

Racism, discrimination and derogatory language Policy summary

All members of the school community (staff, pupils, parents and visitors) have a right not to experience racism or any derogatory/discriminatory language at school, whether or not this is directed at them.

Racism

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the [Stephen Lawrence Inquiry report](#) (page 362, section 45.17)

- In recording incidents under this definition, it is not the intention to label individuals as racist.
- The schools will eliminate discrimination against pupils due to factors including race which cover skin colour, Nationality and/or ethnic or National origins.
- Records of incidents are held on CPOMS for the children involved, along with the restorative justice process and any relevant sanction.
- All racist bullying is treated as seriously as other forms of bullying and will be dealt with in line with the anti-bullying/cyber bullying policies

Other types of discriminatory and derogatory language including swearing

- Under the Equality Act (2010) schools have duty to eliminate discrimination against pupils for all protected characteristics.
- Any incident which is perceived to be discriminatory or derogatory by the victim or any other person will be challenged and addressed using a Restorative Justice and educational approach.

Types of harassment

There are many forms of harassment – see page 2

Roles and responsibilities

- Head and staff – see page 3
- Pupils – see page 3
- Parents and carers – see page 3

How positive relationships are taught and promoted in school

Positive relationships are taught through curriculum topics, PSHE/SRE, staff modelling, behaviour and wellbeing support and restorative approaches. The Aspire Pathways deliver appropriate ways of teaching, addressing and challenging racism, discrimination and derogatory language.

Logging and dealing with unacceptable language

The wide range of stages of development and experiences out of school means that there are some children who use racist, discriminatory or derogatory language (including swearing) in an echolalic manner (repeat words they have heard) and these are used out of context i.e. without intent to cause harm. However, this does not mean that the victim in the incident has not been offended – both factors must be considered when logging the incident and responding appropriately.

It is important to note that discriminatory incidents/bullying can be subtle and may not always be directly explicit. These kinds of incidents can be just as damaging to victims as explicit discrimination. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and will be recorded as a discriminatory incident and tagged accordingly to support in school monitoring.

It should be noted that under the prescribed definition, racist and other discriminatory incidents related to protected characteristics can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community or sexuality. Such incidents will also be recorded and resolved. Some discriminatory incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their protected

characteristics. Where such an allegation is made, this too will be recorded and investigated as a discriminatory incident.

Monitoring by the senior teams

CPOMS has 2 flags in the Trust schools – contextual or non-contextual so that the senior staff can undertake monitoring of incidents to ensure that these are dealt with swiftly and appropriately. DSL meetings and/or SLT meetings are used to monitor incidents and discussed. This is then recorded in the meeting minutes and/or on the CPOMS incident so that this is clear, and any next steps are identified to ensure that incidents are dealt with fairly and consistently by all staff.

How incidents are addressed

All incidents which are derogatory and/or discriminatory, including those which could be deemed to be bullying must be recorded. Where there is evidence that a number of individual incidents have been perpetrated against the same child, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying which is considered through the **antibullying** and **cyberbullying** policies.

- Any discriminatory incident will be investigated (page 5) so that the incident is fully explored from all those involved.
- If necessary, the perpetrator(s) will be separated from the victim(s) and told that their behaviour is unacceptable and will not be tolerated
- This is recorded on CPOMS, giving consideration to whether the language used was contextual or non-contextual, along with the impact on the victim.
- If necessary, the DSL who reviews the incident may consider any safeguarding concerns and seek advice from Kent Front Door.
- Support and education is put in place for all those involved. This may include class-based teaching or assemblies for the wider community
- Parents & carers will be contacted/met with in person and the incident shared with them, along with the actions taken. The children involved will be kept under regular review to reflect on any follow up actions needed. Any notes of meetings, phone calls, emails etc must be recorded against the incident on CPOMS
- In the case of a racist or bullying incident, it will be reported to the Local Authority [Report Racial and Bullying Incidents - KELS!](#) (“As it happens” Report)
- A full range of sanctions are available in line with the **school behaviour/wellbeing around the child** policies.

