

# **Dealing with Prejudice- Related Incidents:**

## Guidance for Schools

# DEALING WITH PREJUDICE RELATED INCIDENTS – A GUIDELINE FOR SCHOOLS



*“Every child and young person is entitled to education free from discrimination, prejudice and bullying. All members of the whole school community should be treated with respect. Schools should be safe places for all children and adults in the school community.”*

## Definitions

A **prejudice related incident** is 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 of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

The term '**prejudice-related discrimination/bullying**' refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society.

## How incidents may happen in schools:

- Physical assault
- Verbal (name-calling, taunting, mocking, spreading rumours)
- Mate Crime (exploitation, abuse or theft from a vulnerable person by supposed friend)
- Jokes which reinforce stereotypes and/or encourage ridicule or hatred.
- Cyber (email, internet, text)
- Graffiti
- Written (offensive writing, drawings, discriminatory leaflets)
- Refusing to learn about other cultures or to work with people from a diverse background

Most bullying involves a series of incidents over time. However, in the case of prejudice related discrimination/bullying, a single one-off incident may have the same impact as a series of incidents. This is because it may be experienced by the person at the receiving end as part of a general pattern of prejudiced hostility. Consequently, it can be every bit as intimidating, rejecting and hurtful as a series of events over time.

## Schools should aim to:

- Develop, implement and monitor effective equality policies.
- Have an inclusive school curriculum.
- Develop an ethos which supports and proactively values difference and diversity.
- Ensure that all staff, teaching and non-teaching and governors are aware of these guidelines and the school's statutory responsibilities under the Equality Act 2010.
- Ensure that all staff are clear about their role in tackling prejudice related discrimination.
- Make clear that teachers need to engage with not only with the person responsible but with witnesses, bystanders, audiences and supporters.
- Clarify to all staff and pupils the procedure for reporting and dealing with incidents in the context of the school's work to tackle bullying.
- Inform parents/carers and governors of the action the school is taking to combat prejudice related incidents.
- Log **all** prejudice related incidents as they happen on incident forms and record **all** actions taken in response to reported incidents.
- Support any students affected by issues and take steps to prevent reoccurrence.

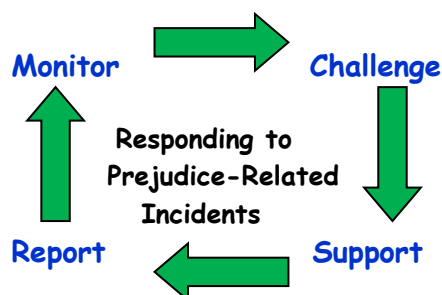


## An effective approach to dealing with prejudice related incidents

- ❖ Challenge
- ❖ Resolve
- ❖ Monitor

### How to handle an incident:

- Listen to pupil making complaint and keep a record
- Talk to anyone else involved and keep a record
- Decide on level of sanction
- Inform parents
- Inform Head Teacher
- Complete the prejudice related Incident Form
- Provide support for the victim/victims
- Monitor the situation
- Review the effectiveness of actions taken



### How you work with pupils:

- Think about the needs, feelings and wishes of the pupils on the receiving end
- Make sure the pupil is involved and knows what action is being taken
- Address any issues with the children and young people principally responsible (this should include supporters, witnesses and bystanders).
- Monitor afterwards to ensure that the situation does not continue or is made worse.

## DEVELOP YOUR CURRICULUM TO FULLY INTEGRATE AND REFLECT DIVERSITY

### How you teach:

- Use diverse groups and individuals as examples of good work and positive behaviour
- Avoid stereotypical comments and visual images
- Challenge discriminatory comments wherever they occur
- Promote positive images when using classroom material
- Promote the use of positive role models
- Develop global dimensions to the curriculum which value diversity
- Explore with pupils at appropriate levels issues of types and forms of discrimination.

**Stop the Hate.** The official website of the Strategic Hate Crime Prevention Partnership (SHCPP) operating in Essex. <http://www.stopthehate.org.uk/>



## DEFINITIONS OF INCIDENTS AGAINST PROTECTED GROUPS IN SCHOOLS

### Homophobic

A homophobic incident is motivated by prejudice against pupils or adults who are:

- lesbian, gay or bisexual (LGB)
- thought to be lesbian, gay or bisexual
- known not to be lesbian, gay or bisexual but are called that as a form of bullying
- different in some way from a prevailing stereotype of how a boy or girl should look or behave
- have friends, family members, parents or carers who are lesbian, gay or bisexual

[www.stonewall.org.uk](http://www.stonewall.org.uk)

### Sexist

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own gender. Sexual bullying may be characterised by:

- name-calling, comments
- overt 'looks' about appearance
- attractiveness and emerging puberty
- uninvited touching
- innuendos and propositions
- pornographic imagery or graffiti

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### Gender Reassignment

Pupils and adults identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or that they do not conform with the gender role prescribed to them) can be targeted by bullies. This not the same as a homophobic-related incident.

