



PREJUDICE RELATED INCIDENTS POLICY

THIS POLICY WAS APPROVED:	DEC 2022
POLICY VERSION:	VERSION 1.1
THIS POLICY WILL BE REVIEWED:	DEC 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	MIKE FISH
THIS POLICY WAS CONSULTED WITH:	LOCAL GOVERNING BOARD
THIS POLICY WAS DISTRIBUTED TO:	MARLEIGH PRIMARY ACADEMY STAFF

CONTENTS

1	Introduction	3
2	Related policies.....	3
3	Responsibilities	3
4	Definition	4
5	Examples of prejudice related incidents.....	4
6	Curriculum, assessment and achievement	5
7	Teaching and Learning	6
8	Partnership with parents and the community	6
9	Dealing with prejudice related incidents	6
10	Recording and Reporting incidents	7
11	Support for the target.....	8
12	Support for the instigator(s)	9
Appendix 1: PREJUDICE RELATED INCIDENT REPORT FORM		10

1 Introduction

- 1.1 At Marleigh Primary Academy (MPA) we aim to ensure all members of the academy community, regardless of age, ability, disability, gender, race, religion, belief or sexual orientation (or that of their family members) are given an equally high level of respect, inclusion, care and understanding. We seek to ensure all children have access to the full range of curricular, extra-curricular, pastoral and social opportunities offered by the academy. All adult members of the wider academy community can also expect equal access to opportunities and resources offered by the academy.
- 1.2 This policy details how we actively seek to eradicate prejudice related incidents and how incidents are dealt with when they do occur. It is written in line with the [Equality Act \(2010\)](#) and [The Equality Act 2010 and Academics](#), DfE, May 2014. It also actively supports the promotion of British values and preventing of radicalisation, as part of the government's *Prevent* strategy.

2 Related policies

- Prevent Policy
- Equality & Diversity Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- PSHCE Policy

3 Responsibilities

- 3.1 MPA's Local Governing Board are responsible for ensuring:
- the academy complies with the Equality Act 2010;
 - this and related policies are followed.
- 3.2 The headteacher is responsible for ensuring:
- this and related policies are readily available and shared with the academy community;
 - this and related policies are followed;
 - all staff know their responsibilities and receive induction, training and support in carrying these out;
 - prevention of prejudice related incidents is actively included as part of

the academy curriculum;

- appropriate action is taken when prejudice related incidents occur;
- the number of prejudice related incidents are reported to governors termly.

3.3 All staff are responsible for ensuring:

- prejudice related incidents are always dealt with;
- they understand the different forms that prejudice can take;
- promotion of equal opportunities, good relations, and avoidance of discrimination;
- they take opportunities for training, as appropriate.

4 Definition

4.1 MPA's definition of a prejudice related incident complies with that of recommendation 12 of the Report of the Stephen Lawrence Inquiry: "*A racist incident is any incident which is perceived to be racist by the target or any other person.*" This can be broadened to apply to any prejudice related incident.

5 Examples of prejudice related incidents

5.1 A prejudice related incident may include:

- derogatory name-calling, insults, prejudice related jokes and language;
- verbal abuse and threats;
- physical assault;
- use of the word 'gay' as an insult;
- ridicule based on difference or stereotype;
- refusal to co-operate with others because of any perceived difference;
- written abuse, including graffiti;
- damage to property;
- incitement of others to act in a prejudice related manner;
- provocative behaviour such as wearing prejudice related badges or insignia;
- bringing racist, sexist or homophobic materials such as leaflets, magazines or computer software onto the premises;

- inappropriate use of social media or the internet;
- recruiting other young people to prejudice related organisations or groups.

5.2 Even if the target of an incident does not complain, it should be treated as a prejudice related incident if another person perceives it as such. For example, if an adult overhears a child using the word 'gay' inappropriately, they should report this as a prejudice related incident, even though the abused child does not complain to him or her.

6 Curriculum, assessment and achievement

6.1 MPA monitors and evaluates its effectiveness in providing an appropriate, accessible and inclusive curriculum for pupils:

- of both sexes;
- learning English as an additional language;
- from minority ethnic groups;
- who are more able;
- with special educational needs and disabilities;
- who are looked after by the local authority;
- who are at risk of disaffection and exclusion;
- eligible for Pupil Premium funding.

6.2 All areas of the curriculum promote equality, global citizenship and positive attitudes to diversity. They challenge stereotypes and give children the skills to detect prejudice and bias, through resources, content and curriculum approaches.

6.3 Assessment methods are free from cultural bias. These are monitored by ethnicity and gender and are used to identify specific needs of groups of children, informing planning and resource allocation.

6.4 The ongoing attainment and progress of the above mentioned groups of children is tracked and monitored termly. Targets are set to remove any unjustifiable disparity in the attainment and progress of particular groups.

6.5 Extra-curricular activities and special events, e.g. academy productions, aim to cater for interests, maximise participation by all pupils and take account of parental preferences related to religion and culture.

7 Teaching and Learning

- 7.1 Teachers ensure that the classroom is an inclusive environment in which children feel they are valued. Where groups or individuals are marginalised, the teacher should take positive steps to include them. Teaching methods and styles take account of the strengths, aptitudes and needs of each child. Teaching styles include collaborative learning so that children appreciate the value of working together. Children are encouraged to listen to and respect each other's opinions. Teachers and support staff maintain high expectations of all children. Resources and displays should reflect the experience and background of pupils, promote diversity and challenge stereotypes in all curriculum areas.
- 7.2 All members of staff are expected to model appropriate behaviour which does not tolerate prejudice related behaviour.

