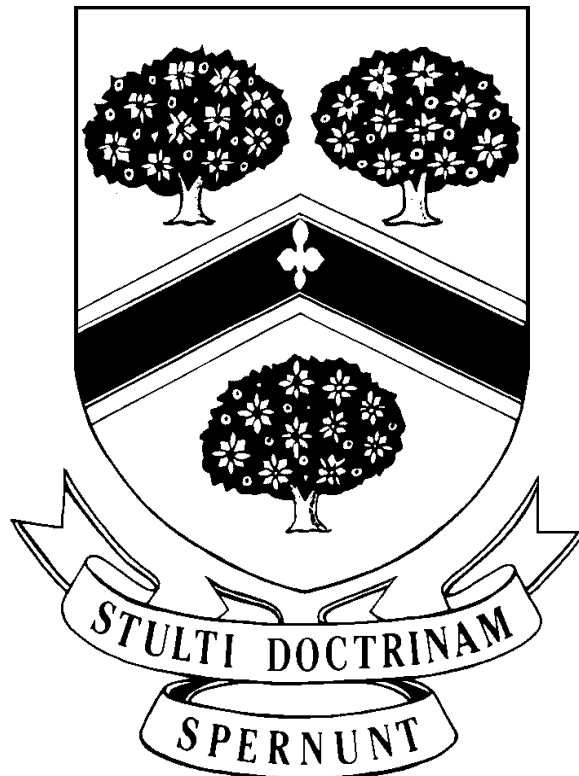


THORNTON GRAMMAR SCHOOL

**A SPECIALIST SPORTS, SCIENCE & APPLIED LEARNING
TRUST SCHOOL**



FOUNDED 1673

POLICY FOR RACIAL ISSUES

REVIEWED: FEBRUARY 2010

POLICY FOR RACIAL ISSUES

INTRODUCTION

The School has a declared commitment to good race relations, and has promised to take all necessary steps within its power to bring about the conditions where they are best able to flourish.

The School believes that it plays a vital and formative part in this process, and that racial harmony in the future will very largely be influenced by what happens in schools today. On the one hand, the School has a special responsibility for enhancing racial understanding, tolerance, and individual self-respect. On the other, we have an equally special responsibility for ensuring that children within our care come to understand that racist behaviour and attitudes that endanger these objectives will not be tolerated or in any way condoned. LEA reporting procedure will be adhered to.

THE PURPOSE OF THE POLICY STATEMENT

The Policy Statement is issued in order to bring about a co-ordinated and consistent approach to combating racist behaviour. It accordingly seeks to ensure:

- 1) That the staff know how to identify racist behaviour when it occurs.
- 2) That they follow firm and consistent procedures for immediately responding to incidents of such behaviour.
- 3) That the School maintains information of incidents and its responses to them.

HOW TO IDENTIFY RACIST BEHAVIOUR

"Not all incidents between people of different ethnic origins are racist. However, the feature which distinguishes racist incidents from ordinary anti-social behaviour is the element of racist motivation on the part of the perpetrator".

"The most important indication of racist behaviour is that the victims themselves perceive that they have been subjected to racial harassment".

Racist behaviour can be defined as any hostile or offensive act or expression by a person of one racial group against the person of another racial group, or any incitement to commit such an act, where there is an indication that the motivation is racial dislike or hatred.

In accordance with the definition, incidents of racist behaviour may take a wide variety of forms. They may be physical or verbal; they may involve a small or large number of persons; and their victims may be from either the majority or minority communities.

They may also, of course, vary in their degree of hostility. Some incidents, such as name-calling, may be an everyday feature of school life and scarcely recognised as the offensive racist expressions they are. Others may be offences of a most extreme and blatant kind which constitute the highest form of insult, and touch the very essence of the individual's or community's self respect. The School is aware of this variety, and of the differing degrees of racial motivation underlying such inter-racial incidents. Even incidents, which appear trivial in themselves, can rapidly become serious and frightening once they begin to accumulate and intensify, and the school will at all times be aware of the risk of escalation.

