

# *Dealing with* **RACIST INCIDENTS** *in Schools*

Guidelines for schools  
in Tower Hamlets

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## INTRODUCTION

These guidelines have been prepared by the Education Directorate in consultation with schools and our partner agencies. They revise and replace the previous guidance to schools on dealing with racist incidents produced in April 1995 (“Racial Incidents in Educational and Community Services Establishments”).

*The London Borough of Tower Hamlets is committed to combating racial harassment and opposing all forms of discrimination.*

**These guidelines aim to:**

- ensure that all schools comply with the requirements of the Race Relations (Amendment) Act 2000;
- help headteachers, governors and all school staff to deal effectively with racist incidents in their schools;
- outline the recommended recording and reporting structures;
- provide the forms on which incidents should be reported (these will also be available electronically).

**The new procedures emphasise the importance of schools:**

- 1) recording all racist incidents, including incidents which occur outside school hours but affect those within the school;
- 2) reporting these incidents to parents/carers, governors and the LEA, if appropriate;
- 3) appointing a Named Co-ordinator;
- 4) reporting to the governing body once a term on incidents that have occurred and action taken;
- 5) reporting annually to the LEA.

It is hoped that the new reporting mechanism will provide a better opportunity for the LEA to monitor, identify trends and take action to improve strategies for dealing with racist incidents. It will provide an important tool for monitoring and evaluation at both a school and LEA level.

## LEGAL RESPONSIBILITIES OF LEAs AND SCHOOLS

The Race Relations (Amendment) Act 2000, which amends and strengthens the Race Relations Act 1976, came into force on 2 April 2001. It gives statutory force to the *Stephen Lawrence Inquiry Report* recommendation that “it is incumbent upon every institution to examine their policies and the outcome of their policies and practices to guard against disadvantaging any section of our communities” (para.46.27).

The Act places a general duty on public authorities (this includes governing bodies of schools and local authorities) to have due regard to the need -

- a) to eliminate unlawful racial discrimination; and
- b) to promote equality of opportunity and good relations between persons of different racial groups.

This general duty is enforceable by the Commission for Racial Equality (CRE) and the courts.

*Detailed guidance for schools can be found in the “Statutory Code of Practice on the Duty to Promote Race Equality: A Guide for Schools” and “Learning for All: Standards for Racial Equality in Schools” (both published by CRE)*

***Learning for All*** sets standards for racial equality in schools in seven core areas and includes procedures for reporting racist incidents.

### It recommends that:

- Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- Immediate action is taken to remove racist graffiti from all school property.
- All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.
- A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.
- The school has clear procedures for dealing with perpetrators of racist incidents.
- Active links are established with external organisations dealing with racist incidents and racial harassment.

This section of the standards is reproduced in full in Appendix 1.

The Stephen Lawrence Inquiry Report made three recommendations that relate specifically to education:

*Recommendation 67:*

That consideration be given to the amendment of the national curriculum aimed at valuing cultural diversity and preventing racism, in order better to reflect the needs of a diverse society.

*Recommendation 68:*

That local education authorities and school governors have the duty to create and implement strategies in their school to prevent and address racism. Such strategies to include:

- that schools record all racist incidents
- that all recorded incidents are reported to the pupils' parents/guardians, school governors and LEAs
- that the number of racist incidents are published annually on a school by school basis (this recommendation was not accepted by the DfEE)
- that the numbers and self-defined ethnicity of 'excluded' pupils are published annually on a school by school basis.

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*Recommendation 69:*

That OFSTED inspections include examination of the implementation of such strategies.

*Dealing with racial harassment is seen by the Government as a central element in its policies for social inclusion. This is reflected in Government requirements of schools as follows:*

- all schools are required in law to have behaviour and discipline policies;
- schools must have specific strategies to prevent all forms of bullying.

