

Reporting Guidance for Racism

You just look like you've got a tan.
Do you have hair under your hijab?
Do people eat insects in your country?
I just don't see colour.
I don't think of you as black.

Call it racism.

[#callitracism](#)

The steering group advises institutions within Further Education and Higher Education to structure reporting systems in accordance with the following recommendations. The sections below lay out some reporting procedures already used in HE/FE, most notably Scottish Public Sector Ombudsman Complaints procedure and Equally Safe Toolkit recommendations (which appear in pink). Combining the advice allows individual institutions to create more streamlined reporting mechanisms. Referencing the Equally Safe recommendations should also allow for a stronger and uniform reporting process across a variety of protected characteristics.



NECESSARY COMPONENTS	EQUALLY SAFE TOOLKIT FOR FE/HE RECOMMENDATIONS
Racial literacy training programmes for those receiving disclosures of harassment and/or providing information and support to those reporting.	✓
Training for those investigating reports of racial harassment on campus.	✓
Staff investigating and receiving disclosures should undertake the following training sessions: Racial literacy training which includes microaggressions and their implications. (1.5 hours) Staff will have access to and understand the vocabulary of racial literacy. (see Appendix 2) IT training which applies to specific software instruction to ensure procedure and data collection is uniform. (1 hour) Trauma-informed response training – those responding to claims will undertake a trauma-informed response to disclosures with relation to racial trauma. (2 hours)	
Well publicised points of contact for reporting/ disclosing.	✓
Clear response pathways for those disclosing or reporting their experiences of racism. A response will be provided within 5 working days or 3 working days if considered high risk as per SPSO guidelines. (see Appendix 1)	✓
Student Code of Conduct, Disciplinary Procedure (students), Grievance, Bullying and Harassment, Respect and Dignity Policies (staff) and Sanctions with clearly defined examples of racism and related sanctions.	✓
Map detailing how reporting is supported by other organisational policies. These may consist of but is not limited to staff grievance, bullying and harassment, dignity and respect, student code of conduct, student disciplinary policy and other like documents which support both students and staff populations.	
Staff Guidance for responding to reports or disclosures of harassment (including the quick Guide to Complaint Handling below).	✓
A secure IT system for recording and sharing disclosures.	✓
A communication plan for informing the campus community how/where they can report/disclose harassment.	✓
A data collection and case management system for racist reports/disclosures and responses to perpetrators.	✓
Data collected through the reporting tool should be kept with other institutional data and considered by department during quality assurance reviews. This will facilitate identification of the possible impact of harassment on attendance, retention and academic attainment for support of students.	
Data collected through the reporting tool will be kept with other institutional data and considered by human resources/people departments. Cross referencing will facilitate identification of the possible impact on recruitment, grievance, efficacy of disciplinary processes and promotion.	
Live, statistical data available on the secure system will include: number of reports, investigations, outcomes and external appeals in order to instil faith in the system and establish transparency.	
The provision of clear and accessible information on internal and external sources of support for those experiencing racism.	✓
Point(s) of contact that monitors the reporting system, ensures staff are responding appropriately, maintains accuracy, shares findings, and provides explanation of resolution.	✓
Support for recipients of reports/disclosures and those investigating harassment.	✓
Guidance on handling alleged harassment, which may also constitute a criminal offence.	✓
Both students and staff will have access to a reporting tool with the choice to anonymise their own identity.	
Ensure regular availability of a counsellor/advisor/advocate with racial trauma training/awareness, and/or successful experience working with BAME communities. This may require partnership work with expert agencies to consult and provide development of current counselling service.	
Accessible reporting process which includes those with special needs or requirements. Claims can be reported online, by phone, or in person.	

GUIDE TO COMPLAINT HANDLING LISTEN, INFORM, RESPOND
Identify when a complaint has been made—when a complaint is made some may feel like simply bringing it to attention will reflect badly on their case and may undersell the problem.
Understand the complaint—try to spot the signs for softer cues to establish what type of complaint is being made. For example some people may not feel comfortable using strong language like ‘harassment’ or ‘racism’ they may indicate they are unhappy, reluctant or intimidated.
Acknowledge the complaint within 2 working days—this instils confidence in the process.
Provide map of options for the complainant—what to do next, when to expect a response, how much information can be divulged etc. If a disciplinary issue some specifics may not be made known to the complainant due to confidentiality.
Spell out implications—Reassure the individual that they will not be penalised for making a claim and how long it will take to investigate the process. Inform them that penalisation in making a complaint is referred to as victimisation and is against the Equality Act 2010. In explaining the procedure, be specific on how each step of the investigation may affect this particular case.
Use clear, comprehensible language—Maintaining simple clear communication is essential in maintaining the process. Avoid jargon and emotive language.
Share findings—After conducting a thorough investigation, share findings and conclusion. Include as much information as possible for the complainant to understand how the decision was reached. Anonymised data on the reporting tool will indicate number of completed complaints, investigations and resolutions have been processed to date.

