



Alderman Jacobs School

Responding to Prejudice-Related Incidents Policy

Date Agreed	March 2025
Date of Review	March 2027

1. Aims

At Alderman Jacobs School 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 do happen and we take them extremely seriously, understanding that they can cause harm to all those involved, to our wider school community and our local Whittlesey 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 Policy, Behaviour Policy, Antibullying Policy and PSHE Policy.

1. 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 online 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:

A child may be described as the victim of bullying in the following cases:

- *There is evidence of a pattern of behaviour towards the child or incidents involving the child which cause the child physical and/or emotional harm and which are premeditated and designed by another child or other children.*
- *There is evidence of a pattern of behaviour towards the child or incidents involving the child which, although not motivated by direct malice or intention to cause distresses, have the effect of causing the child physical and/or emotional harm*
- *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.*

(Antibullying Alliance definition).

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 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 ethos, wider enrichment opportunities and the interventions and support offered to every child at Alderman Jacobs contributes to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture and receive training to raise their knowledge of protected characteristics.

Our preventative education fulfils the following relevant sections of the DfE statutory requirements for [Relationships Education 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, religion, race, 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*).

These aspects of the Curriculum will be taught via:

- PSHE through designated lessons, circle time, participation in focused events and themed weeks such as Black History Month and Women's Month.
- Our reading curriculum – ensuring books used in lessons and those found in the library reflect diversity in our school.
- Other curriculum areas, especially History, RE and computing (online safety)
- Enrichment activities, especially our assembly programme and Behaviour Curriculum.

(See Appendix 1 for an overview of strategies used at Alderman Jacobs to teach 'belonging and diversity'.)

We primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. The units of work particularly relevant to these themes include Diversity and Communities, Family and Friends, Anti-Bullying and Digital Lifestyles.

For further information about our PSHE Curriculum, including how we select appropriate teaching resources and external visitors see our Relationships Education Policy and our PSHE Policy.

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
- 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:

- 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
- 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 but only if/when the victim is ready.
- 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
- A protective consequence may be given to the perpetrator (such as an internal exclusion or suspension) depending upon the severity of the incident or if it is repeated discriminatory behaviour
- 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 of the victim and perpetrator.
- 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.

5. 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 Headteacher or an Assistant Headteacher.

The concern will be logged on Arbor MIS Behaviour portal and the Headteacher will be alerted using the Arbor notification system.

The Headteacher will then report all prejudice-related incidents to the Local Authority using the online system 'PRfE' (Prejudice Reporting for Education): [Prejudice Reporting for Education \(PRfE\)](#). 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.

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

ALL 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.

7. 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

Teaching the Protected Characteristics

Promoting the nine protected characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are 9 Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race - including colour, nationality, ethnic or national origin
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

At Alderman Jacobs School, we actively promote these in our curriculum and work to embed them into our school community ethos:

- Our school core ethos and values.
- Behaviour Policy.
- Vision for Inclusion
- Conscious role modelling by all adults in the school community.
- Active engagement and communication with parents and carers.
- Personal, Social, Health and Economic education (PSHE) lessons, following the Cambridgeshire Primary Personal Development Scheme and school assemblies.
- Religious Education lessons
- Behaviour Curriculum – Ready, Respectful, Safe
- RSE lessons following Cambridgeshire Primary Personal Development scheme.
- Discussion within curriculum subjects, taking a cross-curricular approach.
- Promoting articulation by building appropriate language and a coherent vocabulary.
- Educational visits.
- School Council, House Captains and Pupil Voice.
- Extra-curricular activities, after-school clubs and charity work.
- Promoting British Values in our school life.
- Developing a love of reading and actively promoting a range of authors and genres.

Embedding the Protected Characteristics into the whole ethos of Alderman Jacobs School

- **Self-esteem, self-knowledge and self-confidence**

Our curriculum promotes building on these as children travel through their school years. We prepare our Year 6 children for their transition to Year 7 with support from secondary school visits and information sharing. Our outdoor learning areas help children develop their confidence and promote self discovery. We encourage our children to become leaders as School Ambassadors, Playground Leaders, Eco Warriors and Digital Ambassadors.

