



Prejudice Related Incidents Policy

The Children's Endeavour Trust comprises:

Abbot's Hall Community Primary School
Bosmere Community Primary School
Broke Hall Community Primary School
Chilton Community Primary School
Combs Ford Primary School
Freeman Community Primary School
Springfield Junior School
Whitehouse Community Primary School

Document Control

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The schools in our Trust serve unique communities in differing contexts on individual sites. Each school has a bespoke behaviour policy, however, all of our schools prioritise ensuring an approach where valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

The approach to behaviour in our Trust and across our schools is rooted in our shared values of **Ambition, Inclusion, Integrity, and Community**. We recognise the importance of the links between school, pupils and families to realise excellent behaviour.

Ambition

- We are committed to a culture of high expectations for both conduct and learning behaviour, underpinned by strong leadership and a clear, shared vision.
- We believe that all children and young people can develop positive emotional wellbeing, self-regulation, and behaviour over time, and we actively support them to achieve this.
- We recognise that children develop at different academic and emotional rates, and we set ambitious yet realistic expectations that enable every learner to succeed.
- Through consistent feedback, support, and structured systems, we nurture resilience, independence, and a strong sense of personal responsibility.

Inclusion

- We recognise behaviour as a form of communication and respond with curiosity, empathy, and understanding rather than judgement.
- We acknowledge that not all behaviour is a conscious choice and may reflect underlying needs such as communication difficulties, emotional distress, or past experiences.
- We are committed to equity, ensuring that all children receive the support, adjustments, and resources they need to access learning and thrive.
- Our approach reflects a graduated response, with tailored strategies to meet individual needs, including those related to SEND, mental health, and wider vulnerabilities.

Integrity

- We promote a positive, respectful culture built on honesty, fairness, and consistency in all our practices.
- Clear boundaries and expectations are established and communicated effectively, ensuring that all members of the Trust community understand and uphold them.
- We apply behaviour policies consistently while making appropriate, reasonable adjustments when needed to meet individual needs.
- Decisions, including the use of suspension and exclusion, are made responsibly, ethically, and only when absolutely necessary, with careful consideration of each child's circumstances.

Community

- We are committed to building safe, nurturing environments where every child feels valued, supported, and connected.
- We work in partnership with families, recognising their vital role and valuing their insight in supporting children's development and wellbeing.
- We actively engage with external agencies and the wider community to provide holistic, consistent support for children and young people.
- We strive to reduce suspension and exclusion and foster belonging, ensuring that all pupils remain part of a supportive educational community wherever possible.

Definitions within the Law

A Prejudice Related Incident (PRI) is any incident that is perceived by any person to be prejudice towards an individual or group in relation to one or more of the protected characteristics as outlined in the Equality Act 2010: The Protected Characteristics (Equality Act 2010) are: **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation**. It is against the law to discriminate against anyone because of these characteristics.

Single Equalities Act 2010 Prejudice Related Incidents (PRIs) are not managed as other forms of inappropriate behaviour or bullying. Unlike bullying behaviours, which are defined as incidents that are frequent and targeted against an individual or group more than once, PRIs are treated differently because of their protected status. People who have these characteristics have historically or culturally been disadvantaged or under-represented; positive action may be needed to address this inequality.

Prevention

A range of strategies are employed at our schools to prevent Prejudice Related Incidents from occurring. These include:

- A highly inclusive ethos, promoting the inclusion of all members of the school community.
- High expectations of behaviour, linked to our behaviour policy and interwoven throughout lessons.
- Celebrating valued and expected behaviours.
- Explicitly taught school values and associated learning behaviours in school assemblies.
- Regular staff training and updates relating to identifying and responding to PRIs, should they occur, linked to safeguarding (annual) and behavior safe training (bi-annual).
- Time within the school curriculum dedicated to developing empathy for others (RE, PSHE, Thrive) and a greater understanding of inappropriate language and behaviour towards others.
- A rich school experience where difference is celebrated and Social, Moral, Spiritual and Cultural capital is developed.
- A curriculum which celebrated the socially and culturally diverse community we serve, for example through our reading spine and our RE curriculum.
- Support to improve children's mental health and wellbeing.
- Safe places to play and learn.
- Good adult to pupil supervision ratio throughout the school day.
- Regular monitoring and evaluation of preventative actions using pupil voice, school council.

Identification

All reported or identified Prejudice Related Incidents (PRIs) that occur on school premises, during school activities, or outside school where the behaviour could affect another pupil or the school are recorded on our school system and monitored by the Headteacher and Trust Chief Executive. Staff are vigilant and recognise when language or behaviour may be an incident which is prejudice in nature, as a result of their training.

Children and families who consider behaviour incidents as prejudice in nature should immediately inform their class teacher or a member of the school leadership team. All allegations are taken seriously and fully investigated.

Unacceptable behaviour which may be a PRI include (but are not limited to): name calling, taunting, mocking, physical violence, taking or hiding belongings, inappropriate electronic messaging (cyber-bullying), graffiti, gossiping or spreading rumours and ostracising.

Responding

Staff regularly provide guidance to pupils on how to respond to inappropriate behaviour and how to report to adults. It is essential that we create an environment where victims feel able to tell an adult what is happening. Staff are trained in active listening and know it is necessary to act promptly. All identified PRIs are treated as a serious matter

We recognise that resolving incidents of poor behaviour, bullying or PRIs are learning opportunities and behaviour will not change as a result of punishment alone.