Further incidences of unacceptable behaviour of a similar nature

- Should the perpetrator repeat similar derogatory behaviour, a more formal meeting shall be held with parents, the child (as appropriate), class teacher, and a senior member of staff where further appropriate sanctions will be agreed. This could involve a behaviour plan being put in place which would involve the parents, child and teacher.
- Should this continue, despite the actions taken, a formal meeting will be held with the Head to discuss the seriousness of the issue and share further sanctions which could include a form of exclusion.

Dealing with Members of Staff as alleged Perpetrators or Victims – see page 6

- All members of staff are required to abide by the Trust’s Equality Policy and job descriptions. Substantiated racial discrimination by any member of staff towards pupils may be considered as misconduct and the perpetrator may be subject to disciplinary action.
- Staff who are threatened by a parent/carer or pupil must report the incident to the Head immediately so it can be addressed appropriately

Dealing with Members of the Public as alleged Perpetrators – see page 7

- The incident to be reported to the Head as soon as possible.
- The police to be informed of incidents involving violent, threatening or abusive behaviour.
- If a racist incident occurs between parents of pupils, it is up to either of the parents to decide whether to call the police

Policy Document for: Racism and the use of discriminatory and derogatory language Non statutory policy

Next review: Autumn 2025

Additions/amendments in this version

Jan 25	<i>Page 1 & 2 updates in racism and types of harassment sections</i>
	<i>Page 3 – links to Aspire curriculum/wellbeing around child policy</i>
	<i>Page 4 – logging and dealing with unacceptable language section added</i>
	<i>Page 5 – minor wording change with the removal of Kent Safeguarding</i>
	<i>Page 7 – added to clarify reporting to the Police for parent to parent incidents</i>

All members of the school community (staff, pupils, parents and visitors) have a right not to experience racism or any derogatory/discriminatory language at school, whether or not this is directed at them. All pupils at our schools have the right to be treated with respect and to feel safe with regard to their individual ethnic background and identity. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents (and pupils) should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that help and support will be given to all involved. Discriminatory behaviour relating to race, gender, sexuality, disability and religious views are evident in wider society and therefore inevitably will occasionally occur within schools. We promote Equal Opportunities under the 2010 law and recognise our role and responsibility in providing equal opportunities for each and every member of our school communities.

Incidents can occur in any school setting, including this one. We work actively to:

- Develop a climate which is intolerant to the use of derogatory/discriminatory language and actions – in person, written and/or online
- To ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed
- Challenge racism, discriminatory and derogatory language and actions
- Fulfil the statutory obligation to keep a formal record of such incidents
- Take every possible step to support victims of any such incident
- Regard all such incidents as a serious matter
- Ensure that staff have training in how to respond to such incidents (as part of safeguarding training)

Pupils are taught about discrimination, that it is unacceptable and that it diminishes us all. As a school we aim to recognise and value diversity by ensuring that:

- All pupils have an equal and strong sense of belonging within the school community.
- There are few discriminatory incidents, and these are dealt with effectively.
- Ensuring that our curriculum is diverse, and there are planned opportunities for teaching tolerance through PHSE/SRE, SMSC and British Values.
- We value all members of the school community

Our schools will not tolerate any form of racism and use of derogatory/discriminative language in line with the Equality Act 2010 and will take action to address this when it occurs.

Derogatory and discriminative behaviours

Racism

Schools are required to use the following definition for recording and responding to racist incidents:

A racist incident is "any incident which is perceived to be racist by the victim or any other person", according to the [Stephen Lawrence Inquiry report](#) (page 362, section 45.17)

The Home Office Code of Practice explains that "The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis".

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held on CPOMS for the children involved, along with the restorative justice process and any relevant sanction.

Under the [Equality Act 2010](#), all schools have a duty to eliminate discrimination against pupils due to factors including race, which covers:

- Skin colour
- Nationality
- Ethnic or national origins

All racist bullying is treated as seriously as other forms of bullying and will be dealt with in line with the anti-bullying/cyber bullying policies (added Jan 25)

Other types of discrimination and use of derogatory language

Under the Equality Act (2010) schools have a duty to eliminate discrimination against pupils for all protected characteristics. Any incident which is perceived to be discriminatory or derogatory by the victim or any other person, will be challenged and addressed using a Restorative Justice and educational approach.