- **Understanding that everyone is wonderful and everyone has different talents and attributes**

We celebrate the talents and achievements of our children through, for example, sports events and arts awards and share them in our newsletter, on social media and our website for the community to see. Year 6 present a showcase at the end of the school year and there are other opportunities for performances throughout the year. We have a range of school clubs, including sports, STEM,, science, choir, caring for our environment and dance where children can further develop their talents.

- **Respect for democracy and support for participation in the democratic process**

Children take part in the democratic process of electing a school ambassador. Elections are held in classes from Year 1 to Year 6 for an ambassador who represents the class on the school council and every child votes. Each pupil who would like to be considered for election must make a short presentation to their class explaining their vision and their qualities. School Council act as representatives of their classmates, discussing identified issues with the staff and Headteacher. Children are taught how the British democratic process works and consider how their work reflects the values of democracy, the rule of law, respect and tolerance and individual liberty. The school is also used as a Fenland District Council Polling Station which provides further opportunities to discuss the democratic process.

- **Acceptance of responsibility for their own behaviour and teaching children to make good choices**

Our School Behaviour Policy states we have high expectations of pupil behaviour. This policy lays out our expectations and management of behaviour and supports children to take responsibility and learn strategies to manage their own behaviour, based on positive choices. We have a therapeutic approach to behaviour and inclusion and operate a system of educational and protective consequences depending upon severity of behaviour. Our PSHE curriculum and Behaviour Curriculum explicitly teach children how to be responsible for themselves and those around them and our assemblies are based on our inclusive ethos so that pupils have respect themselves and others.

- **Respect for their own and other cultures**

Our whole school RE coverage, based on the National Curriculum, encompasses global religion and cultures as well as themes of respect through our PSHE curriculum. We have themed weeks and days where different cultures are celebrated. We celebrate Black History Month, Women's History Month and other cultural events in the calendar.

- **Understanding of how children can contribute positively to school and home life and to the lives of those living and working in the locality and further afield**

We believe that teaching an effective Personal, Social and Health Education curriculum is vital in helping our children develop many of the skills and abilities needed for modern life, such as emotional resilience, staying

safe and managing finances. We support local charities such as Helping Our Ukrainian Friends and the Whittlesey Pantry/ Food Bank. We have links with local care homes where our children perform for the residents.

- **An understanding of Equality, Human Rights and Protected Characteristics**

Protected characteristics are interwoven throughout our curriculum and taught specifically in PSHE lessons. Leaders attend rigorous training. All staff are trained to recognise unconscious bias.

- **An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety (Appendix 2)**

We promote the understanding of democracy through specific PSHE lessons and through our Class Ambassador elections. Adults in school promote this through modelling, as an expectation in our Behaviour Policy. We use our Behaviour Curriculum lessons to teach children about how they can improve their own wellbeing.

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law

Our RE curriculum ensures that not only are different faiths taught, it also offers pupils the opportunities to discuss and question the meaning of faith and belief. Children learn about major world religions.

- **An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour**

This is modelled and taught within RE lessons. PSHE lessons focus on tolerance to difference and understanding acceptance of it. Our Behaviour Policy and Anti-Bullying Policy explicitly states that all members of the school community should be free from discrimination, harassment and victimisation.

- **An understanding of the importance of identifying and combating discrimination**

Our school believes in the importance of inclusivity and celebrating everyone for their differences. We have an inclusive ethos which helps our pupils to understand the importance of identifying and combating discrimination. We teach diversity and inclusion through PSHE units with all year groups, learning about disabilities, race, diverse families and accepting difference. An inclusion and diversity corner where children can read books about the subject and access resources will be created in our newly refurbished library.

- **Parents taking an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these**

Our school sits at the heart of our community, working with families to ensure our children have the very best possible start in life. Through working alongside parents we help our children to grow into confident, happy individuals. We welcome parent communication, through end of day discussions, appointments with staff, open parent visits and specific parent consultations. We have established a Diversity and Belonging Working Group comprising of school staff, governors, parents, community leaders and staff from other schools in Whittlesey.