



Staploe Education Trust:
Primary Schools

Prejudice-Related Incidents Policy

| | |
|---|---------------------------------|
| Policy approved for Kennett, The Shade & The Weatheralls Primary School | |
| Version: | 3.0 |
| Author: | Headteachers of primary schools |
| Approved by: | Advisory Body |
| Date: | Autumn 2024 |
| Review date: | Autumn 2027 |

Contents

| | |
|--|----|
| 1. Introduction and Aim..... | 3 |
| 2. Definitions..... | 3 |
| 3. Examples..... | 3 |
| 4. Dealing with Prejudice-related Incidents..... | 4 |
| 5. Recording and Reporting Incidents | 5 |
| 6. Support for the Victim..... | 5 |
| 7. Whole-School or Institutional Issues | 6 |
| 8. Policy Review | 6 |
| Appendix 1: Guide to challenging prejudice-related language and stereotyping..... | 7 |
| Appendix 2: Prejudice Incident Report Form..... | 11 |
| Appendix 3: Model letter to the parents or carers of the perpetrator of a prejudice-related incident ... | 14 |
| Appendix 4: Model letter to the parents or carers of the target of a prejudice-related incident..... | 15 |
| Appendix 5: Model letter to parents or carers about work undertaken to address an equality issue ... | 16 |

Diversity Statement

Our primary schools are part of an inclusive and diverse community in which all those connected to the schools feel proud of their identity and ability to fully participate in school life knowing they belong to our school family.

We strive to create foundation for an inclusive society that embraces difference and teaches an acceptance and respect of people who are different to ourselves.

We tackle discrimination through the positive promotion of empathy and equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

We celebrate differences in all of our staff, children, families and community without discrimination.

1. Introduction and Aim

1.1 The aim of this policy is to provide guidelines for The Shade, The Weatheralls and Kennett Primary School to establish effective procedures for the reporting and recording of prejudice-related incidents.

1.2 It will ensure that action is taken to support the victims of prejudice incidents and to deal with perpetrators appropriately. The policy has been informed by the following documents:

- Equality Act 2010 – protected characteristics of age, disability, ethnicity, gender, gender identity, marriage & civil partnership, pregnancy & maternity, religion & belief, sexual identity and orientation.
- Learning for All: Standards for racial equality in schools (CRE, 2000)
- Home Office Code of Practice on reporting and recording racist incidents in response to recommendation 15 of the Stephen Lawrence Inquiry Report (April 2000)

1.3 We all have a responsibility to challenge prejudice in our institution by giving due regard to the Public Sector Equality Duty (2011). Action will only be successful if it forms part of a wider policy which is embedded within all our practices.

2. Definitions

2.1 Our definition of a prejudice-related incident is that of recommendation 12 of the Report of the Stephen Lawrence Inquiry:

"A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person."

Throughout this policy the term "staff" relates to all employees and volunteers working within the Trust and any of its schools.

3. Examples

3.1 A prejudice-related incident may include:

- derogatory name-calling, insults, jokes and language
- verbal abuse and threats

- physical assaults
- ridicule based on differences of colour, disability, gender identity, race, ethnicity, nationality, culture, religion, sexual orientation or language
- refusal to co-operate with others because of any of the above differences
- racist comments
- LGBT+ phobic graffiti
- written abuse
- damage to property
- incitement of others to act in a racist manner
- provocative behaviour such as wearing racist badges or insignia
- bringing racist materials such as leaflets, magazines or computer software onto the premise, or sharing content online
- recruiting other young people to prejudice-based organisations or groups

Please refer to **Appendix 1** for some practical guidelines in dealing with prejudice-related language and stereotyping.

- 3.2 Even if the victim of an incident does not complain, it should be treated as a prejudice-related incident if another person perceives it as such. For example, a member of staff overhears a child calling a Traveller child a derogatory name. The adult records this as a racist incident, even though the abused child does not complain to him or her.