*Social Inclusion:  
Pupil Support  
(Circular 10/99,  
DfEE) states:*

*“All schools’ behaviour policies must make clear that racial harassment will not be tolerated and say how staff and pupils should deal with it. The school should record all racist incidents and parents and Governors should be informed of such incidents and the action taken to deal with them. Governing bodies should inform LEAs annually of the pattern and frequency of any incidents. Pupils who have suffered racial harassment, at or outside school, may need support.” (4.32)*

## DEALING WITH RACIST INCIDENTS IN SCHOOLS

*What is racism?* The Stephen Lawrence Inquiry Report defines racism as “conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its more overt form”.

*What is a racist incident?* “Any incident which is perceived to be racist by the victim or any other person” (Stephen Lawrence Inquiry Report).

*“This definition has already been adopted by the police and several other agencies and it is commended to all. The purpose of this definition is not to prejudge the question of whether a perpetrator’s motive was racist or not: that may have to be proved... The purpose of the definition is rather to ensure that investigations take full account of the possibility of a racist dimension to the incident.”* (Home Office Code of Practice)

*How should we deal with racist incidents?*

To be effective, a policy on dealing with racist incidents must be developed within, and be supported by, the broader framework of school policies, particularly those on equal opportunities, behaviour and inclusive education.

Reporting systems should be made easy so that all staff and pupils know the systems and feel encouraged to use them. All staff should show their commitment to this. Schools should record all reported incidents and complaints accurately and investigate them within a specified time period (see Appendix 4). It is important that all reports on incidents should be kept confidential to minimise repercussions for the victim.

A named teacher (*the Named Co-ordinator*) should have overall responsibility for dealing with such incidents and recording the action taken. The role of this teacher should be widely publicised.

All incidents and the action taken should be reported regularly to the governing body as part of the headteacher’s termly report to governors (see Appendix 5). This will allow the governing body to monitor the number and type of incidents and to assess the effectiveness of the action taken. See the checklist on reporting and recording racist incidents in Appendix 2.

*How should we  
support victims and  
perpetrators?*

The attached guidance, *Dealing with Perpetrators*, in Appendix 3, lists some of the actions that can be considered in recognising and responding to racist incidents. In relation to each individual incident, schools should consider whether it is appropriate to contact the LEA (normally the School Development Adviser) and/or other agencies for support and advice. If an assault takes place and the headteacher considers it to be serious, the matter must be reported immediately to the police and the LEA.

In the case of serious incidents, an assessment will be needed to find out:

- whether the incident was so serious that the whole school community needs to be informed;
- whether teachers should explain the circumstances to all pupils so as to reduce the danger of distortion and backlash through rumour;
- whether all parents/carers should be informed.

If there is an allegation against a member of staff, it should be dealt with under the Authority's agreed Disciplinary Procedure.

The victim/s may be fearful of the consequences of reporting a racist incident. It is important that all staff are trained appropriately so that they understand how victims of racism may feel. The victim must have confidence in the structures and systems within the school for dealing with racist incidents.

- Victims will often need immediate help from an appropriate member of staff in order to reduce the effects of shock and to avoid longer-term distress. They will need to be given the opportunity to express their own feelings and concerns.
- The Named Co-ordinator needs to explain the action taken by the school and to express the attitude of the school towards such behaviour.
- In more serious cases, the headteacher should meet the parents/carers of the victim to explain the action taken by the school and how the situation will be regularly reviewed and monitored. The school must decide whether to report the incident to the LEA.

### *How should we deal with perpetrators?*

All procedures should be carried out with the aim not only of correcting and holding the perpetrator to account for his/her actions, but also of demonstrating support to the victim/s. When dealing with perpetrator/s, it is important to remember that their racist behaviour or stereotyped views of minority ethnic groups may reflect their own feelings of inferiority or worthlessness.

Witnesses, as well as the victim/s and perpetrator/s, should be treated with sensitivity and care. They may feel very vulnerable.