[www.stonewall.org.uk](http://www.stonewall.org.uk)

### Disabilist

"Disabilist incident is motivated by prejudice against pupils or adults who have a "physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities". "The Duty to Promote Disability Equality: Statutory Code of Practice (2005)". There is a growing amount of research literature on disabilist incidents among children with disabilities and Special Educational Needs.

[www.scope.org.uk](http://www.scope.org.uk) [www.mencap.org.uk](http://www.mencap.org.uk)

### Pregnancy and Maternity

"Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding".

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### Religion and Belief

Religion and belief includes major faiths such as Christianity, Islam and Judaism as well as a lack of belief. Sometimes religious based incidents are reported as racist, for example incidents directed at Muslims or Sikhs of Asian origin, because the child is perceived as different not only by their religious clothing but also their skin colour or family heritage. As with racism, religious based bullying and incidents can have similar impacts on a victim's sense of identity and belonging.

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### Racist

'A racist incident is any incident which is perceived to be racist by the victim or any other person.' *Stephen Lawrence Inquiry Report Sir William Macpherson, 1999*

'Racist bullying refers to a range of hurtful behaviour both physical and psychological, that makes a person feel unwelcomed, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. *Safe to Learn: Bullying around Race, Religion and Culture DCSF, 2008b* Institutional Racism is a collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour, which amounts to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people. *Stephen Lawrence Inquiry Report Sir William Macpherson, 1999* [www.srtrc.org](http://www.srtrc.org)

## RECORDING AND REPORTING

All reported incidents should be logged. Ensure that all staff are aware of this and know when and how to report an incident. Make sure copies of forms are available and easily accessible.

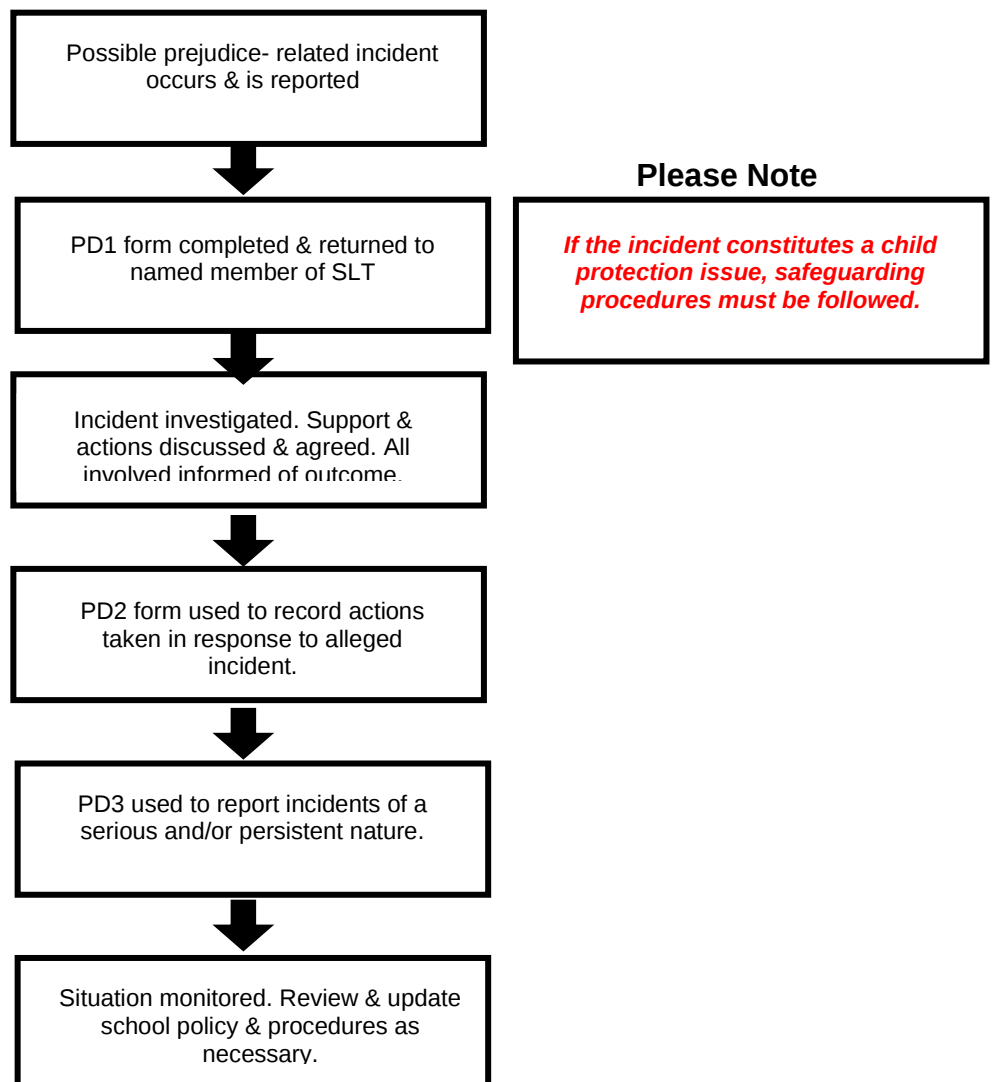
Identify a member of the senior management team and governing body responsible for monitoring prejudice related incidents. The nature of incidents should be monitored regularly and follow up action evaluated for its effectiveness. One of the outcomes of the monitoring process may be that a training need is identified for staff about dealing with incidents and/or an action plan needs to be developed with a focus on preventative action.

The following forms are examples of the types of forms schools can use to log, report, record and monitor prejudice related incidents.

**Form PD1** is completed when an incident is first reported.

**Form PD2** is used to record actions taken in response to an alleged incident.

**Form PD3** is used to report incidents of a serious and/or persistent nature especially where an incident constitutes a crime and the Police need to be informed.



## USEFUL LINKS

- Amnesty International: [www.amnesty.org.uk](http://www.amnesty.org.uk)
- Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/>
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Equaliteach: <http://www.equaliteach.co.uk/>
- GIRES (Gender Identity Research and Education Society): [www.gires.org.uk](http://www.gires.org.uk)
- Holocaust Memorial Day Trust: [www.hmd.or.uk](http://www.hmd.or.uk)
- INSTED Consultancy: [www.insted.org.uk](http://www.insted.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Mermaids (Support and information for gender variant children and teens): [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
- Refugee Week: [www.refugeeweek.org.uk](http://www.refugeeweek.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Show Racism the Red Card: [www.theredcard.org](http://www.theredcard.org)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

**PREJUDICE DRIVEN INCIDENT INTERNAL REFERRAL FORM** (internal school use only)Used to notify headteacher/named member of Leadership team as soon as possible after incident has taken place.

Each incident to be referred separately.

Incident ref. no.

**Nature of alleged incident and those involved**

Nature of alleged incident Tick (✓) appropriate box(es) below.

|               |                                              |                   |                       |                               |
|---------------|----------------------------------------------|-------------------|-----------------------|-------------------------------|
| <b>RACISM</b> | <b>RELIGION or BELIEF related</b>            | <b>HOMOPHOBIA</b> | <b>SEXIST/ SEXISM</b> | <b>SEN/DISABILITY related</b> |
| <b>AGE</b>    | <b>If 'Other', state nature of prejudice</b> |                   |                       |                               |

**Name(s) of alleged target(s)/aggrieved person(s)**  
*N.B. There may not be a specific person who is targeted*
**Name(s) of alleged perpetrator(s)**

| Alleged victim(s) | ✓ | M/<br>F | Further information<br>(e.g. year group of pupil) |
|-------------------|---|---------|---------------------------------------------------|
| Pupil             |   |         |                                                   |
| Teaching staff    |   |         |                                                   |
| Other staff       |   |         |                                                   |
| Parent/carer      |   |         |                                                   |
| Governor          |   |         |                                                   |
| Visitor           |   |         |                                                   |
| Other             |   |         |                                                   |

| Alleged perpetrator(s) | ✓ | M/<br>F | Further information<br>(e.g. year group of pupil) |
|------------------------|---|---------|---------------------------------------------------|
| Pupil                  |   |         |                                                   |
| Teaching staff         |   |         |                                                   |
| Other staff            |   |         |                                                   |
| Parent/carer           |   |         |                                                   |
| Governor               |   |         |                                                   |
| Visitor                |   |         |                                                   |
| Other                  |   |         |                                                   |

**Name(s) of possible witness(es)****Type of incident**

Tick (✓) all boxes in table below that apply.

