Post-Racist, Homophobic or Discriminatory Incident Pathway

This pathway is focused on restorative intervention, support for victims and guidance/restoration for the perpetrator of racist, homophobic or other discriminatory language or behaviour following a reported incident investigation.

1. Differentiating the Incident Type

The Head Teacher investigates the incident to determine the likely nature of the racist behaviour. This assessment guides the focus and intensity of the follow-up sessions.

Type of Behaviour	Definition (Age-Appropriate)	Primary Focus of Intervention
Unconscious / Learned Behaviour	The child didn't fully understand the historical/social meaning or harm of the word/action, but has likely repeated something heard at home, in media, or in the community. The intent was to be mean or tease, but not specifically to target based on a racial discrimination.	Education & teaching the impact of words. Identifying unconscious bias (learned assumptions).
Conscious / Targeted / Deliberate	The child demonstrated clear intent to cause distress specifically because of the victim's identity (e.g. using a racial slur or a homophobic slur known to be harmful, or engaging in repeated, targeted exclusion based on culture, faith, or perceived orientation). This suggests a more developed prejudice.	Accountability & Challenge: Challenging prejudiced views, focusing on moral responsibility, and implementing robust, long-term behavioural change strategies alongside education.

2. Post-Incident Educational & Restorative Work

This work is mandatory for the perpetrator and is tailored based on the incident type

Stage	Activity/Focus	Duration & Leader	Differentiated Approach (by Incident Type)
1. Targeted Education: Impact & Identity	1-to-1 Sessions: Focus on developing empathy and understanding. Use age-appropriate books/stories ("mirror" and "window" books) to explore different identities and cultures. Introduce the concept of Intent vs. Impact.	3-5 sessions (weekly) with Head Teacher or other designated staff.	**Unconscious**: Focus heavily on Intent vs. Impact (e.g., "You didn't mean it, but it still hurt this much"). **Targeted**: Focus on moral and relational responsibility and the history of the language used.
2. Addressing Bias & Prejudice	Dedicated Anti-Bias Work: Teach children that we all have learned ideas (unconscious bias) from the world around us. For older primary children, teach the difference between fairness and sameness. Challenge stereotypes.	2-3 sessions following Stage 1.	**Unconscious**: Work on identifying the source of the language/behaviour (where did they hear it?) and how to unlearn it. Targeted: Directly challenge the prejudiced ideas and explore the consequences of discrimination and exclusion.
3. Restorative Letter/Work	The child creates a sincere apology, focusing on taking responsibility for the *impact* of their actions. The key questions (Restorative Principles) are used: *What happened? Who was affected? How can we make it right?*	1-2 sessions for drafting.	Both types require a sincere apology. Targeted incidents require deeper reflection and a greater commitment to sustained behavioural change in the letter.
4. Long-Term Learning Log	The child maintains a private "Anti-Racism Learning Log" for 6-8 weeks. They record examples of diversity they see, how they actively show respect, and when they stop themselves from using harmful language or assumptions.	Ongoing (8 weeks) monitored by SLT/Pastoral Lead.	Provides sustained accountability beyond the immediate incident for all types, ensuring the learning embeds.

Support for the Victim (Child who was targeted)

The priority is re-establishing safety and ensuring that they feel confident with their own identity.

Stage	Activity/Focus	Duration & Lead	Intended Outcome
1. Regular Check-ins	Weekly check-ins with a designated, trusted Key Adult Focus on their emotional well-being, feelings of safety, and sense of belonging.	Expected 6-8 weeks, or as long as needed.	Re-establish trust and ensure the child feels safe and heard.
2. Identity Affirmation	Offer optional small-group or 1-to-1 sessions focused on celebrating their culture, identity, and resilience. This may involve sharing positive stories, books, or art related to their background.	Weekly, ongoing.	Counteract the negative message of the racist incident by affirming their value and identity.
3. Restorative Communication	The victim (and their parents) are given significant input over the restorative process. They choose: • If they want to receive the apology (letter, drawing, etc.). • If they wish to participate in a restorative chat • C) If they want no contact with the perpetrator.	As agreed with parents/carers.	Give the child a sense of control and power over the closure process.

3. Review and Reintegration

- **Restorative Meeting** If the victim agrees, a structured, mediated meeting takes place. The focus is on the perpetrator explaining their learning about how racism affects others and remorse at their language/behaviour, and the victim sharing what they need to feel safe moving forward.
- **Wider-School Learning:** The SLT uses the learning from the incident to inform proactive anti-racism education across the relevant areas of the school (assemblies, class check-ins, whole-staff training) without revealing specific details of the incident or children involved.
- **Case Reviews:** The Head Teacher reviews the perpetrator's learning log, and checks in with the victim's Key Adult / Class Teacher to confirm the support plan has concluded successfully. The incident and all associated work are logged confidentially for future monitoring.

