



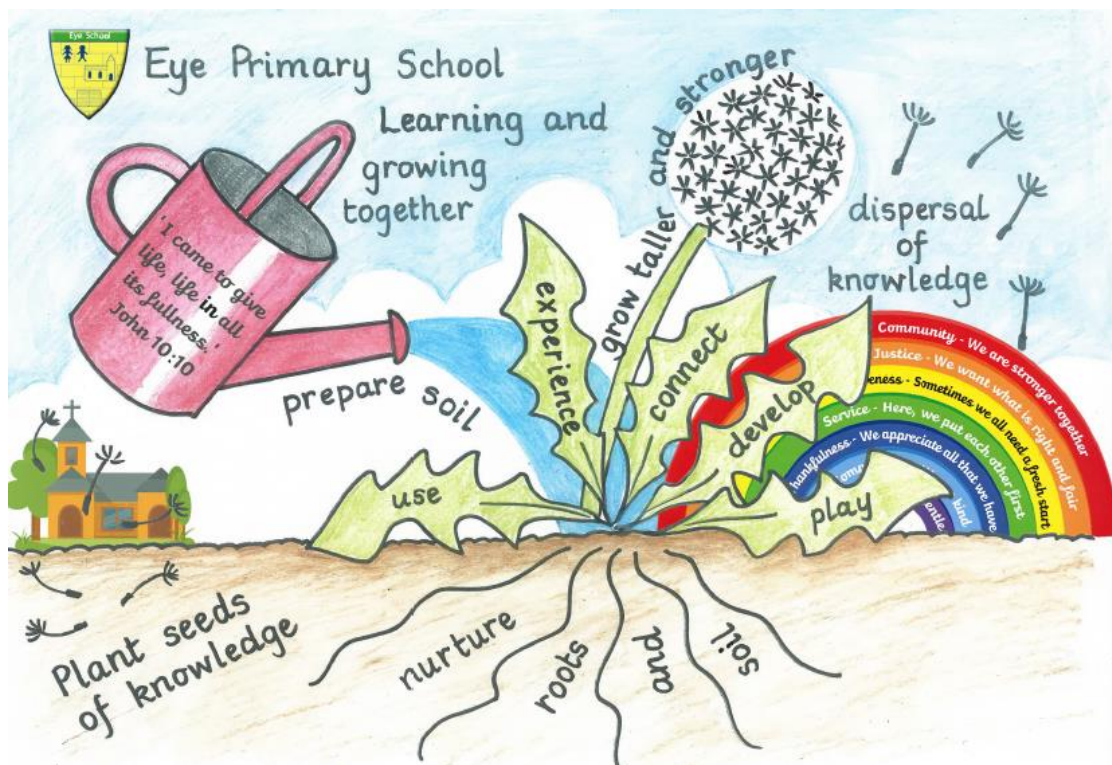
Eye C of E Primary School



Learning and Growing Together

"I came to give life, life in all its fullness." John 10:10

Policy for Dealing with Prejudice Related Incidents



Policy Updated: October 2024

Ratified by:

To be reviewed: October 2026

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

1. Aims

At Eye C of E Primary School, we want to provide every opportunity for children to learn to respect one another. This is a vital part of living out our vision of 'Learning and Growing Together for Life in All its Fullness.' We are aware of our responsibilities under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. We celebrate the wide range of ethnic groups, cultures, languages and religious beliefs that are to be found in our school community and beyond. We seek to be welcoming to all different types of people and families and equally inclusive of people who have a disability and those who do not. This forms part of our wider work within school in promoting the British Values of mutual respect and tolerance.

We recognise that prejudice-related incidents do happen and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community. By effectively tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff. In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our children for life in modern Britain and to thrive in a diverse, globalised world.

The aims of this policy are to:

- establish an agreed definition of prejudice-related incidents;
- share the principles behind our programme of preventative education;
- detail how we respond to, report and monitor prejudice-related incidents.

This policy should be read in conjunction with our Equality, Equity, Diversity and Inclusion Policy, Behaviour Policy and Antibullying Policy.

2. Defining Prejudice Related Incidents

At our school we define a prejudice-related incident as:

- any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

We know that experiencing a prejudice related incident has a significant, negative and lasting impact on a child's emotional and mental wellbeing.

We will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice-related. We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

- use of prejudicial language; ridicule and jokes; verbal abuse; physical assault; graffiti or damage to property; discriminatory behaviour e.g. refusing to work with a person; incitement to behave in a prejudicial manner; bullying, including cyber bullying.

3. Prejudice-Related Incidents and Bullying

We recognise that:

- any child may be affected by bullying
- sometimes bullying is related to prejudice.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying:

At Eye (CE) Primary School we define bullying as: Emotionally or physically harmful behaviour which is:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling defenceless.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have. See our Antibullying Policy for information about how we respond to reports of bullying.

