

HDHS Will Not Tolerate Prejudicial Behaviour

A guide to the process
September 2019

A prejudicial action may be:

- Racism
- Homophobia
- Genderphobia
- Islamophobia
- Anti-semitism
- Other religiously motivated hate speech
- Discriminatory language around disability
- Any pejorative comments designed to single out someone for their background or upbringing

Thick border represents YPL takes action

Child reports incident

SSA gathers statements and other evidence eg teacher accounts, CCTV
Date..... Staff.....

Evidence supports claim

Inconclusive

Mediation
Date..... Staff.....

All parties sign Conflict Agreement
Date..... Staff.....

Record in Prejudice/Racism Log
Date..... Staff.....

Staff Vigilance Order put in place
Date..... Staff.....

Perpetrator begins Anti-Prejudice programme (APP) with YPL or AYPL Session 1
Date..... Staff.....

Situation resolved

Thick border represents YPL takes action

Child reports incident

SSA gathers statements and other evidence eg teacher accounts, CCTV
Date..... Staff.....

Evidence supports claim

Inconclusive

Mediation
Date..... Staff.....

All parties sign Conflict Agreement
Date..... Staff.....

Record in Prejudice/Racism Log
Date..... Staff.....

Staff Vigilance Order put in place
Date..... Staff.....

Perpetrator begins Anti-Prejudice programme (APP) with YPL or AYPL Session 1
Date..... Staff.....

Subsequent report of language/actions

Situation resolved

Perceived as unresolved

Subsequent report of language/actions

Perceived as unresolved

SSA gathers statements and other evidence eg teacher accounts, CCTV
Date..... Staff.....

SSA gathers statements and other evidence eg teacher accounts, CCTV
Date..... Staff.....

Meeting with victim's parents
Date..... Staff.....

All parties keep Activity Log
Date..... Staff.....

Record in Prejudice/Racism Log
Date..... Staff.....

Assign Social Areas
Date..... Staff.....

Perpetrator continues Anti-Prejudice Programme
Date..... Staff.....

Meeting with all parents
Date..... Staff.....

Perpetrator is sanctioned in line with APP
Date..... Staff.....Sanction.....

Reminder of Conflict Agreement
Date..... Staff.....

Perpetrator's Parent Meeting
Date..... Staff.....

Sanction for breaking Conflict Agreement
Date..... Staff.....Sanction.....

Staff Vigilance Order in place
Date..... Staff.....

Staff Vigilance Order in place
Date..... Staff.....

Police informed of Hate Crime
Date..... Staff.....Crime No.

Situation resolved

Thick border represents YPL takes action

Sanction

Dependant on what the student has done or the frequency of the activity:

C3 - After school detention (60 mins or 90 mins with SLT)

C4 - Isolation on site

C5 - Fixed Term Exclusion

C6 - Permanent Exclusion or Managed Move or PR

Mediation

A member of staff from the Year Team/Teams facilitates a meeting whereby calmly and respectfully students explain what is troubling them with the other's behaviour and how it is making them feel.

A resolution is reached in that each party acknowledges the feelings of the other and agrees to the actions causing distress to come to an end.

Prejudice Log or Racism Log

A comprehensive, confidential log of names and incidents. Paper copy of the log will remain in YPL's office so can be referred to at anytime and a bank of evidence is built. Repeated entry will flag up concerns and actions.

Assistant Headteacher will monitor the log.

Social Behaviour Contract

A contract signed by the student reminding them of how they should conduct themselves around school and specifically what behaviours they will avoid. If this contract is broken in any way, then a sanction will apply.

Conflict Agreement

An agreement signed by all parties that does not seek to assign blame, just to end the situation. After signing, if a student breaks the agreement they will accept blame for the whole situation not ceasing.

If a student refuses to sign, then they are displaying that they do not want the perceived situation to come to an end and so will be sanctioned accordingly.

Staff Vigilance Order

Staff have the student highlighted to them and they keep a special yet unobtrusive eye them, noting all interactions with others and recording anything of note.

Parental Meeting - Victim

- Run through the process being followed;
- Reassure that a sanction will be in place for those at fault but the nature of that will not be discussed with anyone other than that student's parents;
- Reassure that everything is being taken seriously and that the student is believed;
- Take any other evidence eg social media use from outside of school;
- Explain how to report any incidents to the police;
- Ensure the student has someone they feel comfortable reporting things to;
- Go through exactly what actions the student should take should something happen again;
- Put measures in place for the student to be occupied during social time eg chess club.

Parental Meeting - Perpetrator

- Run through the process being followed;
- Run through the evidence gathered;
- Do not show any CCTV unless in extreme circumstances and only under the authorisation of the HT or DHT(at which point all identities of other students will need to be protected);
- Run through student's full behaviour record;
- Run through student's full progress record;
- Explain fully any sanctions.

