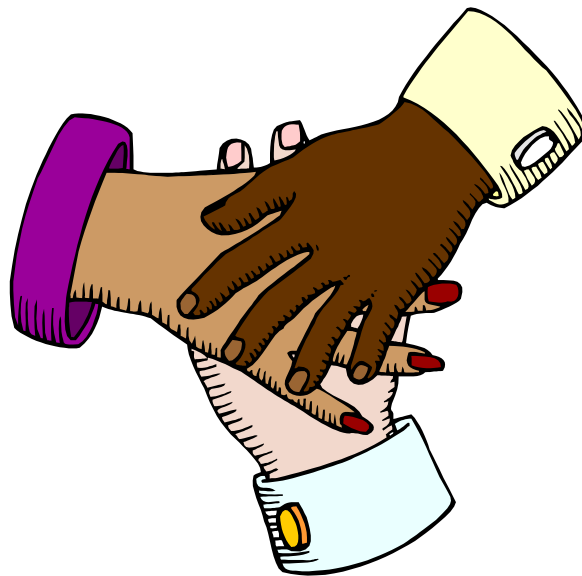


# *Achieving Race Equality Policy*



Welcome

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## 1. Introduction and Context

Somerset County Youth Service's youth workers support and encourage young people to develop their knowledge and understanding of issues relating to equal opportunities. This learning will range from youth workers consistently challenging inappropriate language and behaviour, to the formal training of young people to enable them to be involved in the recruitment and selection of new youth workers. Programmes will also be provided which enable young people to understand, welcome and celebrate diversity.

**“The work that youth workers undertake with young people is based on recognition that there is prejudice and inequality in society that needs to be confronted and challenged.”** (SCYS Curriculum Statement 2006)

This document provides an overview of the context in which Somerset County Youth Service is striving to achieve racial equality and the specific legal responsibilities which the law has imposed. It also looks at racist bullying and concludes with appendices which provide background information, resources, a pro forma for the recording of racial incidents (form R1) and an outline template for a youth centre or project Anti Racist Policy.

### 1a. Every Child Matters

Every Child Matters, the Government's vision for children and young people's services, highlighted five key outcomes, which now guide all services for children and young people:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

Numerous links can be made between these outcomes and race equality. There is national evidence for example that young people from some minority groups tend to underachieve in comparison with average attainment for all young people. The achievement of economic well-being requires provision, particularly through the 14-19 age range, that meets the needs of all young people. For young people from some minority ethnic groups, specific support may be necessary to ensure that they can achieve in line with national expectations.

Racial incidents threaten young people's safety and this may also have a knock-on impact on their health, enjoyment, achievement and their ability to make a positive contribution and achieve economic well-being.

### 1b. Somerset's Ethnically Diverse Population

Somerset's population is increasingly ethnically diverse and this is reflected in the pupil population in the County's schools. The 2007 Pupil Level Annual Schools Census (PLASC) data shows that the total number of young people from black and

minority ethnic backgrounds in years 9 to 14 in Somerset schools is 682. This is 3.55% of the school population for that age group. For the school age population as a whole there has been a just over 70% increase in the numbers from minority ethnic groups between January 2003 and January 2007.

Most minority ethnic groups show a significant increase in numbers from 2003 to 2007. In addition, a breakdown of pupil ethnicity data by National Curriculum year group shows increasing numbers of pupils from some minority ethnic groups in younger year groups. This suggests that overall numbers of pupils from minority ethnic groups will increase substantially over the next few years.

## 1c. Note on language

In this document, the term '**racial incident**' is used to refer to any incident in which there is a racial element which contributed to the nature of the incident. The term 'racist incident', which is used in many publications, is another way of referring to such incidents. Both terms include incidents where racist behaviour was intentional and incidents where prejudice led unintentionally to racist behaviour. It is important to address both these categories of incident since they are both harmful to the victim.

The term 'minority ethnic groups' is used to refer to ethnic groups in Britain that are minority groups. The term 'ethnic minority group' is often used, but '**minority ethnic group**' is now more common in national documentation, and is regarded as more accurate. All people belong to an 'ethnic group' and whether you are a 'minority' or 'majority' depends on the country and locality in which you live.

## 2. What Does The Law Say?

The Race Relations (Amendment) Act 2000 came into force in April 2001 and places a general duty on Local Authority Youth Services to promote race equality. This general duty means that Youth Services must aim to:

1. Eliminate unlawful racial discrimination;
2. Promote equality of opportunity; and
3. Promote good race relations between people of different racial groups.

