

All Saints' Catholic Voluntary Academy

Policy: Anti-Prejudice Policy
Prepared for: All Saints' Catholic Academy Trust

There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus. Galatians 3:28

Approval

Approved by	Approval date	Review Date
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1. Policy Statement

At All Saints' Catholic Voluntary Academy, as a community we strive to create a happy, comfortable and supportive Catholic environment for all associated with the school. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

All Saints' Catholic Voluntary Academy will not tolerate any form of prejudice or discriminatory behaviour.

All Saints' Catholic Voluntary Academy will not tolerate any intentionally hostile or offensive act by a person linked to one of the protected characteristics, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced

This policy links to a range of equality legislation:

- **Equality Act 2010** and **Public Sector Equality Duty** (s. 149 of the Equality Act of 2010 which came in to force in April 2011). This outlines the schools' duty to eliminate direct and indirect discrimination, harassment and victimisation; to advance equality of opportunity between pupils; and to foster good relations between pupils; and sets out the schools' requirement to set SMART Equality Objectives;
- **Education and Inspections Act 2006**, which outlines schools' duty to promote community cohesion;
- **Education Act 2002**, which outlines schools' duty to promote social, moral, spiritual and cultural (SMSC) education, including the promotion of Fundamental British Values;
- **Children and Families Act 2014**, establishes the framework for identifying, assessing and supporting children and young people with Special Educational Needs and Disabilities (SEND), ensuring they can access education and achieve positive outcomes.
- **SEND Code of Practice (2015)**, which outline schools' duties to identify, assess and support pupils with special educational needs and disabilities, ensuring equality of access, participation and opportunity for all learners;
- **The Human Rights Act 1998**, requires public bodies, including schools, to respect and protect the fundamental rights and freedoms of all individuals, ensuring fair, dignified and non-discriminatory treatment.

2. Purpose

To remove any intolerance to the protected characteristics from All Saints' Catholic Voluntary Academy and to promote a positive inclusive society.

To allow all pupils to experience a diverse curriculum.

To enable all pupils to thrive in a socially cohesive society.

Prejudice-based bullying: Bullying behaviour that relates to actual or perceived differences may be as a result of prejudice. The Equalities Act 2010 identifies 9 protected characteristics in relation to prejudice-based bullying.

These are:

- Age (not schools).
- Disability.
- Gender and gender reassignment.
- Marriage and civil partnership (not schools).
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

3. Categories of prejudice behaviour (this is not an exhaustive list)

- Physical assault against a person or group because of a protected characteristic.
- Offensive graffiti.
- Provocative behaviour, e.g. inappropriate badges or insignia.
- Bringing prejudice materials, such as leaflets, into school.
- Verbal abuse and threats including name-calling, insults, and prejudice jokes.
- Incitement of others to behave in a prejudice way.
- Prejudice comments during discussion in lessons.
- Ridiculing of an individual or group related to one of the protected characteristics.
- Posting any prejudice comments onto a computer.

4. Procedures

The most successful way to address discriminatory or prejudice behavior, is to create a positive school ethos and culture where relationships and behaviours are based upon mutual trust and respect. Children and young people have a right to be included and consulted.

No member of staff should ignore any form of prejudice behaviour anywhere in the school. It should be explained why this behaviour is unacceptable.

All incidents of prejudice behaviour (seen by anyone in the school) should be logged onto Arbor, under suspected bullying which will then be followed up by either the Year progress Leader, Behaviour coordinator or Assistant Head in charge of Behaviour and Attitudes. Incidents are reported to the Behaviour Management Co-ordinator & Designated Deputy for Child Protection or the Assistant Head in charge of Behaviour and Attitudes, who will record it in the relevant referral systems.

Sanctions will be applied to perpetrators, and they will follow a range of appropriate anti-prejudice resources (for lesson examples see appendix 3 and 4). All incidents are logged, dated and details of actions taken for the perpetrator and victim are detailed. The incident log is updated by the Behaviour Management Co-ordinator and a checklist completed for both the victim and the perpetrator and the support given is proportionate to their needs (see appendix 1). The behaviour support team reviews the situation with the victim after 2 weeks and 1 month, to ensure no further incidents have occurred and to confirm that the incident has been resolved.

Our policy on prejudice incidents is set out separately and acknowledges that repeated prejudice incidents or a single serious incident may lead to consideration under child protection procedures.

Please see appendix 2 for our graduated response.

Repeated or serious incidents would trigger further intervention, under child protection procedures, as detailed in the Safeguarding and Child Protection Policy.

5. Interventions

Where appropriate, the Academy will use external agencies such as 'Prevent' workers and Police Liaison Officers to support students who have been both the victim and perpetrator of prejudice incidents, in accordance with the guidelines shown in our Safeguarding policy.