Types of harassment

This can include:

- Physical assault
- Derogatory and or discriminatory name calling, taunts, insults and 'jokes', both in person, retold, written and/or online
- Racist, discriminatory and/or derogatory graffiti, both physically and/or in representation online
- Wearing badges/clothing which share/promote discriminatory or derogatory messages
- Verbal (sounds and words) and non-verbal abuse (including gestures) and threats, in person, retold and/or online
- Incitement of others to behave in a discriminatory or derogatory manner, both in person and/or online
- Expressing prejudices or deliberate misinformation on racial or ethnic distinctions
- Racist, discriminatory or derogatory comments in discussions in lessons and during non-structured times such as Forest school, playtime and lunchtime
- Attempts to recruit for groups which promote racist, discriminatory or derogatory actions towards others

- Distributing racist, discriminatory or derogatory literature
- Refusal to cooperate with others due to their skin colour, ethnicity, gender or language (as well as any other protected characteristic)
- Accessing racist, derogatory or discriminatory materials online whilst at school (unless part of a lesson studying the impact of such actions on others)

This is not an exhaustive list.

School expectations

Roles and Responsibilities

- The Governors are responsible for monitoring the policy.
- The CEO is responsible for implementing the policy and procedures which is delegated to the Heads
- All members of the school community are responsible for following the procedures and acting as role models as well as challenging any discriminatory behaviour or derogatory language.
- The Head has a requirement to investigate, record and report where there is a perception that a racial or derogatory incident may have taken place
- The Head has a requirement to communicate the school's commitment to tackling racial and derogatory incidents to all members of the school community, including provision for this procedure to be made available in community languages where appropriate

Expectations of pupils

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting discriminatory behaviours. (It is understood however that it may be difficult for pupils who are the targets of discrimination to report it.)

Expectations of staff

All staff will report immediately any allegations or incidences of discriminatory behaviour or language to the appropriate member of the leadership team and logged on CPOMS. They will ensure that all incidents are reported in this method to ensure that their statutory responsibility to do so is adhered to. Staff are expected to support all pupils involved in any incidences in a restorative method.

Expectations of parents & carers

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school, we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's race equality policies.

We ask that parents and carers are supportive of the work that we continue to undertake to challenge and tackle any such incidents.

How positive relationships are taught and promoted in school

Through the mainstream curriculum we teach and promote positive relationships through:

- The wider curriculum; various curriculum topic drivers are chosen to actively teach and challenge views such as promoting a diverse range of figures (historic and current), as well as proving a range of accessible texts to represent the whole community

- PSHE and SRE curricula; these are formed in line with National Curriculum expectations and reflect the context of our schools. All stakeholders are consulted in this work
- Staff model positive relationships to all children
- In the mainstream schools the behaviour policy uses positive approaches and restorative justice to help children to understand the impact of their behaviour on others. **At Aspire, the Wellbeing Around the Child policy is used for this purpose (edited Jan 25)**
- Additional behaviour support and intervention is in place where needed, such as online behaviour plans, behaviour plans, friendship groups etc

The Aspire curriculum is set out in 3 Pathways to meet the needs of the pupils – each Pathway delivers an appropriate way of teaching, addressing and challenging racism, discrimination and derogatory language (added Jan 25)

Logging and dealing with unacceptable language

(Added January 2025)

The wide range of stages of development and experiences out of school means that there are some children who use racist, discriminatory or derogatory language (including swearing) in an echolalic manner (repeat words they have heard) and these are used out of context i.e. without intent to cause harm. However, this does not mean that the victim in the incident has not been offended – both factors are considered by the staff when logging the incident and responding appropriately.

Monitoring by the senior teams

CPOMS has 2 flags in the Trust schools – contextual or non-contextual so that the senior staff can undertake monitoring of incidents to ensure that these are dealt with swiftly and appropriately.

