



# Preventing and dealing with Racist incidents

**GEORGE STREET PRIMARY SCHOOL**  
*"Believing in Every Child"*

**Approved by**

**Head Teacher:** Angela Hughes & Governing Body

**Last reviewed  
on:** Spring 2026

**Next review due  
by:** Spring 2027



## Preventing & Dealing with Racist Incidents

(To be read alongside the Positive Behaviour Policy)

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### Statement

George Street Primary School recognises and values diversity within the school and wider community. All members of the school community (staff, pupils, parents and visitors) have a right not to experience racism at school, whether or not this is directed at them.

We recognise that racism is evident in wider society and therefore inevitably will occasionally occur within schools. Racist incidents can occur in any school setting, including this one.

At George Street Primary School, we work actively to develop a climate which is intolerant to racism and to ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed. Pupils are taught about racism and that it is unacceptable and diminishes us all. Pupils are taught about racism (through the PSHE curriculum – we use guidelines from the PSHE Association) and through the handling of real racist incidents when they arise.

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 racist incidents and these are dealt with effectively. Pupils from different ethnic and faith and non-faith backgrounds mix and get on well with each other. All school staff and Governors have had PREVENT/Anti-radicalisation training.

At George Street Primary School, racism is never normalised, minimised or treated as low-level behaviour.

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Every incident is taken seriously, recorded, and addressed through both consequence and education, in line with our therapeutic behaviour approach.

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At George Street Primary School, racist incidents are understood as a serious breach of our values: Ready, Respect, Safe.

In line with our therapeutic approach, we:

- Recognise that behaviour is communication
- Seek to understand the root cause
- Respond in a way that supports learning, repair and future positive behaviour

However: Racist incidents are always treated as serious and are not considered low-level behaviour, even where intent is unclear.

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### George Street Primary School works actively to:

- develop a climate which reduces racist incidents to a minimum
- ensure all pupils feel valued and have confidence that their concerns will be listened to and addressed.

### George Street Primary School strives to:

- eliminate racist incidents
- challenge discriminatory practices
- ensure that every single racist incident is dealt with effectively

### What is a racist incident?



Schools are required to use the following definition of a racist incident:

***"any incident which is perceived to be racist by the victim or any other person".***

#### **The Stephen Lawrence Enquiry – The McPherson Report (1999)**

~~The Race Relations Act 1976, amended 2000, 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".~~

~~Racism is evident in wider society and therefore inevitably will occasionally occur within schools. Racist incidents can occur in any school setting.~~

Any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. In recording incidents under this definition, it is not the intention to label individuals as racist. This designation does not necessarily mean that racism has occurred.

#### **Recording process**

By recording all incidents George Street Primary School will be able to:

- demonstrate that they have dealt satisfactorily with racist incidents
- monitor trends and patterns of behaviour
- monitor literature, graffiti and other forms of racism
- take preventative action against any recurrence
- provide good educational responses to any discriminatory behaviour that is of concern to the school.

#### **Investigation Process**

While investigating any incident, the school will be seeking to establish whether any perceived racist behaviour, language, literature or expression has occurred which has caused harm or offence.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. 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. Every such incident, which is perceived to be racist according to the definition, will be recorded and investigated as a racist incident.

It should be noted that under the prescribed definition, racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

If racist incidents involves allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion, this too will be recorded and investigated as a racist incident.

In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded.

Racist incidents may include\*:

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls or books)



- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

\* N.B. This list is not exhaustive

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

### **Roles, responsibilities and expectations**

1. **The Headteacher and Senior Leadership Team** are the members of staff responsible for:

- investigating incidents and ensuring they are recorded properly, using the appropriate forms
- overseeing the application of the policy across the school
- monitoring the effectiveness of the policy and reporting to the Governing Body.

The governors of George Street work closely with the Headteacher in this regard.

2. **All staff will:**

- maintain vigilance for signs of racist incidents
- listen to pupils' concerns about and experiences of racism and take reports seriously
- be sensitive to pupils with concerns and support distressed pupils
- report concerns swiftly to the appropriate member of staff, Headteacher or SLT
- champion good race relations in accordance with the Race Equality Policy
- address immediately any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity
- provide support to any pupil who has experienced offence from another person
- refer language or behaviour that has been hurtful to the Headteacher for further investigation and resolution
- provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society.

3. **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 racist and other hurtful behaviours. It is understood however that it may be difficult for pupils who are the targets of racism to report it.

4. **Expectations of parents**

- We always take parents' concerns seriously although 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 peers
- 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.