Our work with pupils who display bullying to others

- We interview the pupil (or pupils) involved in displaying prejudice behaviour separately
- We listen to their version of events and talk to anyone who may have witnessed the prejudice behaviour
- We reinforce the message that prejudice behaviour is not acceptable, and that we expect it to stop
- We affirm that it is right for pupils to let us know when they are facing prejudice behaviour
- We consider sanctions under our school's policy
- We advise pupils responsible for displaying prejudice behaviour that we check to ensure that prejudice behaviour stops
- We ensure that those involved know that we have done so
- When prejudice behaviour occurs, we contact the parent/carers of the pupils involved at an early stage
- We follow up after incidents to check that the prejudice behaviour has not started again
- We work with pupils who have been involved in prejudice behaviour others to ascertain the sort of support that they need.
- We ask all staff to follow the 'Restorative Questioning' following a student that has displayed prejudice behaviours. **(appendix 5)**

Our support to pupils who are experiencing prejudice behaviour or discriminated against

- They are reassured that they do not deserve this and it is not their fault
- We assure them that it was right to report the incident
- We encourage them to talk about how they feel and try to ascertain the extent of the problem
- We engage them in making choices about how the matter may be resolved
- We discuss strategies for being safe and staying safe
- We ask them to report immediately any further incidents to us

- We affirm that it can be stopped and that we will persist with intervention until it does
- We ask all staff to follow the 'Restorative Questioning' following a student that has been the victim of prejudice behaviours. **(appendix 5)**

6. Prevention

Promoting trusting and respectful relationships, restoring relationships where appropriate and responding to all forms of prejudice will develop better relationships, better learning and better behaviour and help to prevent prejudice behaviour.

At All Saints' Catholic Academy, we have a group of students, called 'No to Hate' ambassadors and 'Anti-bullying Officers (ABO)', that plan and deliver assemblies, Celebrations of The Word and World Culture Day to educate students on the protected characteristics.

Curriculum audit and provision

Students are taught about families and relationships through the Personal Development programme, delivered via 'No to Hate' ambassadors, lessons, tutor time, assemblies, Celebrations of The Word and form time prayer. The content (updated for September 2026) includes:

- How stereotypes, in particular stereotypes based on **sex, gender reassignment, race, religion, sexual orientation or disability**, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice."
- The legal rights and responsibilities regarding equality, and that everyone is unique and equal.
- Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education

The curriculum which is audited yearly must aim to:

- Promote a positive self-image.
- Exploit opportunities to celebrate the richness and diversity of all student characteristics.
- To present a variety of protected characteristics to create an understanding of and interest of all individuals in society.
- Exploit opportunities through assemblies to deal with the issues of prejudice.
- Exploit opportunities through Personal Development, e.g. the use of visiting speakers, role-play exercises and the use of media and film.
- Exploit opportunities for pupils, through subjects to unite and share experiences, celebrate individuals and develop a diverse understanding.

Resources should:

- Reflect the fact that we are a society containing all protected characteristics.
- Present positive images of people from all protected characteristics and avoid stereotyping.
- Present a balanced world perspective and an unbiased view of social and economic relations in the world.
- Avoid tokenism either in style or content.

Resources should be regularly reviewed by the Assistant Head Teacher in charge of

7. Monitor and review procedures

The Governing Body

The Governing Body, supported by the Head Teacher, will review the policy annually.

Assistant Head Teacher (Behaviour and Attitude)

Assistant Head Teacher (Behaviour and Attitude) will monitor racist incidents and records termly.

Curriculum Leaders

Curriculum Leaders will regularly monitor teaching materials, schemes of learning, school displays and written communications to check for any discriminatory content. Curriculum Leaders regularly update the schemes of learning and map out the spiritual, moral, social and cultural aspects of their courses, through the Cultural Capital element of the Curriculum Intent.

Subject teachers and tutors

Subject teachers and tutors will regularly monitor classroom materials and ensure they inform the Behaviour Management Coordinator of any racial incidents.

