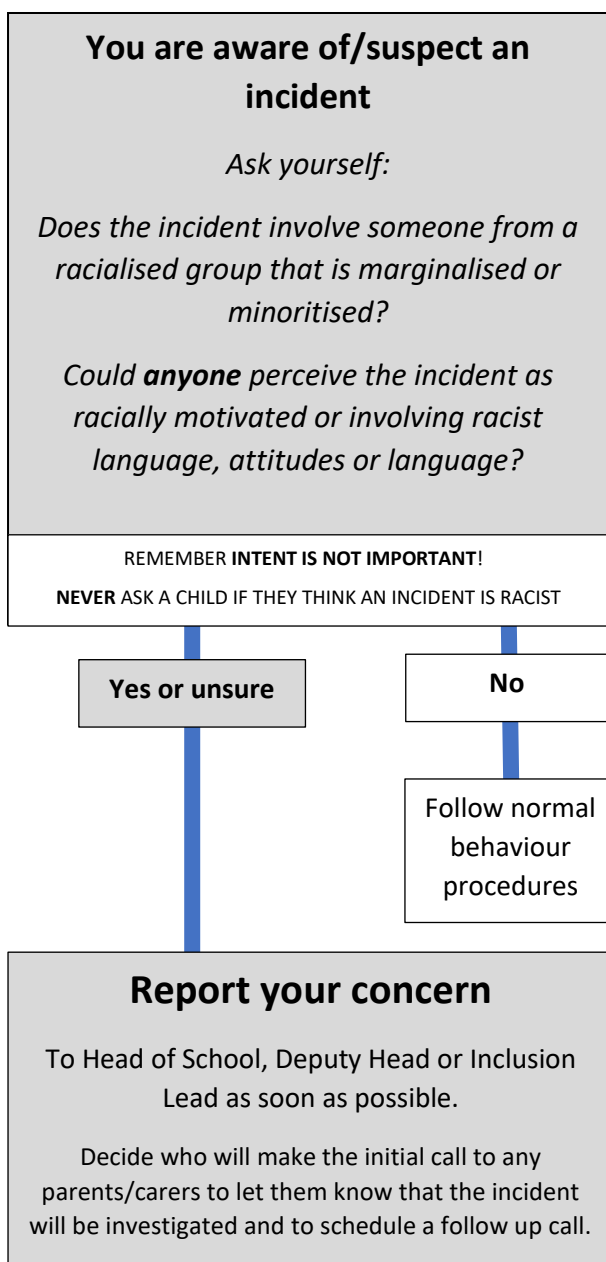


## For all AJS staff: Reporting a Racist Incident

Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity. [See a fuller definition of racism here](#)



### EXAMPLES OF RACIST INCIDENTS

- Using racist language – casually, unknowingly or intentionally in order to insult and upset. This includes outdated terms such as ‘coloured’ and ‘half-caste’ This could be in person or online.
- Making fun of or disrespecting an aspect of someone’s ethnicity or heritage – the food they eat, clothes worn, customs and traditions, important symbols, etc
- Stereotyping (generalising or making assumptions about all people from a specific ethnic group, culture or religion are the same). For example, all Muslims are People of Colour
- Making people into ‘other’ (perceiving them as different from what is ‘normal’).
- Assuming superiority of ‘people like me’ over ‘people like them’
- Avoiding, excluding or isolating people due to their culture, heritage, ethnicity or racialised identity
- Uninvited/unwanted touching – of skin or of Afro hair, for example
- Deliberately mispronouncing or changing someone’s name
- Sharing or celebration of symbols, information or images associated with white supremacy
- Making people feel like they need to change aspects of their appearance or identity associated with their ethnicity or racialised identity in order to fit in – for example, to not wear the hijab or not wear their hair a certain way
- Directly hurting someone or damaging their property
- Asking someone to speak for or represent their entire group
- Incidents which involve a ‘colour blind’ approach (ignoring someone’s racialised identity and its impact and importance)

### Investigation and response

A senior staff member will be designated to lead the response and thoroughly investigate the incident. They will:

- Talk to the victim/s, perpetrator/s and any key witnesses to ascertain what happened and to offer immediate support if appropriate.
- Inform and support parents as early as possible and schedule follow-ups.
- In consultation with the victim decide what kind of support and response is appropriate.
- Decide on appropriate consequences and support for the perpetrator
- Keep you informed of progress - either directly or through CPOMS.