8 Partnership with parents and the community

- 8.1 MPA welcomes the active involvement of parents and carers in their children's education as a means of effectively meeting the needs of all children. Proactive steps are taken to involve under-represented groups of parents in the life of the academy. Steps are taken to ensure that the induction process for new families is fair and equitable and that comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is recorded on admission forms.
- 8.2 Attendance will be monitored by ethnicity and gender and the data used to develop strategies to address poor attendance.
- 8.3 Provision must be made for children to take time off for religious observance.
- 8.4 Information and meetings for parents are made accessible to all and harder to reach families are actively encouraged to participate.

9 Dealing with prejudice related incidents

- 9.1 No incident that is, or appears to be, prejudice motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.
- 9.2 They should make explicit that any prejudice related behaviour is

unacceptable and contravenes the academy's policies, culture and ethos.

- 9.3 All prejudice related incidents should be referred to the headteacher as soon as possible.
- 9.4 Where the instigator is a pupil, staff should explain why prejudice related behaviour is unacceptable. Any disciplinary action taken will be in line with the academy's *Positive Behaviour Policy*.
- 9.5 The parents or carers of all involved will be informed of the incident and action taken. The parents and carers of targets will normally be informed of the incident and action taken, unless the target is unaware of the incident and staff consider that it would be damaging to the target to find out about the incident.
- 9.6 Prejudice related harassment or any form of prejudice related behaviour from any member of staff towards any pupil, parent or any other member of staff will not be tolerated, and will be dealt with as a serious breach of the academy's disciplinary procedures. When members of staff are found to have committed misconduct involving prejudice related harassment they will face disciplinary sanctions up to and including dismissal.
- 9.7 Where there is an outside instigator, staff should attempt to discuss the matter with them and if necessary refer them to academy policy and/or the headteacher.

10 Recording and Reporting incidents

- 10.1 All prejudice related incidents must be recorded on the form in appendix 1. Blank copies are kept in the headteacher's office. Completed forms must be returned to the headteacher as soon as possible. This will be scanned and kept electronically in a Prejudice Related Incident file.
- 10.2 A log will also be made in MyConcern, with the appropriate categories added: *homophobia, racism, sexism, religious intolerance* etc.
- 10.3 The headteacher, or a class teacher, will inform the parents of those involved of the nature of the incident and consequences following.
- 10.4 Although some incidents may seem minor, it is still important to log them as repeat incidents often mean that earlier incidents assume greater importance.
- 10.5 The headteacher reports to the Local Governing Board termly on the number

and nature of prejudice related incidents and the action taken to deal with them. This also enables frequency patterns to be monitored in order to inform future planning.

10.6 We will inform the police of any prejudice related incidents that may be categorised as crimes.

11 Support for the target

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

11.1.1 Listen attentively

- Indicate they are pleased that the pupil 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.

11.1.2 Acknowledge

- Acknowledge the feelings of the pupil.
- Confirm they were right to make the disclosure.
- Show they understand the difficulty in discussing the matter.
- Reassure, while explaining the need to take the matter further.

11.1.3 Report

- Indicate that the information needs to be shared with others in authority in order to stop further harassment. If the target is adamant that they do not wish any further action, the incident should, nevertheless, be recorded. In certain cases, the target's identity will need to be protected and the situation must be handled sensitively.

11.1.4 Support

- Recognise that targets will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.
- Ensure that parents are aware of the incident and kept informed of the progress of any investigation. It may be necessary to either provide

support or encourage parents to seek support for themselves and other members of the family.

- We recognise that members of staff can also experience prejudice related harassment from pupils, from other staff, from parents, or members of the public. We will support them in the same way as we would pupils.

12 Support for the instigator(s)

12.1 Following a prejudice related incident, the instigator(s) will be supported to understand the inappropriateness of their words and/or actions, and the effect these have had on the target(s). A restorative approach will be used, as detailed in the academy's Positive Behaviour Policy.

Appendix 1: PREJUDICE RELATED INCIDENT REPORT FORM

A. To be completed by member of staff witnessing or hearing about incident and given to headteacher as soon as possible.

Date and time of incident

Target's name	
Year group/age	
Observed by:	
Parents/Carers	<input type="checkbox"/>
Teaching staff	<input type="checkbox"/>
Support staff	<input type="checkbox"/>
Pupil	<input type="checkbox"/>
Other (identify)	<input type="checkbox"/>
.....	

Instigator's name	
Year group/age	
Observed by:	
Parents/Carers	<input type="checkbox"/>
Teaching staff	<input type="checkbox"/>
Support staff	<input type="checkbox"/>
Pupil	<input type="checkbox"/>
Other (identified)	<input type="checkbox"/>
.....	

Protected characteristic(s) concerned (*circle any that apply*):

age ability disability gender race religion/belief sexual orientation
 Marital status Pregnancy

Nature of incident (*circle any that apply*):

Comments and language Ridicule/ostracism Provocative behaviour
 Verbal abuse and threats Written abuse Graffiti
 Damage to property Physical assault
 Possession/distribution of inappropriate material
 Other (identify)

Details of incident

.....

.....

.....

Name of person completing Section A:

B. To be completed by the headteacher

Action taken

.....
.....
.....

Has a parent/carer of the target been informed? YES NO
Has a parent/carer of instigator been informed? YES NO

Perpetrator's ethnic origin (including Traveller or Refugee)

.....

Target's ethnic origin (including Traveller or Refugee)

.....

Record completed by

Signature of designated member of staff

Date

Copy to be kept in headteacher's Prejudice Related Incident file.

Anonymous report to be made to the PRfE website: www.pfe.education