### 5. Expectations of service contractors

Service contractors are expected to display appropriate and acceptable behaviour in and out of school in accordance with the School's race Equality Policy.

### Responding to a perceived racist incident

#### Initial investigation:

In responding to a perceived racist incident that may occur the school will:

- provide appropriate support to pupils
- a. — deal with any unacceptable behaviour,
- b. — prevent racism and discrimination
- c. — re-establish good race relations across the school.

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The incident will be investigated, following these stages:

#### Initial investigation:

- Give support to anyone who has experienced offence and listen to their concerns.
- Gather detailed evidence about what has occurred use calm, non-confrontational language
- gather detailed evidence about what has occurred
- address the behaviour immediately
- support the pupil who has experience offence
- avoid public confrontation

While initial responses may follow normal classroom strategies, racist incidents must not remain at this level.

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#### Planned response Escalation:

- Identify the cause of the offence. Not recorded solely through non-verbal cues or quiet reminders
- Decide on appropriate action to take to deal with the matter. Recorded on CPOMS
- Reflect on the necessary response. Brought to SLT attention

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#### Resolution Protective Consequences:

Increased supervision Enact the appropriate response, ensuring:

- victims' concerns are addressed
- Removal from class / break or lunch taken away
- Working with SLT disciplinary action is proportionate
- Restricted access if needed remedial action is taken to ensure no recurrence

#### Ongoing action Educational Consequences:

- Maintain vigilance to monitor the situation
- Plan any adjustments to policy and procedures.



- ~~Details will be recorded at each stage in accordance with this policy.~~
- ~~Pupils who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident. Parents of perpetrators must also be informed at all stages.~~
- ~~Governors will be involved at all stages for serious incidents and will be made aware of outcomes the in minor incidents.~~ Restorative conversation
- Reflection and discussion
- Rehearsing alternative behaviours
- PSHE – linked follow up where appropriate

### Outcomes

Intentional racist 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.

- ✓ Where an offence was intentional pupils will be subject to consequences disciplinary procedures.
- ✓ Where an offence was unintentional pupils will be helped to understand how the offence was caused and be supported to make any changes necessary in their behaviour.

High priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

### Safeguarding (and in line with KCSiE)

A racist incident becomes a safeguarding concern where:

- Behaviour is repeated
- There is significant distress
- Online elements are involved
- There is targeting or imbalance,

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### Complaints

If parents/carers express dissatisfaction with any aspect of the process or outcome, this will be dealt with in the normal way through the complaints procedure.

### Recording and Reporting Incidents

- All incidents will be recorded, including the date, the names, the nature of the incident, and action taken in response.
- CPOMS will be used to record each incident.
- ~~Significant details of conversations will be agreed and a summary recorded – it is good practice for this to be shared with the person involved, especially in serious incidents~~
- If incidents come to the notice of the press, extreme sensitivity must be observed. Advice will be sought from HCC Press Office and only the Headteacher or Chair of Governors will speak to the press.
  
- On a termly basis the Headteacher will report numbers of incidents in the Headteacher's report for the Full Governing Body.
- The school will voluntarily submit information on the number and nature of incidents to other relevant bodies if requested. Individuals will not be identified in this process.

### Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents



- the continued good progress and high self-esteem of those who have been offended
- the continued good progress and high self-esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good race relations are being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the school plan.

#### Monitoring and review

- This policy is embedded as part of our daily practise and used in alignment with our Positive Behaviour Policy. The Headteacher reports to governors about the effectiveness of the policy on request.
- **Review Date: Spring 2027**

Great—now that I can see your full Behaviour Policy, I've **precisely aligned the racist incidents policy to your therapeutic, stepped approach, language, and systems.**

This version:

- ~~uses your exact behaviour stages and language~~
- ~~embeds in Therapeutic Thinking approach~~
- ~~mirrors your CPOMS, SLT escalation, restorative model~~
- ~~avoids introducing anything that doesn't already exist in your practice~~



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## Final Aligned Section (Ready to Insert into Your Policy)

### Preventing & Dealing with Racist Incidents

*(To be read alongside the Positive Behaviour Policy)*

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#### Position Within Our Behaviour Approach

At George Street Primary School, racist incidents are understood as a **serious breach of our values: Ready, Respect, Safe.**

In line with our **therapeutic approach**, we:

- recognise that behaviour is communication
- seek to understand the root cause
- respond in a way that supports learning, repair and future positive behaviour

However:

**Racist incidents are always treated as serious and are not considered low-level behaviour**, even where intent is unclear.