8. Relationships with other school policies and government documentation

- OLoL SEND policy
- Anti-prejudice behaviour policy
- Anti-radicalisation policy
- Teaching and Learning policy
- Personal Development policy
- RSHE Ppolicy
- Behaviour and Child Protection policy
- Equality and diversity
- Equality Act 2010

Appendix 1: Checklist and follow up of support

Prejudice incident checklist

Name of victim Form

Name of alleged perpetrator Form

Racist incident Checklist Date _____

Action	Completed
Speak to victim to discuss incident/take detailed statement Log on CPOMS (if not done already)	
Ensure teacher/YPL has contacted victims' parents to make them aware of the alleged incident & that we are investigating	
Speak to the alleged perpetrator — discuss alleged incident/take detailed statement	
Ensure teacher/YPL has contact perpetrators parents to make them aware of the alleged incident & that we are investigating	
Witness statements to be taken from other students/staff (if relevant)	
Discuss/review statements with teacher/YPL for outcome Sanction/support/Prevent referral?	
Update victim with outcome/next steps Does the victim need any support in school? e.g. peer mentor	
Email staff with actions from check in/follow up e.g. Amend seating plan	
Update alleged perpetrator with outcome/next steps Does the alleged perpetrator need further support in school? e.g. EMD mentoring/ /PC Sinclair referral?	
YPL/ML/teacher to contact parents of victim/alleged perpetrator with update/outcome	
Update CPOMS — scan all statements and upload to incident	
Reconciliation/restorative justice arranged (if mutually agreed)	
PCSHE session with HFT	
Follow up with victim/alleged perpetrator — 1 week later Upload document to CPOMS	

Follow up with victim/alleged perpetrator— 1 month later Upload document to CPOMS	
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Completed by Date:

Follow up with students after a racist/prejudice incident

1 week follow up. Date	1 month follow up. Date
How have things been this since the incident?	How have things been this since the incident?
Have there been any further incidents/issues?	Have there been any further incidents/issues?
Do you still have any lessons with the person/issues with seating plan?	Do you still have any lessons with the person/issues with seating plan?
How are you feeling? Are you happy in school/at home?	How are you feeling? Are you happy in school/at home?
Is there anything more we could support you with/is there anything else that you are worried about/want to discuss?	Is there anything more we could support you with/is there anything else that you are worried about/want to discuss?

Actions?	Actions?
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Appendix 2: Graduated response to prejudice incidents

Prejudice incidents*				
<u>Situation</u>	1st Offence	2 nd Offence	3 rd Offence	4 th and beyond
Typed a Prejudice word on the computer in a lesson	2 days referral	2 days pre-exclusion	3 days pre-exclusion	Fixed term suspension 3-5 days
Prejudice graffiti on own property e.g. ruler, pencil case	2 days referral	2 days pre-exclusion	3 days pre-exclusion	Fixed term suspension 3-5 days
Prejudice graffiti on school property e.g. desk, yard	2 days pre-exclusion	5 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer
Prejudice comment/action made indirectly e.g. nazi salute, general discussion, referring to something as 'gay' etc.	1-2 days pre-exclusion	3-5 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer
Prejudice comment said /action done directly to	3 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer	Meeting with Head Teacher to look at future options
* A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person. This takes into consideration the protected characteristics. The information provided is to be used as guidance, Mr Cuomo or Mrs Kilday may use their professional discretion as and when required. This may signify a change to the above responses.				

Appendix 3: Resources used to support the perpetrator are varied, below are 2 examples.

Protective Characteristics
and equality at All Saints'

PSCHE

1

Why we are
here today?

Ground rules for today

2

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Prejudice

A preconceived opinion that is not based on reason or actual experience.
"prejudice against people from different backgrounds" "deep-rooted class prejudice"

3

Equality Act – what are the 9 protected characteristics?



4

Equality Act 2010
We should not
discriminate
against any of
these protected
characteristics



5

The Aims

- To provide young people with the opportunity to share experiences of prejudice
- To explore the impact of prejudice on the target and the community
- To explore how best to deal with experiences of prejudice

6

Snowball fight

- On your piece of paper write down:
 - An example of prejudice that you have experienced, witnessed or heard about on the news. This is anonymous.
- Scrunch up your piece of paper into a ball
- Have a snowball fight
- Stop, pick up a snowball and read what is written on it
- Discuss what your snowball says with a partner – discuss how this might impact you or the community if it happened to you.
- Repeat 3-5, plus what do you think should happen next
- Repeat 3-5 – what can be done to stop this happening again

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Summary

How did it feel to read these experiences?
What impact did the scenario on the snowball have on the individual?
Community?
What can we do if we ever witness or experience prejudice?
What can we do to prevent prejudice behaviour?
What actions can we take individually and as a community?