## For the senior staff member designated to lead the response

### Investigating the incident

1. Before investigating **check CPOMS** to see if there are other incidents or context that are important to consider.
2. **Read through 'Listen' section** of the guidance lower down this page before starting your investigation.
3. When investigating the incident use a **restorative question framework** to establish what has happened and explore the thoughts and feelings of the victim, perpetrator and witnesses.

PAST	PRESENT	FUTURE
What happened?  What were you thinking and feeling at the time?  Has anything happened in the past that we need to know about?	What do you think and feel about it now?  Who has been affected and in what way?  How could things have been done differently?	What do you think now needs to happen?
<i>Staff should never ask the pupil themselves whether they consider the incident to be racist.</i>		

### Supporting a pupil who has experienced a racist incident

#### Listen

- Actively listen to the student's experience by asking lots of questions and repeating back what they've told you to make sure you have understood.
- Take care not to minimise, trivialise or deny their concerns or feelings.
- Try not to anticipate or assume you know what they are going to tell you. Make time to listen, understand and empathise before you respond.
- Avoid making comparisons between this incident and your own personal experiences.
- Thank the student for sharing the details of the incident with you. Acknowledge that it has been difficult for them. Tell them what you are going to do.

#### Record and review

- Make notes or create a record of the incident in accordance with your school's racist incident reporting system.
- Regularly review recorded incidents, look for patterns and discuss outcomes. Share anonymised accounts with other stakeholders and develop your whole-school approach.

#### Act

- Ensure that the student who has experienced racism has access to appropriate ongoing support, whether personal (friends or family) and/or professional support (e.g. school counsellor).
- Agree and implement the appropriate sanctions for the perpetrator of the racist incident.
- When dealing with the perpetrator of the racist incident, take time to explain not just what sanctions they will face but why what they said or did was wrong.
- Ensure that the student who has experienced racism feels that they received a satisfactory outcome and that they have been given the care and support they need.

# For the senior staff member designated to lead the response

## Planning our response to an incident

Use the framework below to plan an appropriate response to the incident. When formulating your response, find time to talk through with another member of SMT the incident and the planned actions

CHILDREN	FAMILIES
<p><b><u>VICTIM</u></b></p> <p>In consultation with the victim the staff member will decide what kind of support and response to the incident is appropriate. This may include:</p> <ul style="list-style-type: none"> <li>• A restorative conversation with perpetrator and other key people</li> <li>• Additional support from a member of our pastoral team</li> <li>• Regular check ins with a member of staff</li> <li>• Devising a plan of action to ensure they are made to feel safe, reassured that the incident is not their fault and to know how to respond if something similar happens</li> <li>• Racial literacy work with Inclusion Lead</li> </ul> <p><b><u>PERPETRATOR</u></b></p> <p>In order to build the perpetrator's understanding of the harm caused and to reduce the likelihood of a similar incident being repeated the staff member leading the response to the incident will decide what consequence and support is appropriate. This may include:</p> <ul style="list-style-type: none"> <li>• Participation in a restorative conversation</li> <li>• A written apology</li> <li>• An impact statement from the victim and/or victim's family to be shared with the perpetrator and/or family</li> <li>• Anti-racist education of the perpetrator</li> <li>• The offer of additional support to the family</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Permanent exclusion</li> </ul> <p>The school has developed a toolkit of resources to support with these conversations which can be found here: <a href="#">Anti-racism education toolkit for pupils</a></p>	<p>Inform parents/carers of the victim before the end of the school day either by phone or in person. Discuss the incident, the investigation and possible outcomes and support for both victim and perpetrator.</p> <p>Schedule a follow up call the following week to check in with and update the victim's family -m be precise: ' I will call you on Monday morning to update you.'</p> <p>Signpost the victim's family to support services if appropriate – see handout on page 3.</p> <p><b><u>INSTITUTIONAL</u></b></p> <p><b><u>SHORT TERM</u></b></p> <p>Incident to be recorded on CPOMS</p> <p>Designated staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school</p> <p>Designated staff member to feedback to key staff (SMT, class teacher year group leader, pastoral lead) actions and outcomes</p> <p><b><u>LONGER TERM</u></b></p> <p>Inclusion Lead &amp; Head of School to consider using the incident as an anonymised case study to be shared with staff to support anti-racism practice at school.</p> <p>Incident to be included in termly report to school governors.</p> <p>Incident to be included in the annual report on prejudice-based incidents to the local authority</p>