DSL meetings and/or SLT meetings are used to monitor incidents and discussed. This is then recorded in the meeting minutes and/or on the CPOMS incident so that this is clear, and any next steps are identified to ensure that incidents are dealt with fairly and consistently by all staff.

It is important to note that discriminatory incidents/bullying can be subtle and may not always be directly explicit. These kinds of incidents can be just as damaging to victims as explicit discrimination. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused, it needs to be understood and resolved and will be recorded as a discriminatory incident and tagged accordingly to support in school monitoring.

It should be noted that under the prescribed definition, racist and other discriminatory incidents related to protected characteristics can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community or sexuality. Such incidents will also be recorded and resolved. Some discriminatory incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their protected characteristics. Where such an allegation is made this too will be recorded and investigated as a discriminatory incident.

How incidents are addressed

All incidents which are derogatory and/or discriminatory, including those which could be deemed to be bullying must be recorded. Where there is evidence that a number of individual incidents have been perpetrated against the same child, staff should be vigilant to the possibility that the individual could be experiencing the effect of bullying (i.e. a sense of powerlessness, isolation and distress). The steps taken to resolve the incidents are the same i.e. reviewing the situation and providing support to, and challenging the behaviour of, those involved.

Any discriminatory incident including racism, or one which involves derogatory and/or discriminatory language will have the following stages and actions:

Investigation

- The incident will be fully investigated in line with our behaviour policy and approaches.
- The victim of the discriminatory or derogatory language will speak to a Trusted Adult initially and their permission will be sought to support the victim to enable them to speak to the perpetrator(s) to explain how what was said or done impacts them, their feelings and their lives.
- A record of this investigation will be kept on CPOMS and linked to all/any child involved and tagged depending on the incident.
- It is important to reflect, as part of the investigation, the age, stage and development of the children directly involved and whether this is contextual use of language or non-contextual (i.e echolalic), as this may have an effect on the sanction agreed.
- Support for all children involved will be put into place. This will be custom fit to the children and logged on CPOMS.
- A DSL will review the incident on CPOMS and consider if there are any safeguarding concerns which have been raised as a result of this incident and act in accordance with Trust procedures and policy. Where necessary the DSL will seek advice from the [Front Door, Trust DSLs](#) or other agencies (edited Jan 25)
- In the first instance of such behaviour, parents of all/any children involved will be asked to meet with the class teacher/Community Lead to discuss the incident, and share the actions taken.
 - This could take place face-to-face or by phone.
 - Any face-to-face meeting will be held inside the school building and not at the classroom door.
 - These meetings will take place as soon as possible following the incident.
- Staff involved in the class of the victim/perpetrator(s) will continue to keep the situation under regular review to ensure that any harassment, abuse or victimisation has stopped, and that the victim feels safe
- In the case of a racist or bullying incident, it will be reported to the Local Authority [Report Racial and Bullying Incidents - KELSI](#) ("As it happens" Report)
- There will be consideration of whether there are wider implications such as the need for a special assembly, additional class teaching and/or changes to the behaviour or other policies
- Depending on the seriousness of the incident, a behaviour plan may be put into place for the perpetrator(s)
- The CEO and Head of School can consider the use of a full range of sanctions including the use of fixed term suspension or permanent exclusion in line with the behaviour policy of the school

Support for the Victim (if a pupil)

- Take appropriate action to offer support to the victim.
- Meet with, [or make contact with](#), the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken [\(depending on incident\)](#). An interpreter/translator may be needed at the meetings. [The meeting notes, phone call notes or emails must be saved against the incident recorded on CPOMS \(added Jan 25\)](#).
- Reinforce the school's commitment to tackling racist incidents.

Support for the alleged Perpetrator (if a pupil)

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).

- Any racist behaviour should be challenged immediately. The perpetrator should be told that his/her behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the racist behaviour will not be repeated. The actions taken will be logged against the original incident on CPOMS.
- Discuss the incident with the alleged perpetrator's parent(s)/guardian/carers and reinforce the school's commitment to tackling racial incidents. This formal meeting will take place within the school building and be recorded on CPOMS.

