DURANTS SCHOOL – POLICY DOCUMENT

Reporting and Recording Racist Incidents

September 2026

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In considering racist incidents, we accept the Home Office definition of a racist incident to be:
A racist incident is any incident perceived to be racist by the victim or any other person.
The definition is for the purpose of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it is racist. But it does mean that it must be recorded and investigated.
The definition implies that if anyone thinks an incident is racist then it will definitely be taken seriously and investigated. Failure to investigate, even where an incident appears to be of a relatively minor nature, could be seen as condoning racism and could be used as evidence that a school is not taking seriously its legal duties under the Race Relations (Amendment) Act.
Whether or not the pupil(s) responsible intended their behaviour to be racist is in the first instance irrelevant. Of course, when it comes to dealing with an incident, pupils' intentions and attitudes are an important consideration. But at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. It's the effects of their behaviour, not the reasons for it that require attention.

Identifying racist incidents and behaviour

Detailed below are some examples of possible racist behaviour:

- Derogatory name-calling, insults, racist jokes and language
- Verbal abuse and threats
- Physical assaults
- Ridicule based on difference of colour, race, ethnicity, nationality, culture, religion or language.
- Refusal to co-operate with others because of any of the above differences
- Stereotyping on the basis of colour, race, ethnicity etc.
- Racist comments
- Racist graffiti
- Written abuse
- Damage to property
- Incitement of others to act in a racist manner
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist materials such as leaflets, magazines or computer software onto the premises
- Attempting to recruit other young people to racist organisations and groups.

Dealing with racist incidents

1. Incidents involving young people

It is recommended that staff will use their professional judgement in dealing with specific incidents but individual practice should be based on policy.

Responding to racist incidents
Should an incident occur that anyone feels is racist the following actions need to be taken.

- Initial Response
- Treat the issue seriously
- Respond immediately
- Reinforce schools position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim

- Connect with , and deal with, pupils' feelings

- Record
- Complete an alleged racist incident report form (this form , plus guidance notes, is provided at the end of this document)
- Notify the named management team member responsible for dealing with racist incidents (DSLS)

- Investigate

- A member of the Senior Leadership team should lead and
- Listen to all parties
- Address underlying issues, e.g. an incident may not be racial in origin; it might be a general dispute in which racist abuse has been used. If this is the case the original issue should be sorted out as well as the use of unacceptable behaviour that made it a racist incident
- Make sure the race issues are covered; do not just treat the incidents as a case of bullying – be able to explain why it is a racist incident if you judge it to be such.
- Reinforce school's position and rules on racism
- If it is judged not t be a racist incident this MUST be explained to all the parties involved. The incident might still be an infringement of the schools behaviour policy which needs a response.
- Complete Racist Incident Investigation Form (this form, plus guidance notes, are provided at the end of this document)

- Further response if incident is judged to be racist
- Inform (s standard note can be useful) and involve class teachers
- Follow through with both victim and perpetrator
- Address the perpetrator's racist behaviour and correct racist misconceptions.
- Reinforce the schools position and rules on racism.
- Bring both parties together and give them a chance to be involved in resolving the situation
- Contact parents/carers of both the victims as well as the perpetrators; a procedure for reporting this should be in place. This could possibly involve a letter or telephone call appropriate to the situation. Inform parents/carters about the incident and the action that the school is taking.
- Log incident on CPOMS (NB: Victims have a right to refer cases to the police if they so wish to do so and all parties have a right to appeal to the governing body)

General Follow through

- Take appropriate measures to reinforce the school's position with individuals/groups/class/school via assembly, circle time and curriculum.
- Present monitoring returns to staff to ensure regular discussion and development of good practice.
- Continue to encourage pupils to report and discuss racist incidents and how they should respond.

- Use existing means of involving pupils i.e. student council.
- Work with other agencies to promote good race relations.
- Durants governing body is informed termly of any racist incidents and actions taken to deal with them as part of the Head teachers' termly report.

All the above should be dealt with in accordance with Data Protection and confidentiality should be maintained at all times.

2. Incidents involving staff

An allegation of racist behaviour against any member of staff should be investigated thoroughly before any formal disciplinary procedures are instigated.
Whether the victim of alleged racist behaviour is a young person or a member of staff, the Head teacher should initially investigate under the schools disciplinary policy and procedures before taking informal or formal action. It should still be recorded as a racist incident.

Supporting the victims
It is vital that the school creates a climate in which victims of racist incidents feel able to report them. All staff and young people should also be encouraged to report any incident they witness and all such reports should be followed up. The school should involve parents or carers when offering support to victims of serious incidents and it may be appropriate to involve other agencies. An interpreter should be made available for victims and parents if necessary. Where a victim of a racist incident is a member of staff, support is available through their professional associations and /or through the LA staff counselling schemes, in addition to support from colleagues.
When dealing with a racist incident staff should

- Listen attentively
- Remain calm and reassuring
- Accept he victims language and terminology
- Remember that to report an incident may need considerable courage
- Acknowledge the feelings of the victim(s)
- Confirm they were right to make the disclosure
- Show they understand the difficulty in discussing the matter
- Offer immediate support; reassure the victim that the matter will be treated seriously and that a full investigation will take place.