# Support for families following a racist incident

*Families affected by a racist incident may benefit from seeking support or guidance from one of the following websites or organisations*

## Young Minds

Guide for parents - If your child is treated differently or unfairly because of their race, skin colour or ethnicity, it can negatively affect their mental health. Here's some ways you can support them and places you can get help.

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/racism-and-mental-health/>

## Black Minds Matter UK

UK charity connecting Black individuals and families with free mental health services- by professional Black therapists to support their mental health.

<https://www.blackmindsmatteruk.com/enquiry-about-therapy>

## BAATN (The Black, African and Asian Therapy Network)

A directory of accredited therapists and services with expertise in working with African, Caribbean and South Asian experiences.

[administrator@baatn.org.uk](mailto:administrator@baatn.org.uk)

## Stop Hate UK

Provides independent, confidential and accessible support for victims and witnesses of hate crimes or discrimination. Information on accessibility available [here](#).

Operates a specialist 24/7 support service for young people under the age of 18 called [Call Hate Out](#).

You can report any form of hate crime through their website [here](#).

Opening times:  
24/7

[0808 801 0576](tel:08088010576) (for people under 18)

[07717 989 025](tel:07717989025) (for people under 18)

## Childline

If you're under 19 you can confidentially call, chat online or email about any problem big or small.

[Sign up](#) for a free Childline locker (real name or email address not needed) to use their [free 1-2-1 counsellor chat](#) and email support service.

[Can provide a BSL interpreter](#) if you are deaf or hearing-impaired.

Hosts [online message boards](#) where you can share your experiences, have fun and get support from other young people in similar situations.

Opening times:

24/7

[0800 11 11](tel:08001111)

## The Mix

Offers online information as well as helpline support to under-25s about anything that's troubling them.

Email support is available via their [online contact form](#).

Free [1-2-1 webchat service](#) and telephone helpline available.

Opening times:

4pm - 11pm, seven days a week

[0808 808 4994](tel:08088084994)

## Muslim Youth Helpline

Provides faith and culturally sensitive support for young Muslims.

[Online chat service](#) available during opening hours.

Opening times:

4pm - 10pm, 365 days a year

[0808 808 2008](tel:08088082008)

[0808 808 2008](tel:08088082008)

[help@myh.org.uk](mailto:help@myh.org.uk)

## Self-care guide for young Muslims from Young Minds

It's normal to have ups and downs, but if you're struggling, there are things you can do that can really help. Practising self-care can be one of them. Check out our faith-friendly guide to self-care.

<https://www.youngminds.org.uk/young-person/coping-with-life/a-self-care-guide-for-young-muslims/>

## Stand Against Racism & Inequality

Our trained staff can offer support and advice to deal with hate crime or take positive action – and it's all free and completely confidential.