Anti-Prejudice Programme (APP)

The length of the programme will depend on the frequency of the actions:

Session 1	Discussion	One hour during school day	Facilitated by AYPL
Session 2	Written series of activities	During an isolation	Facilitated by various members of the Year Team and SLT
Session 3	Discussion with Police	One hour after school	Facilitated at school by Essex Police
Session 4	Fixed Term Exclusion	1-15 days	Written exercises to be completed at home under parental supervision
Session 5	Permanent Exclusion	Permanent	NEECA to undertake rehabilitation work

Anti-Prejudice Programme (APP)

Session 1	Discussion	One hour during school day	Facilitated by AYPL in a mature, frank, honest and impunitive manner
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- Recap of what happened in students' own words.
- Recap of event in victim's words (if different)
- What category does the incident fall into?
- Origins of any language used
- Has the student witnessed or experienced prejudice before?
- Staff member to share own experience or that of another staff member, or another staff member to come along for 5 mins only to share personal experience.
- Emphasise that this language/action is a painful reminder of previous experiences.
- Discuss how some language has been reclaimed in order to empower, but users are still mindful of hurtful experiences for which this can be a trigger.
- What strategies the student can use if they are a victim of prejudicial language.
- Discussion of the rhetoric in society and how the media and politics contribute to this.
- How does the student feel at the end of the discussion?
- Ask the student what they feel their sanction/next steps should be.

Anti-Prejudice Programme (APP)

Session 2

Written series of activities

During an isolation

Facilitated by various members of the Year Team and SLT

Repeat of all previous discussion in the form of a series of written answers - all of which must be **at least 100 words**:

1. What happened in your own words?
2. How would the event be described in the victim's words?
3. What category does the incident fall into and why? Give a description of this category.
4. Research and write the origins of the language you used.
5. Have you witnessed or experienced prejudice before? Describe what happened.
6. Describe the experience of a staff member that you are aware of.
7. Why is this language/action painful for the staff member?
8. How has some language been reclaimed in order to empower. How are such users still mindful of hurtful experiences for which this can be a trigger?
9. What strategies could you use if you are a victim of prejudicial language?
10. Describe the current rhetoric in society and how the media and politics contribute to this.
11. How do you feel at the end of this written response?
12. What should your next steps be and why?
13. What should your sanction be if you were to repeat this offense and why?

Anti-Prejudice Programme (APP)

Session 3

Discussion with
Police

One hour after school

Facilitated at school by Essex Police

- Recap of what happened in students' own words.
- Recap of event in victim's words (if different)
- What category does the incident fall into?
- What crime has been committed?
- Has the student witnessed or experienced prejudice before?
- Police to share own experience of actions taken against perpetrators.
- What strategies the student can use if they are a victim of prejudicial language.
- Discussion of the rhetoric in society and how the media and politics contribute to this.
- How does the student feel at the end of the discussion?
- Ask the student what they feel their sanction/next steps should be.

Anti-Prejudice Programme (APP)

Session 4	Fixed Term Exclusion	1-15 days	Written exercises to be completed at home under parental supervision
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All questions must have a written response at home of **at least 100 words** and a parental comment of **at least 50 words**:

1. What happened in your own words?
2. How would the event be described in the victim's words?
3. What category does the incident fall into and why? Give a description of this category.
4. Research and write the origins of the language you used.
5. Have you witnessed or experienced prejudice before? Describe what happened.
6. Describe the experience of a staff member that you are aware of.
7. Why is this language/action painful for the staff member?
8. How has some language been reclaimed in order to empower. How are such users still mindful of hurtful experiences for which this can be a trigger?
9. What strategies could you use if you are a victim of prejudicial language?
10. Describe the current rhetoric in society and how the media and politics contribute to this.
11. How do you feel at the end of this written response?
12. What should your next steps be and why?
13. What should your sanction be if you were to repeat this offense and why?

Hate Crime

A hate crime is when someone commits a crime against you because of your disability, gender identity, race, sexual orientation, religion, or any other perceived difference.

It doesn't always include physical violence. Someone using offensive language towards you or harassing you because of who you are, or who they think you are, is also a crime. The same goes for someone posting abusive or offensive messages about you online.

A hate crime can take the following forms:

- Physical assault
- Verbal abuse
- Incitement to hatred

Source: Metropolitan Police: <https://www.met.police.uk/advice/advice-and-information/hco/hate-crime/what-is-hate-crime/>

Social Areas

Parts of the school, mainly defined by Year Group or faculties, that students agree to frequent, so as to keep away from the other party and avoid accidentally bumping into them. Social areas are defined in order to avoid a *perception* of the problem continuing, not as an indication that there *definitely* is a problem.

Activity Log

A log of all events involving the other student, regardless of how trivial the interaction may be. A way of monitoring all communications fairly and transparently.