



Great Easton VA C of E Primary School

Race Equality and Cultural Diversity Policy



Our School Vision:

We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

'Let all that you do be done in love'. (1 Corinthians 16:14)

Love of learning, life and living.

Associated values: Courage, Compassion, Forgiveness and Joy.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This Policy was reviewed and amended and Staff were consulted on this document in:	March 2022
The policy was ratified by the Governing Body on:	23rd March 2022

To be reviewed April 2023

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. General and specific duties are required as follows:

The general duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The specific duty requires us to:

- prepare a written policy on racial equality;
- assess the impact of our policies, including this policy, on pupils, staff and parents, of different racial groups, including, in particular, the impact on attainment levels of these pupils;
- monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of pupils.

School Context

Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

This policy reflects the general and specific duties on schools as detailed in the Race Relations Act 1976 and as amended by the Race Relations Amendment Act 2000. This policy must be read in conjunction with other related school policies such as Behaviour, Equal Opportunities and Special Educational Needs.

Aims and Values

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances. We respect and value the linguistic, cultural and religious diversity of the wider community.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff. We are committed to challenging racial discrimination and harassment, ensuring race equality, promoting good race relations and preparing all pupils for life in a culturally diverse society.

Our commitment will be demonstrated through:

- Ensuring high expectations of all
- Monitoring the impact of all our policies on different ethnic groups
- Fostering respect for all groups and individuals
- Promoting positive non-discriminatory behaviour
- Eradicating barriers in order to maximise participation and the success of all

- Drawing on the diverse experiences and skills of all pupils, staff and the wider community
- Ensuring representation of the heritages in our community across the structures and curriculum of our school
- Ensuring appropriate support for groups and individuals of different ethnic groups within the school.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and review the impact of our school policies on the life, attitudes and achievements of all groups and individuals amongst our pupils and staff.

When implementing this Race Equality and Cultural Diversity policy account will be taken of:

- Progress, attainment and assessment;
- Behaviour, discipline, and exclusion;
- Pupils' personal development and pastoral care;
- Teaching and learning;
- Admission and attendance;
- The curriculum;
- Staff recruitment and professional development;
- Our Partnership with parents and guardians and communities;
- Legislation, codes and advice from local and central authorities.

Policy, Leadership and Management

This policy has been agreed by teachers, support staff and members of the governing body. Our school aims demonstrate a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations.

Staff and governors will be given the opportunity to discuss the implications of the policy and any training needed. All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes racial equality. Training is linked to priorities within the School Improvement Plan. Members of the governing body will also identify their own training needs in relation to racial equality.

The school will follow the LA Guidelines in dealing with incidents related to prejudice.. Essex County Council Reporting forms can be found in the 'Concerns' folder in Miss Jackman's office or in Appendix One.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil or adult. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- stop the incident and comfort the pupil/adult who is the victim;
- reprimand the aggressor and inform the victim what action has been taken;
- if the incident is witnessed by other pupils, tell them why it is wrong;
- report the incident to the head teacher or assistant head teacher and inform her/him of the action taken
- inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- inform both sets of parents, if appropriate.

All racist incidents will be recorded and reported to the LA and governing body by the head teacher.

Commitments

The Governors and Staff are committed to:

- Actively tackling and eliminating racial discrimination and promoting equal opportunities and good race relations;
- Encouraging, supporting and helping all pupils and staff to reach their potential;
- Working with parents/carers and with the wider community to tackle racial discrimination and to follow and promote good practice;
- Making sure the Race Equality Policy and its procedures are followed.

Responsibilities

a) The governors are responsible for:

- Making sure the school complies with the amended Race Relations Acts (Amendment) Act 2000;
- Making sure the Race Equality Policy is implemented;
- Ensuring that account is taken of the Race Equality Policy in other parts of its work, eg. The School Improvement Plan, Policy Development;
- Ensuring that appropriate action is taken in cases of racial harassment and racial discrimination as required.

b) The Headteacher is responsible for:

- Making sure the Race Equality and Cultural Diversity Policy is readily available and that the governors, staff, pupils and their parents and guardians know about it;
- Making sure the policy and its procedures are followed;
- Producing regular monitoring information for staff and governors about the impact of the policy, and providing or arranging training for them, if necessary, in order to meet the agreed development priorities;
- Making sure all staff know their responsibilities and receive training and support in carrying these out;
- Taking appropriate action in cases of racial harassment and racial discrimination.

c) All staff (teaching and non-teaching) are responsible for:

- Dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping;
- Promoting equal opportunities and good race relations, and avoiding discrimination against anyone for the reasons of race, colour nationality or national origins;
- Keeping up to date with the law on race equality and cultural diversity where it is relevant and taking up training and learning opportunities;
 - Helping to monitor the impact of the school's Race Equality and Cultural Diversity Policy and the agreed development priorities.
- Helping pupils to understand and actively support the Race Equality and Cultural Diversity Policy.

d) Pupils are responsible for:

- Pupils should understand the main principles of the school's Race Equality and Cultural Diversity Policy
- Pupils should, as appropriate, have a role in supporting, communicating and implementing the school's Race Equality and Cultural Diversity Policy

e) Parents and Carers

Are expected to understand and support the Race Equality and Cultural Diversity Policy.

f) Staff with specific responsibilities

The Headteacher is responsible for:

Leading work on race equality and cultural diversity and dealing with reports of prejudice related incidents.

The Chair of Governors is responsible for:

Receiving and responding to, on behalf of the Governing Body, complaints about racial discrimination or harassment in accordance with the Procedure on Grievances

g) Visitors and Contractors Visitors and contractors will be made aware of the Race Equality and Cultural Diversity Policy, by its being displayed in the school's front entrance, by the signing in book and staff signing in folder.

Covering the specific duties At Great Easton Primary School we plan to build the promotion of race equality and cultural diversity into the processes for developing and our policies and plans:

- Equality targets will be published and will be integrated within the School Improvement Plan;
- We will review the effects of our policy through various processes such as consultation and by using auditing tools;
- Review will inform future development priorities.

Ethnic Monitoring On entry to the school, data is collected on pupil ethnicity and additional languages spoken. Raiseonline provides some analysis of SATs data in terms of ethnicity.

The Race Equality Policy and other school policies The goals and requirements of the Race Equality and Cultural Diversity Policy are supported by the Equal Opportunities Policy and The Relationships and Behaviour Policy.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all pupils and prepare them for life in a diverse society;
- use materials that reflect a range of cultural backgrounds, without stereotyping;
- promote attitudes and value that will challenge racist behaviour;
- provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- provide educational visits and extra-curricular activities that reflect all pupil groupings;
- take account of the performance of all pupils when planning for future learning and setting targets;

- make best use of all available resources to support the learning of all groups of pupils.

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied. If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Underachievement is addressed with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the SENCOs in consultation with class teachers. Achievement of all children is celebrated in a number of ways, including stickers, house team points, certificates, celebration class assemblies, etc. Extra curricular activities are open to all students whose parents and carers can self select by aptitude, ability and personal preference.

Attitudes and Environment

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- creating an ethos in which pupils and staff feel valued and secure;
- building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- having consistent expectations of pupils and their learning;
- removing or minimising barriers to learning, so that all pupils can achieve;
- ensuring that our teaching takes into account the learning needs of all pupils through our schemes of work and lesson planning;
- actively tackling racial discrimination and promoting racial equality through our newsletters to parents and displays of work;
- making clear to our pupils what constitutes aggressive and racist behaviour;
- identifying clear procedures for dealing quickly with incidents of racist behaviour;
- making pupils and staff confident to challenge aggressive and racist behaviour.

Parents, Governors and Community Partnership

All parents have the opportunity to discuss the progress of their children at parent/teacher discussion evenings. Parents are also welcome to make an appointment at any other time during the term if they have concerns. An annual report is shared in the summer term. Parents are invited to help with school trips and their help is greatly valued. Membership of the Parent Teacher Association (PTA) is encouraged.

Staffing - Recruitment, Training and Professional Development

The school is required to supply the LA with employment data related to racial groups employed within the school. The school is committed to attracting and developing a workforce on a basis of merit. The recruitment process will be monitored to ensure that there is no ethnic bias. Professional development opportunities are offered to all staff. The school will ensure that staff and governors are provided with sufficient training to carry out their statutory duties.

Monitoring and Evaluation

We make regular assessments of pupils' learning and use this information to track pupils' progress as they move through the school. As part of this process, we will monitor the performance of different racial groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and LA data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

Dealing with Prejudice- Related Incidents:

Guidance 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

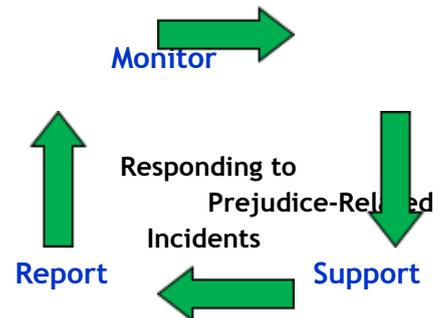
How to handle an incident:

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

Challenge

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

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

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

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 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

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

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

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.