### *Cases that occur outside the school*

Sometimes pupils will report incidents that have occurred outside the school. In these circumstances, it may be appropriate to make a referral to one of the external agencies that provide help and advice, eg Victim Support or the Racial Harassment Development Team (see Appendix 7).

The Council's Anti-Racism in Sport Charter applies to all users of Council sports facilities - swimming pools, sports centres and parks' sports facilities. Any teams or individuals violating the Charter will be liable to withdrawal of the use of Council sports facilities.

### *Reporting to the LEA*

In relation to each incident, schools should consider whether it is appropriate to contact the LEA or other agencies for support and advice (see Appendix 3 ). In addition, governing bodies are required to report annually to the LEA on racist incidents in schools. A proforma has been designed to record this information (see Appendix 6). This should be returned to the LEA's Research and Statistics section by 31st July each year. The form is also available electronically.

## Incidents involving members of staff

### *1) Staff member to pupil*

The pupil and/or the parents/carers should always be offered an interview with the headteacher. In larger schools, the pupil's personal tutor will verify the facts. The staff member concerned should always be interviewed by a member of staff, nominated by the headteacher, in the presence of the staff member's union representative, if appropriate. This would ensure that should subsequent disciplinary procedures be adopted, the headteacher would be in a position to take appropriate action.

A complaint for which there is prima facie evidence should be pursued in accordance with the Authority's agreed Disciplinary Procedure. Where a complaint is against a headteacher, this should be referred to the governing body and the LEA.

In the case of physical assault, the police and LEA should be notified if the headteacher views the assault as serious.

### *2) Pupil to staff member*

The staff member should ask for an interview with the headteacher and, if appropriate, be accompanied by his/her union representative. The headteacher should explain that racial harassment is incompatible with school policy and outline what steps are being taken to deal with the incident.

The pupil, in the presence of the headteacher and the staff member concerned, should apologise for the incident. The pupil's parents/carers should always be notified. Depending on the seriousness of the incident, or any previous history of such behaviour by the pupil, the pupil shall be dealt with in line with the school's behaviour policy.

In the case of physical assault, the police and LEA should be notified if the headteacher views the assault as serious.

3) *Staff member  
to staff member*

The aggrieved staff member should immediately inform the headteacher of the incident. The headteacher should institute an immediate investigation into the complaint.

A complaint for which there is prima facie evidence should be dealt with first through the Grievance Procedure. If the outcome indicates that harassment or other misconduct has taken place, the matter should be pursued in accordance with the Authority's agreed Disciplinary Procedure.

In the case of physical assault, the police and LEA should be notified if the headteacher views the assault as serious.

Where a complaint is against a headteacher, the matter should be referred to the governing body and the LEA.

## LEARNING FOR ALL: STANDARDS FOR RACIAL EQUALITY IN SCHOOLS

(Commission for Racial Equality, 2000)

### RACISM, RACIAL DISCRIMINATION AND RACIAL HARASSMENT

#### 4. Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.

- All staff deal with incidents involving racism (including prejudice and stereotyping), racial harassment, and racist name calling whenever they occur.
- Pupils are encouraged to report all incidents involving racism, racial discrimination and racial harassment.
- A named teacher has overall responsibility for dealing with such incidents. The teacher's role is widely publicised.
- All racist incidents and complaints of racial discrimination and racial harassment against staff and against pupils are formally recorded.
- All reported incidents and complaints are investigated within a specified time period.
- Procedures indicate how specific types of racist incidents should be addressed. Procedures cover:
  - Pupils
  - Parents
  - All staff
  - Visitors to the school
  - Governors.
- Active steps are taken to protect staff from racist bullying or harassment by pupils or parents
- Action is taken to prevent incidents from recurring.
- All incidents and their resolution are regularly reported to the governing body.
- The governing body reports all incidents, along with the action taken, to the LEA.
- Parents and other members of the school community are kept informed of any action taken to deal with the racist incidents.
- Racist incidents and complaints of racial discrimination and racial harassment are monitored and the effectiveness of the action taken to address incidents is assessed.

