DJANOGLY CITY ACADEMY

Anti-Bullying and Prejudiced-Based Incidents Policy

2025 - 2026

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Anti-Bullying Policy

Our Intentions

Bullying in any form will not be tolerated in Djanogly City Academy. Our intentions are:

- To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- To respond effectively to all instances of bullying that are reported to us. Bullying can take place between scholars, scholars and staff, staff, individuals, or groups.
- To ensure that all scholars and staff are aware of the policy and that they fulfil their obligations to it.
- To raise awareness of bullying across the academy.
- We recognise that bullying and prejudice-based incidents are safeguarding issues (KCSIE 2024) and will be addressed in line with our Child Protection and Safeguarding Policy.
- We will always challenge discriminatory language or behaviour, including racism, homophobia, misogyny, transphobia, ableism, faith-based bullying, and appearance-related bullying

Our Definition

Our definition of bullying is:

"Behaviour by an individual or group, repeated over time or as a one-off serious incident, that intentionally hurts another individual or group physically, emotionally, or socially." (DfE Preventing and Tackling Bullying, 2017)

Bullying can include:

- Physical (hitting, kicking, taking another's belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Online/AI-generated content (deepfakes, image manipulation)
- Prejudice-based bullying linked to sex, gender identity, socio-economic status, or appearance.
- Indirect (spreading rumours, excluding from social groups, cyber bullying via sending malicious emails or text messages). Bullying can be an attack on a group to which an individual may belong. At Trust schools, in accordance with the Equal opportunities Policy, we will pay particular attention to any form of bullying involving;
    - Race
    - Sexual orientation
    - Religion (including Islamophobia and antisemitism)
    - EAL (English as an Additional Language)

- Disability and Special Educational Needs
- Looked After Children

Creating a Positive Learning Environment

The DCA Behaviour Policy explains how positive behaviour in school is used to create an environment where scholars take responsibility for their own and each other's well-being. Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy; create an anti-bullying ethos and encourage scholars to manage their relationships positively with others.

We use the Values and PSHE programmes to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.

Dedicated assemblies, collapsed timetable sessions, and awareness campaigns. The academy also believes in raising awareness through the Anti-Bullying week events in November each year. The Scholar Leaders are included in the annual review and evaluation of this policy, involving wider scholar consultation if required.

Curriculum work is mapped to the statutory RSHE framework, covering respectful relationships, online behaviour, and tackling prejudice.

Our Anti-Bullying Policy can be accessed on the school website or alternatively a copy can be requested from school reception. The policy is accessible from the network shared drive.

Whenever possible, we endeavour to work with feeder schools, parents, and scholars to create the best possible learning environment for every pupil. We aim to provide understanding and tolerance of all our differences and encourage our scholars to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

Reporting, Responding and Recording Incidents

It is important that incidents of alleged bullying are reported immediately, so that appropriate action can be taken by the academy in supporting all parties involved.

If the incident is deemed not to be bullying, it will still be considered serious and therefore dealt with under the Behaviour Policy.

Parents are encouraged to report any concerns relating to bullying to the values teacher or Achievement Leader via a telephone call or, if required, ask for an appointment. Should neither be available, then a member of the Senior Leadership Team will act on their behalf.

Scholars who have been bullied, or have witnessed others being bullied, should ideally report the incident to their values teachers, Achievement Leader, or the GRAD Lead. The person it is reported to will record the concern on our internal recording system - My Concern - and to the safeguarding email alias. If the values teacher, Achievement Leader, or GRAD Lead is not available, scholars should report to any other member of staff (teaching or non-teaching) who will take appropriate action to report the matter to the

Safeguarding Team and the Achievement Lead. The Safeguarding Team will report termly to the Governor with oversight of Safeguarding, who will also have oversight of Anti-bullying in the academy.

- We will provide support to scholars who are bullied by:
- Assuring them that it was right to report the incident
- Encouraging them to talk about how they feel
- Ascertaining the extent of the problem by interviewing those involved and taking written statements where necessary
- Trying to ensure that they feel safe by discussing strategies to remain so
- Asking them to report and further incidents in order that the bullying can be stopped
- Involving friends, peer support, mediation, and restorative justice approaches (with pastoral support staff or other staff) and parents/carers, where appropriate.
- Considering and applying sanctions under the behaviour policy (refer to policy)

We will provide support to scholars involved in bullying others by;

- Encouraging them to talk about how they feel
- Involving parents, carers, and staff to ascertain what support they need. e.g. emotional regulation, counselling, or targeted intervention. Where appropriate, support will include signposting to external agencies (e.g., CAMHS, Kooth, Childline, NSPCC).
- Using sanctions under the Behaviour Policy to impress upon the perpetrator that their behaviour is unacceptable and will not be tolerated
- Monitoring future behaviour and taking appropriate course of action

All allegations of bullying, harassment, or prejudice-based incidents will be logged on My Concern, with termly trend analysis by the DSL and Safeguarding Governor. This will in all instances include:

