Early Years Trainers Anti-Racist Network (EYTARN)

PO Box 1870
North Finchley NZ1 ONW
0208 446 7056

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

460 Wandsworth Road
London SW8 3LA

Milton Keynes Equality Council (Milton Keynes REC)

Acorn House
377 Midsummer Boulevard
Central Milton Keynes MK9 3HP
01908 606828
www.mkrec.org.uk

Anti Hate Crime Group

c/o Milton Keynes REC (above)

Ethnic Minority Achievement Support Service (EMASS)

The Queensway Centre
Queensway, Bletchley
Milton Keynes MK2 2HB
01908 270409
multicultural@milton-keynes.gov.uk

Race and Community Relation Officer

Thames Valley Police
5 London Road
Bicester
Oxon OX 26 6BU

Milton Keynes Victim Support

0845 450 3883

Milton Keynes Community Language Service

Saxon Court
502 Avebury Boulevard
Central Milton Keynes MK9 3HS
01908 253253

Race Equality Foundation

Unit 35 King's Exchange
Tileyard Road
London N7 9AH
www.raceequalityfoundation.org.uk

Appendix 1

Responsibilities of the Local Education Authorities and Schools

Legislation requires schools to have due regard to the need, both to eliminate unlawful racial discrimination and to promote equality of opportunity for pupils, staff and others who use school facilities.

More specifically **Section 17 of the Act** makes it unlawful to discriminate on the terms in which a person is offered admission; by refusing admission, in the way a pupil is given access to benefits, facilities or services; by excluding a pupil; or by subjecting a pupil to any other detriment.

Failure to deal adequately with complaints of racial harassment may mean that a school becomes liable under this provision if an ethnic minority child suffers as a result.

It should be noted that, for the purposes of legislation, Travellers are classed as a racial group.

In order to guard against discrimination, it is important for all schools to adopt policies and practices which are consistent with these statutory requirements. These policies include procedures for dealing with and reporting racist incidents.

The Race Relations Amendment Act 2000 places a positive duty on the public sector including schools to promote racial equality by eliminating unlawful discrimination, by providing equality of opportunity and by building good relations with people from different groups. In addition they must prepare a Race Equality policy with an action plan and review and revise the policy as well as monitor it to see the impact.

An incident is racially aggravated if:

- at the time it is committed, just before or after, the offender demonstrates hostility towards the victim, based on the victim's membership of a racial group;
- the offence is motivated by hostility based on membership of a racial group.

(‘Membership’ includes presumed membership and association with people from a particular racial group.)

Statutory Context – Schools should have regard for Community and Race Relations as highlighted in the Macpherson Report. Dealing with racial harassment is seen by the Government as a central element in its policies for social inclusion. Section 4.32 of circular 10/99 ‘**Social Inclusion: Pupil Support**’ states that:

‘All schools’ behaviour policies must make clear that racial harassment will not be tolerated and state how staff and pupils should deal with it. The school should record all racist incidents; the parents and governors should be informed of such incidents and the action taken to deal with them. Governing bodies should inform LAs annually of the pattern and frequency of any incidents. Pupils who have suffered racial harassment, at or outside school, may need support.’

Religious Discrimination

Religious discrimination can occur when you do not have the same religious or philosophical beliefs as someone else, or because you have no religious beliefs, and because of that someone treats you less favourably than somebody else who does share their religion or belief.

It can also happen because of the religious or philosophical beliefs of someone you are associated with, or if someone thinks you have certain beliefs when actually you do not.

There are four types of discrimination on grounds of religion or belief:

- direct discrimination - when you are treated less favourably due to religious belief/non-belief;
- indirect discrimination - if policies, criteria or processes put you at a disadvantage due to religious belief/non-belief;
- harassment - behaviour that is intimidating, frightening or in any way distressing due to belief or lack of belief in a religion;
- victimisation – being treated badly because you have made a complaint about discrimination.