<https://saricharity.org.uk/>

If you are unhappy with how the school have handled a racist incident or you would like to raise a concern or make a complaint, please follow the guidance, which you can find on the school website:

- [Information leaflet for parents/carers: raising a concern, making a complaint](#)
- [Complaints procedure](#)

## AJS RACISM DEFINITION IN FULL

**Racism is when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.**

At an organisational level, it can also be the collective failure to provide an inclusive and professional working environment to people because of their race or ethnicity\*. This is sometimes described as 'institutional racism', based on the definition recommended by Sir William Macpherson in the 1999 Lawrence report (UK).

*\*Race or ethnicity includes people's colour, and nationality (including citizenship) ethnic or national origins.*

### How racism manifests

**Racism does not need to be deliberate.** Someone may discriminate against you without realising it or meaning to, but this might still count as racism. Whatever the motives of the perpetrator, the perception of the victim or any other person is central to how a racist incident or complaint is defined.

Racism can be an action by an individual or a culture of a workplace: 'normal' behaviour that underpins everyday practices.

It can be a one-off action, or subtle everyday behaviours that can add up to negatively affect a person (known as micro-aggressions).

Racism can also be the deliberate or accidental outcome of an organisation's policy or practice. It can be seen in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, and thoughtlessness.

Racism, like discrimination more broadly, is often linked to power. It can determine who gets hired, trained, promoted, and dismissed. It can determine who feels included in a workplace, who feels safe and confident to be themselves at work, and who feels that their individual needs and strengths are recognised.

This definition was adapted from: <https://www.brighton-hove.gov.uk/becoming-anti-racist-city/racism-definition>

### A PERSONAL REFLECTION ON THIS DEFINITION FROM A PARENT

THE DEFINITION GIVES A GOOD UNDERSTANDING OF WHAT RACISM IS, BELOW I HAVE ADDED SOME NUANCES.

RACISM IS

Direct, YOU PERSONALLY EXPERIENCE IT OR EXTENDED WHEN CLOSE FRIENDS OR FAMILY SUFFER IT AND FEEL IT THROUGH YOUR PAIN. IF YOU ARE REALLY CLOSE TO SOMEONE WHO SUFFERS IT YOU CAN FEEL IT, BY EXTENSION.

RACISM IS FELT DIRECTLY OR INDIRECTLY BY LOVED ONES. THE OTHERS CAN UNDERSTAND THE CONCEPT BUT CANNOT GRASP THE ESSENCE OF IT AS IT IS SOMETHING THAT IS FELT AND GENERALLY HURTS A LOT.

IN A SCHOOL CONTEXT IT HAS TO BE VISIBLE, TANGIBLE. A RACIST INCIDENT CAN BE DENOUNCED THEN INVESTIGATED BUT SOMETHING HAS TO BE DONE, OR SAID IN ORDER TO ACT AND INVESTIGATE FAIRLY/OBJECTIVELY.

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BEWARE, VERY SUTTLE DIFFERENCE HERE!!! IN AN IDEAL WORLD NOBODY IS RACIST BUT IN THE WORLD WE LIVE IN, EVERYONE CAN BE RACIST AND ACT IN A RACIST WAY.

WE HAVE TO BE REALIST NOT IDEALIST!!

WE HAVE TO FOCUS ON ACTIONS AND ACTION ONLY.

WE HAVE TO FOCUS ON WHAT IS HEARD AND SEEN BY THE VICTIM, WITNESSES, WHISTLEBLOWER AND SAID OR DONE BY THE AGGRESSOR.

TO GIVE AN EXAMPLE, PEOPLE STARE AT ME IN A FUNNY WAY/RACIST WAY, I AND THEY KNOW WHAT THEY ARE DOING.

HOWEVER, I CANNOT EXPLAIN IT TO OTHERS, OR DEFEND IT IN FRONT OF ANY AUTHORITIES.

UNLESS THE PEOPLE I AM COMPLAINING TO HAVE THEMSELVES SUFFER RACISM AND KNOW BY EXPERIENCE WHAT I AM TALKING ABOUT.

THIS IS THE FINE LINE...