Further incidences of unacceptable behaviour of a similar nature

- Should the perpetrator repeat similar derogatory behaviour, a more formal meeting shall be held with parents, the child, class teacher, Community Lead and the Assistant Headteacher where further appropriate sanctions will be agreed. This could involve a behaviour plan being put in place which would involve the parents, child and teacher.
- Should this continue, despite the actions taken, a formal meeting will be held with the Head of School to discuss the seriousness of the issue and share further sanctions which could include a form of exclusion.

Recording incidents

By recording all incidents, the Trust is able to:

- Demonstrate that they have dealt satisfactorily with incidents.
- Monitor trends and patterns of behaviour if they exist.
- Take preventative action against racism which may come into the school from society in general.
- Provide good educational responses to any behaviour that is of concern.

Consequently, any incident which is perceived by anyone to be derogatory will be investigated, recorded and monitored fully. This designation does not necessarily mean that discrimination has occurred. For instance, in cases where it is identified that discriminatory or derogatory language has been used without intent, e.g. repeated use of language that is not in context.

In investigating any incident as defined above, the school will be seeking to establish whether any behaviour, language or expression has occurred which has caused harm or offence.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional. Intentional discriminatory behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend to cause offence. However, these incidents are still recorded on CPOMS but dealt with through teaching the children about what is appropriate, and restorative justice conversations are evidenced.

Dealing with Members of Staff as alleged Perpetrators or Victims

All members of staff are required to abide by the Trust's Equality Policy. Substantiated racial discrimination by any member of staff towards pupils may be considered as misconduct and the perpetrator may be subject to disciplinary action.

In the event of such an allegation being made against a member of staff, the Chief Executive Officer or his/her nominee should investigate the allegation in accordance with the relevant Disciplinary Procedures. All members of staff have the right to use the school's grievance procedure if they suffer discrimination and cannot get satisfactory management support.

The Trustees and Chief Executive Officer have a duty of care towards employees and must ensure that they address any complaints from employees about discrimination by pupils, parents or colleagues, and provide appropriate support and referrals as necessary.

Staff who are threatened by a parent/carer or pupil must report the incident to the Head immediately so it can be addressed appropriately.

Dealing with Members of the Public as alleged Perpetrators

Racially motivated conduct by members of public requires an immediate response. The following procedure is to be followed in cases of racial incidents involving a member of the public:

- The incident to be reported to the Head as soon as possible.
- The police to be informed of incidents involving violent, threatening or abusive behaviour.
- If a racist incident occurs between parents of pupils, it is up to either of the parents to decide whether to call the police (added Jan 25)

Managing the impact of racial, discriminatory or derogatory incidents in the school and the community

- Racist graffiti or slogans should be reported and removed immediately or within 24 hours.
- Racist literature, badges and insignia should be confiscated immediately, giving a clear explanation setting out the reasons why the property has been confiscated. The confiscated property should be handed to the police in criminal proceedings or returned to the pupil's parent at the earliest opportunity, as appropriate. A teacher may not deliberately destroy a confiscated item unless such action is necessary in the immediate interests of safety.
- If the incident has caused damage or is seen as a threat of damage to a person or property, it may be appropriate to call a special meeting either with staff only or with pupils to discuss what has happened. Support and advice may also need to be sought from the Local Education Officer, the Police, the local Racial Equality Council, a Victim Support group or another appropriate agency.

Reporting to the Police

Violent, criminal or other serious racial/discriminatory incidents may be reported to Kent Police. This applies to all incidents brought to the attention of the school, regardless of the relationship of the parties to the school. Kent Police have the discretion to decide to pursue action based on incidents. Violent, criminal or serious incidents should also be reported to the LA.

Reporting information to parents, Trustees and the LA

The Governors and Trust Board will receive a seasonal termly report on any racial incidents in the Heads report to local governors. The school will report annually to the LA on racial incidents during the preceding year.

Equal Opportunities

At BA MAT we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. We believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Impact assessment

An initial impact assessment has been carried out for this policy and is graded as follows:

A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is unlikely, but positive impact is also unlikely
E	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary