Code of Conduct against Racism And Guide for Managing and Recording Racist Incidents

Authors:

Dr. Elena Papamichael, Curriculum Development Unit-Health Education, Cyprus Pedagogical Institute, Ministry of Education and Culture
papamichael.e@cyearn.pi.ac.cy

Dr. Michalinos Zembylas, Associate Professor, Open University of Cyprus
m.zembylas@ouc.ac.cy

Introduction

The school environment is characterized by multiple forms of diversity, some of which are more familiar (e.g. nationality, appearance, community, gender) than others (e.g. sexual orientation, gender identity, impairments etc), nevertheless, they all need to be recognized, respected and protected. It is important to ensure an environment of safety, tolerance, respect for diversity, non-discrimination and equality for all pupils so that they can fully enjoy the opportunities that education has to offer to them.

In such an environment, any manifestation of racist behavior should be identified, recognized and dealt with in a timely and decisive manner. Otherwise, this type of behavior, as well as the lack of treating it, could result in traumatizing the victims, not only as individuals but also as members of the group they belong to, while having a significant impact on the school community. Therefore, creating a racism-free school environment can contribute substantially to the development of a just society.

Racism affects every school, student, teacher, parent and the society in general, therefore it should concern everyone. It is our obligation to make sure that each individual can enjoy the benefits that education has to offer without experiencing the fear of discrimination and bullying. At the same time, it is everyone's obligation to encourage and urge recipients of racist behavior to report it, as doing so will protect them from any adverse consequences, thus forming the right conditions to better investigate such incidences, improve the learning conditions and upgrade the educational process as a whole.

It is widely acceptable, both in theory and in practice, that the most essential measure to prevent and fight against discrimination, intolerance and racism is to develop and implement a specific and straightforward framework against racism within the school environment. Developing and implementing such a code is in response to the recommendations made by the European Commission against Racism and Intolerance, addressed to all member states, including Cyprus. Within this framework, the Ministry of Education and Culture has provided detailed guidelines for the development and implementation of the Code of Conduct against Racism (Code) and the Guide for Managing and Recording Racist Incidents (Guide).

All school Principals are expected to:

- Communicate and coordinate various discussions based on the Code and Guide during at least one staff meeting
- Ensure that the Code and Guide are available and known to all relevant stakeholders including teachers, students and student's families (through posters, informative newsletters sent at home, events etc.).

- Designate a specific person from the management team as the person who will be in charge of dealing with all racist incidents (Senior Manager/Educator) and to notify all the members of the school community and their families regarding his/her duties.
- Develop and support the operation of the Commission on Health Education and Prevention of Delinquency, in which the teacher in charge will be participating in.

- Ensure that all members of the school staff understand their responsibilities in relation to the Code.
- Ensure the consistent implementation of the Code and its procedures.
- Take all the necessary measures needed to protect the victims of racist incidents.
- Make all necessary decisions and take actions in case of actual or suspected racist incidents, in accordance with the Code and the operating regulations of public schools.
- Monitor the implementation of both the Guide and the Code as well as communicate ways in which they can be improved and developed during staff meetings.
- Inform the school inspector regarding the implementation of the Code and the Guide, at least twice a year.
- Send an annual report to the MOEC regarding all racist incidents that occurred and where dealt with during the past school year.

It should be noted that reporting incidents of this nature should not be taken as a sign of weakness; on the contrary it denotes the school's determination for the welfare of the entire school community and the protection of its members' rights. Schools that proceed with reporting such incidents will not be exposed and by no means will they be subjected to any form of consequences. The following Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents both aim to support teachers in their implementation and will act as the framework which every school must follow.

Code of Conduct against Racism

It documents the necessity for the development and implementation of the Code as well as provides a theoretical background. It includes the Code's purpose and objectives as well as the responsibilities and commitments of all members of the school community.

Guide for Managing and Recording Racist Incidents

It presents the steps on managing racist incidents and includes the Sanctions for Misconduct Table. It also includes the Self-Reflection Form as well as the Racist Incident Recording Form (Form 1) and the Annual Racist Incidents Recording Form (Form 2).

Moreover, the code can be implemented not only at the school level, but it can also be implemented through the Health Education course and can be used in a cross-curricular manner in order to inform, communicate, analyze, implement and evaluate the results of the implementation of the Code. It can also contribute to the implementation of additional activities that aim to identify and deconstruct stereotypes, identify and deal with any form of racism, discrimination etc., based on the Health Education Curriculum.

Schools that might be interested in getting more involved with issues interconnected with the design, development and implementation of the Code and the Guide, or might need further information and/or clarification regarding the Code and the Guide can use the following email address: **kodikas@cyearn.pi.ac.cy.**

Suggested «Code of Conduct against Racism»

Necessity

The school environment is characterized by various forms of diversity, as it includes individuals with different ethnicities, languages, religions, cultures, different sexual orientation and gender identity, different beliefs and impairments. Having all these individuals within the same school environment can enrich the educational system; nevertheless it can also cause tensions which the educational environment ought to be able to manage.

A number of studies conducted within the Cypriot educational system during recent years, have shown numerous principles of racism within the everyday school life, thus emphasizing the need for educating teachers on issues of diversity and racism, as well as the need to develop and implement a framework against racism across all levels of education (see Zembylas[1], Theodorou[2], Papamichael[3], Spyrou[4], Symeou[5]).

The school has the legal, practical and moral obligation to establish an equal opportunities learning environment that poses no form of discrimination or exclusion, but also has the obligation to develop and implement a Code of Conduct against Racism which will respond to the recommendations made by the European Commission against Racism and Intolerance (ECRI), addressed to all member states, including Cyprus. More specifically, the ECRI General Policy Recommendation No 10[6] on Combating Racism and Racial Discrimination proclaims that racism and racial discriminations can be addressed through school education. It also suggests that for something like this to occur, there needs to be a more permanent policy which will include the establishing of a racist incidents recording system, adopting measures for the protection of victims subjected to racism and countering racist behavior in a more educative manner. Ways of dealing with racist behavior can include strict sanctions in order to counter such incidents and the implementation of the Code of Conduct against Racism and racist incidents. As the ECRI suggests, all teaching personnel should be educated in matters of racism, racist incidents and human rights, as well as on the needs that students from different backgrounds may have while living in a multicultural environment. This would result in stopping direct and indirect racist and discriminatory incidents at schools in a timely and effective manner.

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[1] Zembylas, M. (2010). Children's construction and experience of racism and nationalism in Greek-Cypriot primary schools. Childhood, 17(3), 312-328.

[2] Theodorou, E. (2010). "Children at our school are integrated. No one sticks out": Greek-Cypriot teachers' perceptions of integration of immigrant children in Cyprus. International Journal of Qualitative Studies in Education, first, 1-20.

[3] Papamichael, E. (2008). Greek-Cypriot Teachers" Understandings of Intercultural Education in an Increasingly Diverse Society. The Cyprus Review (Special Edition: Migration, Racism and Multiculturalism), 20(2), 51-78.

[4] Spyrou, S. (2009). Between intimacy and intolerance: Greek Cypriot children's encounters with Asian domestic workers. Childhood, 16(2), 155–173.

[5] Symeou, L., Karagiorgi, Y., Roussounidou, E., & Kaloyirou, C. (2009). Roma and their education in Cyprus: reflections on INSETRom teacher training for Roma inclusion. Intercultural Education, 20(6), 511-521.

[6] ECRI General Policy Recommendation No 10 on Combating Racism And Racial Discrimination In And Through School Education (Adopted On 15 December 2006), Strasburg, 21 March 2007.

Reporting racist incidents should not be considered as a sign of weakness on behalf of the schools. On the contrary, it demonstrates the determination of that exact school in dealing with and taking measures against such events, while at the same time proclaiming zero tolerance when it comes to racism and any form of discrimination.

All schools must take into consideration the particularities and realities of their school community, based on the school's policy and objectives, when implementing the Code. Each school has to decide on the best way to communicate the Code's content and principles to all stakeholders: students/teachers/parents etc., in a way that can be understood by everyone and through various events and activities such as workshops, interactive games and use of technology (web, social media, mobile apps etc).

Theoretical Background

Within the Code and the Guide, any mentioning of the terms **identity, diversity, race, prejudice, stereotype, discrimination, racism, xenophobia, nationalism, intolerance, homophobia, transphobia, bullying, hate speech, under-reporting και racist incident** shall imply the following corresponding definitions and it is suggested that teachers refer to these definitions, for clarifying purposes.

Identity:

A person's perception of belonging to a specific group of people that may share some common 'characteristics'. This perception is accompanied by the relevant emotional and evaluative significance attributed to that particular group and its characteristics. Moreover, it may be the perception of how a person is perceived by others. Differences that may exist as to how a group defines itself and how others define the group may cause tensions, conflicts or misunderstandings. According to different sociological and psychological theories, our identities (which may vary in number) are 'constructed' through a series of actions, words, policies and our social lives. More specifically, according to the scientific community, there is no evidence of a connection between biology and any sort of 'identities' (e.g. racial or ethnic origin)[7].

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[7] See for example Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. Austin (Eds.). Psychology of intergroup relations (2nd ed., pp. 7-24). Chicago: Neison-Hall.

Diversity:

Diversity could emerge or be the result of the perception or viewpoint that renders some people different from others. The elements that constitute the criteria based on which a person or a group of people differ from one another may be gender, color/appearance, ethnicity, community, religious group, residency status, origin, religious or other beliefs, impairments, age, sexual orientation, language, accent, habits, profession, socioeconomic situation, culture etc.

Race:

The term 'race' is an artificial construct used to classify people on the basis of supposed physical and cultural similarities, deriving from their common descent[9]. Even though terms such as "race", "racial discrimination", "racial groups" and "interracial relationships" are commonly used in public, daily, cultural and academic discussions, nevertheless they have no biological or literal substance. As science has evidently shown, the biological category of race is meaningless when it comes to the human species. Despite having no biological basis, the term 'race' still exists as a social construct. In many societies it constitutes the basis of social action, the foundation of government policy and often the justification for the distinctive treatment of a group in relation to others.

Prejudice:

Prejudice is the negative predisposition against a specific group of people which is based on arbitrary, wrongful and rigid generalizations and stereotypical beliefs and depictions attributed to the specific group (cultural, ethnic, religious or other group), e.g. the negative attitudes towards Muslims because they supposedly have a tendency towards violence and terrorism. Prejudice can also have a positive connotation, e.g. the positive attitude towards the fact that the western 'way of thinking' is more 'civilized' and 'superior' than others[11].

Stereotype:

The overgeneralized, evaluative, simplified, extravagant perception/representation of a group of people, to justify our attitudes towards them, e.g. 'Germans are hard-workers, organized and cold whereas Greeks are friendly and hospitable', ' all women are bad drivers', 'Homosexuals are not normal people, 'Blacks are better athletes' and 'Japanese are hard-working and disciplined'. Stereotypes create wrongful positive or negative expectations of people who belong to a specific group [12].

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[8] Supporting a specific football team constitutes a particular aspect of each person's diversity and it is largely based on personal choice. Discrimination, conflicts, bullying, or harassment of children due to the fact that they may support a different football team, can be defined as a racist incident, depending on each case because of the fact that conflicts among fans of different teams at schools can take different forms. See for example Kincheloe, J.L. & Steinberg, S.R. (1997). Changing Multiculturalism. Buckingham: Open University Press.

[9] The term is used in quotation marks because of the problem that it may cause

[10] See for example Goodman, A.H. (2008) Exposing Race as an Obsolete Biological Concept, in Pollock, M. (Ed) Everyday Antiracism. New York and London: The New Press (p.4-8).

[11] See for example Aboud, F.E. (1988). Children and prejudice. Oxford: Blackwell. Allport, G.W. (1954) The nature of prejudice. New York: Addison-Wesley. Pettigrew, T.F. and Tropp, L.R. (2006) A meta-ana lytic test of intergroup contact theory. Journal of Personality and Social Psychology, 90: 751-783.

Discrimination:

Treating people or a group of people in an unfair manner because of their diversity (see above for definition). Discrimination can either be direct (overt) or indirect (covert), e.g. practices or policies that appear to be "neutral" or "fair" because they treat everyone in the same way yet they may render adverse consequences for specific groups [13].