4. The Role of Preventative Education

We recognise that effective preventative education can reduce the chance of prejudice related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school vision, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture.

Our preventive education fulfils the following relevant sections of the DfE statutory requirements for Relationships and Sex Education (RSE) and Health Education (2020).

By the end of primary school pupils should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care, (Family and people who care for me).
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs, (Respectful Relationships).
- what a stereotype is, and how stereotypes can be unfair, negative or destructive, (Respectful Relationships).

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

These aspects of the Curriculum will be taught via:

- PSHE through designated lessons, participation in focused events and themed weeks
- Other curriculum areas, especially English, RE and Computing
- Collective Worship themes
- Other enrichment activities

We primarily use Kapow Primary and the resources recommended within it when planning and delivering PSHE. The units of work particularly relevant to these themes include Families and Relationships, Health and Wellbeing and Citizenship. For further information about our PSHE Curriculum, including how we select appropriate teaching resources and external visitors see school website.

5. Responding to Prejudice-Related Incidents

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator. The terms victim and perpetrator are used within this policy as they are terms that are easily understood, however care should be taken not to use these terms in front of involved parties. When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident (see appendix 1)
- 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 was not acceptable and why.

Prejudice-related incidents will always be properly investigated (by a class teacher or senior leader as is deemed most appropriate). The person investigating will:

- ensure that immediate support is offered to the victim. This should be by an adult with whom the victim has a positive relationship. This support should acknowledge their feelings, reassure them that the matter will be treated seriously and ascertain whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident (in writing if appropriate)
- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed
- where appropriate, ensure that there are subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.

See appendix one for flowchart for dealing with prejudice-related incidents.

6. Recording and Reporting Prejudice-Related Incidents

Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the Designated Safeguarding Lead.

The concern should be logged on My Concern.

The Designated Safeguarding Lead will then report all prejudice-related incidents to the LA using the online system 'PRfE' (Prejudice Reporting for Education: Prejudice Reporting for Education). PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the school and the LA.

There may be occasions where a prejudice-related incident may need to be reported to the police as a potential hate incident or a potential hate crime. Police and the Crown Prosecution Service classify hate incidents as any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to disability, race, religion, transgender identity or sexual orientation. (N.B. this list is shorter than the list of protected characteristics). If a crime may have been committed the category of a potential hate crime may apply. As the age of criminal responsibility in England is 10 years old, this category is unlikely to apply if the perpetrator is under 10. Criminal offences might include behaviour such as: malicious communications, assault, public order offences, criminal damage, harassment or sexual assault.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

7. Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with equality legislation.
- monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Headteacher with support from the rest of the Senior Leadership Team, is responsible for:

- ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents
- ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support
- providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities
- monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them
- reporting prejudice-related incidents to the Governing Body and Local Authority

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

- setting and monitoring equality objectives in partnership with the Governing Body and other school leaders.

Teachers and all other members of support staff are responsible for:

- challenging prejudicial attitudes and behaviours
- complying with school policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to prejudice-related incidents according to school policy
- reporting incidents when they occur.

8. Review

This policy will be reviewed regularly by the Headteacher and the Governing Body, taking into account the frequency and pattern of prejudice-related incidents across the school. This will take place at least every 2 years

Appendix 1

Flowchart for dealing with prejudice-related incidents

<u>Action</u>	<u>Rationale</u>
<p>Teacher/staff member should acknowledge the incident immediately as it is heard or reported. 'I have heard you and you have done the correct thing by telling me, thank you. I will deal with this as soon as possible.' Perpetrator should be removed from the classroom, if possible.</p>	<p>Incident is given priority. Positive reinforcement and acknowledgement given to reporters.</p>
<p>Prejudice-related incident should be investigated by class teacher or senior leader (as appropriate but adult should remain consistent to that situation to avoid revisiting issues multiple times). Victim and perpetrator spoken to separately and given fair hearing to explain events. Speak with witnesses where appropriate.</p>	<p>Gain a clear picture of situation from all perspectives.</p>
<p>Provide support to the victim. This should be by an adult that has a positive relationship with the child. This support should:</p> <ul style="list-style-type: none"> • Acknowledge that the prejudice-related incident was wrong and that it will be dealt with accordingly. • Check that the victim is ok and determine whether they want to talk. • If the victim wants to talk- use affirming language and acknowledge that it is wonderful that we are all different and how it makes the world a better place. • If the victim does not want to talk or feels they are firm- remind them that you are there for them if they do want to talk at any time. 	<p>Support wellbeing of victim and reaffirm value and worth.</p>
<p>Ring parent/carer of victim</p> <ul style="list-style-type: none"> • Inform parents/carers that prejudice-related incident has occurred and inform them of policy and procedures that have been followed in line with behaviour policy and dealing with prejudice related incidents policy e.g. reporting to LA. • Explain to parents/carers that this is something this not tolerated at Eye C of E Primary School, that we have followed our procedure that has been created to promote dignity and respect for all as well as creating an environment where children and staff can be free from of bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all are recognised and valued. • Explain to parents/carers that their child has been supported and reassured that what was said/done is wrong and that a trusted adult has checked on their wellbeing and given them the opportunity to talk about the incident. • State to parents/carers that we are aware that 'racism/homophobia etc.' is a sensitive topic and ask if there is anything else that they feel we can do as a school to support the child or the family in this instance. • Inform parents/carers that the perpetrator is being educated and has been told that this behaviour, i.e. 	<p>Ensures parents/carers have clear picture of how the incident has been dealt with. Ensures that incidents can be dealt with sensitively and appropriately for each individual. Offers further support to child/parents/carers/family where required.</p>

