

Reporting and Recording Prejudice-related Incidents

1. Introduction and aim

- 1.1 The aim of this policy is to provide guidelines for all who work at St. Matthew's 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 and to deal with perpetrators appropriately. The policy has been informed by the following documents:
- 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)
 - School Inclusion: Pupil Support (DfEE, 1999)
 - DFES Guidance 'Social Inclusion: Pupil Support Circular 10/99
 - The Equality Act 2010
 - DFES Guidance 'Homophobic Bullying' (DCSF 2007)
- 1.3 We all have a responsibility to challenge prejudice in our school. Action will only be successful if it forms part of a wider policy which is embedded within all school practices.

2. Definitions

- 2.1 Our definition of a prejudiced related incident is where a person or group of people is discriminated against on the grounds of one of the protective characteristics listed below (2.3.1). This would include incidents which are discriminatory on the grounds disability or SEND related, ageist, racist, marital or civil partnership, pregnancy related, social class, homophobic, bi-phobic, transphobic, religious or sexist.
- 2.2 Our definition of a racist incident is 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 victim or any other person."
- 2.3 Our definition of racial harassment is that of the CRE:
"..verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism."
- 2.3.1 The Equality Act 2010 says: 'It is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably because of their:
- Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
- 2.4 Our definition of promotion: The process by means of which one set of attitudes, characteristics, beliefs, behaviours or cultural traditions and norms is consistently portrayed as being superior or preferable to others and, as a consequence, these others are presented as inferior and of less value. Promotion presents diversity as threatening rather than enriching and, implicitly, encourages discrimination.
- 2.5 Our definition of information:
The process by which young people are given supported access to information about issues of sexual orientation, values and behaviour which is appropriate to their maturity and the opportunity to ask questions, so that they are equipped to understand their own sexuality and to make confident decisions about their sexual behaviour and choice of relationships. Information presented in this way acknowledges and embraces diversity as a feature of a healthy society and encourages inclusion. All work with pupils on issues of sexual orientation should stress and reinforce with pupils the importance

of recognising appropriate and inappropriate sexual behaviour and, where appropriate, the benefits of delaying sexual behaviour, (please refer to SRE policy).

3. Examples

3.1 A Prejudiced Related incident may include:

- derogatory name-calling, insults and racist, sexist, ageist, homophobic, bi-phobic or transphobic jokes
- verbal abuse and threats
- physical assaults
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion, language, age, gender, ability or disability, social class, marital status or sexual orientation
- refusal to co-operate with another because of any of the above differences
- Stereotyping on the basis of colour, race, sexuality, ethnicity etc.
- Prejudice related comments
- graffiti
- incitement of others to act in a prejudiced manner
- wearing racist, homophobic, bi-phobic or transphobic badges or insignia
- introducing racist, homophobic, bi-phobic or transphobic literature into school
- recruiting other students to racist, homophobic, bi-phobic or transphobic groups

3.2 Even if the victim of an incident does not complain, it should be treated as a prejudiced related incident if another person perceives it as such. For example, a teacher overhears a child calling a Traveller child a 'gyppo'. The teacher 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 motivated by prejudice, should go unchallenged and every member of staff has a responsibility for responding to the situation.

4.2 They should make explicit that any prejudiced behaviour is unacceptable and contravenes the school's policy, culture and ethos. Staff will always respond with due sensitivity and care in order to maximise the likelihood of the perpetrator coming to see that what they did was wrong.

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 pupil, staff should explain why racist or homophobic 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 will be informed of the incident and action taken. The parents or carers of victims will normally be informed of the incident and action taken unless the victim is unaware of the incident **and** staff consider that it would be damaging to the victim to find out about the incident.

4.7 Prejudiced related harassment or any form of prejudice related behaviour from any member of staff towards any pupil, parents or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedures. When members of staff are found to have committed misconduct involving prejudiced related 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 school policy and/or the Headteacher.

5. Reporting and Recording Incidents

5.1 In line with the recommendations of the above documents, St. Matthew's School records all prejudice related incidents on the Prejudice Related Incident Report Form. Copies of the report form are kept in the school office and the school network. A copy of the form is kept in the Pastoral

Records File of both the perpetrator and the victim, and a copy is given to the Assistant Headteacher, who is the designated member of staff.

- 5.3 Although some incidents may seem minor, it is still important to log them, since repeat incidents often mean that earlier reports assume greater importance.
- 5.4 The headteacher reports to the Governing Body on the number and nature of prejudice related incidents and the action taken to deal with them.
- 5.5 The pattern and frequency of prejudice related incidents is analysed in order to inform future planning.
- 5.6 Details of the pattern and frequency of racist incidents are held at school and will be reported to the LEA on request.
- 5.7 We will advise the police of any prejudice related incidents that may be categorised as crimes.

6. Support for the Victim

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

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

Acknowledge

- acknowledge the feelings of the pupils
- 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

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 wish any further action, the incident should, nevertheless, be recorded. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

Support

- Recognise that victims will need immediate support and must be reassured that the matter will be treated seriously and that a full investigation will take place.

6.2 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.

6.3 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.

7. Whole-school issues

7.1 Prejudice has an impact on the whole school community and on the wider community it serves. Visual evidences will be dealt with immediately (graffiti removed, racist literature/badges/insignia confiscated etc.)

7.2 Staff will discuss issues of prejudice related incidents with children as appropriate, both in response to specific incidents, and as part of the wider curriculum. In this way children will come to see that racism, homophobia, bi-phobia and transphobia are potential issues, and ones which the school has strong views.

7.3 The school will address homophobic, bi-phobic and transphobic name calling as it would with any other name calling – making it clear that is unacceptable, and help children understand why. The PSHE curriculum will be used to reinforce this.

- 7.4 If bullying is involved, we will follow the school's policy on bullying.
- 7.5 With older children, the SRE programme will include discussion on sexual orientation and gender (broad context of relationships, rather than detail).
- 7.6 The needs of all pupils will be considered in the context of SRE to ensure all pupils feel equally valued.

8. Monitoring and review

- 8.1 The school's Assistant Head Teacher is the designated member of staff and has overall responsibility for monitoring the recording and reporting of prejudice related incidents. In collaboration with the Equal Opportunities governor they will analyse report forms on a yearly basis and discuss this with staff. This analysis will inform annual reports to parents, governors and the LEA.

Related Policies and Documents

- Anti-bullying policy
- Equality Policy
- Behaviour Management Policy
- SRE Policy
- Staff Handbook