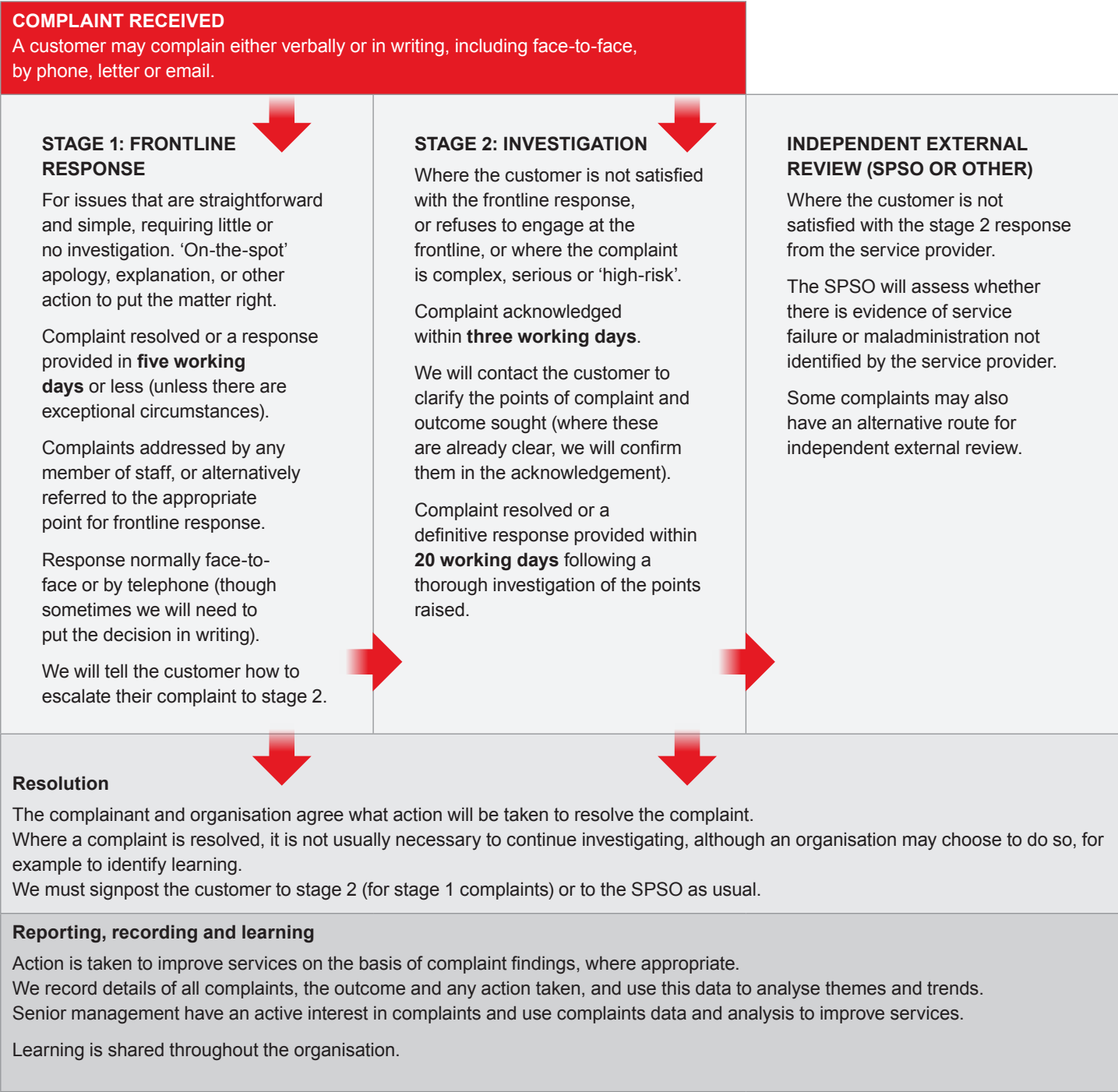
HOW TO MANAGE THE SYSTEM INDIVIDUAL ORGANISATIONS MAY NEED TO CONSIDER THE FOLLOWING:
Who will manage the reporting tool? Will this be absorbed by a team or teams which already deal with complaints or safeguarding e.g. HR, Student Services, Student Experience, and Executive Office?
Do we need to supply additional resource to deal with issues raised by staff/students?
How will reporting data be stored? Which team will manage the statistical information to share with appropriate teams?
How secure is the hosting system?
How is the data used in reporting/ may lead to an application that can produce statistical information for Public Sector Equality Duty, Mainstreaming, EREP?

WHO NEEDS TO BE INVOLVED WITHIN ORGANISATIONS	ROLE IN RELATION TO THE TOOL
Senior staff for buy in and enforcement	Knowledge, promotion, enforcement
Communication and marketing department.	Marketing of the reporting system on multiple platforms.
Human Resources, People Resource Centre	Awareness raising and operational management. Drive response to claims/enforcement of policy.
Managers	Drive response to claims/ enforcement of policy. Analysis of reported data and how to improve service.
EDI staff	Awareness raising, consultation on analysis of reported data and how to improve service.
Student associations/unions	Awareness raising, advocacy

APPENDIX 1

The complaints handling process

1. Our Complaints Handling Procedure (CHP) aims to provide a quick, simple and streamlined process for responding to complaints early and locally by capable, well-trained staff. Where possible, we will **resolve** the complaint to the customer’s satisfaction. Where this is not possible, we will give the individual a clear and reasoned response to their complaint.



APPENDIX 2

THE ANTI-RACIST GLOSSARY

It is important to be clear what we mean by certain words, since we don't necessarily share an understanding of these and that is when frustrations begin. For a start, what it means to be "racist" is still very much contested.

In this link you will find a list of working definitions we use in the antiracist educator. A lot of them are based on reputable literature, but also our own education and experiences (mainly in Scotland, UK). They are by no means the only possible definitions as language is fluid and constantly changing across time and space.



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Offensive questions, stereotypes and ‘jokes’ have a lasting impact on individuals, affecting their mental health, career progression and overall welfare at university.

It's time to stop sweeping these microaggressions under the rug.
Call racism out for what it is and challenge unacceptable behaviour.

It's time to take a stand.

Space for your call to action
and contact details

#callitracism

Call it racism | Challenge racist behaviour | Change racist structures