



Prejudice-Related Incident Policy Rose Hill Primary School

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Approved by: Local Advisory Board

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Aims

The aim of this Policy is to provide guidelines for The Rose Hill Primary School to establish effective procedures for the reporting and recording of prejudice-related incidents.

It will ensure that action is taken to support the victims of racism and to deal with perpetrators appropriately. The Policy supports and reflects the information in the following documents:

- **Equality Act 2010 & Public Sector Equality Duty**—EHRC school guidance (PSED, due regard, equality information & objectives).
- **Keeping Children Safe in Education (2025)** (statutory).
- **Behaviour in Schools** – DfE Advice (Feb 2024).
- **Preventing and Tackling Bullying** (DfE, 2017) & **Cyber-bullying advice**.
- **Teaching Online Safety in Schools** (DfE, 2023).
- **UKCIS – Education for a Connected World** (2020 edition).
- **Prevent Duty Guidance** (Home Office, updated 2024).
- **Non-Crime Hate Incidents: Code of Practice** (Home Office, 2023).
- **Suffolk PRI guidance (local LA practice) / PRfE** (where applicable).

Definition

Prejudice-related incident (PRI). For the purposes of this policy, a PRI is any incident that is perceived to be motivated by prejudice related to a protected characteristic by the victim or by any other person. Protected characteristics (for pupils) include race, religion or belief (including lack of belief), disability, sex, sexual orientation, gender reassignment, and pregnancy and maternity.

For staff and adult visitors, age and marriage and civil partnership also apply.

If the victim does not raise a concern themselves, the incident will still be treated and recorded as a PRI where any other person perceives it as prejudice-motivated. For example, if a member of staff overhears a pupil using an anti-Gypsy, Roma and Traveller slur towards a Traveller pupil, they must record this as a prejudice-related incident even if the pupil targeted does not make a complaint.

Prejudice-motivated harassment. For this policy, harassment includes verbal or physical conduct, including attacks on property as well as on the person, which is suffered by individuals or groups because of a protected characteristic, where the victim believes the perpetrator was acting on those grounds and/or there is other evidence of prejudice. (See the list of protected characteristics above.)

Examples of prejudice-related incidents (not exhaustive):

- Derogatory name-calling, insults, jokes or language targeting a protected characteristic.
- Verbal abuse and threats.
- Physical assaults.
- Ridicule or mocking based on colour, race, ethnicity, nationality, culture, religion/belief, disability, sex, sexual orientation or gender identity/expression.
- Refusal to co-operate with others because of any protected characteristic, stereotyping.
- Prejudice-based comments (including “banter”), graffiti, or written abuse.
- Damage to property.
- Incitement of others to act in a prejudice-motivated manner.

- Provocative behaviour (e.g., wearing prejudice-linked badges or insignia); bringing prejudice-motivated or extremist material (leaflets, magazines, digital files) onto the premises.
- Online/digital abuse or harassment (e.g., social media posts, messaging apps, gaming chats, image/video manipulation or sharing), which the school treats with the same seriousness as in-person behaviour.

Dealing with Racist or prejudice Incidents

No incident that is, or appears to be prejudicially motivated, should go unchallenged and every member of staff has a responsibility for responding to the situation.

They should make explicit that any prejudice behaviour is unacceptable and contravenes the school's policy, culture and ethos. If a member of staff is unable to resolve the matter, it should be referred to the principal. The action to be taken will depend on whether the perpetrator is known and whether he/she is a young person, a member of staff or an outside perpetrator.

Where the perpetrator is a young person or pupil, staff should explain why prejudice behaviour is unacceptable. Any disciplinary action taken, including temporary or permanent exclusion, will be in line with the Relationships and Behaviour Policy.

The parents or carers of all perpetrators and victims will be informed of the incident and action taken.

Any form of prejudice behaviour from any member of staff towards any pupil, young person, parent or another member of staff will not be tolerated, and will be dealt with as a serious breach of the school's disciplinary procedure. We recognise that appropriate training and other support will be necessary for all staff. When members of staff are found to have committed misconduct involving racial harassment, they will face disciplinary sanctions up to and including dismissal.

Where there is an outside perpetrator, staff should inform the Principal.

Recording and Reporting Incidents

In line with the recommendations of the documents cited in the opening section of this document, The Rose Hill Primary School records all racist incidents. This includes the following details:

- Date
- Names of perpetrators and victims
- The ethnicity of all individuals involved
- Nature of incident
- Action taken in response
- Name of the person reporting the incident

Any racist or prejudice incidents are reported on CPOMs under the prejudice behaviour category. Reporting is completed termly as part of the Principals report to the FGB, including 'nil' returns.

All incidents which involve a member of a minority ethnic group will be monitored to ensure that potentially racist incidents are not overlooked. Although some incidents may seem minor, it is still important to log them, as repeat incidents often mean that earlier reports assume greater importance and further action in the form of resolution and education is needed.

Governors are informed of the number and nature of racist incidents and the action taken to deal with them through the Principals' Report to Governors on a termly basis. The pattern and

frequency of prejudice incidents are analysed in order to inform future whole school planning and/or individual pupil support.

The Police will be advised of any prejudice incidents that may be categorised as crimes.

Support for the Victim

When dealing with racist incidents involving pupils or young people, staff will:

Listen attentively

- Indicate they are pleased that the young person 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 young person.
- Confirm they were right to make the disclosure.
- Show they understand the difficulty in discussing the matter.
- Establish whether the incident is part of a pattern.
- 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 want any further action, the incident should, nevertheless, be recorded. The circumstances of the victim, e.g. age or self-confidence in dealing with the situation for themselves, will be a guiding factor for staff when deciding on a course of action. In certain cases, the victim's identity will need to be protected and the situation must be handled sensitively.

(see Appendix 1 – Procedure for reporting a prejudice incident)

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.

Ensure that parents/carers 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/ carers to seek support for themselves and other members of the family.

We recognise that members of staff can also experience racial harassment from pupils/young people, from other staff, from parents/carers, and from visitors or members of the public. We will support them in the same way as we would pupils/young people.

Perpetrators of prejudice incidents may also need to be supported, and appropriate action should always be taken. This may involve engaging them in discussion around why their behaviour was unacceptable and/or alerting their parents to the incident and action taken to resolve the issue. A perpetrator may feel anti-social feelings (guilt, sadness) as part of this response but should be left with pro-social feelings (respect, positivity) to reduce the risk of further incidents. When a perpetrator will not accept their behaviour or use of language was unacceptable further guidance and advice may be sought for external support. Any response should be taken in line with Educational Consequences set out in the Relationships and behaviour policy.

Whole School Issues

Prejudice-related incidents have an impact on the whole school community and on the wider community it serves. Visual evidence will be dealt with immediately (graffiti removed, racist literature/badges/insignia confiscated, etc.)

There is regular and ongoing training and discussion of the issues and a sharing of the school's response amongst all staff, governors, pupils/young people and the local community. This common approach will include communication with parents/carers and community members and liaison with outside agencies.

We will ensure that all those connected with the establishment are aware of the policy and procedures and have access to any related documentation.

Monitoring and Review

The Principals have overall responsibility for monitoring the recording and reporting of prejudice incidents. In collaboration with the designated Equality Governor, they will analyse report forms on an annual basis. This analysis will inform reports to parents, Governors and the LA on an annual basis.