

CAMBOURNE VILLAGE COLLEGE: RESPONDING TO PREJUDICE RELATED INCIDENTS PROCEDURE	
Date of Last Review	November 2024
Review Cycle:	3 years
Date of next review:	November 2027
Responsible Officer:	Equality, Diversity, Inclusion & PRI Coordinator

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note, 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.

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Supporting Department for Education guidance / statutory requirements:

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Keeping children safe in education 2023](#)
- [The Equality Act 2010](#)
- [Mental health and behaviour in schools Nov 2018](#)
- [Mobile phones in schools - February 2024](#)
- [C.A.T. Framework for Behaviour Policies 2022 \(3\).pdf](#)

Related School Documents and Procedures:

- Anti Bullying Procedure 2023
- Child-on-Child-Abuse Procedure 2023 (Sexual harassment and assault)
- Home School Agreement
- IT Acceptable Use - Pupil Procedure 2022
- Safeguarding and Child Protection Procedure 2023
- Uniform Procedure
- Pupil Equality & Diversity Procedure

1. Aims and Principles

At Cambourne Village College we want to provide every opportunity for children to learn to respect one another. 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 (PRIs) 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 PRIs, 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 procedure 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.

NB - This procedure should be read in conjunction with our Equality & Diversity Procedure, Behaviour Procedure and Anti-bullying Procedure.

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 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:

- 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: repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. 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 Anti-bullying Procedure 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 ethos, 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 preventative education fulfils the following relevant sections of the DfE statutory requirements for Relationships Education and Health Education (2020).

By the end of secondary school pupils should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice), (Respectful relationships, including friendships).
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal, (Respectful relationships, including friendships).

These aspect of the Curriculum will be taught via:

- PSHE through designated lessons, participation in focused events and themed weeks
- Other curriculum areas, especially English, RPE and Computer Science
- Enrichment activities such as Culture Week and Diversity Day

For further information about our PSHE Curriculum, see our Relationships Education Procedure and our PSHE Procedure.

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 procedure 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 quickly – acknowledging that the incident has happened and offering support to the victim 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 was not acceptable and why, using the Equality & Diversity Prefects to provide victim-support where appropriate.

Prejudice-related incidents will always be properly investigated (by the class teacher, ED&I Co-ordinator i/c PRIs, the Year Team or senior leader, as is deemed most appropriate).

The person investigating will:

- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining 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

- where appropriate, approach witnesses to gain their accounts of the incident (in writing if appropriate)
- 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 dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate
- 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.

All pupils are given the opportunity to explore our policies and Code of Conduct and express their opinions and concerns as to how Cambourne Village College upholds its responsibilities with regards to equality. Pupils will be taught about agreed procedures for dealing with prejudice-based incidents and know that they can expect appropriate support to be put in place and, where necessary, sanctions issued in the event of a breach of policies. This will be the case in the event of repeated failures to meet expected behaviour standards or in the event of one-off serious events. Support will take the form of education and restorative steps being put in place for the perpetrator, as well as appropriate care for any person or persons affected. Sanctions will be in line with our Pupil Behaviour Procedure and proportionate for the misconduct. (See Appendix 1)

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 safeguarding team via MyConcern.

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. 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 procedure will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident. This will sit with Human Resources and not the school ED&I Co-ordinator i/c PRIs.

7. Roles and Responsibilities

Governors are responsible for:

- ensuring that the school complies with equality legislation, with a named governor taking a lead with this.
- monitoring the frequency and pattern of any prejudice-related incidents and the actions taken by school staff to address them.

The Principal, with support from the rest of the Senior Leadership Team and the ED&I Co-ordinator i/c PRIs, 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 (via MyConcern reports) and the effectiveness with which the school tackles and seeks to prevent them
- 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 procedure, logging any
- reporting incidents when they occur, via My Concern.

8. Evaluating the impact of policies and practice

We strive to:

- Monitor the implementation of equality and diversity within our school, tracking alongside prejudice-related incidents to look for correlation and successes.
- Collect and analyse data to ensure we are effectively monitoring prejudice-related incidents and their subsequent education and follow-up.
- Set targets for improvement, and evaluate the impact of prejudice-related incident follow-up and education in achieving our goals.

Regular reports to monitor and analyse the incidents recorded on MyConcern will be run by the ED&I Coordinator i/c PRIs and will feed into targets for improvement and actions taken to eliminate discrimination, harassment and victimisation and to foster good relations.

Heads of Department, Heads of Year and Senior Leaders will work closely together using data and in-depth knowledge of their pupils to track individual progress and to ensure that important groups of pupils (including gender groups and pupils with SEND) are making the progress that they should. The pastoral team, including Year Teams and staff in The Centre, The Link, the Blue Room and The View, work closely to ensure that individual pupils who are vulnerable because of protected characteristics are given appropriate and timely support, including in some cases additional provision.

9. Review

This procedure 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 3 years.

Signed

Date

Appendix 1 – Reporting PRIs Flowchart