If someone threatens, abuses or attacks you because of your religion or belief (or lack thereof), this may amount to what is called a 'hate crime'. Hate crimes are criminal offences, and you should report them to the police.

What does the law say?

In recent years, the British government has passed laws to protect religious freedom. These laws include the:

- Employment Equality (Religion or Belief) Regulations 2003
- Racial and Religious Hatred Act 2006
- Equality Act 2006
- Human Rights Act 1998.

National Curriculum

In the revision of the National Curriculum, the Government has made clear its expectation that schools should not only respond to racist incidents when they occur but should also equip pupils with the knowledge, understanding and skills to recognise and challenge prejudice and discrimination.

In '**The School Curriculum and the National Curriculum: values, aims and purposes**', the following aims are identified:

The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.

The school curriculum should promote equal opportunities and enable pupils to challenge discrimination and stereotyping by incorporating the SEAL programme.

In the new, non-statutory guidance for personal, social and health education (PSHE) and Citizenship, pupils in Key Stages 1 and 2 should be taught:

- *to identify and respect the differences and similarities between people;*
- *to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;*
- *to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;*
- *to recognise and challenge stereotypes;*
- *that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.*

At **Key Stage 3**, pupils should be taught about the effects of all types of stereotyping, prejudice, bullying and racism and how to challenge them assertively. They should be taught how to empathise with people different from themselves. During **Key Stage 4** they should learn about equality and diversity; they should learn to challenge offensive behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support. In secondary schools, these curricular changes will be complemented by the introduction of a statutory programme of **citizenship education** from September 2002. At **Key Stage 3** schools will be required to teach pupils about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding. Analysis of the origins and implications of this diversity is to be part of the **Key Stage 4** programme of study.

OFSTED The schools have a duty to promote equality of opportunity and good relations between people of different groups, under the statutory duty to promote community cohesion.

'**OFSTED Handbooks for the Inspection of Schools**' require inspectors to consider the extent to which pupils work in an atmosphere free from oppressive behaviour, including bullying, sexism and racism. Guidance to inspectors includes the following:

- *'You need to assess how aware the adults in the school are and what steps they take to promote positive role models and counter negative attitudes throughout the school. Evaluate the extent to which pupils are encouraged to work in mixed ethnic and gender groups. If there is evidence of racism, find out what the school is doing to combat this.'*

Inspectors are also required to judge the extent to which the school has effective measures to eliminate oppressive behaviour, including all forms of harassment and bullying. Guidance to inspectors includes the following:

'... You should assess the impact of school's statutory race equality policy in promoting respect and tolerance towards others and their beliefs, cultures and ethnic backgrounds.'

*'Check that the policy makes clear the school's intolerance of bullying and racial and sexual harassment. Check that the policies for recording the pattern and frequency of racist incidents are in place and such incidents and the actions taken are reported annually to the governing body, parents and the LA. ... **Ask for records of any incidents that have taken place during the previous 12 months** and take particular note of the measures the school takes to prevent bullying, harassment and racial incidents.'*

In addition inspectors are required to:

'... Check how the school meets the disability equality scheme from December 2006 (secondary schools) and December 2007 (primary schools). Check how the school fulfils the gender equality scheme. Check how the school monitors the implementation of these schemes and assesses their impact.'

CORE EVIDENCE QUESTIONS

There are a number of measures and safeguards in place to protect children and young people in schools from racially motivated discrimination and the promotion of political doctrines that advocate discrimination and promote racist views. These are:

- the requirement on schools to have equal opportunity policies;
- the duty on schools to promote racial equality;
- the duty on schools to promote community cohesion;
- the duty on governing bodies, head teachers and local authorities to forbid the teaching of partisan political activities in schools;
- the powers of the General Teaching Council (England) regarding suitability of registration and where teacher conduct could bring the profession into disrepute.

Examples of some questions schools should consider.

Q1. What evidence is there that the school's equal opportunity policy is effective in combating racism?