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Summary Points

- All incidents of prejudice are harmful, no matter how big or small they might seem
- Prejudice harms individuals and communities
- There is always something we can do if we witness or experience prejudice
- As a community we should be finding ways to prevent such incidents from occurring

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#SelfCare

- Remember you can access support at home and both in school (e.g. through your form tutor, Year progress leader, or any other adult) and out of school, through local and national organisations.
- Email: www.betterlifefoundations.org.uk or www.betterlifefoundations.org.uk
- Drop box – outside the exams officers / Miss Coupe's technology room
- There are lots of different ways that you can seek help from supportive organisations, including text-based support, digital chat support and online counselling, as well as face to face or via phone.
- Webchat and phone numbers:
 - Young Minds - www.youngminds.org.uk
 - Childline - www.childline.org.uk Phone: 0800 1111
 - Samaritans - www.samaritans.org Phone: 116 123
 - Shout - a 24-hour text service for someone experiencing a crisis and needing immediate help: 83228
 - BEST - www.betterlifefoundations.org.uk Phone: 0800 5010711

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Appendix 4 - Support for students discriminating against LGBTQ+ students

Understand the terminology

Being unsure as to the correct terminology to use can be a source of anxiety for those engaging in this work. To help with this, key terms and phrases used in this resource are provided below, which can provide a point of reference to help educators feel confident in embedding LGBTQ+ equality and tackling HBT bullying. A general consensus exists as to whether the terms below are acceptable or unacceptable in the UK. Certain individuals may choose to use some terms with reference to themselves in ways which are different to the general consensus and they have a right to do this. However, terms which are deemed to be generally unacceptable should not be used within a workplace or school setting. All language changes over time. It is important to remain up to date to make sure the most acceptable terms are being used.

Terminology

Asexual	A lack of sexual attraction.
Bisexual/Bi	An emotional, romantic and/or sexual orientation towards both men and women.
Biphobia	A range of negative attitudes, feelings and/or behaviours towards bisexual people or those perceived to be bisexual.
Cisgender	A term used to describe people whose biological sex is aligned with their gender identity. 'Cis-' is a Latin prefix meaning 'on the same side as' and is therefore an antonym of 'trans-.'
Cisnormativity	The sociocultural conditions which allow the belief that being cisgender is the norm and normal and allow transphobic attitudes to exist.
Gay	A man who is emotionally, mentally and/or physically attracted to other men. Also used as a generic term that covers both lesbians and gay men. Some women define themselves as gay rather than lesbian.
Gender	A social construct in that children learn how to behave in a manner typically associated with their sex. This can include roles, clothes, emotional behaviours and interests.
Gender Identity	Someone's innate psychological understanding of themselves as either a man, woman or another identity beyond the man-woman binary. A person's gender identity may or may not align with their biological sex.
Gender Non-Conforming	A term used by people whose gender expression is different from stereotypical expectations of masculinity and femininity. Not all gender non-conforming people are transgender.

Heterosexism	The belief that heterosexuality is normal and the norm.
Homophobia	A range of negative attitudes, feelings and/or behaviours towards gay people or those perceived to be gay.
Homophobic, biphobic or transphobic Incident	The Crown Prosecution Service and National Police Chiefs' Council agreed definition is "Any incident/crime which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person because of their sexual orientation or transgender identity or perceived sexual orientation or transgender identity."
Intersex	Where a person is born with a combination of male and female biological characteristics, such as hormones, chromosomes and/or genitalia.
Lesbian	A woman who is mentally, emotionally and physically attracted to other women.
LGBT+	An acronym used to describe lesbian, gay, bisexual and transgender people. The + signifies other groups of people who align with the LGBT community, sometimes represented by additional letters: Q for queer, I for intersex, A for asexual, P for pansexual.
Non-Binary	A term used by some people who experience their gender identity as falling outside the categories of 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
Pansexual	An emotional, romantic and/or sexual orientation towards all genders.

Non-Binary	A term used by some people who experience their gender identity as falling outside the categories of 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
Pansexual	An emotional, romantic and/or sexual orientation towards all genders.
Queer	A term historically used as a slur against LGBT+ people, however; it has been reclaimed as a term used by those wanting to reject specific labels of sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT+ community, such as racism and ableism. It is also used in academic studies. However, it is still perceived as a slur by some and should be used with caution by those who are not part of the community.
Sexual Orientation	A term to describe who you are emotionally, mentally and physically attracted to based on their sex/gender in relation to your own. It is inappropriate to use the term 'sexual preference' as sexual orientation is not a choice.
Transgender	An umbrella term for people whose gender identity differs from their biological sex.

Transphobia	A range of negative attitudes, feelings and/or behaviours towards transgender people or people perceived to be transgender.
Transition	The process of changing one's gender and/or biological sex to align with one's gender identity. Transitioning can be a complex process that occurs over a long period of time. Transitioning can include some or all of the following personal, medical and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and one or more types of surgery. The exact steps involved in transition vary from person to person.

Appendix 5 – Restorative Questioning

Restorative Questions 1 – Responding to Challenging Behaviour

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

Restorative Questions 2- Responding to those harmed

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?