4. Dealing with Prejudice-related Incidents

- 4.1 No incident that is, or appears to be prejudicially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.
- 4.2 They should make explicit that any such behaviour is unacceptable and contravenes the school's policy, culture and ethos.
- 4.3 If the member of staff is unable to resolve the matter, it should be referred to the Headteacher.
- 4.4 The action to be taken will depend on whether the perpetrator is known and whether he/she is a pupil, a member of staff or an outside perpetrator.
- 4.5 Where the perpetrator is a member of our school community, staff should explain why prejudice-based behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the school's behaviour policy.
- 4.6 The parents or carers of all perpetrators and victims will be informed of the incident and action taken. **See appendix 3 for model letters.**
- 4.7 Prejudice-related harassment or any form of such behaviour from any members of staff towards any pupil, parent or other member of staff will not be tolerated, and will be dealt with as a serious breach of the Staploe Education Trust's All Adult Code of Conduct, Bullying and Harassment and/or Disciplinary Rules (this list is intended as a guide and is not exhaustive). We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving prejudice-based harassment they will face disciplinary sanctions up to and including dismissal.

- 4.8 Where there is an outside perpetrator, staff should attempt to discuss the matter with them and if necessary refer them to the headteacher.

5. Recording and Reporting Incidents

- 5.1 In line with the recommendations of the documents cited in 1.2, The Shade, The Weatheralls and Kennett Primary School records all prejudice-related incidents, **see appendix 2**; Prejudice Incident Reporting Form. This includes the following details:
- Date
 - Names, gender & ethnicity of perpetrators and victims
 - Nature of incident
 - SLT action taken in response
 - Name of the person reporting the incident
 - The Prejudice-Related Incident Report Form is below in Appendix 2, once details have been gathered they are reported electronically by the school office or a member of SLT via this link: [Prejudice-Related Incident Reporting Form](#)
 - Letters sent home to parents are saved in My Concern as a prejudice related incident to ensure that we can track patterns of behaviours.
- 5.2 All incidents will be monitored for ethnicity to ensure that potentially racist incidents are not overlooked.
- 5.3 Although some incidents may seem minor, it is still important to log them as repeat incidents often mean that earlier reports assume greater importance.
- 5.4 Parents, carers and advisory bodies are informed of the number and nature of prejudice-related incidents and the action taken to deal with them.
- 5.5 The pattern and frequency of these incidents are analysed in order to inform future planning.
- 5.6 Details of the pattern and frequency of these incidents are held by Staploe Education Trust and may be reported to the LA on the Prejudice Incident Reporting website provided by the county. [Prejudice Reporting for Education \(PRfE\)](#)
- 5.7 We will advise the police of any such incidents that may be categorised as hate crimes.

6. Support for the Victim

When dealing with prejudice-related incidents involving pupils, staff should:

Listen attentively

- indicate they are pleased that the young person has been able to tell them
- remain calm and reassuring
- accept their language and terminology
- remember that to confide in a member of staff may need considerable courage

Acknowledge

- acknowledge the feelings of the young person
- confirm they were right to make the disclosure

- show they understand the difficulty in discussing the matter
- establish whether the incident is part of a pattern
- reassure while explaining the need to take the matter further

Report

Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the victim is adamant that they do not want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim, e.g. Age, self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Support

- 6.1 Recognise that victims will need immediate support to address the trauma and impact on self-confidence and image. They must be reassured that the matter will be treated seriously and that a full investigation will take place.
- 6.2 Ensure that parents or carers are aware of the incident and kept informed of the progress of any investigation as appropriate. It may be necessary to either provide support or encourage parents or carers to seek support for themselves and other members of the family.
- 6.3 We recognise that members of staff can also experience prejudice-based harassment from pupils, from other staff, from parents/carers, or members of the public. We will support them in the same way as we would pupils.

7. Whole-School or Institutional Issues

- 7.1 Prejudice related incidents have an impact on the School community and on the wider community it serves. We commit ourselves to an anti-prejudiced, fully inclusive approach. We work hard to ensure that all pupils feel a sense of belonging and know they are valued. As such we teach children to value and respect diversity.
- 7.2 SLT has responsibility for leading implementation of this policy.