**5. Immediate action is taken to remove racist graffiti from all school property.**

- The school has clear procedures for reporting racist graffiti.
- All members of the school community are aware of the policy and reporting procedures.
- Racist graffiti on school property is removed within 24 hours of it being reported.
- Those responsible for racist graffiti are disciplined.

**6. All staff are trained to deal effectively with racist incidents, racism, racial harassment, prejudice and stereotyping.**

- Staff induction covers the school's policy and procedures for dealing with incidents;
  - staff in predominantly white schools are alerted to the possibility of racism, racial harassment, prejudice and stereotyping.
- All staff are trained on how to implement the school's racial harassment policy and procedures.
- All contract staff, including supply teachers, are informed of the school's racial equality and racial harassment policies and receive training on the school's procedures for dealing with the racist incidents, racial discrimination and racial harassment.
- Anti-harassment training is provided for all teaching and support staff;
  - training is regular and on-going
  - good practice and effective strategies for dealing with racist incidents are shared between staff and schools
  - all staff who are involved in supporting victims and perpetrators are given appropriate training.
- Staff effectiveness in dealing with racist incidents, racial discrimination, racial harassment, prejudice and stereotyping is monitored and evaluated.

**7. A sensitive and structured system of support is available to victims of racism, racial discrimination, racist incidents and racial harassment.**

- All members of the school community, including pupils, teachers, support staff and parents, are able to obtain appropriate support if they are subjected to racism or racial harassment.
- A designated member of staff co-ordinates the support that is offered to victims.
- All staff are trained and able to provide support to victims.
- Parents of pupils who are victims are always informed of incidents and of the action taken to deal with the incidents.

- Action is taken to prevent the victim from being subjected to further incidents;
  - perpetrators are removed from situations which might upset or antagonise the victim.
- A variety of strategies are in place to support victims of racial harassment. These include:
  - Asking the victim what support they need
  - Giving victims the option of getting support from outside the school
  - Establishing peer support schemes to help victims
  - Providing mentors who can support victims
  - Using the curriculum to encourage pupils who witness racist behaviour to report it.

#### **8. The school has clear procedures for dealing with perpetrators of racist incidents.**

- The procedures for dealing with racist incidents are described in the Home-School Agreement.
- Parents of pupils who are responsible for racist conduct play an active role in dealing with it.
- Perpetrators are disciplined.
- Perpetrators are encouraged to participate in activities aimed at challenging and changing racist behaviour.

#### **9. Active links are established with external organisations dealing with racist incidents and racial harassment.**

- The school supports local multi-agency policies and strategies to address racial harassment.
  - The school is a member of a local anti-harassment network (where one exists).
- The school works closely with external agencies to deal with racist incidents that affect the school community, whether they take place inside or outside the school.
- The school keeps the LEA informed of all racist incidents, including racist name calling.

## Checklist – Reporting and Recording Racist Incidents

All schools should have the following:

### *Written Policy & Guidelines*

These should be reviewed annually by a working party chaired by the Named Co-ordinator/ SMT member (this could include parents/carers/ pupils/governors/external agencies/the police)

### *Recording Systems and Monitoring Structures*

These should include clear guidelines which state that all incidents should be recorded and that all staff and pupils/students have a responsibility for reporting and recording racist incidents.

*Arrangements must be in place for:*

- \* a monitoring report to be submitted to the Governing Body on a termly basis (this should cover the number and types of racist incidents that have occurred and the actions taken by the school) and copied to the School Development Adviser;
- \* an annual report containing the total number and types of racist incidents recorded during the school year to be sent to the LEA (proforma attached as Appendix 6).

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### *Awareness Raising with all Staff*

Through:

- staff briefings • staff development programmes • staff handbook
- item on agenda for other meetings • induction programmes for new staff • SMT meetings • HOY/HODs meetings (secondary)

### *Awareness Raising with all Governors*

Any incidents and the actions taken to deal with them should be reported regularly to the governing body as part of the headteacher's termly report to governors (see above). The governing body reports annually to the LEA.