The following are all examples of racist behaviour, which staff are asked to look out for. They should note that they may occur in or out of lesson time, in classrooms, corridors, playgrounds, at the school gate, or on the way to and from school. **All are equally unacceptable.**

1. Direct physical assault or the threat of it.
2. Racist name-calling, or racist joke making.
3. Expressing prejudices or deliberate misinformation on racial or ethnic distinctions.
4. Written graffiti on walls or in books.
5. Distributing racist literature.
6. The wearing of badges or insignia belonging to extreme political organisations known to be racially motivated.
7. Writing or expressing provocative slogans or catch phrases known to be associated with such organisations.

The Headteacher has the prime responsibility for maintaining discipline and setting acceptable standards of behaviour within the School. For this responsibility to be effective, the staff must be vigilant at all times for any sign of racist activity, and take all reasonable steps within their power to ensure that any incident is immediately brought to the attention of the Headteacher.

HOW TO RESPOND TO RACIST BEHAVIOUR

The School believes that racialism and prejudice can only be countered by firm and consistent policies or responses which:

1. deal with the alleged perpetrators of the racist behaviour;
2. aid and support the victims;
3. lay down firm lines of responsibility for dealing with incidents;
4. deal with the impact of the incident upon the school community.

It accordingly places three specific responsibilities on the Headteacher, teachers and the School in general.

Firstly, the Headteacher wishes to make it absolutely clear through his normal disciplinary procedures that racist behaviour of whatever kind and whatever degree is totally unacceptable at Thornton Grammar School, and that no such incident will be allowed to pass without immediate challenge and correction.

Secondly, it asks the teachers at Thornton Grammar School, as part of their normal day to day educational practice, to be alert to, and to seek to overcome, any ignorant or offensive attitudes based on fear or dislike of racial distinctions that children may manifest in school.

Thirdly, and in order to achieve consistency of response, and to ensure that all staff know what is expected of them, the issue of racist behaviour will be a feature of staff and school meetings as and when necessary.

These guidelines will be made known to children, parents, and the Governing Body. They incorporate the following general principles:

1. That racist graffiti or slogans, whether on books or walls should be removed immediately on discovery, and any damage repaired.

2. That racist literature, badges or insignia should be confiscated on discovery, and that the reasons for not allowing them on school premises should be explained and publicly emphasised.
3. That where the activities of extremist political organisations are suspected of directly inciting racial hatred within the School, the Police and the Chairman of the Governing Body should both be informed immediately.
4. That pupils responsible for racist behaviour should be reported to the Headteacher, and depending on the seriousness of the offences the matter reported to their parents.
5. That pupils who refuse to desist from racist behaviour should be brought to understand the seriousness of their offences either by the direct involvement of their parents, or by their exclusion from school.
6. That children or groups who have suffered as a result of an incident of racist behaviour be informed of the action taken and that the attitude of the School towards such behaviour is properly explained to them.
7. That in the case of serious incidents the Headteacher considers the desirability of writing to, or meeting with, parents of such children to explain the action taken.

The School appreciates that sanctions are the response of last resort to incidents of racist behaviour, and that by far the best way for the School to influence children's attitudes is to lead by positive example so as to encourage the development of a school ethos which actively discourages such behaviour. Teachers should accordingly ensure that at no time do they express racist views or comments themselves, or appear to endorse such views. They should also ensure that by adopting a positive stance, they take the opportunity, wherever appropriate, to replace ignorance with sympathetic information on the facts of racial and cultural diversity.

POLICY INTO PRACTICE

Identifying Racist Behaviour

- a) **Physical** - Jostling, punching/kicking, use of "weapons", intimidation.
- b) **Abuse** - Offensive comments/jokes, inciting others, name calling, ridiculing.
- c) **Refusal to co-operate with** - sit next to, work with.
- d) **Provocative behaviour** - Graffiti, offensive badges/insignia/literature.