8. Policy Review

- 8.1 This policy will normally be reviewed on a 3-year cycle. This review may be brought forward as required by the Trust to reflect change in supporting advice/guidance.

Appendix 1: Guide to challenging prejudice-related language and stereotyping

Effectively Challenging Prejudicial Behaviours

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring. The conversation must support and challenge without creating defensive feelings, as this will have an impact on how they talk about such incidents in the future. Ensure this is an open, calm conversation to avoid the child feeling defensive.

Suggested questions to ask a child when discussing the incident;

- Restate what you believe was said
- What happened?
- Ask what he/she meant by the words used e.g. 'black'. Ask them to be honest e.g. was it about skin colour?
- Were you aware that what you said sounds prejudice and could hurt someone's feelings? (explain the word prejudice if not known)
- What were you feeling at the time? Scale 0 – 10 (0 calm and 10 angry) Now they've had time to reflect, do they see this could be seen as prejudice?
- Ask what she might do differently next time.
- How can we repair this with the victim?

Challenge the discriminatory behaviour, rather than the person

Labelling someone as, for example, 'a racist' or 'a homophobe' has the potential to inflame the situation and is not an effective approach. It is important that the focus is on the behaviour that has been displayed and that all involved know that it is this behaviour which is unacceptable and needs to change.

Make sure that you explain why the behaviour is unacceptable

If the pupil is just told that the behaviour is wrong and/or punished for it without understanding the reason why, it can just breed a sense of injustice and a feeling of not being understood.

Engage with the underlying anxieties that the perpetrator may have which are being expressed through this unacceptable behaviour

Perpetrators of prejudice-related incidents may have low self-esteem and/or concerns about loss of identity and belonging. They may have picked up attitudes and fears from the media, or from family and peers. Let the perpetrator know that you understand why they might be feeling this way and try to address their underlying issues. Just dismissing their concerns or giving intellectual arguments as to why they are wrong has the potential to create bitterness, a feeling that they have not been listened to and to reinforce their prejudice and fear.

Speak with witnesses as well as the perpetrator(s)

It is important that all witnesses understand the reasons why the behaviour was unacceptable, so they understand why the perpetrator is being sanctioned and don't believe that the perpetrator has been treated unfairly. Perpetrators of prejudice-related incidents are often acting as a group or

believe that they are acting on behalf of, and have the support of, a group, so it is important not to just focus on those obviously directly involved in the incident and further work to educate and create understanding should involve witnesses and the wider school community where possible.

Put educational programmes in place to deal with the underlying attitudes

Education rather than punishment is the most effective way of creating behavioural change and reducing the number of prejudice-related incidents in the school. Sometimes teachers can feel trepidation about undertaking this work for fear of opening a can of worms or introducing ideas of prejudice where they did not previously exist. However, young people are usually bursting with questions about these issues and want to have an opportunity to speak about diversity and inclusion. If these questions are left unanswered, young people often come up with their own, inaccurate conclusions and can harbour prejudicial attitudes affecting themselves and others around them.

Challenging Prejudice Language

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. The following scripts can be adapted for use in challenging a variety of forms of prejudice.

Staploe Education Primary School responses:

- The school policy says that we are all responsible for making this a safe and happy place for everyone. That kind of language is racist / disablist / sexist / homophobic / bi/transphobic (etc.) and makes people feel unsafe and unhappy. Therefore, it is unacceptable.
- That word is insulting and so it is not OK to use at The Shade, The Weatheralls and Kennett Primary School.
- In line with The anti-bullying policy, prejudice-related language is not tolerated.
- At The Shade, The Weatheralls and Kennett Primary School we always try to be kind to each other and when you use 'gay' like that it is unkind.
- At The Shade, The Weatheralls and Kennett Primary School we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.
- It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.
- At The Shade, The Weatheralls and Kennett Primary School we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender, religion or ethnicity.

Question:

- What do you think that word means? What are your reasons for saying that?
- What makes you think that? Why do you think that is the case? How do you know?
- How would you feel if someone spoke about you in that way?
- Do you realise that what you said is racist / disablist / sexist / homophobic / bi/transphobic (etc.)
- Can you explain what you mean by calling that 'gay'?
- That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?
- Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?
- What did you mean by saying he kicks like a girl?