The general duty is obligatory, which means that it must be met. Somerset County Youth Service youth centres and other delivery points cannot claim that they do not have the resources to meet their responsibilities. These responsibilities should be built into the work that they already do.

The weight given to race equality should be in proportion to its relevance. However it is important to note that "proportionality" and "relevance" is not dependent on the size of the minority ethnic population in the centre/project catchment area. Race equality is important, even if there is no one from a minority ethnic group in the local community. Education plays a vital role in influencing young people and developing positive attitudes to diversity.

The general duty will be particularly relevant to the functions of Somerset County Youth Service such as recruitment of young people, raising young people's achievement, curriculum development and delivery, behaviour, staff selection and

recruitment.

In general terms, this means that all youth centres, projects and other delivery points need to:

- Have a pro-active approach;
- “Mainstream” race equality by building it into existing policies and procedures;
- Meet all three parts of the general duty.

## **2a. Specific Duties**

The Race Relations (Amendment) Act also places specific duties on Local Authority Youth Services, in order to help them meet the general duty. These duties are described below.

### **Somerset County Youth Service is required to prepare a written Race Equality Policy and keep it up to date.**

This policy should be linked to strategic planning and decision-making. It should also clarify roles and responsibilities.

### **Somerset County Youth Service must assess the impact of policies, including its race equality policy, on young people, staff and parents from different racial groups**

Assessing the impact of policies requires a detailed, in-depth look at policy areas, using both quantitative and qualitative data. Quantitative data will be available through the process of monitoring as described below. Qualitative evidence could come from a number of sources. Qualitative evidence is important when assessing impact because raw data alone will often not provide an adequate basis for taking action. Assessment of impact must include looking at causality. It is not expected that the impact of all policies will be assessed at the same time. Rather, the assessment of the impact of policies on different racial groups should be part of the normal policy review cycle for the Service.

### **Somerset County Youth Service must monitor the impact of policies on young people, staff, parents and carers from different racial groups**

Monitoring will involve collecting and analysing data for different racial groups in order to measure the effectiveness of the implementation of the policy.

Monitoring participation and achievement by racial group, analysing it and using it to examine trends is a particularly important part of this process. However, monitoring of other areas that could have an adverse impact on young people's involvement is also important. This will include monitoring recruitment of staff, racial harassment and bullying, rewards and sanctions, parental involvement, community involvement and provision of advice and guidance.

Monitoring data should be used to: -

- Highlight any differences between young people of different racial groups

- Ask why these differences exist and test the explanations given
- Decide what further action needs to be taken to improve the engagement of young people from specific groups
- Review and set targets in relevant strategic plans.

## 2b. Employment

Somerset Children and Young People's Directorate is required to monitor and report on staffing. **Somerset County Youth Service will therefore need to supply data on:**

- **Staff in post**
- **Applicants for employment, training and promotion**

## 3. Racist Bullying and Other Bullying

Many youth workers will feel confident when dealing with racist incidents, but some staff are very challenged by them. One of the problems is that workers often do not feel sufficiently clear about how racist behaviour amongst young people differs from other kinds of unacceptable behaviour. This section briefly summarises the features that all kinds of bullying have in common and then also lists the ways in which racist incidents are distinctive.

### Similarities

- Young people who are targeted for bullying experience great distress. They may become fearful, depressed and lacking in self-confidence, and their progress at school and in other parts of their life may be severely damaged.
- The distress is connected with feelings of being excluded and rejected.
- The distress is because a characteristic is picked out as a justification for the bullying that the person attacked can do nothing about — their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- Since all kinds of bullying cause distress, all are wrong.
- Those who engage in bullying develop a false pride in their own superiority.
- Youth Workers, teachers and even parents are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- When dealing with incidents, staff must recognise (a) the needs, feelings and wishes of young people who are attacked (b) the needs, feelings and wishes of their parents and carers (c) the young people principally responsible for the bullying (d) any supporters they have and (e) any bystanders and witnesses.

### Differences

- Racism has a long history affecting millions of people and is a common feature in wider society. People are seriously harmed and injured by it, and

sometimes even viciously attacked and murdered. Words such Spotty, Fatty and Four Eyes are seldom used by adults and seldom or never used by adults to justify offensive behaviour. Racist words and prejudices, however, are associated with discrimination in employment and the provision of services, and with a range of criminal offences.

