

Dealing with Prejudice & Discrimination

Behaviour Policy & Procedures 2023/2024

This document must be used in conjunction with the whole school behaviour policy.

This document should be read and used in line with the wider MBIS Behaviour policy. It is designed to augment that policy by providing explicit approaches to dealing with behaviour and values based issues related to prejudice.

For the purposes of this document Prejudice & Discrimination is defined as:

The treatment of others that is negative, unfair and / or unkind based on certain characteristics like their race, gender, age, religion, nationality, disability, or other personal differences. It means that some students may treat their peers in a negative way because of these differences. Discrimination among students can manifest in various ways, such as deliberate exclusion, use of prejudicial language, violence, the spreading or sharing of discriminatory images or language in person or online.*

*This is not an exhaustive list

Dealing with prejudice and discrimination in schools must be a combination of proactive measures and clear reactive processes. It is both challenging and nuanced.

We have developed a process and framework to guide school teachers and leaders through what actions to take should such an issue arise in school.

Impact and Intention

Key terminology:

IMPACT	Impact refers to the result of discriminatory action or communication on the individual. This can be both emotional and physical and needs to be clearly understood. This impact must also be validated as an individual experience.
INTENTION	Intention refers to the intent of the person who has been said to have done the discriminatory act. A person may do such an act intentionally to cause harm or attack to another person. However, it is also possible that a person may act or communicate in a way that significantly impacts another person whilst the intention was not to do so in a discriminatory way.

Gaining a fuller understanding of both impact and intention is extremely important in dealing with matters of discrimination in school. The person who feels genuinely impacted must be validated and understood. This helps them feel listened to and that the school takes the matter seriously. It seeks to provide a supportive atmosphere and demonstrates that we take matters relating to prejudice extremely seriously.

By also taking the time and care to establish what the intent of a person was we can take into account the nuance of situations we can often find in schools. Age, cultural ignorance, background and language can all play an important role in creating a gap between the intention of an action / communication and the impact of it.

By going through the steps below to better understand and establish both impact and intention we are better able to take appropriate and useful action.

IMPACT ON THE INDIVIDUAL(S)

IMPACT QUESTIONS	Approaches
<p>What is the impact of this experience on the individual?</p> <p>How do we know what the impact is?</p> <p>Self reported Parent / friend reported School view</p> <p>Is there a difference between the reported impact on the child vs the impact on the parents?</p>	<p>To establish the answer to these questions...</p> <ul style="list-style-type: none"> ● Head of Pastoral to decide on the best person to speak to the child at that moment. ● Pastoral point of care: Tutor, Head of Key Stage, Health & Wellbeing Officer or Head of Pastoral ● Speak to the child [child profile + resource] ● Offer the chance to write something down outside of a 1:1 or adult to child situation [online doc - eg. situation, feelings, thoughts] ● If deemed useful, ask relevant third parties of their view of impact. Eg. parents [how X child is feeling at home]

<p>Is there anything that may make us question the reality of the reported impact?</p>	
<p>What other similar forms of discrimination might this child have experienced based on their identity?</p> <p>Teachers dealing with the situation must consider what other prejudice (conscious or unconscious) may this child have to deal with on a more regular basis. Either within our community or wider society.</p>	<p>Reflect and consider if / how this shapes our response</p> <p>https://www.thisshowyoucan.com/post/___wheel_of_power</p>
<p>What systems of support can be offered to the child?</p>	<ul style="list-style-type: none"> ● Ensure that the students feelings are validated effectively. They, and their family should feel that the situation has been understood, carefully considered and taken seriously. ● Provide access to relevant resources ● Consider if there is value in restorative justice approaches. ● Share actions involving the other parties involved as appropriate. <p>Evaluate the best response in line with behaviour policy but also recognising the spectrum of their interpretation [understanding] of events?</p> <p>NB. Learning must always occur with or without punishment</p>

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INTENTION OF ACTOR

INTENTION	ACTIONS
<p>What was the intention of the statement and/or action?</p>	<ul style="list-style-type: none"> ● Speak to the child. [child profile + resource] ● Offer the chance to write something down. [online doc - eg. situation, feelings, thoughts] ● Ask relevant third parties of their view of impact. Eg. teachers ● Look at any other evidence that may be available including previous incidents
<p>Is there some cultural / individual / context that is playing a role?</p> <ul style="list-style-type: none"> ● Individual Circumstances ● Age ● Cultural Background ● Religion 	<ul style="list-style-type: none"> ● Speak to the parents ● Consider other relevant evidence from school, wider context, online trends etc. ● NB. refer to DSL if wider child protection concerns
<p>Should that child have reasonably understood that what they said / did was not in line with the school values and could have had the stated impact on the</p>	<p>Recent school learning / events / projects / lessons / individual background.</p>

<p>other person?</p> <p>There may be cases where the impact on the recipient may not be as significant as it could be on another student of a similar background. This remains important.</p>	
<p>Is this the first time such an impact has resulted from the actions / communications of this person?</p>	<p>See behaviour policy for level of response.</p>
<p>Wider context - is this part of a larger issue in the school?</p>	<p>Is there anything within school that we can amend to prevent situations like this from happening again? Curriculum, PSHE, Positive Education, awareness etc.</p>
<p>Where it is deemed that there is intention or understanding of impact should have reasonably been present</p> <p>Behavior Policy - Level 4 (+Learning)</p>	<p>Where it is deemed the impact was unintended or that the understanding of impact could have been reasonably present</p> <p>Behavior Policy - Level 1 up (+Learning)</p> <p>NB. Learning must always occur with or without punishment</p>

IMPACT INTENTION MATRIX

INTENTION IS PRESENT, IMPACT IS PRESENT	INTENTION IS NOT PRESENT, IMPACT IS PRESENT
<p>In this situation it should be deemed that intention was present or it reasonably should have been present</p> <ul style="list-style-type: none"> ● Level 4 - Behaviour Policy ● Clearly recorded on ISAMs ● Explicit and clear measures of student support for recipient <p>Learning program and reflection applied by pastoral team.</p>	<p>In this situation it has been found that the person making the prejudicial action or communication may not have done so intentionally or have genuinely not understood the possible impact.</p> <ul style="list-style-type: none"> ● Learning program and reflection applied by pastoral team ● Clearly recorded on ISAMs ● Learning has taken place and future occurrences will be deemed intentional.
INTENTION IS PRESENT, IMPACT IS LIMITED OR NOT PRESENT	INTENTION IS NOT PRESENT, IMPACT IS LIMITED OR NOT PRESENT
<p>In this situation it should be deemed that intention was present or it reasonably should have been. It may be that the recipient or their family minimise or play down the impact. It remains important to act based on the school values and possible impact of the prejudicial action or communication</p> <p>Level 4 - Behaviour Policy</p> <p>Learning program and reflection applied by pastoral team Student support measures offered for recipient(s).</p>	<p>This is likely to occur when a third party has reported an incident. They may have misunderstood or misrepresented what occurred.</p> <p>It may also occur when the recipient is not aware of the situation. Conversations about them not too them etc.</p> <ul style="list-style-type: none"> ● Learning program and reflection applied by pastoral team ● Clearly recorded on ISAMs ● Learning has taken place and future occurrences will be deemed intentional.