Working with the perpetrators
All racist behaviour should be treated as a serious matter and should never go unchallenged. It is crucially important that the member of staff who first encounters the incident shows firm disapproval and takes positive action to deal with the situation. A failure to respond could be seen as condoning racist behaviour and could discourage young people and parents from reporting incidents and sharing concerns with staff. Responses to incidences should be prompt, appropriate and consistent.
Disciplinary action should be in line with the Behaviour policy and senior leaders dealing with the incident should check if the perpetrator has a record of previous similar behaviour. Perpetrators' future behaviour should also be monitored. Senior leaders should emphasise that the aim of the policy and procedure for dealing with racist incidents is to prevent such incidents from occurring and not to get people into trouble.
It should be recognised that both victims and perpetrators will often need pastoral support. It is important, in working with perpetrators of racist incidents, to separate the behaviour from the person. Wherever possible, staff should try to use positive strategies to encourage the perpetrator to overcome his/her prejudices and to desist from similar behaviour in the future. The school will use activities, curriculum work and whole-school initiatives to address and change racist attitudes.

Monitoring and Review

All racist incidences must be reported and dealt with appropriately. Overall responsibility for dealing with racist incidences lies with designated senior member of staff currently the Head teacher. This member of staff is responsible for ensuring that racist incidences are recorded on CPOMs and reported to governors termly.

This policy will be reviewed regularly in line with the schools monitoring and review cycle.

Durants Alleged Racist Incident Report Form - To be completed as soon as possible by member of staff or person observing or reporting incident & handed to designated member of senior management

Date		Time		Location	
Name of person reporting incident					
Role/status					

Type of incident (please tick all relevant box/es)

1.	**Verbal**	
	Ridicule of an individual or group because of , for example, skin colour, ethnicity, culture, religion, language or clothes	
	Abuse or threats	
	Derogatory name calling, insults or use of racist language	
	Racist jokes or comments	
	Racist comments in the course of lessons	
	Incitement or encouragement of others to behave in a racist way	
2.	**Refusal**	
	Refusal to work, co-operate, sit, play or hold hands with others because of, for example, skin colour, ethnicity, culture religion, language or clothes.	
3.	**Contact**	
	Physical assault, spitting or throwing things at an individual or group because of, for example skin colour, ethnicity, culture, religion, language or clothes	
4.	**Organised racist activity**	
	Recruitment of, or attempting to recruit others to racist organisation	
	Bringing racist materials (computer software, leaflets, comics, books, magazines, CD's, videos) into school	
	Provocative behaviour e.g. wearing racist badges or insignia	
5.	**Cyber**	
	Racist abuse via text message or instant messenger services or email	
	Interfering with electronic files	
	Misuse of social network sites	

	Setting up or promoting inappropriate websites	
	Inappropriate sharing of images from webcams/mobile phones/camera phones	
	Interfering with email accounts	
6.	**Other**	
	Colluding or condoning the racist comments/actins of others	
	Damage to property/belongings which is racially motivated.	
	Racist graffiti	
	Written abuse or offensive drawings (in/on books)	
7.	**Outside of school**	
	Incidents that happen outside of school include those on journeys to and from school, during school organised off-site activities or within the immediate vicinity of the school	
8.	**Incidents involving members of staff or visitors to school**	
	People who work at the school, whether they are direct employees or contractors' staff, may be the subject of allegations of racial harassment, either as perpetrators or victims.	

Account of incident

Those involved

Alleged victim/s	

Alleged perpetrator/s	

(if known)	

Witnesses (if known)	

Has a written account of the incident been provided?

Please tick	**Yes**		**No**	

Signed _____ **Date** _____

Guidance on completing School Alleged Racist Incident Report Form
The racist incident form is to record the details of each possible racist incident and is for school use only

Used with the Racist Incident Investigation Form, it ensures that there is transparency and accountability in the school processes. The data provided also allows monitoring and evaluation to take place. They facilitate reporting to school governors concerning racist incidences and the actions taken to deal with them.

Both forms could be an important source of evidence in

- Investigations, procedures and legal proceedings related to racism
- Disciplinary , grievance, child protection procedures and legal proceedings
- The schools own disciplinary systems

It is important, therefore, to ensure that key data are accurately noted in accordance with Data Protection and GDPR.

- The Alleged Racist Incident Form is to be completed by the teacher or other adult either directly reporting the incident themselves or to whom the incident was reported.

The following explains some of the headings used on the form:

- Type of Incident: This covers the types of harassment most likely to happen in schools and they are fairly self-explanatory. It should be noted that in some instances racist activity can take place without the presence of a specific victim. Such instances still constitute a racist incident and should be responded to and recorded.
- NB. Please see Types of Incidences document for much fuller details and possible responses.
- Location: it is useful to know which areas of the school and its immediate vicinity are prone to racist incidences. School-based incidences are obviously the schools main concern but it is also useful to note that incidences affecting pupils, which take place outside the school, may need to be dealt with by the school.
- Alleged Victim(s) and Perpetrator(s): covers anyone involved in these incidences, not just pupils.
- Written account provided: allows staff or others to indicate if they have provided details of the incident.