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#### Definition

We adopt the Macpherson definition:

*"Any incident perceived to be racist by the victim or any other person."*

All such incidents will be:

- taken seriously
- recorded on CPOMS
- responded to using both **protective and educational consequences**

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#### Expectations (Linked to School Values)

Racist behaviour directly conflicts with:

- **Respect** — valuing others and their backgrounds
- **Safe** — ensuring all feel emotionally and physically secure

All staff must challenge:

Preventing & Dealing with Racist Incidents  
Reviewed Spring 2026



- racist language (including “banter”)
- stereotyping or exclusion
- comments about race, culture, religion or language

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## Responding Within the Behaviour System

### 1. First Response (In-Line with Classroom Practice)

Staff will:

- use calm, non-confrontational language
- address the behaviour immediately
- support the pupil who has experienced offence
- avoid public confrontation

While initial responses may follow normal classroom strategies, racist incidents **must not remain at this level**.

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### 2. Escalation (Aligned to Your Stages)

Racist incidents should move quickly beyond early strategies:

- **Not resolved solely through non-verbal cues or quiet reminders**
- Must be:
  - **recorded on CPOMS**
  - **brought to Phase Leader / SLT attention**

↳ This aligns with your Stage 4+ approach:

repeated or serious behaviour → SLT involvement and investigation

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### 3. Investigation (Therapeutic Thinking Approach)

Following your existing practice:

- pupil voice is gathered
- context is explored (what is the behaviour communicating?)
- patterns are considered

However, staff must also:

- focus on **impact as well as intent**
- recognise that harm may occur even when understanding is limited



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## Consequences (Using Your Existing Framework)

Racist incidents will lead to consequences already outlined in your policy, including:

### Protective Consequences

- increased supervision
- removal from class
- working with SLT
- restricted access if needed

### Educational Consequences (Essential for All Incidents)

- restorative conversation (required)
- reflection and discussion
- rehearsing alternative behaviours
- PSHE-linked follow-up where appropriate

🔗 These must always be applied, even where behaviour was unintentional.

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## Removal from Class

In line with your policy:

Removal from class is a serious sanction and may be used for racist incidents where appropriate.

- Parents must be informed the same day
- Incident must be recorded on CPOMS
- Restorative conversation must follow

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## Restorative Practice (Core Expectation)

Consistent with your approach:

- the adult involved must follow up with the pupil
- discussion must focus on:
  - what happened
  - who was affected
  - what should happen next time

Restoration should:



- prioritise the pupil who experienced harm
- only proceed when they feel safe

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### Support for Pupils

#### **Pupils experiencing racism:**

- immediate reassurance
- follow-up pastoral support
- monitoring over time

#### **Pupils displaying behaviour:**

- support to understand impact
- behaviour support plans if patterns emerge

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### Safeguarding Link

In line with **KCSIE expectations already embedded in your policy:**

A racist incident becomes a safeguarding concern where:

- behaviour is repeated
- there is significant distress
- online elements are involved
- there is targeting or imbalance

In these cases:

- the **DSL must be informed**
- safeguarding procedures followed

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### Recording (Fully Aligned to Your System)

- All incidents recorded on **CPOMS**
- Tagged appropriately
- Include:
  - what happened
  - who was involved
  - action taken
  - outcome



## Parents (Aligned to Your Practice)

- Parents informed in line with behaviour policy
- Typically:
  - same day for serious incidents
  - at SLT stage or removal from class

The school will:

- explain actions taken
- work collaboratively with families

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## Monitoring and Review

As part of your existing systems:

- SLT review incidents regularly
- patterns identified (location, pupils, frequency)
- reported termly to governors

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## Key Statement (Insert to Strengthen Clarity)

At George Street Primary School, racism is never normalised, minimised or treated as low-level behaviour.

Every incident is taken seriously, recorded, and addressed through both **consequence and education**, in line with our therapeutic behaviour approach.

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## Why This Version Works Perfectly With Your Policy

This is now fully aligned because it:

- Uses your **therapeutic wording** ("behaviour is communication")
- Embeds your **step system (not replacing it)**
- Uses your **Protective & Educational consequences model**
- Matches your **restorative expectations**
- Fits your **CPOMS recording + SLT escalation**
- Reflects your **calm, relational staff approach**
- Keeps **consistency across all behaviour handling**



## ~~If you want to go one step further~~

I can now create:

- a **1-page staff quick-reference sheet** (very useful in classrooms)
- a **flowchart for "what to do if..."**
- a **pupil-friendly version (child-speak)**

These are often what inspectors look for alongside the policy 

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