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

<p>racism, will not be accepted in Eye C of E Primary School</p> <ul style="list-style-type: none"> • Ensure parents/carers know that they can come in for further discussion if they wish to 	
<p>Ring parent/carer of perpetrator</p> <ul style="list-style-type: none"> • Inform parents/carers that prejudice-related incident has occurred and inform them of policy and procedures that have been followed in line with behaviour policy and dealing with prejudice related incidents policy e.g. reporting to LA. • Explain to parents/carers that this is something this not tolerated at Eye C of E Primary School, that we have followed our procedure that has been created to promote dignity and respect for all as well as creating an environment where children and staff can be free from of bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all are recognised and valued. • Explain the sanction that has been given according to the behaviour policy- see 'high-level incidents' and that time will be spent educating the perpetrator to ensure that they understand the severity and impact of their behaviour on others. • Inform the parents/carers that it is important that school and parents/carers work in partnership and that we would appreciate them spending time talking to their child about this behaviour. Explain that a resource will be e-mailed to them to support with this further. 	<p>Ensures parents/carers understand severity of child's behaviour and the sanction that has been given.</p> <p>Ensures partnership between school and parents/carers in dealing with/responding to prejudice related incidents.</p> <p>Provides support to parents/carers in educating child appropriately and effectively regarding prejudice/discrimination.</p>
<p>Ensure appropriate education and sanction given to perpetrator in line with behaviour policy, see 'high-level incidents.'</p> <p>In discussion around the incident and providing education:</p> <ul style="list-style-type: none"> • spend time talking with the child about the incident, about our school GROW standards, which include respect, and how everyone in our school deserves to be treated equally with respect. • Clearly outline that the words/actions used were far from showing respect and were not acceptable at Eye CofE Primary School. • Remind child that our school is made up of hundreds of different children and adults and that each one is different. Refer to different languages, races, genders, abilities, hobbies, likes and dislikes. Explain that our school would be a boring place if it was made up of hundreds of the same person and how as a school we celebrate difference. We are all unique and, although we are different to each other, we should always be kind and show respect. • Link this to the comment/action that was made that was based on race/disability/gender etc. Talk about the impact that these comments have on others and the distress that they cause. • Ensure child is aware of the severity of the behaviour and how any further comments or behaviour of this nature would result in parents coming into school for a meeting 	<p>Ensures perpetrator clearly understands the severity of their behaviour and the impact that it has had on individuals.</p> <p>Provides education in an attempt to minimise chances of further prejudice related incidents.</p>

COMMUNITY FORGIVENESS SERVICE THANKFULNESS COMPASSION PEACE JUSTICE

<p>and a further significant consequence being given.</p> <ul style="list-style-type: none"> • Discuss with the child about how they could try to restore a relationship with the child/children that their behaviour was against. 	
<p>Support perpetrator in giving an apology to the victim and rebuilding relationships where this is welcomed.</p> <ul style="list-style-type: none"> • Ensure that the victim is asked ‘Do you think you can forgive that person for their behaviour towards you?’ • Help the victim to respond to an apology with ‘I forgive you’ rather than ‘It’s ok’ • Ensure that during the apology there is no attempt to justify the behaviour and that it is clearly stated that it was wrong. 	<p>Children are supported to rebuild relationships. Perpetrator takes responsibility for their actions and begins to repair harm caused. Reinforces that behaviour is not acceptable and will not be tolerated.</p>
<p>Ensure Designated Safeguarding Lead is informed. PRfE Form is completed for reporting to LA. Incident is reported on My Concern and Scholarpack.</p>	<p>Allows prejudice-related incidents to be monitored against DEI objectives.</p>
<p>Class teacher alongside SLT to consider where subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.</p>	<p>Ensures all children are educated and promotes diversity, equality and inclusion.</p>