- The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'
- Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Often, therefore, they hurt more deeply as well as more widely. 'They attack me for being an Arab,' remarks Ahmed. 'But I'm an Arab because my father is an Arab, and I love my father. Do they think I should stop loving my father? I couldn't do that, ever.'
- Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community — offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group, and they may well feel it is right and proper to take the law into their own hands.
- Quite apart from whether those responsible see themselves as representatives of their own community, taking the law into their own hands, this is how they may be seen by those at the receiving end. So a traveller child, for example, may then fear and distrust all settled people, not just those who engage in bullying.
- Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility. It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time.

Source material for this section on racist bullying: *Aiming High: understanding the needs of minority ethnic pupils in mainly white schools*, DfES 2004. Available via teachernet

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/responding/racistandotherbullying/>

## **Youth Centre / Project Anti Racist Policy**

**Below is a proposed template for a youth centre or project anti racist policy. Please adapt or amend to suit your local situation.**

**This (Youth/centre/Project) is committed to Racial Equality and Justice and will tackle all forms of racist prejudice, harassment and discrimination.**

**Within this Centre/Project, we want:**

ALL young people to feel welcome and included

ALL young people to feel safe to be with others and take part in activities they want to participate in

ALL young people and adults are to be treated fairly with respect and dignity

We will not accept any form of racist behaviour or harassment whether the individual(s) meant to be racist or not.

Racist behaviour or harassment is any unpleasant or bad behaviour against others because of their skin colour, religion, language or cultural background. Different types of harassment or behaviour are:

Logging onto racist Internet sites

Physical: hitting, kicking, spitting, taking or damaging belongings and threats of violence.

Verbal or visual: name calling, insults, teasing, making fun or jokes about .... (including graffiti, leaflets, magazines, comics, books and badges)

Name-calling, insults, teasing making fun or jokes through text messages or email

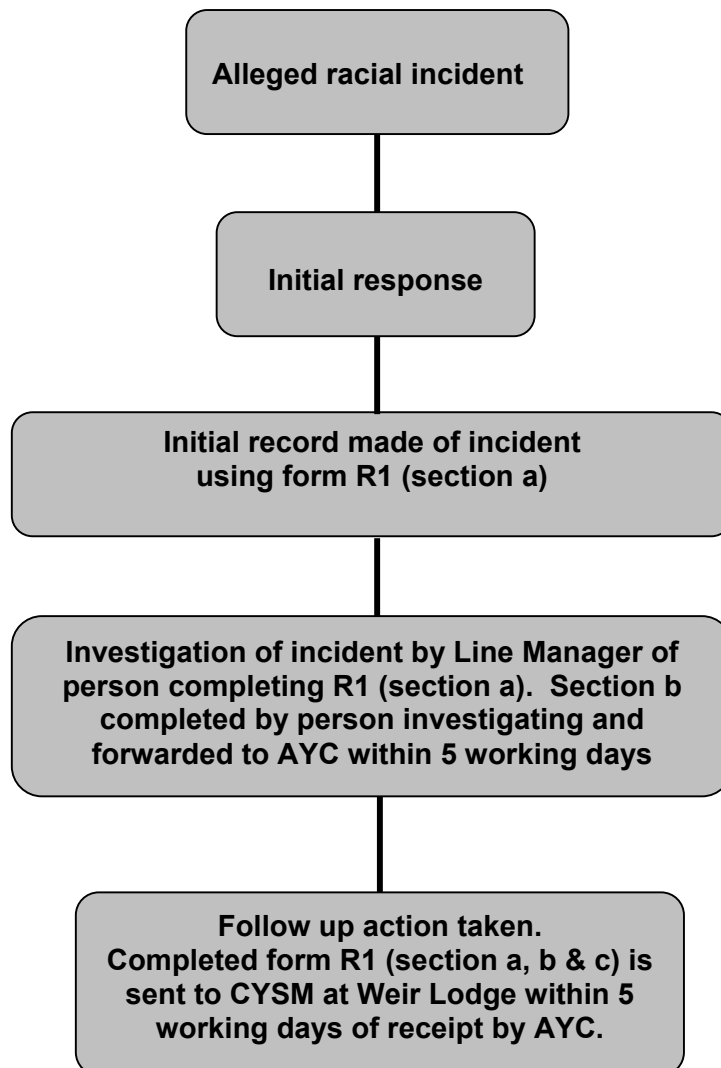
Indirect: excluding (leaving out on purpose), humiliating, spreading nasty rumours, laughing at...