See below for explanation of categories.

| Possible witness(es) | ✓ | M/<br>F | Further information<br>(e.g. year group of pupil) |
|----------------------|---|---------|---------------------------------------------------|
| Pupil                |   |         |                                                   |
| Teaching staff       |   |         |                                                   |
| Other staff          |   |         |                                                   |
| Parent               |   |         |                                                   |
| Governor             |   |         |                                                   |
| Visitor              |   |         |                                                   |
| Other                |   |         |                                                   |

|                                          |  |
|------------------------------------------|--|
| Physical assault                         |  |
| Physical harassment                      |  |
| Graffiti                                 |  |
| Cyber bullying/harassment                |  |
| Written comments/drawings (not graffiti) |  |
| Verbal abuse                             |  |
| Abuse of/damage to personal property     |  |
| Non-co-operation/disrespect              |  |
| Other                                    |  |

**Types of incident****Physical assault** includes a range of violent actions, from criminal attacks involving hitting, kicking and possibly the use of weapons, to pushing someone or tripping them up.**Physical harassment** includes 'minor intimidation' which may be cumulative in effect, such as jostling in a queue or using offensive gestures. It also includes physical, non-verbal mimicry.**Graffiti** includes offensive writing and/or drawings in places where they can be widely seen, such as on walls, on desks and in lavatories.**Cyber bullying/harassment** includes offensive writing and/or images conveyed through electronic media, e.g. the internet, emails, mobile phones.**Written comments/drawings (not graffiti or cyber bullying/harassment)** includes offensive writing and/or drawings in places where they cannot be widely seen, such as on pieces of paper, in exercise books or on mobile phones (text messaging).**Verbal abuse** includes derogatory name-calling, insults and overtly racist 'jokes'; threats and incitement of others to behave in a racist way; and ridicule of a person's speech, background, religion and/or culture.**Abuse of/damage to personal property** includes hiding a pupil's bag, spoiling or destroying a piece of work, deliberately breaking something, damaging clothing, etc.**Non-co-operation/disrespect** may be deliberate, such as ignoring or ostracising a person; but acting disrespectfully may also be unwitting, resulting from a lack of awareness or knowledge on the part of the perpetrator. Whether intentional or not, any such incidents need to be taken seriously and referred, recorded and reported.**Other incidents** includes anything that does not fit into any of the above categories.

Date/time of incident

Place where incident occurred

**What happened?***If there is insufficient space below, further papers may be attached to this form.***Action already taken. Please provide brief details, if known.***If there is insufficient space below, further papers may be attached to this form.***Person reporting incident***A third party may need to complete this form on behalf of the pupil/person reporting the incident.*

Name of person completing form .....

Name of person reporting incident (if different) .....

How person reporting incident can be contacted (if not at school) .....

| Person reporting incident | ✓ | Gender (M/F) | Further information (e.g. year group of pupil) |
|---------------------------|---|--------------|------------------------------------------------|
| Pupil                     |   |              |                                                |
| Teaching staff            |   |              |                                                |
| Other staff               |   |              |                                                |
| Parent                    |   |              |                                                |
| Governor                  |   |              |                                                |
| Visitor                   |   |              |                                                |
| Other                     |   |              |                                                |

- Was the person reporting the alleged incident the target? Yes ☐ No ☐
  - Did the person reporting the alleged incident witness the incident (i.e. 3<sup>rd</sup> party)? Yes ☐ No ☐
  - Did the person reporting the incident hear about it from someone else? Yes ☐ No ☐
- If 'Yes' to the last question**, who informed the person? How did the person get to hear about it?

.....

- Has the person reporting the incident notified anyone else? Yes ☐ No ☐

**If 'Yes' to the last question**, to whom else has it been referred?

.....

**Signed by person reporting incident** ..... **Date** .....

PREJUDICE DRIVEN INCIDENT INTERNAL RECORDING FORM (internal school use only)

Used to record actions taken by the school in response to allegations of prejudice driven incidents reported through Form PDI1.

Ref. no

(Same as that on Form PDI 1)

**Does the alleged incident constitute a safeguarding/ child protection issue?    Yes ☐    No ☐**

If **'Yes'**, then the incident must not be investigated further by the school, in which case the rest of this form becomes irrelevant. Instead, the incident must be referred **immediately** to the person in the school who is responsible for safeguarding and the SET procedures followed. The incident will need to be logged as a prejudice driven incident if substantiated.

