

Bosmere Community Primary School Needham Market



Responding to Prejudice Related Incidents Policy November 2025

(Updated April 2026)

Our Vision and Values “Excellence Through Engaging and Enjoyable Learning”

At Bosmere, our school values underpin our decision making, the culture we wish to create and the behaviours we wish the members of our community to display.

Our school values are: RESPECT, RESILIENCE and READINESS. These values are integral to preventing and identifying Prejudice Related Incidents (PRIs) and guide our response to Prejudice Related Incidents, should they occur.

At Bosmere, we are committed to safeguarding and promoting the welfare of pupils and we expect all members of our community to share this commitment.

Definition

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: **disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.**

Unlike bullying behaviours, which are defined as incidents that are frequent and targeted against an individual or group more than once (Several Times On Purpose), 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.

The Law

Single Equalities Act 2010 Prejudice Related Incidents (PRI) are not managed as other forms of inappropriate behaviour or bullying. PRIs are defined as those which contravene the Single Equalities Act 2010. Protected Characteristics are: **sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation.** It is against the law to discriminate against anyone because of these characteristics.

Prevention

A range of strategies are employed at Bosmere to prevent Prejudice Related Incidents from occurring, these include:

- High expectations of behaviour, linked to our school values, throughout the learning day.
- Celebrating appropriate 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.
- Time within the school curriculum dedicated to developing empathy for others (RE, PSHE, circle time, Level 2, ELSA sessions) 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.
- Diverse curricular resources, such as text within our English curriculums and artefacts within our RE curriculum, which celebrate diversity.
- Support to improve children's mental health and wellbeing (ELSA, Level 2)
- Safe places to play and learn.
- Good adult to pupil supervision ratio throughout the school day.
- Events throughout the school year (Antibullying Week, Cyber Safety, Cultural Festivals)
- Regular monitoring and evaluation of preventative actions using pupil voice, school council.

Identification

All reported or identified behaviour incidents are recorded on our schools system – My Concern. 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: name calling, taunting, mocking, physical violence, taking or hiding belongings, inappropriate electronic messaging (cyber-bullying), graffiti, gossiping or spreading rumours, ostracising. This is, of course, an inexhaustive list.

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 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 (Appendix 1)
- Instruct staff to be extra vigilant.
- Provide an opportunity for the behaviour to stop. • Report the incident and follow-up action on My Concern
- Inform parents 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 of the children involved (victim/s and perpetrator/s).
- Fixed term suspension will be considered

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

- Reassure the victim that action will be taken.
- Immediately inform the Headteacher of reported PRI.
- Headteacher to inform parents that there is a repeat of prejudice behaviours.
- Headteacher to speak to the perpetrator, with parents. Let them know the problem persists and it needs to stop.
- 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. - Consider referral to additional support for perpetrator (ELSA) - Consider involvement of other agencies (Early Help, Social Services, Police) and explain the age of criminal responsibility, if appropriate.
- Headteacher to 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.
- Fixed Term Exclusion 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

Monitoring

PRIs are monitored half termly by the Headteacher and reported in the HT report to the Local Governing Committee. Trends are considered so that any unidentified Prejudice related spikes can be addressed. PRIs off of School Premises Teachers have the power and responsibility to discipline pupils for misbehaving outside of school premises to an extent as is reasonable, this includes PRIs. In the case of incidents of prejudice which occur out of school, the Senior Leadership Team will refer to other agencies where they feel it is appropriate, this includes the police.

Advice for Parents

- 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 (perhaps via Dojo) and allow them to take action.
- Keep in touch with the school – Tell them if things improve as well as any problems.

Associated Policies

Relationship Policy

Anti-Bullying Policy

Safeguarding Policy (CET)

APPENDIX 1