Direct Challenge:

- Language like that is not acceptable
- You might not think that remark is offensive, but it is.
- What you are saying presents a very stereotypical view of what men and women are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

Personal Response

- I'm not happy with what you said
- Racist / disablist / sexist / homophobic / bi/transphobic language offends me. I don't want to hear it again
- What you said really disappoints/disturbs/upsets/angers me. I hope you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such language.

Guidelines for Dealing with Prejudice-Related Incidents

The following guidelines are designed to aid staff members deal with prejudice-related incidents which occur between pupils, between staff, and between staff and pupils.

Immediate Action:

- treat the issue seriously - remember that someone's perception is their reality at the time and that incidents should not be dismissed and ignored
- respond immediately - acknowledge that the incident has happened, express disapproval at the prejudice-related behaviour and offer support to the target of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person, making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour is not acceptable and the reasons why.

Investigation

- Inform relevant members of the senior leadership team and inform parents or carers
- Ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident, ensuring privacy for discussion, and using a calm and non-confrontational approach
- Ask both the perpetrator how they felt at the time? Scale 0-10 (0 calm and 10 angry)
- Address underlying issues, for example, an incident may not be prejudice-related in origin, instead it might be a dispute over resources in which prejudice-related abuse has been used; in which case the original issue should be resolved as well as the unacceptable behaviour that made it a prejudice-related incident
- Approach witnesses for written statements to inform the investigation
- If the victim feels comfortable, bring both parties together to give them a chance to be involved in resolving the situation, ensure that all parties understand what is being done to address the incident and the reasons behind this
- Ensure that the prejudice is dealt with - this requires an ability to explain why the incident was prejudice-related if the investigation proves it to be. If the incident is proven not to be prejudice-related, ensure that the reasons why are explained to all parties involved
- Ensure that actions taken are in line with the relevant policies in place at the school.

Longer Term Response:

- Agree follow up meetings with the perpetrator and victim after an agreed time period, for example, one or two weeks, to inform them of further actions taken and provide opportunities for additional support if required
- Give the perpetrator the opportunity to take responsibility for their actions and to take action to try to repair the harm that they have caused
- Share incident monitoring reports with staff to ensure relevant discussion and development of good practice, to include training, as necessary
- Provide curriculum opportunities for (all) pupils to develop their understanding of prejudice and discrimination
- Work with other agencies and the community to foster good relations within the school
- Reinforce the school's position on equality and diversity
- Victims and parents have a right to refer cases to the police and all parties have a right to appeal to the Advisory Body.

Appendix 2: Prejudice Incident Report Form

Nature of incident (*tick as many as appropriate*)

| | | | | | |
|---------------------------|--|-------------------------------------|--|----------------------|--|
| Ageist | | Marital or Civil Partnership status | | Sexist | |
| Biphobic | | Pregnancy related | | Social Class | |
| Disability or SEN related | | Racist | | Transphobic | |
| Homophobic | | Religious | | Other (Please state) | |

| | Name | Year Group | Gender | Ethnicity |
|-------------|------|------------|--------|-----------|
| Victim | | | | |
| Perpetrator | | | | |

| | | | | |
|-------------|--|--|--|--|
| Victim | | | | |
| Perpetrator | | | | |

Summary of Incident

| | | | |
|-------------------------------------|--|--------------------------|--|
| Comments and language | | Provocative behaviour | |
| Cyber-bullying | | Ridicule/Ostracism | |
| Damage to property | | Verbal Abuse and Threats | |
| Discriminatory Behaviour | | Written/Text Abuse | |
| Graffiti | | Other (Please state) | |
| Intimidation / Coercion / Extortion | | | |
| Physical Assault | | | |