Incident Investigation Form
Tobe completed by the designated member of senior leadership team within 3 working days of the incident and attached to Alleged Racist Incident Report Form

1. Type of Incident (please circle)

Verbal Physical Cyber Written Refusal Organised Activity Other

2. Location of Incident (Please circle)

Classroom Playground Corridor school Hall Outside School Cyber Other

3. Those Involved

Name of Alleged victim/s	Status	Ethnicity	Sex	Repeat victim
Name of Alleged perpetrator/s	Status	Ethnicity	Sex	Repeat Perpetrator?
Reported by				

4. Investigation details

5. Investigation outcomes

Was the incident racist? (Please tick)	Yes		No	

If incident was judged to be racist please continue below

6. Action taken

Was this a victimless incident Yes / No
Victim/s
Perpetrator/s
Action taken involving other agencies

6. Parties informed (please circle)

School staff	Victims parents/carers	Perpetrators parents/carers	
Governing body	Police	LA services	Other

7. Recorded on CPOMS and Annual Return Racist Incident Reporting & Recording (termly Head teacher report to governors) (Please tick)

Yes		No	

Date recorded on CPOMS		Recorded by	

Signed		Dated	

Guidance on Completing School Alleged Racist Incident Investigation Form

- The Racist Incident Investigation Form is to be completed by the member of senior leadership team responsible for dealing with racist incidences (Head teacher). It is for school use only. Some incidents that are not at first sight thought to be racist may turn out on investigation to be racist, at which point they should be recorded as a racist incident using CPOMS.

Those involved

- Role/Status

Allows the type of people involved to be described and coded as pupils, teachers, teaching assistants, other staff, governors, parents, other adults, other young people.

- Ethnicity

It is important to note the ethnicity of victims and perpetrators to show exactly what patterns exist and what the issues are. All schools have to gather information on pupil ethnicity. Similar information may also be held foe staff in school following the enactment of the Race Relations (Amendment) Act. However, for some others who may be involved e.g. visitors, it may be difficult to fit them into the more detailed categories but it should be possible to assign individuals to the broader categories e.g. Asian/Asian British, Black/Black Briton, Chinese; Mixed White. If it is not possible just note 'not available'.

- Action Taken

It is important that any disciplinary action is consistent with the schools existing behaviour policy and procedures.

- Parents/carers – Include their responses and any joint agreement/promises
- Action taken involving other agencies – Make a note of any information sent or telephone calls made to any external agency.
- Comment

This section allows for reflections on the situation. It is useful to comment

- On the origins of the incident
- Whether they forma part of a pattern
- If lessons have been learned
- How similar incidences might be prevented in the future

If the incident is considered not to be racist then this should be clearly stated here along with the grounds for such a decision. It is essential, if this is the case, it is explained to the parties involved. This would involve weighing the evidence establishes against the criteria given the earlier definition i.e. does the incident show

Conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin? (Stephen Lawrence Inquiry Report, April 2000)

All recording should be done in accordance with GDPR and Data Protection guidance.

Guidance Evaluating Racist Incidents Returns

The following questions are useful for staff and governors in interrogating the data which emerges from the recording and monitoring process.

- Are there more or less incidences reported than in previous years?
- Do any patterns emerge from the date reference
- Victims/perpetrators
- Repeat victims/perpetrators
- Clusters around individual victims/perpetrators

- Age/year groups involved
- Ethnic groups – perpetrator/victims
- Refugees/asylum seekers
- Sex
- Non-pupil involvement
- Types of incidences
- Location of incidences
- Times of incidences
- Numbers/percentages of incidences found to be non-racist
- Response to incidences
- Use of sanctions
- Number of successful resolutions?

- Are there any changes in patterns from previous year(s)?

- If there are changes, what factors appear to have been involved?

- Have previous suggestions for improving practice been put into operation?

- What has been the effect of implementing suggestions for improving practice?

- If suggestions for improving practice have not been implemented, why not?

- What suggestions for improvements are you putting in place for next year?

- How has the school community been made more aware of and been more involved, in developing the schools position on racism over the last year i.e. how have the following groups been engaged
- Pupils
- Teachers
- Teaching Assistants
- Other staff
- Governors
- Parents
- Community groups
- visitors
- Are there any links between racist incidences and pupil performance at individual/group/school level?
- What support needs arise from this evaluation and who could facilitate?
- Any other aspect of racism in school and local community not captured by these returns e.g. increase in organised racist activity locally, increase in racist attacks locally, feeling of improving /worsening race relations locally , etc.
- Other reflections comments?

Signed_____Date_____

(Head teacher)

Signed_____Date_____
(Chair of Governors)

Dealing with Racist Incidents: Overview of actions that need to be taken by school