If **'No'**, then the rest of this form can be used to log actions taken in response to the alleged incident.

| Further details of those allegedly involved | Name(s) | Ethnicity<br>(must be entered where known) | Religion | Whether disabled | Whether pupil with SEN | Whether 'looked after' child |
|---------------------------------------------|---------|--------------------------------------------|----------|------------------|------------------------|------------------------------|
| Target(s)/aggrieved person(s)               |         |                                            |          |                  |                        |                              |
| Perpetrator(s)                              |         |                                            |          |                  |                        |                              |

1. Investigation of alleged incident

- 1.1 How was the allegation investigated?  
*If there is insufficient space in the grid below, further papers may be attached to this form.*

| Date/time | Action | Outcome |
|-----------|--------|---------|
|           |        |         |

- 1.2 Names of those involved who have been informed of the outcome of the investigation (e.g. the alleged target(s)/perpetrator(s); parents/carers; the person who reported the incident):
- 1.3 As a result of the investigation, was the allegation substantiated?                      Yes ☐    No ☐  
*If the allegation was substantiated, section 2. overleaf should be completed*

## 2. Actions taken in response to substantiated incident FORM PDI 2 (cont.)

2.1 Record of actions taken.  
*If there is insufficient space in the grid below, further papers may be attached to this form.*

| Date/time | Action | Outcome |
|-----------|--------|---------|
|           |        |         |
|           |        |         |
|           |        |         |

2.2 PDI 3 form sent Yes ☐ No ☐

2.3 Police informed (only necessary in incidents of a very serious nature) Yes ☐ No ☐

2.4 Parents/carers of target(s)/aggrieved person(s) informed Yes ☐ No ☐

2.5 Parents/carers of perpetrator(s) informed Yes ☐ No ☐

2.6 Parents/carers of witness(es) informed:

**Signed** ..... **Name (printed)** ..... **Date** .....

**PREJUDICE DRIVEN INCIDENT REPORT FORM***To be used to report serious and/or persistent prejudice driven incidents to the Police/other agencies where appropriate.*

Ref. no.

(School to enter ref. no., corresponding to that on Forms PDI 1 and PDI 2)

**School reporting incident**

Name of school ..... Telephone number of school .....

Address of school .....

Name of school contact ..... Position in school .....

Signed ..... Dated .....

**Details of incident**

Nature of alleged incident Tick (✓) appropriate box(es) below.

|               |                                                  |                   |                           |                                   |
|---------------|--------------------------------------------------|-------------------|---------------------------|-----------------------------------|
| <b>RACISM</b> | <b>RELIGION or BELIEF<br/>related</b>            | <b>HOMOPHOBIA</b> | <b>SEXIST/<br/>SEXISM</b> | <b>SEN/DISABILITY<br/>related</b> |
| <b>AGE</b>    | <b>If 'Other', state nature of<br/>prejudice</b> |                   |                           |                                   |

|                  |
|------------------|
| <b>Date/time</b> |
|------------------|

|              |
|--------------|
| <b>Place</b> |
|--------------|

|                                                       |
|-------------------------------------------------------|
| <b>Have the Police been informed?</b> <b>Yes / No</b> |
| <b>Other agencies that have been informed:</b>        |

|                                          |                                     |
|------------------------------------------|-------------------------------------|
| <b>Type of incident</b>                  | <input checked="" type="checkbox"/> |
| Physical assault                         | <input type="checkbox"/>            |
| Physical harassment                      | <input type="checkbox"/>            |
| Graffiti                                 | <input type="checkbox"/>            |
| Cyber bullying/harassment                | <input type="checkbox"/>            |
| Written comments/drawings (not graffiti) | <input type="checkbox"/>            |
| Verbal abuse                             | <input type="checkbox"/>            |
| Abuse of/damage to personal property     | <input type="checkbox"/>            |
| Non-co-operation/disrespect              | <input type="checkbox"/>            |
| Other                                    | <input type="checkbox"/>            |

**Description of incident***No personal names are to be used, perpetrator(s) excepted***Action taken in response to incident***No personal names are to be used, perpetrator(s) excepted*

## Details of perpetrator(s)

**FORM PDI 3**

(cont.)

*In the status column, please use the appropriate letter:*

*P - pupil    TS - teaching staff    OS - other staff    P/C - parent/carer    G - governor    V - visitor    O - other*

[illegible]

If perpetrator is a pupil, have parents/carers been informed that the incident has been reported to the Police/other agencies? Yes ☐ No ☐

### Details of target(s)/aggrieved person(s)

Only to be provided with the permission of the target(s)/aggrieved person(s) or, in the case of children under the age of 15, their parents/carers.

**Target(s)/aggrieved person(s) (and parents/carers of victims under the age of 15)**

Please sign in right hand column to indicate that you give permission for the personal details provided below to be shared.

*In the status column, please use the appropriate letter:*

*P - pupil    TS - teaching staff    OS - other staff    P/C - parent/carers    G - governor    V - visitor    O - other*

[illegible]