Racism:

The process of marginalization, exclusion and discrimination against those who are considered to be 'different' from the norm (see diversity definition above). Racism can take on various forms, some of which may not be static and may change depending on the time and space they occur; while others may be more apparent and direct (e.g. beliefs of national, religious or other forms of superiority or violent assaults against people or a group of people judged out as 'different'), or even not be so obvious or direct.

Amongst the direct forms of racism is the institutional racism, meaning the different forms of discrimination shown by governments, companies or other organizations that may impact our lives and the lives of underprivileged groups of people (e.g. minorities and immigrants) [14]. Some of the consequences of institutional racism can be found throughout varying sectors of social and political life –such as in the areas of housing, work, education as well as in the area of political rights where not everyone is treated the same.

[12] See for example Hall, S. (1997) Representation: cultural representations and signifying practices (Ed.). London, Thousand Oaks, New Delhi: Sage Publications.

[13] See for example Stephan, W.G. and Stephan, C.W. (2000) An integrated threat theory of prejudice. In S. Oskamp (Ed.) Reducing prejudice and discrimination (pp. 23-46). Hillsdale, NJ: Lawrence Erlbaum. Tafjel, H. and Turner, J.C. (1979) An integrative theory of intergroup conflict. In W.G. Austin and S. Worchel (Eds.) The social psychology of intergroup relations (pp. 33-47). Monterrey, CA: Brooks-Cole (re printed in M.A. Hogg and D. Abrams (2001). Intergroup relations. Philadelphia: Taylor and Francis (Psychology Press).

[14] Βλ. Cashmore, E. & Jennings, J. (2001) Racism: Essential Readings (Eds.). London: Sage.

> **Verbalization of any racist comments may not always be accompanied by the relevant intentions, as some people may behave or express themselves in a racist way without them realizing it. Sometimes, intercultural or anti-racist education may establish rather than question the racist stereotypes, if the institutional imbalances are not taken into consideration [15]. Therefore, racism is defined as the result of actions, behaviors and words, direct or indirect, which marginalize, exclude and discriminate against those who are considered to be 'different' regardless of their intentions.**

Xenophobia:

The term xenophobia is used to describe the negative attitudes towards immigrants. It is a feeling of fear or resentment and aversion towards foreigners. Examples of xenophobia may include statements such as "foreigners may harm our culture" where one considers one's own culture to be superior to others'. Interracial marriages between members from different cultures may sometimes not be acceptable due to xenophobia. According to xenophobic perceptions, foreigners are responsible for most of the social and economical problems and phenomena that may have occurred and solving such problems can be accomplished by removing or integrating them with the dominant (based on national and cultural elements) society.

Nationalism:

Excessive and exclusive dedication towards the notion of a nation and its ideals, characterized by the distinction of nations into superior and inferior, with the first trying to impose on the latter. It is connected to chauvinism, meaning the blind nationalism characterized by the fanatic glorification of all national elements and the contempt or rejection of all other elements.

Intolerance:

The hatred and lack of tolerance and respect towards different behaviors, perceptions, beliefs or ideas.

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[15] See indicatively Banks, J.A. (2006) Race, culture, and education: the selected works of James A. Banks (Ed.). London and New York: Routledge και Parekh, B. (2006). Rethinking multiculturalism: cultural diver- sity and political theory (2nd Ed.). Hampshire and New York: Palgrave Macmillan.

[16] See indicatively Anthias, F. & Yuval-Davis, N. (1992) Racialized boundaries: race, nation, gender, colour and class and the anti-racist struggle. London and New York: Routledge.

Homophobia:

The fear, aversion or discrimination against homosexuality or homosexuals. Homophobia may also include hatred, hostility or disapproval of homosexual people and behavior, which could ultimately lead to the manifestation of intolerance. It may also manifest in a dangerous manner such as through verbal abuse or homophobic hate crimes like assaults, beating and even murders.

Transphobia:

The aversion, hostility or discrimination against people who may identify with a sex other than that which they were assigned to at birth through e.g. their wardrobe, use of cosmetics, hormone treatment or gender reassignment surgery.

Anti-Gypsyism:

It constitutes a distinct type of racist ideology which at the same time is linked to different types of racism. Anti-Gypysism is a complex social phenomenon which in its more overt form, is expressed through violence, hatred, exploitation and discrimination against the Roma people. However, it is often expressed through deeper, more hidden and unconscious discrimination against the Roma people. For example, the way some politicians, academics or citizens speak or portray the Roma people may ultimately lead to their segregation, stigmatization, social aggression and socioeconomic exclusion. Anti-Gypsyism is used as a way to justify and reproduce the exclusion or Roma people as well as a way to rationalize their supposed inferiority, based the historical prosecution and negative stereotypes attributed to them.

Bullying:

The terms bullying and victimization are use to describe a situation during which students use indented, unprovoked, continuous and repeated violence and aggressive behavior in order to intimidate, oppress and inflict physical and emotional pain to their peers, inside or outside the school environment[17].Bullying and violence may be physical, verbal, psychological or social. There is also another form of bullying, called cyber bullying which is expressed through the use of new technologies. Bullying usually manifests through:

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[17] Classroom activities that help prevent bullying and violence incidents among students: Primary Education Teachers' Manual (Δραστηριότητες στην τάξη για την πρόληψη του εκφοβισμού και της βίας μεταξύ των μαθητών: Εγχειρίδιο Εκπαιδευτικών Πρωτοβάθμιας Εκπαίδευσης), ΕΨΥΠΕ, Αθήνα, 2010.
[18] Olweus, D. (1986 and 1991) in Olweus, D. (2009, pg. 29) Εκφοβισμός και βία στο Σχολείο, ΕΨΥΠΕ, Αθήνα.

- · Gestures, shoving, beatings
- · Verbal assault, swearing, insults, threats, defamation
- · Extortions
- · Destruction of personal items, thefts
- · Sexual harassment and abuse
- · Exclusion and isolation from groups, team games and social activities

Bullying usually occurs in situations where there is a clear difference in terms of strength between those involved [18].

Hate speech:

The public communication of racist or xenophobic speech which excludes a group of people from social life due to their race, national origin or other traits and may ultimately provoke violence against members of such groups. Hate speech is not protected by the right to freedom of speech, on the contrary it is prohibited and punishable by law[19]. Hate speech is not only verbal or written but it can also be expressed through images, icons, electronic or other games, as well as through other actions that aim at expressing or spreading a message.

Racist Incident

Any incident that may be perceived as racist by the victim or another individual [21].

It holds a wider meaning to that of misconduct or a crime since a racist incident may include a behavior that if it wasn't linked to a specific characteristic of a person it would not be considered as a criminal action.

Racist incidents usually result in the exclusion, marginalization or discrimination against other people or groups of people because of their specific traits.

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[19] Such actions are punishable by the "on combating certain forms and events racism and Xenophobia criminal law (N.134(I)/2011) -Gr: Ο περί της Καταπολέμησης Ορισμένων Μορφών και Εκδηλώσεων Ρατσισμού και Ξενοφοβίας μέσω του Ποινικού Δικαίου Νόμος του 2011 (Ν. 134(I)/2011)". Specific crimes are also included in the "Criminal Law (Chap.154)-Gr: Ποινικός Κώδικας (ΚΕΦ 154) as well as in other legislations such as the "Law on Combating Racism and other forms of Discrimination (Ombudsman) (N. 142(1)/2004)-Gr: Νόμο ς περί Καταπολέμησης του Ρατσισμού και Ορισμένων Άλλων Διακρίσεων (Επίτροπος) Νόμο (Ν.142 (I)/2004).

[20] NASC, The Irish Immigrant Support Centre (2012), Stop the Silence: A Snapshot of Racism in Cork, Cork. And CRER, Coalition for Racial Equality and Rights (2012), Racist Incident Reporting in Scotland's schools, Glasgow.

[21] Macpherson, W. (1999), The Stephen Lawrence Inquiry Report, London and ECRI (2007) General Policy Recommendation No 11 on combating racism and racial discrimination in policing.

> **Examples can be found in the Sanctions for Misconduct Table, yet other forms of racism may still appear due to the wide range of the notion of racism.**
>
> **Given the fact that a racist incident usually occurs when a specific trait of a person, a family, a community or a group is targeted, it ultimately affects all of the individuals that may share that characteristic.**
>
> **Thus, such incidents harm not only the victim who endures them, but also the community and therefore the society.**
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> **By characterizing an incident as being racist it doesn't necessarily mean that the person who committed it indented to act in a racist manner.**

Under-reporting:

It is the failure in reporting or the under-reporting of racist incidents either out of fear, or because of difficulties in the systems of reporting and investigation of racist incidents or because of not believing that 'anything will change'[20]. Under-reporting can have adverse consequences as victims may not feel safe or feel that justice has been served, they may feel disempowered and might ultimately passively and fatalistically accept such incidents. It can also affect the school community as racism and discrimination begin to be tolerated and accepted, thus rendering the timely and decisive response to such incidents impossible. It is therefore imperative for victims to be encouraged, protected and urged to report such incidents.

Purpose of the Code of Conduct against Racism

The code of Conduct against Racism within the school environment aims at:

a) Recognizing any direct or indirect, intentional or unintentional speeches, actions or procedures that may lead to the negative discrimination of specific individuals because of being different (see diversity definition above).

b) Taking actions to prevent and counter racist incidents and

c) Taking actions for the development of an anti-racist culture

Objectives of Code of Conduct against Racism

· Promote equality, justice and mutual respect
· Eradicate all racist incidents
· Support children who are subjected to violence, bullying or all forms or racism
· Protect children's rights, as defined by the International Convention on the Rights of the Child
· Establish an anti-racist culture.

Every individual that studies or works within the school has the right:

- **To be treated equally and respectfully by everyone within the school community**

- **To be protected against all racist and intimidating behavior or incidents of violence (see examples of racist incidents in the Sanctions for Misconduct Table.)**

- **To have access to the formal complaint procedures (as described in the Guide) in case this person believes that he/she was subjected to any form of discrimination or racism due to his/her gender, nationality, appearance, religion, sexual orientation, disability or other aspects of his/her identity.**

- **To expect safety, confidentiality and privacy during any reporting or investigating of misconduct regardless of how one may be involved**

All members of the school community (teachers, students and other school personnel) ought to

- **Respect the rights of all individuals in the school community**

- **Recognize and implement their obligations in terms of dealing with discrimination and racism, as defined by the school's regulations**

- **Behave in a safe and responsible manner by avoiding all forms of misconduct or any other form of communication that shows lack of respect towards other individuals or their properties**

- **Reject all forms of racism, discrimination or harassment towards any individual within the school community**

- **Avoid causing any racist incidents (directly or indirectly) (see examples in the Sanctions for Misconduct Table in the Guide)**

Obligations

- · **Everyone must deal with all racist incidents in a decisive, timely and accurate manner, based on the Code**
- · **In case of a racist incident, one must peacefully intervene in order to help, and then report it to the Senior Manager/Educator.**

The school has the responsibility to:

- • **Promote respect for one another[22]**

- • **Deal with all types of racist incidents, as defined and explained in the Code**

- • **Promote equal opportunities and positive social relationships between all members of the school community**

- • **Encourage, support and irrespectively help all students, so as to help them reach their full potentials**

- • **Cooperate with the students' family, the Parents' Association Committee and the community so as to deal with all forms of racism**

- • **Examine the potential of establishing a Committee against Discrimination, which will be complied by students and teachers so as to design and take preventive precautions to deal with racist trends, always based on the school's needs and specifications.**

- • **Implement disciplinary actions which will respect student's dignity and the student as a human being according to the principles depicted in the 1999 and 2000 laws of the International Convention on the Rights of the Child[23].**

[22] Establishment and Operation of a Public School (Secondary General Education), 1990 (R.A.A 310/90) to 2011 (R.A.A. 130/2011), paragraph 14(2ε, v)-Gr: Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 14(2ε ,v).

[23] Establishment and Operation of a Public School (Secondary General Education) , 1990(R.A.A. 310/90) to 2011 (R.A.A. 130/2011), paragraph 14(2ε, vii)-Gr: Gr: Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 14(2ε ,vii).

Moreover, the school also has the responsibility to avoid any form of discrimination in terms of policies and procedures by:

- **marginalizing any racist or discriminating incidents or complaints**

- **avoid being informed by students, their families and teaching staff regarding issues that have to do with racism (rights, obligations, racism, types of racism , etc.)**

- **not having representatives from the different groups of individuals that attend school in the Parents' Association or other school organizations**

  discouraging parents or other members of the community from participating in various school activities or make decisions regarding the school

- **forcing children to unwillingly participate in events that oppose their religious or cultural beliefs**

- **forcing children to unwillingly participate in activities which promote specific cultural or other stereotypes (e.g. events such as intercultural workshops or multicultural funfairs, etc)**

Teachers and all other school personnel ought to:

- **be aware of the code and their rights and obligations**

- **reflect on their own ideas and stereotypes in relation to diversity**

- **set high expectations and provide equal opportunities to all students**

- **communicate issues that have to do with racism and discrimination as well as the relevant legislations across education and the society, during staff meetings[24]**

- **observe whether the Code is implemented and communicate the results during staff meetings, at least once every three/four months**

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24   All schools will receive the relevant organization plan

- recognize different stereotypes and challenge them as soon as they occur

- educate students on their rights and obligations, encourage them to report any racist incidents, as well as educate them in terms of the code

- incorporate activities which challenge racist attitudes, discrimination and bullying based on the Health Education Curriculum

- translate the home-school communication form or seek help with the translation of such documents from members of the school community, whenever possible, in order to communicate with students and their families in their native language

- establish an inclusive learning environment in which all children will feel comfortable in and will coexist in a positive manner

- make sure that no child is left alone during school breaks and take action when needed

- refer to all children in the same manner without using any form of discriminatory language, e.g. using pronouns such as 'ours', 'them' etc.

- participate in the implementation and evaluation of the Code in collaboration with the Senior Manager and the school principle

- promote equal opportunities and positive social relationships by avoiding any form of discrimination against all individuals irrespectively of being different in any way

- become a positive role-model of positive, non-racist behavior in the classroom, the playground and staff room and by avoiding stereotypical comments or jokes.

The Senior Manager who is in charge of responding to racist incidents ought to:

- coordinate and evaluate the implementation of the Code in collaboration with the school principal and the other teachers

- evaluate and promote the implementation of the Guide, so as to investigate and evaluate all racist incidents immediately or in a short period of time, according to the suggested procedures for managing racist incidents, as explained in the Guide

- to fill in the Racist Incident Report (Form 1) and the Annual Racist Incidents Report (Form2)

The principals ought to:

- communicate the Code and Guide during at least one staff meeting
- inform all members of the school community, teachers, students and their families regarding the Code and the Guide
- coordinate discussions regarding the Code and the Guide during at least one staff meeting
- ensure that both the Code and the Guide are accessible by everyone and that all members of the school community, teachers, students and their families are aware of them and know how to access them (by putting up posters, sending informative newsletters, organizing an informative workshop/event, etc.)
- designate a specific person from the management team as the person who will be in charge of dealing with any racist incidents (Senior Manager/Educator) and to notify all the members of the school community and their families regarding his/her duties
- develop and support the operation of the Commission for Health Education and Prevention of Delinquency in which the teacher in charge will be partaking
- ensure that all staff members understand their responsibilities in relation to the Code
- ensure the consistent implementation of the code as well as of its procedures
- take all the necessary measures needed to protect the victims of racist incidents
- make all necessary decisions and take actions in case of actual or suspected racist incidents, as mentioned in the Guide and according to the public schools' regulations
- monitor the implementation of both the Guide and the Code as well as communicate ways that they can be improved and developed during staff meetings
- inform the school inspector regarding the implementation of the Code and the Guide at least twice a year
- send an annual report to the MOEC regarding all racist incidents that occurred and were dealt with during the past school year as well as the ways they were countered

[25] General Code of Conduct (Primary Education Circular, MOEC 386/68/A, 5th August1998).

The students ought to commit themselves in such a way so as to:

- · respect other people's personality, freedom and dignity (inside and outside of the school premises)
- · be aware of their own rights and obligations regarding racism and discrimination [25]
- · recognize all racist incidents and report them immediately to a teacher
- · refuse to participate in any kind of racist behavior
- · enlighten people who are telling a racist joke that it might hurt other people's feelings
- · include children from different backgrounds in classroom and playground activities, irrespectively of any differences they may have with them
- · challenge stereotypes or racist misconceptions found within their environment
- · respect other people's national and religious symbols [26]
- · reflect on their own behaviour and whether it may be racist or have negative consequences towards other people

What can a person who believes is a victim of racist behavior or is present during this type of behavior towards another person do?

- · **Report it as soon as possible**, without feeling scared, to any teacher he/she wants to or to the Senior Manager. The teacher must then inform the Senior Manager who must then file a report and counter the incident based on the Guide.

[26] See previous footnote.

Guide for Managing and Recording Racist Incidents

> **The Senior Manager/Educator in charge who is appointed by the administrative team is in charge for the implementation of the Guide. This individual will be trained accordingly and will be in charge of reporting and dealing with any racist incidents that may occur, as well as of the overall implementation of the Code and the Guide.**

Procedure for managing racist incidents

Every incident is different and unique therefore dealing with incidents of a racist nature may require a different approach each time. However, to effectively report and deal with all racist incidents, it is important to comply to the following steps each time:

1. The incident must be immediately reported to the Senior Manager or any other member of the teaching staff who might be within close range.
2. The teacher who might witness or be informed of the incident must first:
    ·   intervene (in order to put a stop to it)
    ·   support and provide safety for the victim
    ·   inform the Senior Manager.
3. The Senior Manager/Educator in charge must:
    ·   ensure that the victim(s) is/are safe
    ·   inform the school principal
    ·   hold special meetings and discussions with the children and teachers who may have been involved (victims, perpetrators, witnesses)
    ·   fill in the Racist Incident Recording Form (Form 1).
4. The school management must go ahead and implement the relevant sanctions based on the school's operating regulations. If the individuals involved in the incident are being monitored by an educational Psychologist then the relevant sanctions must be implemented in collaboration with the Educational Psychology Services.
5. In case of a serious or repetitive incident, the school management must go ahead and inform the Observatory on Violence, the Educational Psychology Services and even the Immediate Intervention Group for Juveniles, if needed (see Sanctions for Misconduct Table).
6. The Senior Manager must fill in Form 2 at the end of the school year and include all the collective data on the racist incidents that occurred during the past school year and send the form by email to **kodikas@cyearn.pi.ac.cy.**

Sanctions for Misconduct Table

By principle, countering with any racist incident must first aim to educate and change individuals' behavior and practices rather than punish them. The methods used to counter racist incidents must not be too harsh and one must always take into consideration the victim's and perpetrator's personal situation.   Appropriate support and protection must be provided to all individuals involved in the incident and sanctions must be implemented only as a last resort, based on the MOEC's policy on Disciplinary Measures at schools[27]. The following Sanctions for Misconduct Table should be presented to all teachers and students and their families.

School procedures for dealing with racist incidents should be consistently and transparently followed, nevertheless each school has the right to decide on an appropriate action as long as there is consistency.

A racist incident should be considered as any incident that is perceived to be racist against an individual's or group of individuals' traits or characteristics , as depicted in the Code. All incidents should be reported immediately or within a short period of time so as to be effectively countered and so that the relevant sanctions will be implemented depending on the incidents' frequency.

The following sanctions[28] are based on the regulations governing the operation of public schools[29]. The sanctions for misconduct are mentioned in the following Sanctions for Misconduct Table in brief, for practical reasons:

1.   Fill in the **Self-Reflection Form** (see the following example). The self-reflection form can be send to the perpetrator's parents/ guardians depending on the school's decision.

2.   **Oral Reprimand**[30].

3.   **A written reprimand** is sent to the perpetrator and his/her parents/guardians need to sign it[31] (see the example that follows)

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[27] Secondary General, Secondary Technical and Vocational and Primary Education Circular: Discipline Measures at Schools, file number 7.19.04.10/4, date 24.09.2009, online circular number 2044.

[28] The suggested sanctions should be implemented in cases of incidents involving students. In case of incidents involving teachers, the following law of 1969 (No2) to 2012 should be applied

[29] Primary Education Public Schools' Operating Regulations from 2008 to 2012 (R.A.A. 225/2008, R.A.A. 276/2009, R.A.A. 345/2011, R.A.A. 253/2012)-Gr: Οι περί λειτουργίας των Δημοσίων Σχολείων Δημοτικής Εκπαίδευσης Κανονισμοί του 2008 έως 2012 (Κ.Δ.Π.225/2008, Κ.Δ.Π. 276/2009, Κ.Δ.Π. 345/2011, Κ.Δ.Π. 253/2012) and the Secondary General Public Schools' Operating Regulations from 1990 (R.A.A. 310/90) to 2011 (R.A.A. 130/2011)-Fr: Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011).

[30] Primary Education Public Schools' Operating Regulations from 2008 to 2012 (R.A.A. 225/2008, R.A.A. 276/2009, R.A.A. 345/2011, R.A.A. 253/2012), paragraph 14 (5α, i)-Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Δημοτικής Εκπαίδευσης Κανονισμοί του 2008 έως 2012 (Κ.Δ.Π.225/2008, Κ.Δ.Π. 276/2009, Κ.Δ.Π. 345/2011, Κ.Δ.Π. 253/2012), παράγραφος 14(5α,i) .

[31] See previous footnote, paragraph 14 (5α, ii) and Secondary General Public Schools' Operating Regulations from 1990 (R.A.A. 310/90) to 2011 (R.A.A.130/2011), paragraph 17 (2.3 και 2.5)-Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 17 (2.3 και 2.5) .

4.   The senior manager or school management **contacts** the child's parents/guardians and lets them know of his/her involvement in the incident

5.   The student has to undergo **community service** which will help him/her use his/her skills or abilities to benefit the school community. Community service will take place during school time and usually involves removing racist material/graffiti/slogans off of the school walls, improving/cleaning a school area, etc32.

6.   The student has to **compensate** the school or anyone he/she has caused damage to[33].

7.   The Senior Manager/School Principal/Educational Psychologist holds a **meeting** with the children who were involved as well as with their families

8.   The student is **deprived** from participating in in-school activities or school games for a period of one to thirty consecutive days34 (for Primary Education) or **suspended** from classes for one to eight days35 (for Secondary General Education and Secondary Technical and Vocational Education)

[32] See previous footnote, paragraph 14 (5β, ii) and Secondary General Public Schools' Operating Regulations of 1990 (Κ.Δ.Π. 310/90) to2011 (R.A.A. 130/2011), paragraph17 (2.8).-Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 17(2.8).

[33] General Public Schools' Operating Regulations of 1990 (Κ.Δ.Π. 310/90) TO 2011 (Κ.Δ.Π. 130/2011), paragraph17 (2.7)- Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 17 (2.7) and Primary Education Public Schools' Operating Regulations of 1990 2008 έως 2012 (R.A.A. 225/2008, R.A.A. 276/2009, R.A.A. 345/2011, R.A.A. 253/2012), paragraph 14 (5β, i)- Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Δημοτικής Εκπαίδευσης Κανονισμοί του 2008 έως 2012 (Κ.Δ.Π.225/2008, Κ.Δ.Π. 276/2009, Κ.Δ.Π. 345/2011, Κ.Δ.Π. 253/2012), παράγραφος 14 (5β,i) .

[34] See previous footnote, paragraph 14 (5β, iii).

[35] Secondary General Public Schools' Operating Regulations of 1990 (R.A.A. 310/90) to 2011 (R.A.A. 130/2011), paragraph17 (2.6, 9, 12-14) –Gr : Οι περί λειτουργίας των Δημοσίων Σχολείων Μέσης Εκπαίδευσης Κανονισμοί του 1990 (Κ.Δ.Π.310/90) έως 2011 (Κ.Δ.Π. 130/2011), παράγραφος 17 (2.6,9, 12-14).

TYPE OF RACIST INCIDENT	FREQUENCY AND SANCTIONS					
	1st time	2nd time	3rd time	4th time	5th time	6th time
1st TYPE: Verbal, written or electronic abuse which can harm the self-confidence or sense of safety of a person/group without the recipients of violence being present, for example: • stereotypical statements • racist jokes • mockery/teasing/ making fun of someone's clothes, relationships, socioeconomic status, property or physical appearance • Demeaning or offensive language or terms • offensive comments • humiliation of ascends, gestures, (including gestures, accents) • Racist comments	Self-Reflection Form Oral Reprimand	Communication with parents/ guardians Self-Reflection Form Written reprimand	Communication with parents/ guardians Written reprimand Community service	Communication with parents/ guardians Community service Deprived participation/ Suspension	Communication with parents/ guardians Meeting(s) with children and their families Deprived participation/ Suspension	Deprived participation/ Suspension Involvement of an Educational Psychologist Inform the Observatory and/or invite the Immediate Intervention Group (if needed)

| **2nd Type:** Verbal, written or electronic abuse which can harm the self-confidence or sense of safety of a person/group , with the recipient of violence being present, for example: - stereotypical statements - racist jokes - mockery/teasing/ making fun of someone's clothes, relationships, socioeconomic status, property or physical appearance - Demeaning or offensive language or terms· - Offensive comments - Humiliation of ascends/ gestures (including gestures, accents) - Racist comments ·	Self-Reflection Form Oral Reprimand	Communication with parents/ guardians Self- Reflection Form Written reprimand	Communication with parents/ guardians Written reprimand Deprivation of two school breaks	Communication with parents/ guardians Community service Deprived participation/ Suspension	Communication with parents/ guardians Meeting(s) with children and their families Deprived participation/ Suspension	Deprived participation/ Suspension Involvement of an Educational Psychologist Inform the Observatory and/or invite the Immediate Intervention Group (if needed)

TYPE OF RACIST INCIDENT	FREQUENCY AND SANCTIONS					
	1st time	2nd time	3rd time	4th time	5th time	6th time
3rd TYPE: Social Violence that harms the sense of acceptance of a person by the whole, for example: • Intentional exclusion by inciting other individuals not to socialize with a person/group • Gossiping, participate in the spreading of rumors • Refusing collaboration • Refusing to sit or play with specific children • Exclusion from participating in social or other groups	Self-Reflection Form Oral Reprimand	Self- Reflection Form Written reprimand	Communication with parents/ guardians Written reprimand Community service	Communication with parents/ guardians Community service Deprived participation/ or Suspension	Communication with parents/ guardians Meeting(s) with children and their families Deprived participation/ or Suspension	Deprived participation/ Suspension Involvement of an Educational Psychologist Inform the Observatory and/or invite the Immediate
4th Type: Non-verbal violence which can harm a person's or a group's self-confidence or sense of safety, for example: • Display of racist insignia or symbols that are against or cause averse feelings towards persons or groups to specific cultural or other groups that may cause negative emotions • Offensive, threatening or racist graffiti or slogans (on walls, in the toilets, on the desks, etc) • Promoting publications that are averse to specific cultural or other groups • Promoting racism or racist perceptions and non-acceptance of diversity through the use of the internet or other electronic means	Self-Reflection Form Oral Reprimand	Self- Reflection Form Written reprimand	Communication with parents/ guardians Written reprimand Community Service	Communication with parents/ guardians Community service Deprived participation/or Suspension	Communication with parents/ guardians Meeting(s) with children and their families Deprived participation/ or Suspension	Deprived participation/ Suspension Involvement of an Educational Psychologist Inform the Observatory and/or invite the Immediate Intervention Group (if needed)

TYPE OF RACIST INCIDENT	FREQUENCY AND SANCTIONS					
	1st time	2nd time	3rd time	4th time	5th time	6th time
5th TYPE: Physical violence that can harm the self-confidence or sense of safety of a person or group, for example: • Threatening or mocking gestures • Shoving • Hitting • Tripping up • Thefts • Threats • Pursuit • Damage to property or personal belongings • Damage to public or other property with emotional, moral or other value to a specific individuals or a group (e.g. monuments, works of art public benefit projects etc.) • Kicks, punches • Physical assault or harassment	Communication with parents/ guardians Self- Reflection Form Written reprimand Compensation (if needed) Deprived participation/ Suspension	Communication with parents/ guardians Written reprimand Compensation (if needed) Deprived participation/ Suspension	Communication with parents/ guardians Written reprimand Community service Compensation (if needed) Deprived participation/ Suspension	Communication with parents/ guardians Community service Deprived participation/ Suspension Compensation (if needed)	Communication with parents/ guardians Meeting(s) with children and their families Deprived participation/ Suspension Compensation (if needed)	Deprived participation/ Suspension Involvement of an Educational Psychologist Inform the Observatory and/or invite the Immediate Intervention Group (if needed) Compensation (if needed)

(Όδηγός) Σχολεία στα Ρατσισμού του κατά Συμπεριφοράς)
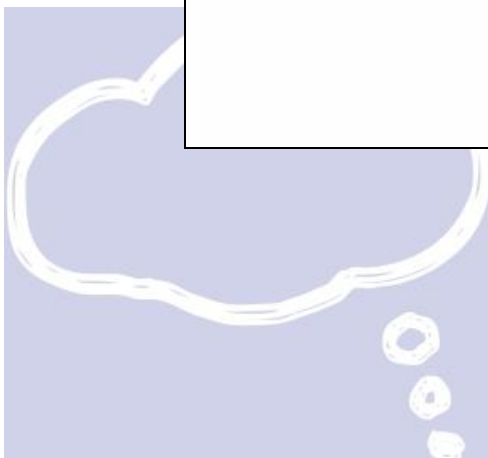
Form 1: Racist Incident Recording Form

For reference purposes, the school has to keep a record of all racist incidents that may have occurred and send it by email to kodikas@cyearn.pi.ac.cy. , at the end of each school year (see Form 2)

On information on how to fill in the form send an email to kodikas@cyearn.pi.ac.cy.

Form 1: Racist Incident Recording Form

District	
School	
Date and Time of Incident	
Name and characteristics of perpetrator(s) (ethnicity, religion, color, community, language, residency status, previous involvement in similar incidents)	
Name and characteristics of victim(s) (ethnicity, religion, color, community, language, residency status, previous involvement in similar incidents)	

Tick √ were applicable

Victim/Victims-recipient/recipients		Perpetrator /Perpetrators	
Student		Student	
Teacher		Teacher	
Other- member of the school community(please specify)		Other – member of the school community (please specify)	

Characteristics which may have triggered racist behavior (Tick√. More than one option may be applicable):

Color		Religion	
Community		Political or other convictions	
Language		National or ethnic Origin	
Appearance (please specify)		Age	
Disability		Sex	
Sexual Orientation		Residency Status	

Place Incident Occurred (Tick √):

Classroom		Corridors	
Playground		Outside school grounds	
School field		Cyber Incident	
		Other (please specify)	

Short Description of incident:

The incident was reported by (Tick√.):

The victim/ Recipient	
A student who witnessed it	
A student who heard about it	
A teacher who witnessed it	
A teacher who heard about it	
Other (please specify)	

Sanctions (see Guide) and actions taken (Tick √. More than one option may be applicable.)

Self-reflection form	
Oral Reprimand	
Written Reprimand	
Communication with Parents/Guardians	
Community service	
Compensation	
Meeting held with students and their families	
Deprived Participation/Suspension	
Other (please specify)	

Additional comments made by the Principal or Senior Manager/Educator in charge:

_____

_____

_____

_____

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Form 2: Annual Incident Recording Form

For reference purposes of the racist incidents that took place during the year _____

On information on how to fill in the form send an email to kodikas@cyearn.pi.ac.cy.

Form 2: Annual Incident Recording Form

District	
School	
Principal	
Senior Manager/Educator in charge	
Date	

Please note the **total number** (TN) where applicable

Total number of victims/perpetrators

Victim/Victims-recipient-recipients	TN	Perpetrator/Perpetrators	TN
Student		Student	
Educator		Teacher	
Other - member of the school community (please specify)		Other - member of the school community (please specify)	

Total number of every characteristic which may have triggered racist behavior

Characteristic which may have triggered racist behavior	TN	Characteristic which may have triggered racist behavior	TN
Color		Religion	
Community		Political or other convictions	
Language		National or Ethnic Origin	
Appearance (please specify)		Age	
Disability		Sex	
Sexual Orientation		Residence status	
Gender Identity		Other (please specify)	

Total number of places incident occurred

Place incident occurred	TN	Place incident occurred	TN
Classroom		Corridors	
Playground		Outside school grounds	
School field		Cyber Incident	
		Other (please specify)	

Total number of individuals who reported the incident

Individuals who reported the incident	TN
The victim/Recipient	
Students who witnessed it	
Students who heard about it	
Educators who witnessed it	
Educators who heard about it	
Other (please specify)	

Total number of actions/sanctions taken (see Guide)

Sanctions/Actions	TN
Self-Reflection Form	
Oral Reprimand	
Written reprimand	
Parents/Guardians informed	
Community service	
Compensation	
Meeting with children and their families	
Suspension	
Other(please specify)	

Self-Reflection Form

Name:…………………………………………………………………………………………….

Year and Class: …………………………………………………………………………………

Parent/Guardian Signature: …………………………………………………………………….

Date: …………………………………………………………………………………………...

You have been asked to fill in the self-reflection form as a way to reflect on how your behavior may have affected other members of the school community and how your behavior needs to change. You need to carefully think of the way you have behaved and fill in this form before going back to your classroom.

1.   Why were you asked to fill in this form?

2.   Which classroom/school rules did you fail to follow?

3.   What were the consequences of your behavior for you?

4. What were the consequences of your behavior for other members of the school community?

5. How else could you have behaved?

6. Is there anything that you could do to make things right?

Written Reprimand Form

School Information:

_____

Written Reprimand

Dear _____

With this letter we would hereby like to inform you that this is the...................time that you have displayed racist behavior at our school. We would like to remind you that we apply the Code of Conduct against Racism, therefore, such behaviors are not acceptable at our school. We would like you to reflect on your actions and words as well as the potential consequences on the well-being of other children at our school. We are hopeful you will not display such similar behaviors that may render other children at our school feel insecure or scared.

Sincerely,

_____

Principal _____

Parent's / Guardian's name: _____

Signature:
_____

The Code of Conduct against Racism and Guide for Managing and Recording Racist Incidents was based on the following sources:

Commission for Racial Equality (2002) Framework for a Race Equality Policy for Schools, London.

Conference of Education Systems Chief Executive Officers (2000) Racism. No way! A guide for Australian schools, NSW Department of Education and Training, Australia (available at **http://www.racismnoway.com.au/teaching-resources/school-planning/guide.pdf**).

Make a Case Against Racism: a guide for teachers of grades 4-7, British Columbia, Ministry of Citizens' Services, Canada (available at **http://www.embracebc.ca/local/embracebc/pdf/make_a_case_teachers_guide.pdf**).

New South Wales Department of Education and Communities (revised February 2013) Taking Action, Keeping Safe: a resource for student leaders to counter bullying, Sydney (available at **http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/antibullying/takingaction.pdf**).

Northumberland County Council, The Equalities Team (September 2011) Recording, Reporting and Responding to Racist Incidents: Information and guidance for Northumberland Schools.

Olweus, Dan (2009) Εκφοβισμός και βία στο Σχολείο, ΕΨΥΠΕ, Αθήνα.

Pollock, M. (Ed.) (2008) Everyday Antiracism, The New Press, New York and London.

Surrey County Council (2010) Guidance for Surrey Schools on Reporting and Responding to Racist Incidents, Children, Schools and Families Directorate: Schools and Learning Service (available at **http://www.surreycc.gov.uk/__data/assets/pdf_file/0016/177100/Guidance-on-Reporting-and-Responding-to-Racist-Incidents.pdf**).

The English School Code of Conduct, English School, Nicosia (available at **http://www.englishschool.ac.cy/index.php?link=schoolpolicies_coc.php**).