

Racial Harassment

Reviewed by: Community and Wellbeing

Reviewed: June 2025

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1.0 Overview

- 1.1 This policy gives details of the kinds of behaviour which the school regards as racial harassment and should be read in conjunction with the Single Equality Scheme. There are professional duties governing teachers' responses to such behaviour which is regarded as unacceptable in the light of the school's Statement of Aims and the Racial Equality Policy.

2.0 Legal Framework

- 2.1 The Race Relations Act of 1976 makes it unlawful to discriminate on racial grounds. The Act places a legal duty on the Local Authority and school to provide services without discrimination and to promote equality of opportunity.
- 2.2 The Race Relations (Amendment) Act 2000 places general and specific duties on schools and the LA. Schools must promote good race relations and must work to prevent racist incidents before they occur through effective policies and practices.
- 2.3 This is further reinforced by the Equality Act of 2010 (Chapter 2, section 26) from which the DfE summarises the definition of harassment as follows:
 - 2.3.1 *'Unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.'*
- 2.4 the Public Sector Equality Duty (2011) requiring schools to eliminate discrimination, advance equality, and foster good relations.
- 2.5 updated government guidance, including DfE "Working Together to Safeguard Children" (2023)—reinforces statutory expectations.
- 2.6 The above covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

3.0 Definition of a Racist Incident

- 3.1 The Stephen Lawrence Inquiry Report recommended that the Police, local government and other relevant agencies should universally adopt the following definition of a racist incident:
 - 3.1.1 *'A racist incident is any incident which is perceived to be racist by the victim, or any other person.'*

3.2 Incidents will be reported to SLT and dealt with in an appropriate manner. The parents of those pupils who are found to be involved in a racist incident will always be informed. The details of all incidents and sanctions used will be recorded. Year Heads will be informed and involved in dealing with the incident. The frequency and nature of any recorded incidents will be reported to the Trustees' Community and Wellbeing Committee.

4.0 Practice

4.1 Members of staff at Katharine Lady Berkeley's School will promote a sense of respect for the diversity of cultures both in Britain and the world in general. Staff will not accept pupils from behaving in any racist manner through the curriculum, discussion and, if necessary, the use of sanctions.

4.2 The list below is not exhaustive, but it gives a guide to the kinds of behaviour which are unacceptable and suggested responses:

Behaviour	Response
Physical assault against a person or group because of colour/ethnicity/race	1. Report to a member of the SLT and Safeguarding Team. 2. Inform parents/carers by letter or telephone. 3. Consider appropriate sanctions including suspension of culprit(s). 4. In particularly serious cases, inform the police. 5. Take necessary action to prevent recurrence, through the curriculum, tutor groups, assemblies. 6. Record the incident.
Verbal abuse (for example, derogatory name-calling, insults and racist jokes). Encouragement of others to behave in a racist way.	1. Never ignore any form of racist abuse in the school. 2. Explain fully to the offender that racist abuse will not be tolerated. 3. Refer offenders to a member of SLT and Safeguarding Team.

Behaviour	Response
Ridicule of an individual for cultural differences (eg. food, music, dress, language)	4. Inform parents/carers. 5. Take necessary action to prevent recurrence through the curriculum, tutor groups, assemblies 6. Record the incident.
Racist graffiti.	1. Report all racist graffiti to a member of the SLT. 2. If it is linked to graffiti in the local area, contact the police to see if they wish to be involved or for you to record or photograph it. 3. Otherwise remove it immediately. 4. Take steps to discourage its reappearance 5. Record the incident.
Wearing racist badges or insignia	1. Never permit the wearing of racist badges or insignia. 2. Refer offenders to a member of SLT and Safeguarding Team. 3. Inform parents/carers. 4. Record the incident.
Bringing racist material such as leaflets, comics or magazines, or accessing racist materials on the internet. Online/e-safety: includes racist comments, memes, sharing of extremist content online.	1. Remove all forms of racist literature and material. 2. Control access to the internet. 3. Refer offenders to a member of SLT and Safeguarding Team. 4. Inform parents/carers. 5. Record the incident.
Racist comments in the course of discussions in lessons.	1. Never let racist statements go unchallenged.

Behaviour	Response
	2. Refer offenders to a member of the SLT and Safeguarding Team. 3. Inform parents/carers. 4. Take necessary action to prevent recurrence through the curriculum, tutor groups, assemblies. 5. Record the incident.
Attempts to recruit racist groups	1. Report immediately to a member of SLT and Safeguarding Team. 2. Interview the 'recruiter'. 3. Inform parents/carers. 4. In incidents of a particularly serious nature, inform the police 5. Record the incident.
Refusal to co-operate with other people because of their race, colour, ethnicity or language.	1. Explain that pupils should work collaboratively; that every pupil has the right to be included in the school's activities; that the school should not exclude any pupil on racial, cultural or linguistic grounds. 2. Refer offenders to a member of the SLT and Safeguarding Team. 3. Inform parents/carers. 4. Record the incident
Bystander behaviour	Staff and pupils must report if they witness harassment, even if not directly involved.

4.3 In addition, the following will be considered depending on the context and nature of the incident:

4.3.1 Introduce restorative justice sessions

4.3.2 Tailored support for victims—for example, through the pastoral team or external counselling.

4.3.3 Report to and engage with external authorities (e.g. police, social services)

4.3.4 Referrals to a Channel Panel as part of the Prevent Strategy.

5.0 Recording and monitoring:

5.1 All incidents are logged via the safeguarding link of Class Charts

5.2 Anonymized incident-data is presented to the Trustees' Community & Wellbeing Committee at each meeting, highlighting trends and actions taken (not just frequency).

6.0 Training:

6.1 Staff training on unconscious bias, bystander intervention, and racism reporting procedures.

6.2 Pupil education: include anti-racism content in the PSHE/e-safety curriculum, and host assemblies or workshops promoting diversity, inclusion and the role of the bystander.

6.3 Parent outreach: send annual communication explaining the policy, how the school handles incidents, the importance of the bystander role, and how families can report concerns.

7.0 Useful references:

7.1 Guidance for dealing with racist incidents in school. Glos. County Council Jan 2014

7.2 DfE non-statutory "Education for a Connected World" (Jun 2024) for online behaviours.

7.3 UK Safer Internet Centre guidance.

8.0 Associated Policies

8.1 Single Equality Scheme

8.2 Anti Bullying Policy

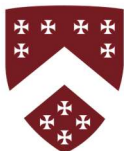
8.3 Behaviour and Discipline Policy

8.4 Online Safety / Acceptable Use Agreement

8.5 Safeguarding / Child Protection Policy

8.6 Complaints Procedure (for families to raise concerns formally).

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