**We want young people to tell us if they have a problem with racist behaviour and what they say will be taken seriously.** We will try to make sure that staff who deal with the problem understand and take care in handling the issues.

## Somerset County Youth Service Procedures for Responding to Alleged Racial Incidents

### a) Flow Chart

The flow diagram provides an overview of actions that need to be taken by Somerset County Youth Service staff in response to an alleged racial incident. See the following pages for detailed guidance.



## **b) Procedures for responding to racial incidents - guidance to accompany the flow chart**

**Alleged racial situation or incident** – if *anyone* who has been involved in or witnessed an incident feels that it is racist they must act as follows: -

### **A. Initial Response**

- Make sure that young people know that the incident will be treated seriously.
- Respond immediately.
- Explain to the young person whose behaviour has led to the incident why their behaviour is wrong (focusing on the behaviour rather than the person helps to avoid defensive reactions).
- Support and affirm the victim of the incident, explaining how racism works through stereotyping of individuals based on their perceived community.

### **B. Record**

- Fill in Racial Incident Report Form R1 (section a) as soon as possible after the incident.
- Notify the Area Youth Coordinator next day.

### **C. Investigation**

The line manager of the worker who made the report will lead the investigation unless otherwise directed by the Area Youth Co-Ordinator. They will: -

- Listen to all parties.
- Address underlying issues. For example, an incident may not be racial in origin, but one in which racism has emerged – it might be a dispute over resources in which racial abuse has been used, in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racial incident.
- Make sure race issues are covered. Incidents must not be treated as, say, a case of simple bullying.
- If it is not judged to be a racial incident (for example if it were decided that the racist language alleged to have been used was not used) this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the youth centre/project/ delivery unit behaviour policy

### **D. Further response**

If it is **not** judged to be a racial incident: -

The member of staff who has undertaken the investigation will: -

- Complete section b of the Racial Incident Report Form (R1) and send to the relevant Area Youth Co-ordinator who completes section c and sends with the existing sections a & b to the County Youth Service Manager. Even though the incident has been deemed not to be racial, data on the

occurrence of such incidents across Somerset may still be useful to the local authority.

If it **is** judged to be a racial incident:

- Inform and involve other youth workers in the Youth Centre/Project/delivery point team.
- Follow through with both victim and perpetrator.
- Address the perpetrator's racist behaviour and correct racist misperceptions, for example about not belonging in "our" country.
- Bring both parties together and give them a chance to be looked for in resolving the situation.
- Reinforce the County Youth Service's position and rules on racism.
- Contact parents/carers (Social Services in the case of "children looked after") of both the victims as well as the perpetrators – a procedure for reporting should be in place. This could involve a letter appropriate to the situation. Be mindful of any requirements for interpretation.

**NB:** Victims have a right to refer cases to the police if their parents so wish.

Following investigation, if the incident has been deemed racial complete Form R1 section b and send to the relevant Area Youth Co-ordinator who completes section c and sends along with section a & b to the County Youth Service Manager within 5 working days of receipt by the AYC.

## **E. General follow through**

- Follow through with appropriate measures to reinforce the County Youth Service's position with individuals, and groups
- Present monitoring returns to staff to ensure regular discussion and development of good practice.
- Continue to encourage young people and youth workers to report and discuss racial incidents and help them understand how they should respond, if they are victims or witnesses.
- Use existing means of involving young people, such as youth centre members committees and youth forums
- Work with other agencies to promote good race relations.

The County Youth Service Manager is responsible for monitoring racial incidents within Somerset County Youth Service and ensuring the quality and effectiveness of action following racial incidents.

The County Youth Service Manager will provide a quarterly assessment report of racial incidents within SCYS to the County Youth Service Management Team and will provide a list of SCYS delivery points that have not reported racial incidents in each academic year.

## Somerset County Youth Service

### Proforma for Recording Racial Incidents (Form R1)

#### **May 2007 Version**

This form replaces those previously used by Somerset County Youth Service, in order to fulfil their statutory duty to report racist incidents to the Local Authority. The forms contain a number of changes, but are designed to make the procedure clearer to ensure that completing them is not more onerous than was previously the case.

