



Policy for Dealing with Prejudice Based Incidents

This policy should be read alongside the Nottinghamshire Guidance for Schools

Vision

At The Lanes Primary School we believe that our pupils, young people, parents and carers, and all our staff should be able to live and work in an environment which is free from discrimination, harassment and victimisation. We want The Lanes to be a place where diversity is celebrated and individuals feel valued and respected for who they are. We want our community to feel safe and all our children and young people to feel supported to achieve irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances.

Guidelines for dealing with prejudice related incidents

The following major steps should be taken when dealing with incidents

- Identifying the behaviour
- Dealing with the perpetrator
- Supporting the victim
- Dealing with the impact of such incidents in the school and the community
- Younger children who are offenders may not fully understand the terms they are using and of course the focus here should be on education and not sanctions. However, staff should not underestimate the potential harm which even one-off incidents can have on even young children. Every incident therefore, however minor it may appear to be, needs to be taken seriously and addressed swiftly and effectively. Parents/carers have a key role to play in ensuring that the response is proportionate but clear where their child is the alleged offender. Similarly, parents/carers of any child who is the target will play a crucial role in supporting the child to come to terms with the experience. For this reason, parents/carers should be contacted as soon as possible after an incident has come to the attention of the school.

Identifying prejudice based behaviour

- This is a one off incident which is perceived by the victim or any other person to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with anyone from these groups.
- The Stephen Lawrence Inquiry Report (1999) defines a racist incident as: **"Any incident which is perceived to be racist by the victim or any other person."**
- Nottinghamshire's definition of a prejudice-related incident has therefore been developed from this, in accordance with the Equality Act 2010 and current government guidance as follows: **"A prejudice-related incident is any incident which is perceived to be so by the target or any other person"**
- We, as a staff, are aware that any such behaviour between or within any race, culture or religion will not be tolerated. In any discussion, an offensive comment cannot go unchallenged

Categories of incident

In order to identify prejudice based incidents in our school, the following categorisation of types of incidents has been produced:

- physical assault
- derogatory name-calling
- racist or offensive graffiti
- provocative behaviour such as wearing badges or insignia
- bringing offensive materials such as leaflets, comics or magazines into school
- verbal abuse or threats
- incitement of others to behave in a prejudicial way
- comments in the course of discussions in lessons
- ridicule of individual for cultural differences e.g. food, music, dress, etc

- refusal to co-operate with others because of their ethnic origin

Incidents in the community / out of school

- School staff may be told of incidents that have taken place outside of school.
- Particularly, in the case of cyber-bullying schools will need to be prepared to act; including making a record of this bullying. Schools are referred to local and national guidance available to support them to tackle cyber-bullying effectively. Staff will have to use their professional judgment as to which out of school incidents to record; however any serious prejudice-based incident or bullying should be reported and in some cases it will be necessary to involve the police.
- There may also be occasions when the police become aware of incidents in the community involving children and young people and the local Community Police Officer may want to discuss these with the school or ask whether any similar incidents or patterns of behaviour have been exhibited in schools. The Police will do their best to ensure that schools are kept informed of incidents in the community which may impact on behaviour within the school.

Dealing with perpetrators

All prejudice based incidents should be dealt with, no matter how trivial they may seem to be. The following general procedures may be followed in dealing with perpetrators:

Procedure

- Report to Headteacher or Deputy Head teacher
- Log incident on Incident Report Form (see Appendix 1)
- Place Incident Report Form in Incident File in Headteacher's office
- Class teacher or Head teacher to speak to parent or carer (dependent upon severity of incident/repeated incident)
- Parents/carers should be kept informed about any investigation that the school needs to undertake in establishing the facts of what has happened and given clear timescales as to the likely conclusion of any investigation. They should be informed about any actions taken to support their child and/or any sanctions/interventions which are being put in place. In some circumstances, parents/carers themselves may need some guidance and support

Support to victim and perpetrator

Short term responses

- Ensure the victim / target feels supported and is given space and the opportunity to talk about the incident
- Involve the parents and carers of victims / targets and perpetrators
- Identify a response in line with the seriousness of the incident
- Respect the wishes of the victim / target in terms of a response unless there are safeguarding concerns
- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following on-going bullying
- Let other pupils or students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Keep the victim / target and their parents and carers informed about progress and any actions taken
- Record the incident whether the incident has been resolved, particularly whether the victim / target and parents / carers are satisfied with the outcome
- Consider sharing with the LA if this is a serious or repeated incident.

Longer- term responses

- The victim/s and target/s and perpetrator/s may require longer term support.
- When responding to incidents it is important to remember that it is not only a disciplinary matter. The school's attitudes and procedures in relation to incidents play a part in the spiritual, moral, social and cultural education of pupils and students and also to their personal, social, health and citizenship education
- Incidents can provide an opportunity to reinforce the school's equality policy and/or Anti-bullying policy, through assemblies, newsletters, and circle-times. They can also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum.
- The monitoring of prejudice-based incident data can lead to improvements and developments in the whole school approaches and to the curriculum.
- Following a serious incident, the schools would consider reviewing its whole school approach to preventing and responding to incidents. This may include a focus on the curriculum and an action-plan to be included into the school's improvement plan and as one of the school's equality objectives.

Monitoring and Reporting

There is a need to monitor prejudice based incidents in our school in order to:

- Get a full picture of the frequency and nature of incidents
- Measure the effectiveness of the methods used by our school in responding to racist incidents
- Give staff a statistical basis for analysis of racist incidents

We need therefore, to keep a record of all prejudice based incidents. Records should be kept in such a way that they give details of the offence, the person/s concerned, action taken and sanctions imposed. Prejudice based incidents may be analysed under the following categories:

- Violence and threat
- Abuse and insult
- Graffiti
- Literature

Any incidents are reported and logged via CPOMs. The Head teacher and Deputy Head teachers are alerted to any incident so that any trends and patterns can be identified and to ensure that any issues are followed up rigorously. An annual report will be made to Governors in the Autumn Term regarding the category and the number of reported incidents. A termly report will be made to Governors via the Head teacher's report to Governors.

Examples of additional vulnerable groups

Looked after children

Pupils known to be eligible for free school meals

Pupils from low income backgrounds

Those who are academically more or less able / those with speech and language difficulties

Children and young people with mental health issues

Young carers

Homeless

Children of prisoners

Those newly arrived in the country / asylum seekers

OTHER POLICY DOCUMENTS THAT SUPPORT THIS POLICY

- **Single Equality Policy**
- **RSHE policy**
- **SMSCD Policy (incorporating British Values)**
- **RE Policy (Nottinghamshire Syllabus)**
- **Nottinghamshire Guidance January 2015**
- **SEND policy**

For a list of useful websites or to loan resources/access advice or training from the Tackling Emerging Threats to children team contact:-

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