

## Handouts

### Role cards

#### Head teacher role card

Your greatest concern is the reputation of the school regarding safety and stealing.

#### Teacher 1 role card

You have noticed that other things, not just money, have been disappearing from the school. You have noted that last week Gyula came to school with a mobile phone.

#### Teacher 2 role card

You are Gyula's class teacher. You know him quite well and like him. He is a kind, thoughtful boy who works hard, but he has not got any friends.

#### Father role card

Gyula is a good boy. You know how important education is and you always check that Gyula has done his homework before allowing him to go out to play football. It was his birthday last week.

### Critical incident

Each scene takes place in the head teacher's office.

#### Scene 1: Head teacher, teacher 1 and teacher 2

The head teacher, teacher 1 and teacher 2 discuss the problem and their reactions to a recent spate of pick-pocketing in the school. There have been several incidents: for instance, it started with a missing pen and since then several other things have gone missing, but mostly money.

There are rumours about who it could be, and the most likely culprit seems to be Gyula, a Roma boy.

Time: 3-5 minutes

#### Scene 2: Headmaster, Gyula's father and teacher 1

The headmaster presses Gyula's father to admit that his son has been stealing. The father stresses that Gyula would not do such a thing. Nonetheless, he apologises and offers to pay the stolen money back.

The teachers feel awkward about the situation and promise to keep it a secret. Gyula can stay in the school, but the father should keep a closer eye on his son.

Time: 3-5 minutes

#### Scene 3: Headmaster and teacher 2

The headmaster and teacher 1 discuss the improved atmosphere in the school. They are pleased that the problem seems to be solved.

Enter teacher 1: s/he announces the news that the police have just arrested a pupil (not Gyula) for pick-pocketing at the school gate. Apparently s/he has confessed to have stolen all the money.

They discuss their reactions to the news.

Time: 3-5 minutes

## Guidelines for the facilitator

Let the volunteers perform their role-play. At the breaks, between the scenes, you should interject with the questions and ask the observers to write down key words which summarise their response at that stage in the presentation.

**First break:** First question to the observers: If you were the head teacher, what would you do?

**Second break:** Second question to the observers: Do you think the matter has been solved satisfactorily?

**Third break:** Third question to the observers: What do you think now?

### **Some practical points for consideration in relation to developing an anti-racist policy.**

In dealing with racial harassment and racist incidents, a whole school (organisation) approach to policy development and implementation is required. It is important that approaches to racist incidents fit in with general school / organisational policy and practice. The issues should be regarded as "special but not separate". Some practical points for consideration are:

- A clear statement of policy needs to be made showing that no racist incidents or racial harassment will be tolerated.
- In the policy, the school should make a clear statement as to the procedures that should be followed when a racist incident occurs.
- The whole school approach, including processes and agreed actions for dealing with incidents, must extend to all members of the school community: governors, staff (teaching and non-teaching), parents, pupils, students and visitors.
- There must be clear understanding that everyone in the school community has a responsibility to monitor and tackle racial harassment and racist incidents.
- There should be a consistency of approach so that everyone involved is aware of what is expected of them.
- It should be understood that a response to an incident should be made at the time the incident occurs or is reported.
- Any follow-up responses to an incident should be made within an agreed time-scale.

Source: <http://www.northants-ecl.gov.uk/apps/IPS/msc/rig/hme.asp>