Targeted Education Session Outline

This outline covers the content for the 3-5 1-to-1 sessions. These sessions are to be led by the Head Teacher. Where it is decided that another staff member would be more effective due to a number of factors, this will be decided by the Head Teacher alongside the Children & Families Lead & SENCo.

Principles

- **Focus on the Behaviour, Not the Child:** The message is, "Your words/actions caused harm, and we are helping you learn how to do better."
- **Empathy First:** The core goal is connecting the child's actions to another person's feelings.
- **Age-Appropriate Language:** Content must be adapted to the child's developmental stage (e.g., KS1 focuses on "kindness" and "fairness"; KS2 focuses on "respect," "history," and "injustice").

Session 1: Intent vs. Impact

Focus Area	Activity & Discussion Points	Differentiated Focus
Reviewing the Incident	Revisit the Reflection Room discussion: *What did you say/do?* Impact: *Even if you didn't mean to hurt their feelings, how do you think it made them feel?* Use emotional vocabulary cards.	**Unconscious**: Focus heavily on the gap between their intent ("just kidding," "didn't know") and the victim's feelings. **Targeted**: Directly ask about their goal: *When you chose those words, what were you trying to achieve?* Emphasise that choosing specific hurtful words has a specific hurtful impact.
Introducing Empathy	The "Mirror and Window" Concept: Use a storybook featuring a protagonist who looks different from the child. Discuss how it feels to be singled out or treated unfairly.	**All**: Use visual aids like The Empathy Bridge to show how your words cross over and affect someone else's feelings.
Action Step	The child identifies one small way they can show kindness/respect today to *anyone* in the school.	

Book Suggestions

KS1
The Day the Crayons Came Home - Oliver Jeffers
All Are Welcome - Alexandra Penfold & Suzanne Kaufman
The Pouch - David Ezra Stein
Julián Is a Mermaid - Jessica Love
Tango Makes Three – Justin Richardson & Peter Parnell

KS2
The Name Jar - Yangsook Choi
Hidden Figures: The True Story of Four Black Women and the Space Race- Margot Lee Shetterly
I Am Enough - Grace Byers & Keturah A. Bobo
Something Happened In Our Town - Marianne Celano

Session 2: Identity, Difference, and Belonging

Focus Area	Activity & Discussion Points	Differentiated Focus
Celebrating Difference	Discuss the child's own identity (family, favourite things, traditions). Then introduce the idea of Identity Boxes - things that make us who we are (skin colour, language, religion, family). Reinforce that *all* boxes are good. When introducing Identity Boxes, ensure the discussion includes different types of families (two mums, two dads, single parents, etc.) and different ways people express their gender or faith. Reinforce that discrimination based on any of these "boxes" is unacceptable	**All**: Focus on the beauty of human diversity. Use a resource like the "All Are Welcome" book concept.
What is a Stereotype? **(KS2 only)**	Introduce Learned Ideas: Explain that sometimes we hear ideas about people who look or sound different (stereotypes). Discuss where these come from (TV, jokes, other people).	**Unconscious**: Focus on unlearning the specific stereotype connected to the incident. Targeted: Directly challenge the accuracy of the stereotype and discuss how using it contributes to unfairness and discrimination.
Fairness vs. Sameness	Discuss: *Does being fair mean treating everyone exactly the same?* Use the Band-Aid Analogy (If one person has a scraped knee, do you put a Band-Aid on everyone's elbow?). Fairness means giving people what they need to feel respected and safe.	**All**: Connect this to the right of the victim to feel safe and respected in school.
Action Step	The child identifies something unique/positive about a person they don't usually notice/talk to.	

Session 3: Challenge and Unlearning Behaviour

Focus Area	Activity & Discussion Points	Differentiated Focus
History of Harm **(KS2 only)**	Contextualising Language: Clarify that this applies to all discriminatory language. The discussion should highlight that homophobic language, language targeting disability, and religious slurs were also invented to hurt, exclude, and make people feel "less than" others. This reinforces the principle that any word used to attack someone's identity has a deep, painful history and is therefore never acceptable	**Unconscious**: Focus on: *Because of this history, this word is never okay to use, even as a joke.* Targeted: Focus on the power dynamic - using this language is an attempt to use that historical harm against another person. This is wrong.
Challenging Bias	The "What If?" Scenario: Role-play a scenario where someone uses a negative label about the child's own family/identity. How would they feel? What would they do?	**All**: Introduce the concept of a Bystander vs. Upstander. The goal is to make the child an "Upstander" moving forward.
The Power of Choice	Reiterate that they have the choice to stop unhelpful, learned behaviours and language. Introduce techniques for pausing before speaking (e.g., counting to five, taking a deep breath).	**Targeted**: Focus on the importance of sustained self-monitoring and the consequences of repeating the behaviour.
Action Step	Begin drafting the Restorative Letter/Work (Perpetrator Intervention Stage 3), ensuring the focus is on the impact and the commitment to their new learning.	