



# Biddick Academy

<i>Name of Policy</i>	<b>Racist Incident</b>
<i>Aims of Policy</i>	<ul style="list-style-type: none"><li>• Have a consistent approach to any racial harassment incidents that occur</li><li>• Promote positive action to prevent racial harassment through the Tutorial curriculum and related activities</li><li>• Provide support for all members of the Academy community that may be involved in dealing with an incident of racial harassment.</li><li>• Provide appropriate training for staff and students to support all aspects of the climate for learning and anti-bullying policies</li><li>• Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality and encourage understanding and tolerance of different social, religious and cultural backgrounds.</li></ul>
<i>Date Valid</i>	July 2020 – July 2022
<i>Date of Approval</i>	June 2020 - Headteacher June 2020 - Trustee Board
<i>Next Review and Approval Date</i>	June 2022
<i>Responsibility for Review</i>	Deputy Headteacher

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# 1.0 Introduction

The Academy's ethos 'inspiring learning, unlocking potential, achieving success' is the reflection of an uncompromising belief that every child will be equally able to secure outstanding educational outcomes and reach their full potential in a positive learning community which supports and values their achievements.

At Biddick Academy we want everyone to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

It is a primary aim that every member of our community feels valued and respected, and that each person is treated fairly within a climate of mutual trust and respect.

All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual student.

The Academy will take seriously and investigate all incidents of racial harassment. The curriculum will include information concerning harassment, bullying and anti-bullying procedures. The Academy's behaviour policy rejects racial harassment as does the climate for learning for students.

## 2.0 Racism

"Racism describes a complex set of attitudes and behaviour towards people from another racial or ethnic group, most commonly based on the belief that differences in physical/cultural characteristics correspond directly to differences in personality, intelligence or ability, leading to assumptions about racial superiority and inferiority. Racist views and attitudes usually lead to discriminatory behaviour and practices, that in turn, contribute to inequality and social exclusion".

A racist incident is an incident which is legitimised by, or is an expression of, racism or is perceived to be racist by the victim or any other person.

Racist incidents are different from ordinary anti-social behaviour, because there is the element of racist motivation on the part of the perpetrator.

### 2.1 Types of Racist Incidents

The following is a list of actions which are considered to be racist incidents, which should be dealt with and recorded:-

Name Calling

This is one of the most common examples of racist behaviour. Students at a young age may use derogatory words or ridicule a person's background or culture (e.g. music, dress or diet). Whether this is intentional or unintentional, it should still be challenged and recorded.

Racist Graffiti  
desks, books etc.

Graffiti can include what is written on walls,

Racist Literature

This includes all forms of racist propaganda and may take the form of posters, leaflets, badges and insignia.

Physical Harassment And Acts of Violence

This can begin with minor taunts and intimidation, but could result in a loss of life.

## 2.2 Recognising Racism

Some students who are affected by racial harassment may attend erratically, lose self confidence, and underachieve educationally or socially. Indications can include:

- Low self esteem
- Unhappiness
- Fear
- Distress
- Anxiety
- Non accidental injuries, including self harm

## 3.0 Procedures

### 3.1 Academy Procedures

The Academy will:

- Investigate all incidents of racist incidents
- Take a serious view of racist incidents
- Take appropriate action
- Involve parents/carers to ensure that they are clear that our Academy does not tolerate racism
- Make available resource materials particularly through the IAG Curriculum
- Ensure that this policy is given a high profile throughout the Academy
- Ensure that all Trustees, staff, parents and students are aware of this policy
- Ensure good supervision of students at all times;
- Include anti-racism procedures and information in staff training.

### 3.2 Academy Staff Procedures

Action by Members of staff will:

- Promote the Academy's anti-racism policy in class, in assemblies, in Form Tutor time and in IAG lessons
- Be alert to a potential incident of racism and intervene when incidents are noticed
- *If appropriate* interview perpetrators and the victims separately
- Involve the victims in what happens
- *If appropriate* have the perpetrator apologise to the victim
- Inform the parents/carers of both perpetrator and victim
- Record and monitor reports of incidents of racism
- Use strategies to change the perpetrator's behaviour
- Involve other members of staff as appropriate, especially Form Tutors and Heads of Year
- Encourage students to tell adults of incidents of racism
- Encourage peer group pressure against racism
- Apply Academy sanctions including detentions and other punishments as appropriate

in consultation with other relevant members of staff.

It is essential that written records are kept of incidents, interviews and action taken. Therefore, staff are reminded to record incidents on CPOMS and inform the relevant Heads of Year.

This should be done by the member of staff dealing with the matter and in serious cases this will involve the Head of Year, Deputy Head Teacher, Senior Deputy Headteacher and Head Teacher.