### *Awareness Raising with all Parents/Carers*

Through:

- the school prospectus
- home-school agreements
- conferences/meetings
- welcome meetings for new intakes

### *All outside contractors*

All outside contractors (including supply teachers) are informed of the policy and practice. Written guidelines are provided and the contents covered in any induction programme.

### *All pupils and students*

All pupils and students are regularly informed about the policy and practice of reporting and recording racist incidents. They are actively involved in discussing how to ensure that racism is prevented and dealt with effectively.

## Dealing with Perpetrators

All racist incidents should be recorded on the Racist Incident Recording Sheet (Appendix 4). Incidents should also be reported to the class teacher/tutor, as well as a senior member of staff and/or the Named Co-ordinator. It is the duty of all school staff to challenge these types of behaviour in and around the school and deal with them in line with the school's behaviour policy:

Categories	Suggested Actions
Physical assault	<ul style="list-style-type: none"> <li>a) Report to the class teacher/tutor/senior staff/ HT/LEA/police (if serious).</li> <li>b) Full report to the Named Co-ordinator.</li> <li>c) Full information to both sets of parents/carers/police.</li> <li>d) Take necessary action to prevent recurrence - stress gravity of the offence in accordance with the school's behaviour policy.</li> </ul>
<ul style="list-style-type: none"> <li>- Threatening behaviour, eg gestures, jostling, damage to personal property</li> <li>- Verbal abuse (direct) eg derogatory name-calling, insults and racist jokes</li> <li>- Verbal abuse (indirect) eg ridiculing someone because of their cultural differences e.g. food, music, dress</li> </ul>	<ul style="list-style-type: none"> <li>a) All incidents that come to light require a response and must be dealt with effectively.</li> <li>b) Explain to the perpetrator/s why such behaviour is wrong and the consequences.</li> <li>c) Persistent offenders must be referred to the Named Co-ordinator and Headteacher and regularly monitored.</li> <li>d) Parents/carers should be informed.</li> </ul>
Racist graffiti	<ul style="list-style-type: none"> <li>a) All racist graffiti should be reported to the SMT / Named Co-ordinator and removed immediately.</li> <li>b) Regular checks should be made and steps taken to discourage reappearance of graffiti.</li> </ul>
Wearing racist badges or insignia (or similar provocative behaviour)	<ul style="list-style-type: none"> <li>a) None will be permitted. Offenders should be referred to the class teacher/ member of SMT / Named Co-ordinator.</li> <li>b) Parents/carers should be informed.</li> </ul>
Incitement of others to behave in a racist way, eg bringing racist materials, leaflets, magazines to school	<ul style="list-style-type: none"> <li>a) Racist literature will be confiscated.</li> <li>b) Pupils/students to be referred to a member of SMT.</li> <li>c) Parents/carers should be informed.</li> </ul>
Racist comments in the course of discussions in lessons	<ul style="list-style-type: none"> <li>a) Racist statements must not be allowed to go unchallenged.</li> <li>b) Persistent offenders to be referred to the Named Co-ordinator/Headteacher</li> <li>c) Parents/carers should be informed</li> </ul>
Attempts to recruit to racist organisations and groups	<ul style="list-style-type: none"> <li>a) Report immediately to Named Co-ordinator/ Headteacher/LEA and police.</li> <li>b) Recruiter should be interviewed.</li> <li>c) Parents/carers should be informed.</li> </ul>
Refusal to co-operate with other people because of their colour, ethnicity, language, accent or dialect	<ul style="list-style-type: none"> <li>a) Explain that pupils/students should work collaboratively. Everyone has the right to be included in all school activities and feel safe and secure.</li> <li>b) Review and monitor the situation. Persistent offenders should be referred to the Named Co-ordinator.</li> <li>c) Parents/carers should be informed.</li> </ul>

## Racist Incident Recording Sheet

Date of incident:

Place incident occurred:

Member of staff/pupil/parent/carer reporting (not recording) incident (please specify status):

Name/s of victim/s

Class:  Year:

Gender: Female  Male   
 Please tick. If there is more than one victim, please put the numbers in the appropriate boxes.