Stage 1 PRI Response – Single incident identified by the victim or bystanders as prejudice:

- Reassure the victim that action will be taken to result in a change. Check with the child and / or parent how they would like you to respond (Explanation, Restorative discussion)
- Speak to the perpetrator. Explain why their action is identified as a PRI.
- Restorative Justice discussion, where appropriate
- Instruct staff to be extra vigilant.
- Provide an opportunity for the behaviour to stop.
- Report the incident and follow-up action
- Inform parents/carers of victim and perpetrator of the action taken and why this is classed as a PRI.
- Monitor and review after one week with children and communicate with parents/carers of the children involved (victim/s and perpetrator/s).

Stage 2 PRI Response – Repeated occurrence of PRI by a perpetrator

This stage applies when a perpetrator has committed a PRI more than once, either:

- **Stage 2a:** Repeated PRI against the same victim, OR
- **Stage 2b:** Multiple PRIs against different victims

Stage 2a: Repeated PRI against the same victim

- Reassure the victim that action will be taken.
- Immediately inform the Headteacher of reported PRI. Headteacher may appoint a member of the Senior Leadership (SLT) to oversee Stage 2a
- A member of the Senior Leadership Team (SLT) to inform parents/carers that there is a repeat of prejudice behaviours targeting the same child.
- SLT to speak to the perpetrator, with parents/carers. Let them know the problem persists and it needs to stop.
- Consider whether this pattern of behaviour constitutes bullying (as it is repeated and targeted).
- Initiate changes to resolve the situation. This may include:
 - Support for the perpetrator to understand why their actions are prejudice and illegal.
 - Changes to the perpetrator's school day, including changing breaks and lunchtimes.
 - Engaging further with perpetrator's parents/carers.
 - Referral to additional support for perpetrator (e.g. Thrive)
 - Involvement of other agencies (Early Help, Social Services, Police) and explain the age of criminal responsibility, if appropriate.
 - Additional safeguarding measures for the victim (e.g., safe spaces, trusted adult check-ins)

Stage 2b: Multiple PRIs against different victims

- Reassure all victims that action will be taken
- Immediately inform the Headteacher of the pattern of PRI behaviour. The headteacher may appoint a member of the SLT to oversee Stage 2b
- SLT to inform perpetrator's parents/carers that there is a **pattern of prejudice behaviours** affecting multiple children
- SLT to speak to the perpetrator, with parents/carers. Let them know this pattern of behaviour is unacceptable and must stop
- Initiate changes to resolve the situation. This may include:
 - Intensive support for the perpetrator to understand why their actions are prejudice and illegal

- Changes to the perpetrator's school day, including changing breaks and lunchtimes
- Engaging further with perpetrator's parents/carers
- Referral to additional support for perpetrator (e.g. Thrive)
- Involvement of other agencies (Early Help, Social Services, Police) and explain the age of criminal responsibility, if appropriate
- Review of wider school culture and curriculum to address underlying attitudes

In both cases, the Headteacher should consider whether changes to the school's taught curriculum or broader curriculum (assemblies, for example) are necessary to address any repeated PRI.

Stage 3 PRI Response – PRIs have not stopped, is considered chronic and is significantly impacting on targeted pupils' wellbeing.

- Involvement of Police if criminal behaviour is evident.
- Suspension will be considered
- Permanent Exclusion will be considered

Victim Support

We recognise, throughout the response to PRI, that it is important to hear the victim and to provide support for them and their families, if required.

Support for Perpetrators

- We recognise that resolving PRIs are learning opportunities. Our aim is to help pupils understand why their behaviour is harmful, illegal, and unacceptable, and to support them to change their behaviour.
- Restorative Justice approaches (see Appendix 1) are used where appropriate to help pupils understand the impact of their actions and repair harm.
- Additional support may include targeted work with the SENCO, Thrive practitioner, or external agencies to address underlying issues (e.g., lack of understanding, exposure to prejudice at home, or social and emotional needs).
- In all cases, we work in partnership with parents/carers to ensure consistent messages and support at home and school.

Monitoring

PRIs are monitored half-termly by the Headteacher and reported in the termly Headteacher report to the Local Governing Committee. Trends are analysed to identify any emerging patterns or spikes in prejudice-related behaviour, enabling the school to take proactive action. The Trust Board also monitor the level of prejudiced related incidents each term.

Advice for Parents/carers

- Consider the difference between incidents of poor behaviour and PRIs.
- Talk to your child calmly about their concerns and listen carefully.
- Note down your child's concerns. Ask them to be specific.
- Reassure your child that they are doing the right thing in telling you.
- Guide your child to report to their teacher before you get involved.
- If your child feels unable to talk to their teacher, or if they feel that nothing has changed after they have informed an adult, calmly inform your child's teacher and allow them to take action.
- Keep in touch with the school

Associated Policies

- Behaviour Policy
- Anti-bullying policy
- Child Protection and Safeguarding Policy
- SRE policy
- Teaching and Learning Policy
- Data protection policy
- SEND Information Report

- SEND Policy
- Disability Equality Scheme and Accessibility Plan

Equality Impact Assessment We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.