

Element 10: Equality and Diversity

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Dealing with racist bullying

Nothing new, just review

1. What are the protected characteristics under the Equality Act 2010?

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex (gender) and sexual orientation

2. Name the two types of discrimination

Direct and indirect

3. Name four general principles of the UN Convention on the Rights of the Child

1. Non-discrimination (article 2), 2. Best interests of the child (article 3), 3. Right to life, survival and development (article 6), 4. Right to be heard (article 12)

4. What is GDPR?

General Data Protection Regulation, a set of EU rules on data protection and privacy

Friday, 21 October 2022

Dealing with racist bullying

- To recall the policies schools should have in place around bullying
- To understand how a victim may feel following an incident of racist abuse
- To analyse different responses to the reporting of racist bullying

Starter:

List types of incidents which could be considered racist bullying

- Name-calling
- Microaggressions
- Exclusion from social events because of race
- Damage to and vandalism of personal or public property with racist graffiti
- Making assumptions due to race, colour or culture
- Racist “jokes”
- Making a person feel that they need to change their appearance

Context:

Jamal is a year 9 learner at a mixed comprehensive school. During Jamal's time at his school, he has experienced a string of racially motivated bullying events, including but not limited to racist name-calling, being excluded from certain social activities and the sharing of online videos of him with racist and demeaning captions. Jamal is yet to report any of these incidents to his teachers.

With your partner:

- 1. Write a list of emotions Jamal might feel each day at school.**
- 2. Give an explanation of why he may feel those emotions.**
- 3. Describe how he may display those emotions.**

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With your partner:

- 1. Write a list of emotions Jamal might feel each day at school.**

Angry, upset and depressed

- 2. Give an explanation of why he may feel those emotions.**

He feels targeted, excluded and demeaned and wants revenge

- 3. Describe how he may display those emotions.**

Anger, withdrawal, defiance and resentment

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With your partner:

Why may Jamal not have reported these incidents to his teachers yet?

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**With your partner:
Why may Jamal not have reported these incidents to his teachers yet?**

He feels that he may not be believed, does not see it as important or has normalised it

Role play

Role play

After another incident, Jamal decides to report the bullying to a teacher, who tells him “it is just a joke” and he should “get over it”. Jamal reacts very angrily and is rude to the teacher. He gets reported to the head teacher, who arranges a meeting with Jamal’s mother.

In your groups, decide who will play the following roles:

Jamal

Jamal’s mother

School principal

Person to take minutes of the meeting (this person will note what is said and give feedback from the group regarding the decisions taken)

Meeting with the principal: Role play

Meeting attendees

- Jamal
- Jamal's mother
- School principal
- Minutes-taker

You have three minutes to read the sheet for the role that you are about to play. Note your answers to the questions on the sheet.

Agenda

Agenda	Minutes of meeting
Description of incident with learners	
Description of incident with teacher	
Parent or child wishes for outcome	
School actions following incidents	

Role play:

You have five minutes to perform your role play in your groups. Ensure that the minutes-taker is ready to give feedback to the rest of the class at the end.



Jamal

Jamal is a year 9 learner at a mixed comprehensive school. During Jamal's time at his school, he has experienced a string of racially motivated bullying events, including but not limited to racist name-calling, being excluded from certain social activities and the sharing of online videos of him with racist and demeaning captions. Jamal is yet to report any of these incidents to his teachers. After another incident, Jamal decides to report the bullying to a teacher, who tells him “it is just a joke” and he should “get over it”. Jamal reacts very angrily and is rude to the teacher. He gets reported to the principal, who arranges a meeting with Jamal's mother.

- How do you feel about what has happened?
- Why did you not tell anyone until recently?
- Why did you react to the teacher in the way that you did?



Jamal's mother

- You have noticed a change in your son's mood but had put it down to hormones and general teenage behaviour. Whenever you asked what was wrong he always said nothing was wrong. When you were called by the principal for a meeting, you were surprised. This is very out of character for Jamal. He has never been in trouble before.
- You are angry that this has gone on for so long and at the teacher's response.
- You are also worried about your child's safety if nothing is done about these bullies.

- What do you want to happen to the learners?
- What do you want to happen to the teacher?
- What changes do you want the school to make to prevent this from happening in the future?





Head teacher

- You were surprised to hear about the racist bullying as you were not aware that this ever happened in your school.
 - The teacher is very upset about Jamal being rude and thinks that he should be punished.
 - You have checked Jamal's behaviour record and the only negative behaviour points he has are for two pieces of missed homework.
- How will you ensure that Jamal and his mother maintain confidence in the school's ability to keep him safe?
 - What will you put in place for Jamal going forward to allow him to engage positively with the school community?
 - What changes do you need to make (policies, staff training, etc.) to prevent this happening again?
 - What will you do with the teacher Jamal disclosed the bullying to?

Exam practice

Exam question

Suggest three ways in which the school could prevent another incident like this from happening with learners and staff. Explain how they would know that their strategy was effective. (six marks) (A02 and A03)

The school should review the bullying policy and check that there is a clear section on racist bullying and how it will be dealt with. This should be shared with staff, learners and parents so that everyone can agree that the policy will be adhered to. The policy can include sections on how learners and staff can report a racist incident and what they should expect to happen afterwards. They should see that the reporting systems are being used by staff and learners. Those systems should be monitored by a member of staff.

How many marks is this answer worth? Justify your decision.

Exam question

Suggest three ways in which the school could prevent another incident like this from happening with learners and staff. Explain how they would know that their strategy was effective. (six marks) (A02 and A03)

Copy and complete the question into your notes.

Marking scheme

One mark for acceptable strategy; one mark for correctly linked effectiveness

- ***Suggestions; Effectiveness including but not limited to***
- ***Changes to, revision of or creation of antiracist / anti-bullying policies; Antiracist policies are agreed by all, clear and understood by staff and learners***
- ***Training for staff on dealing with racist incidents; Staff have increased knowledge of and confidence in supporting learners reporting racist incident***
- ***Clear reporting for learners about racist incidents; Reporting systems are used by all***
- ***Clear reporting for staff of racist incidents; Reporting systems are used by all***
- ***Clear logging or tracking of racist incidents; Logging or tracking of racist incidents are the responsibility of a specific member of staff and monitored for increased or decreased frequency***
- ***Support or follow-up with the victims of the incidents; Victims get to contribute to their follow-up through restorative justice, counselling, etc.***
- ***Sanctions, discussions or education for the perpetrators; Perpetrators do not have repeated incidents***
- ***Assemblies or personal, social, health and economic lessons on racism and racist abuse; Reduced number of racist incidents***

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