Ethnic Background: English/Scottish/Welsh/Irish  Mixed

Bangladeshi  Caribbean  African  Somali

Other (Please specify)

Name/s of perpetrator/s:

Class:  Year:

Gender: Female  Male   
 Please tick. If there is more than one perpetrator, please put the numbers in the appropriate boxes.

Ethnic Background: English/Scottish/Welsh/Irish  Mixed

Bangladeshi  Caribbean  African  Somali

Other (Please specify)

**Type of Incident:** (select one only by ticking in the appropriate box)

- |   |                          |
|---|--------------------------|
| 1) Physical assault   | <input type="checkbox"/> |
| 2) Threatening behaviour: <i>jostling, gestures, damage to personal property</i>  | <input type="checkbox"/> |
| 3) Verbal abuse (direct): <i>name calling, insults and racist jokes</i>   | <input type="checkbox"/> |
| 4) Verbal abuse (indirect): <i>ridiculing somebody because of their cultural differences (eg dress, food, faith, music)</i> | <input type="checkbox"/> |
| 5) Racist graffiti  | <input type="checkbox"/> |
| 6) Wearing racist badges or insignia (or similar provocative behaviour)   | <input type="checkbox"/> |
| 7) Incitement of others to behave in a racist way - <i>eg bringing racist material to school</i>                            | <input type="checkbox"/> |
| 8) Racist comments in the course of discussions in lessons  | <input type="checkbox"/> |
| 9) Attempts to recruit to racist organisations or groups  | <input type="checkbox"/> |
| 10) Refusal to co-operate with other people <i>eg because of their colour, ethnicity, language, accent etc</i>              | <input type="checkbox"/> |
| Other (please specify) <input type="text"/>   | <input type="checkbox"/> |

Details of Incident *(including views of those involved and events leading up to incident)*

Please attach any written pupil statements

**Action Taken: Victim/s**

Member/s of staff involved

**Action Taken: Perpetrator/s**

Member/s of staff involved

**Reporting** *(please tick as appropriate)*

Victim's parents/carers contacted	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Perpetrator's parents/carers contacted	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Governing body notified	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Other staff informed	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Local Education Authority notified	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Police notified	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>
Other agencies involved	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date	<input type="text"/>

Details recorded by:  
*(please print)*

Position:

Signature:

Date:

Headteacher's

Signature:

Date:

Report to the Governing Body

Term 200 ...

School

The report does not have to be written on this form, but it should cover the following areas. These headings can be used as a guide.

Total number of incidents logged

Types of incident *(see categories on the Racist Incident Recording Sheet)*

Action taken

Ethnic background and gender of pupils involved:

a) Victims

b) Perpetrators

School strategies to promote a community that challenges racism

- Date reported to governors
- Responses from governors
- Date forwarded to the School Development Adviser

Signed by:

Name (printed)

Date:

Name (printed):

Position:

### Summary of Racist Incidents – School Year .....

Please include details below of the total number of pupils involved in racist incidents using the Racist Incident Recording forms completed throughout the school year.

	Victims	Perpetrators
<b>Total Number</b>		
Females		
Male		
ESWI		
Mixed		
Bangladeshi		
Caribbean		
African		
Somali		
Other ( <i>please specify</i> )		

### Type of Incident

	Total Number
1) Physical assault	
2) Threatening behaviour	
3) Verbal abuse (direct)	
4) Verbal abuse (indirect)	
5) Racist graffiti	
6) Racist badges/insignia	
7) Incitement of others	
8) Racist comments in discussions	
9) Attempts to recruit to racist organisations	
10) Refusal to co-operate with other people	
Other ( <i>please specify</i> )	

Total number of racist incidents recorded during the school year is.....