#### **The principal changes are:**

1. The forms make clear the requirement to record all **alleged** racial incidents, not only those that are deemed racist after investigation (this includes racist incidents that involve the use of racist language without there being specific victims, which form a significant proportion of racist incidents for the youth service age range)
2. Form R1 has been divided into three parts, with section c to be completed by the Area Youth Co-ordinator after an investigation of the incident has been undertaken

These changes are aimed at increasing the level of reporting of this type of incident and will enable us to gain a better picture of the types of incidents occurring in Somerset County Youth Service provision and plan appropriate responses.

# Somerset County Youth Service

## Recording of Racial Incidents

**CONFIDENTIAL**

### Section a

To be completed by Somerset County Youth Service member of staff who witnessed the incident or who first received a report of it.

Name of Unit: \_\_\_\_\_ Date of incident: \_\_\_\_\_

Incident reported by: Non SCYS staff  SCYS Staff

Young Person

Incident Location: Youth Centre  Other delivery point/ including street work

Incident involving young people not connected to SCYS Activity

Other (specify) \_\_\_\_\_

Type of Incident: \_\_\_\_\_ (enter number(s) from list below)

1. Physical assault, including jostling, spitting and use of weapons
2. Derogatory name-calling, insults, racist jokes, innuendo (including name-calling that may not use overtly racist language but which derives some of its force from the victim's perceived 'race')
3. Verbal threats
4. Ridiculing people because of cultural or religious differences
5. Written derogatory remarks
6. Refusal to co-operate with other people because of their religion, ethnicity or language
7. Racist graffiti
8. Incitement of others to behave in a racist manner
9. Attempts to recruit for racist organisations and groups
10. Provocative behaviour such as wearing racist badges or insignia
11. Bringing racist materials such as leaflets, comics, magazines or computer software into the unit or project
12. Using the unit or project's computer systems to access or distribute racist material
13. Abuse of personal property, including arson, spitting at property
14. Malicious telephone calls, text messages or e-mails
15. Social exclusion
16. Other (please specify).....



## Section b

### *To be completed by person who has undertaken investigation*

(Please note that if racist language has been used, the incident should be deemed racist, even if the evidence suggests that the offender did not understand the meaning of the language used or did not intend to be racist. This is because of the impact of the language on the victim and/or witnesses, which occurs irrespective of the intentions.)

After investigation was the incident found to be racist?

Yes

No

Brief summary of investigation:

Investigation completed by:

# Section c

**To be completed by relevant Area Youth Coordinator**

**Action Taken** (please tick one or more of the following)

- Clear support for victim at the time of the incident
- Clear challenge and/or reprimand and/or further action taken regarding young person causing the incident at the time it occurred
- Young person causing incident followed up e.g. discussion, counselling
- Young person supported e.g. discussion, counselling
- Restorative justice or peer mediation approaches used
- Others involved supported e.g. witnesses
- Whole group follow up
- Referral to other agency
- Other action (please specify)   
.....
- No action taken