Q2. What is the school doing to promote racial equality?

Q3. What steps is the school taking to promote community cohesion?

Q4. What measures does the school put in place to ensure compliance with the duty to forbid the teaching of partisan political activities in schools?

Q5. Is there evidence to support or suggest that membership of an organisation that promotes racism has encroached on the duties and behaviours expected of teachers or others working in the school?

Q6. What further measures would you put in place to protect children and young people from racism?

Q7. Should the current safeguards or any further measures that may be necessary extend more widely across the school workforce? If so, who would you include, and who would you not.

EHRC's Standards for Racial Equality

All Milton Keynes schools received a copy of 'Learning for All' the EHRC's Standards for Racial Equality in Schools in summer 2000. Section E 'Attitudes and Environment' gives guidance to schools in meeting the following standards:

- 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, racial incidents and racial harassment;
- the school has clear procedures for dealing with perpetrators of racial incidents;
- active links are established with external organisations dealing with racist incidents and racial harassment;
- ways in which a school can contribute towards community cohesion by formulating a policy and an action plan.

Appendix 2 Stephen Lawrence Inquiry Report Recommendations

Definition of a Racist Incident

'The Stephen Lawrence Inquiry Report' recommends that 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. 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 the future. The school's racial harassment policy should therefore cover offensive but apparently 'victimless' action such as racist comments or racist graffiti.

The Report of the 'Stephen Lawrence Inquiry' in 1999 defines institutional racism as:

'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'

The report states that:

'It is incumbent on every institution to examine their policies and the outcome of their policies and practices to guard against disadvantaging any section of our communities... There must be an unequivocal acceptance of the problem of institutional racism and its nature before it can be addressed, as it needs to be, in full partnership with members of minority ethnic communities'.

The Stephen Lawrence Enquiry Report acknowledges the key role which education can play in eradicating racism and recommends that the National Curriculum should better reflect the needs of a diverse society. It also recommends anti-racism strategies in schools. Building on the many examples of good practice which exist, the report argues that all schools should make the goals of challenging racism and valuing diversity central to their practice.

Appendix 3 Suggested format for Racist/Religious Incident Report Form

School..... Date of Incident.....

Perpetrator	Pupil/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group.....
Victim	Pupil/staff/outside person/s, including parents (Please State) Ethnicity..... Gender..... Age or year group.....
Victimless Incident (Please tick)	Yes <input type="checkbox"/> No <input type="checkbox"/>

Nature of incident (Please tick or state)

Racist incident **Religious discrimination incident**

Physical assault <input type="checkbox"/>	Name calling <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Offensive badges <input type="checkbox"/>
Racist literature <input type="checkbox"/>	Incitement of others <input type="checkbox"/>	Refusal to co-operate <input type="checkbox"/>	Other.....

Brief description of the incident

Action Taken/Victim Support

Name..... **Position**.....

Signature..... **Date**.....

Appendix 4

Monitoring of Racist/Religious Incidents (Termly Report)

Academic Year:

Term:

School:

Head teacher/Member of the SMT:

Signature:

Date:

Nature of incident Racist incident <input type="checkbox"/> Religious discrimination <input type="checkbox"/>	Ethnicity (Please use standard ethnicity codes)		Number of incidents reported (0 if nil returns)
	Victim	Perpetrator	
Physical assault			
Name calling			
Racist graffiti			
Offensive badges			
Racist literature			
Incitement of others			
Refusal to co-operate			
Racist images on mobile phone			

Did any of these incidents occur outside school premises? Yes No

If yes, please state how many:

By the end of each term please send a copy of this report to:

Ethnic Minority Achievement Support Service, Learning and Development Directorate,
The Queensway Centre, Queensway, Bletchley, Milton Keynes MK2 2HB

Note: The figures from the report from all schools will be used for reporting to the Anti Hate Crime Group (not attributed to individual schools).

Please retain a copy of the report for your records.