ACTION TO BE TAKEN:

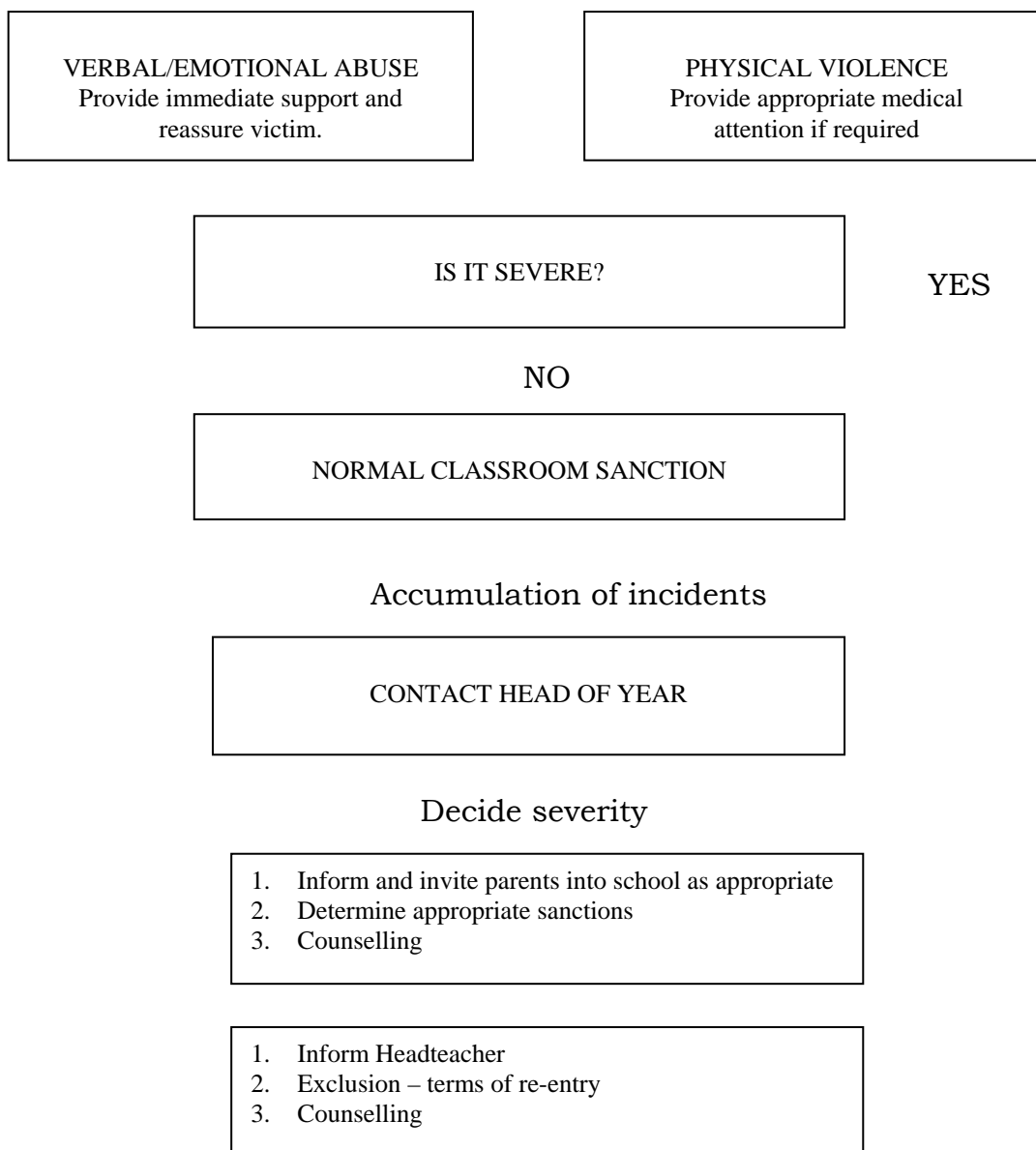
ALL staff are expected to take action both for alleged and reported incidents. Discretion to be used according to the severity of the incident.

All cases must be reported to Head of Year for logging.

When staff are reporting a racial incident actual or alleged:

1. Who was involved in the incident.
2. The names of any witnesses.
3. The type of incident.
4. Details of the incident.
5. Had there been any previous incidents?

6. What action had been taken if any?



Flow chart taken from “Dealing with racial harassment between pupils in schools”

Policy Name: POLRACE.DOC

Person Responsible: CET

Reviewed: December 2009

Ratified by Governors: February 2010