**Brief outline of follow-up action proposed, with timescales.**

**Signed**

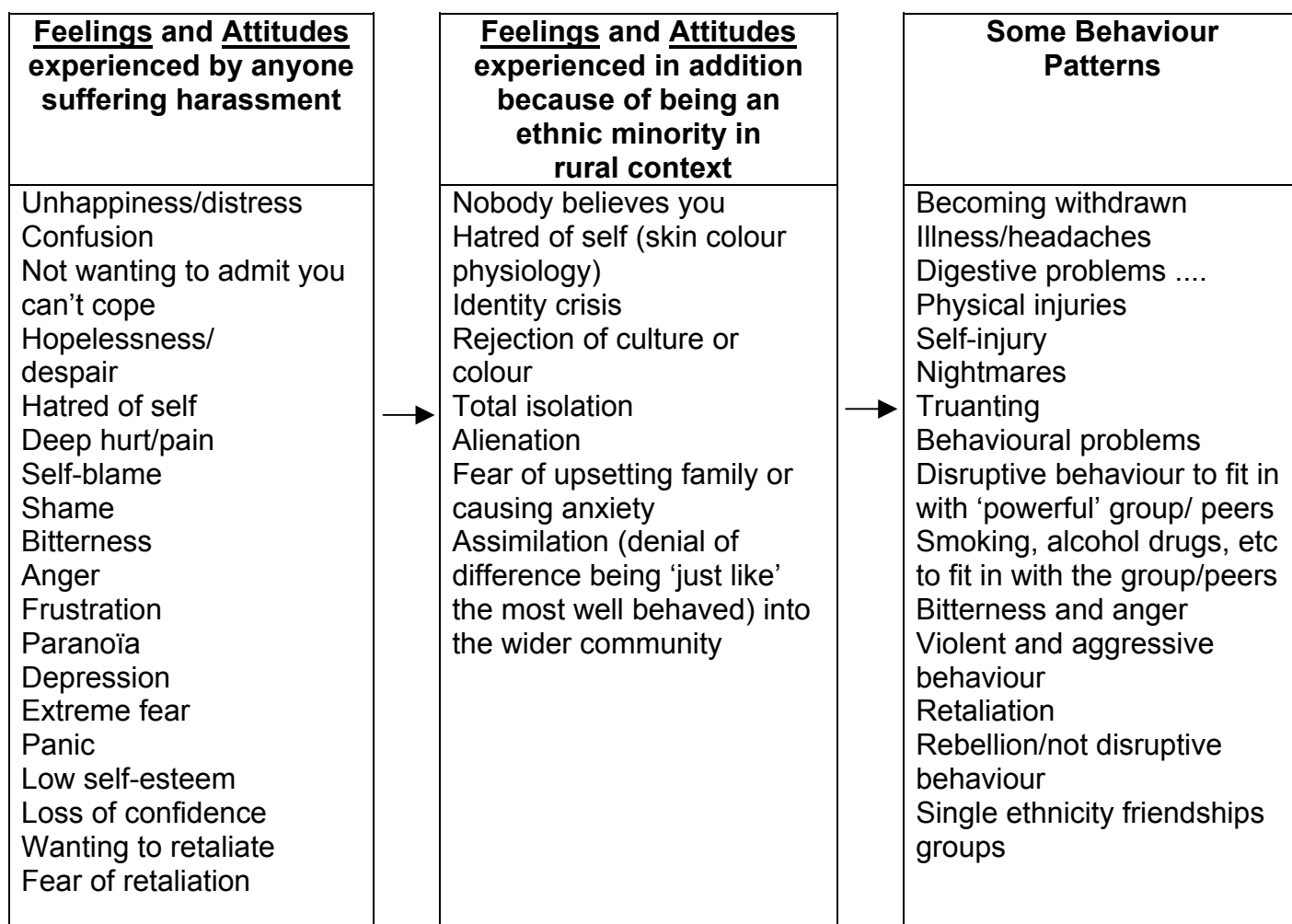
**(Area Youth Coordinator)**

**Date**

## The Effects Of Racial Harassment - Recognising The Symptoms

There are many reasons why children and young people do not report racial harassment. They may not trust the people in authority, may think they will be disbelieved or that nothing will be done. Victims of many forms of harassment often feel 'they ought to be able to cope with it/put up with it' so that's what they do.

However, where there are very low numbers of ethnic minorities and therefore little ethnic community support, individuals are left more isolated and vulnerable. It is important for youth workers and other staff to be more aware and sensitive to potential racial harassment and its effects.



## Supporting Victims Of Racism

### A Whole Children And Young People's Directorate Approach

1. Clear, easy to understand poster displaying information about what to do and who to contact.
2. Information about what will happen if they report racism:
  - how it will be handled
  - acknowledging that it might be adults, parents, staff, etc
  - who and how to contact an independent organisation or person for support
3. Support for victims may take the form of access to:
  - listeners or counsellors (trained staff and/or young people available at given times)
  - a suggestion box where young people can express their concerns
  - training to support young people to take on peer support roles
  - assertiveness and conflict resolution lessons
  - mentor systems (staff or older peers to younger peers)
  - a Youth Council/Committee/Forum with elected young people and specific young people responsible for equalities issues.
  - outside counselling agency
  - contact numbers of support agencies:
    - Childline - Children and Young People
    - SARI (Support Against Racial Incidents) Parents and Children
    - SREN (Somerset Race Equality Network) Parents and Children
    - SREC (Somerset Racial Equality Council)
    - SRIP (Somerset Racial Inclusion Project) currently funded to work with the 5-13 year old age range, but likely to extend beyond this age range once funding from Somerset Children's Fund is replaced)
4. Multicultural and Anti-Racist Education within the Curriculum is an essential element in tackling racism. It should not stand in isolation and should be explicitly linked to Somerset County Youth Service policy and procedure for tackling racial harassment.