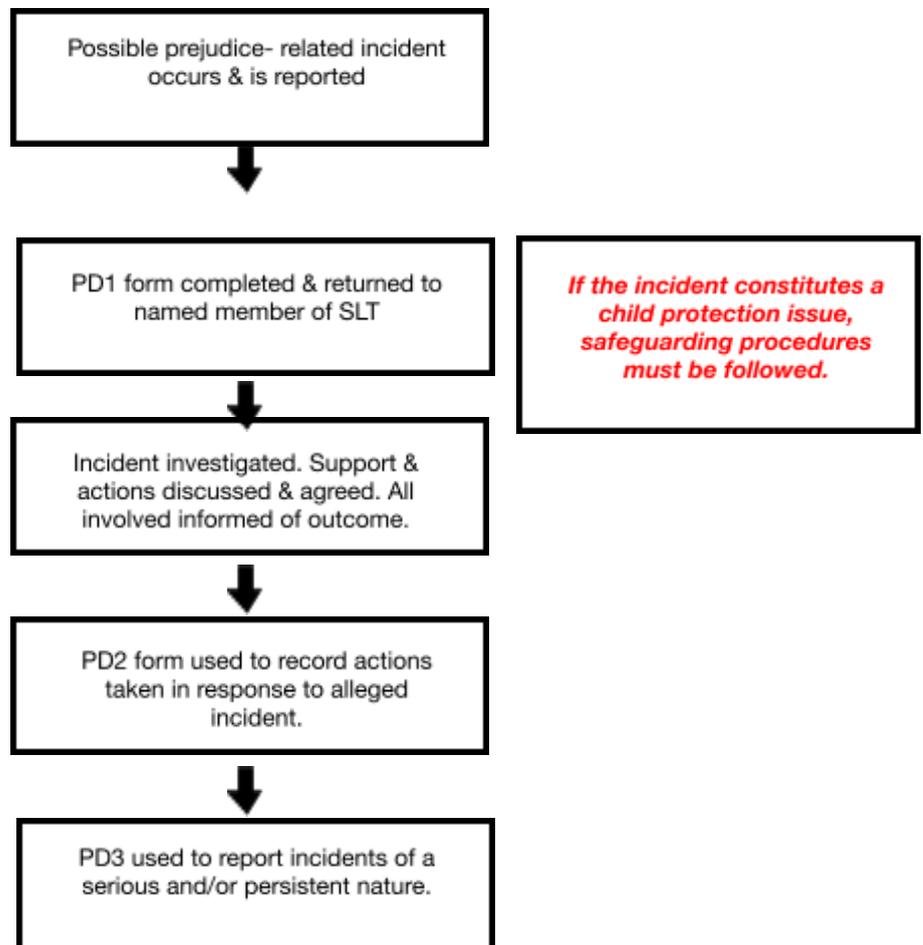
The following forms are examples of the types of forms schools can use to log, report, record and monitor prejudice related incidents.

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.

Please Note





Situation monitored. Review & update school policy & procedures as necessary.

CONFIDENTIAL
PDI 1

FORM

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.

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

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 /F	Further information (e.g. year group of pupil)
Pupil	✓		
Teaching staff			
Other staff			
Parent/carer			
Governor			
Visitor			
Other			

Alleged perpetrator(s)		M /F	Further information (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 /F	Further information (e.g. year group of pupil)
Pupil	✓		
Teaching staff			
Other staff			
Parent			
Governor			

Physical assault	
Physical harassment	
Graffiti	
Cyber bullying/harassment	
Written comments/drawings (not graffiti)	
Verbal abuse	
Abuse of/damage to personal property	

Visitor			
Other			

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.

Details of alleged incidents

(cont.)

Form PDI 1

Date/time of incident

Place where incident occurred

<p>What happened? <i>If there is insufficient space below, further papers may be attached to this form.</i></p>

<p>Action already taken. Please provide brief details, if known. <i>If there is insufficient space below, further papers may be attached to this form.</i></p>
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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. 3rd 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.

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 (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

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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 Local Authority as and when they occur. These incidents will be reported to Hate Crime Panels

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.

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

Date/time

Place

Have the Police been informed? Yes / No Other agencies that have been informed:

Type of incident	<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 <i>No personal names are to be used, perpetrator(s) excepted</i>
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