Staff Member dealing with incident..... **Date:**

In the box below, please provide a detailed and accurate summary of the incident including names and year groups of students involved (continue on reverse if necessary)

| |
|--|
| |
|--|

SLT action taken

| | | | |
|---|--|--|--|
| Discussed at Staff Briefing | | Followed up in PSHE or other curriculum area | |
| Discussed with others involved or witnessing the incident | | Reviewed equality policy /objectives/ action plan | |
| Discussed with Parents/Carers -Perpetrator | | Written follow up with parents/carers | |
| Discussed with Parents/Carers – Victim | | Fixed Term / Permanent Exclusion | |
| Discussed with perpetrator / Victim | | Followed up in assembly | |
| Discussed with police | | Followed Circle Time | |
| Referral to Early Help | | Referral to police | |
| Is this the first Prejudice incident for the perpetrator? | | Is this the first Prejudice incident for the victim? | |
| Logged as Prejudice related incident on My Concern | | | |

Notes:

Resolution Notes

Signed by Staff Member: Date:
Signed by Headteacher Date:

Appendix 3: Model letter to the parents or carers of the perpetrator of a prejudice-related incident

NOTE: A member of the school staff should have made every effort to speak to parent(s)/carer(s) immediately following the incident. Please alter the wording in the letter if necessary to take account the age of the pupil(s) etc.

(Name and address)

Dear

I regret to inform you that (name of pupil) was involved in a prejudice-related incident on (date)

Unfortunately, (details of the incident)

The school has a very clear equality policy/anti-bullying policy/behaviour policy/home school agreement and under the Equality Act 2010 we have a duty to eliminate discrimination and foster good relations in school, therefore we do not tolerate any type of discriminatory behaviour. As a result, we have taken the following action: (details of action)

I would be grateful if you could spend some time talking to (name of pupil) about the reasons why the incident occurred, and to explain the seriousness of their behaviour.

I would like to invite you into the school for a short meeting about the incident, in order to ensure that we can support you to promote (name of pupil)'s appropriate behaviour and avoid (name of pupil)'s involvement in prejudice-related incidents in the future. Please arrange a convenient time with the school office.

Thank you in anticipation for your support in this matter.

Yours sincerely

Headteacher

Reply slip

I confirm I have received the above letter and agree to make an appointment to discuss the incident with you.

Signed: Date:

Appendix 4: Model letter to the parents or carers of the target of a prejudice-related incident.

NOTE: A member of the school staff should have made every effort to speak to parent(s)/carer(s) immediately following the incident. Please alter the wording in the letter if necessary to take account the age of the pupil(s) etc.

(Name and address)

Dear

I regret to inform you that (name of pupil) was the target of a prejudice-related incident (date)

We have spoken with all involved and gained as much information as possible. We have assured (name of pupil) of our support and explained the actions we will be taking. The class teacher/Youth & Wellbeing Worker will offer personal support and monitor the situation.

The school has a clear policy and procedures for dealing with these kinds of incidents and you are welcome to see copies if you so wish. In line with school and local authority procedures we have taken the following action in dealing with the incident: (details of action taken)
We encourage pupils to report all such incidents and always record them and the actions which follow.

I would like to invite you into the school for a short meeting about the incident, in order to ensure that we can help you to support (name of pupil) at home and school over this matter. Please arrange a convenient time with the school office.

Yours sincerely

Headteacher

Reply slip

I confirm I have received the above letter and agree to make an appointment to discuss the incident with you.

Signed: **Date:**

Appendix 5: Model letter to parents or carers about work undertaken to address an equality issue

Dear

I am writing to inform you about a programme of work we will be undertaking with (year group/class) to address (details of the equality issue).

It has come to our attention that this has recently become an issue within (year group/class). This jeopardises the safe and inclusive environment that the school continually strives to provide for all of its pupils. In accordance with our equality and diversity policy/anti-bullying policy/behaviour policy as well as our duty to eliminate discrimination and foster good relations in school as set out by the Equality Act 2010, we are strongly committed to tackling this issue. The programme of work will commence on (date of programme) and will look to (aims of programme):

I hope that you will support this programme of work and our wider commitment to equality. If you have any questions or concerns please contact me on (contact details)

Yours sincerely,

Headteacher