## Careful Language

### Black People

Many terms are used to refer to black people which are factually inaccurate, or are rejected because they have patronising connotations, or suggest that people are inferior.

#### Do Use

- **Black People**
- **White People**
- **Minority Ethnic Group**
- **Black British People**
- **Dual Heritage**
- **African-Caribbean**
- **Irish Travellers**
- **Traveller**  
**Gypsy**  
**Romany**
- **New Travellers**

#### Try Not To Use

- **coloured people, immigrants** (unless you are specifically referring to people who have recently migrated to the UK and that fact is relevant to what is being said/written).
- **host population.** This suggests that you view black people as visitors.
- **'ethnic minority group'.** Everyone belongs to an ethnic group.
- **'second generation immigrants'.** This is a meaningless contradiction in terms, sometimes used as a euphemism for 'black' and always indicating that the speaker does not accept the equal status of black people born in Britain.
- **half-caste, mixed race.**
- **West Indian**
- **Tinkers**
- **This group does not like to be confused with New Travellers.**

## **Follow up of Racial Incidents**

Racial incidents can raise sensitive issues for the victim and alleged offender, which can leave young people feeling excluded and under-valued. It is important that youth workers (ideally the one who recorded or witnessed the incident) follow up such incidents, to ensure that the young people involved feel listened to and have an opportunity to be asked if the incident was dealt with in a fair and appropriate manner.

To provide some guidance for this a questionnaire has been developed and tested to review the situation with the young people involved.

This questionnaire has been adapted from one created by Louise Kingham (Wells Youth Centre) as part of her youth work training course. She was supported by David Bonstow, Area Youth Worker.

## You were recently involved in what Somerset County Youth Service calls a Racist Incident

- Please take a moment to remember what happened and what was said by those involved
- Think about how the youth worker approached the situation and what they said to stop what was happening
- Do you think that the situation was dealt with fairly to those involved?
- Feedback will be given to workers about your views and we hope this will help them to deal with future incidents better
- It is important to answer honestly if we are to be able to support you and others further
- If you feel you need private space to complete this questionnaire, ask a worker if this can be provided. Ask a worker to go through it with you or to write your answers for you if you would prefer this

1. Where did the incident take place and what were you doing at the time?

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2. Where were the youth workers, or the nearest youth worker?

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3. Were the youth workers quick to respond; was this the nearest youth worker?

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4. Did you have to approach a youth worker or did they approach you?

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5. How do you feel about the incident?

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6. Did you feel supported and listened to by the worker involved or another worker?

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7. Do you think that both sides have had enough follow up and ongoing support/challenge about this issue?

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8. What could have been done differently?

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9. Did you agree with what action was to be taken and were you asked your opinion on this ?

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10. Do you still feel this issue will cause future problems for you in or outside the centre ?

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11. Do you feel safe in the Centre?

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**Thanks for taking time to complete this.**

**Ask for an envelope if one has not been provided, seal it and mark it "Confidential" and ask a worker to lock it away securely so that other young people are not able to see it.**

## Somerset County Youth Service Achieving Race Equality Policy: Service Delivery Statement

Somerset County Youth Service takes seriously its moral and statutory obligation under the Race Relations Act 1976 and the Race Relations Amendment Act 2000 to ensure that provision of informal education, is carried out with 'due regard to the need to:

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

Throughout the Youth Service offered by Somerset County Council, we want: -

ALL young people to feel safe and secure enough to be with others; and

ALL young people to be treated fairly, with respect and dignity.

We will not accept any form of racist behaviour or harassment whether intentional or unintentional.

We would encourage individuals to raise their concerns or make complaints about racist behaviour and harassment to the centre or project concerned. We will give those who want to complain, guidance and support in making a complaint of this kind.

Complaints or concerns about racist behaviour and harassment against the Local Authority or those taken up by the Local Authority, will be treated seriously. We will ensure that the person dealing with your complaint has had anti-racist training and will try to handle the issues with care.

If you complain to us we will, **with your agreement:**

- Follow-up the complaint with the person in charge of the centre
- Ensure that a full investigation takes place and appropriate steps are taken
- Put you in contact with support agencies such as Somerset Racial Equality Council

We will monitor the type and numbers of incidents of racial harassment in order to check whether the policy is effective and to consider what further action will be needed.