(This should agree with the total number of racist incident forms completed)

Named Co-ordinator:

Position

Name of School

Please return this form to Equalities & Partnership Development,  
Education Directorate, 3rd Floor, Mulberry Place, 5 Clove Crescent, E14 2BG

by 31st July each year.

## Contact Details of Agencies in Tower Hamlets

### **Police Contact Details**

**Borough Liaison Officer**  
(Chief Insp. Peter Howarth)  
020 8217 4147 or 07771 83 89 53

**Deputy Borough Liaison Officers**  
(Sgt. Jane Burke)  
020 8217 3709

**Borough Community Safety Unit**  
Limehouse  
020 7275 4582/4752

### **LBTH Contact Details**

**Service Head, Strategic and Operational Services (Education),**  
Sara Williams (responsible for critical incident procedures)  
020 7364 4811

**Equalities and Partnership Development Manager**  
Sarah Gale (responsible for developing policy and advising on its use)  
020 7364 6461

**Council's Emergency Call Centre**  
020 7364 7000

**Social Services Emergency Duty Team**  
020 8983 1199

**Lead Officer for Emergency Response Procedure,**  
(Evert Robotham),  
Tenancy Management Support Unit,  
Jack Dash House, 2 Lawn House Close, London E14 9YQ  
020 7364 6252

**Racial Harassment Development Team,**  
Jack Dash House (as above)  
020 7364 6074

**Youth Service Rapid Response Co-ordinator,**  
Badrul Hussain, St Matthias Centre,  
Bullivant St, London E14  
020 7488 4065

**Community Safety Unit,**  
Town Hall, Mulberry Place,  
5 Clove Crescent, London E14 2BG  
020 7364 4521

**Racial Harassment Inter Agency Forum,**  
Chair: Ian Wilson,  
Director of Social Services,  
Roman Rd, London E2  
020 7364 2183

### **Voluntary Agencies**

**THMAARI Joint Chairs:**  
Mohammed Aziz - 020 7531 1516  
Syed Tohel Ahmed - 020 7791 9870

**Victim Support Scheme**  
3 - 5 Merchant St,  
London E3 4UJ  
020 8981 8421

**Tower Hamlets Law Centre**  
214 Whitechapel Rd,  
London E1 1BJ  
020 7247 8998

**Tower Hamlets Race Equality Council,**  
Attlee House (2nd Floor)  
c/o Toynbee Town Hall,  
Commercial St,  
London E1 6LS  
020 7377 8077

**CAPA**  
St Hilda's East Community Centre,  
18 Club Row, London E2

**National Organisations**

**Amnesty International,**  
99, Roseberry Ave.,  
London EC1  
020 7814 6200

**Anti-Racist Alliance,**  
PO Box 2578,  
London N5  
020 7278 6869

**Commission for Racial Equality,**  
Elliot House,  
10 - 12 Allington St,  
London SW1E 5EH  
020 7828 7022

**Early Years Trainers  
Anti-Racist Network,**  
PO Box 28,  
Wallasey CH45 9NP  
0151 639 6136

**Institute of Race Relations,**  
2 - 6 Leeke St,  
London WC1X 9HS  
020 7837 0041

**National Anti-Racist  
Movement in Education,**  
89 Livingstone Rd, Kings Heath,  
Birmingham B14 6DH  
0121 444 2454

**The Runnymede Trust,**  
133 Aldersgate St,  
London EC1A 4JA  
020 7600 9666

**Show Racism the Red Card**  
1, Drury Lane,  
Newcastle upon Tyne NE1 1EA  
0191 291 0160

**Trentham Books Ltd,**  
Westview House,  
734 London Rd,  
Oakhill,  
Stoke on Trent ST4 5NP  
01782 745567

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