- Incident details
- Details of alleged perpetrator
- Details of victim
- Action taken including sanctions applied
- Resolution
- Staff involved
- Follow up with the individual(s) affected by the incident

This information will be used by the Senior Leadership Team and the Safeguarding Team for:

- Sharing of good practice
- Ensuring parity in dealing with incidents
- Identifying where bullying is a factor in non-attendance at school
- Suspension data relating to bullying

Where a criminal offence may have occurred (e.g., hate crime, online harassment, sexual assault), the school will report to the police and children's social care. Peer-on-peer sexual harassment and sexual violence are treated as safeguarding issues in line with KCSIE Part 5 (2024)

Evaluation and Review of Anti-Bullying Policy

The Anti-Bullying policy will be evaluated and SLT will review termly; full policy reviewed annually and ratified by Governors. An anti-bullying focus group representing governors, staff, scholars, parents, and carers will hold responsibility for this process and make recommendations to the Senior Leadership Team and Governing Body. The policy will be evaluated using the following measures:

- Feedback from scholars
- Scholar Leaders (Anit-bullying Team) feedback
- Review of data from Arbor and My Concern (attendance records, number of suspensions, number of incidents etc.)
- Consultation with parents/carers and staff via questionnaires and verbal feedback
- Review of number of complaints and compliments from parents
- Trend analysis will include disaggregation by protected characteristics to ensure equity in monitoring

Ownership of this Policy

The principal is responsible for introducing and implementing this policy. However, it is the responsibility of all staff, scholars, and parents/carers to play an active part in the development and maintenance of this policy.

Prejudiced-Based Incidents Policy

This policy section aligns with the Stephen Lawrence Inquiry (1999), Equality Act 2010, and the Public Sector Equality Duty. Racist incidents will be treated as safeguarding concerns and recorded, investigated, and monitored accordingly.

It is the aim of the academy that our policy on Prejudiced-Based Incidents should be explicit and widely known to parents and scholars. We do not tolerate any form of prejudice or prejudiced-based bullying in any context and our operational policies and procedures ensure that:

- Prejudiced behaviour is clearly identified as such
- Preventative action is taken to reduce the likelihood of prejudiced incidents occurring
- The victims of prejudiced-based incidents are dealt with effectively
- The frequency and nature of prejudiced incidents are monitored within the school
- There is regular reporting of prejudiced incidents to the Governing Body
- There is regular reporting of prejudiced incidents to the LEA

Identifying Racist Behaviour

Djanogly City Academy has adopted the definition of racist incidents, as recommended by the Stephen Lawrence Inquiry:

"A racist incident is any incident which is perceived as racist by the victim or any other person"

This removes any doubt or ambiguity over whether an incident should be recorded as racist. Racist behaviour could involve any of the following activities:

- Verbal abuse and threats
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Racist comments during discussions
- Ridicule of an individual's cultural differences, e.g. food, music, dress, language, telling of racist jokes, etc.
- Bringing racist materials such as leaflets, comics, or magazines into the institution
- Attempts to recruit other scholars into racist organisations
- Physical assault which is racially motivated
- Damage caused to a person's property which is racially motivated
- Incitement of others to behave in a racist way
- Refusal to co-operate with other scholars because of their race

- Failure to act, even when an incident appears to be of a minor nature could be seen as condoning racism and may lead to more serious incidents in future. The response should be proportionate to the incident and suggested action is included in the behaviour Policy and Academy Routines.

Prevention of racism

- In line with the national curriculum (2025) and RSHE guidance, our teaching promotes equality, respect, and community cohesion. We challenge stereotypes and ensure diversity is represented in the curriculum. The contribution of all scholars is valued.
- All scholars can feel secure and are able to contribute appropriately
- Stereotypical views are challenged, and scholars learn to appreciate and view positively differences in others, whether arising from race, gender, ability, or disability
- Scholars learn to take responsibility for their actions and behaviour both in school and in the wider community
- All forms of bullying and harassment, including racial harassment, are challenged

The ethos of our academy is central to successful anti-racist practice. Making clear the Governing Body's expectations of how staff, children and young people should treat each other is paramount.

Supporting Victims

It is important that staff are aware of the priority attached to supporting victims, and that prior to an investigation, all allegations are taken seriously. Racial harassment is intimidating, and its victims can feel isolated.

Much under-reporting of incidents relates to victims' perceptions of the response to a complaint. This, they often believe, will be:

- a lack of belief
- accusations of being troublemakers or having a chip on their shoulder
- ostracism by colleagues or fellow scholars
- assumptions about a lack of a sense of humour
- a belief that the harassment was in some way provoked or invited

Therefore, any person investigating an incident needs to be aware of these common perceptions.

Whatever happens, it should never be implied that harassment or an attack is the victim's fault. The identification of the victim of an incident may not at first be straightforward. The investigation of its context and background must take account of the possibility of serious provocation lying at the heart of the responses of the individuals concerned. This is not to condone retaliatory action, particularly the use of violence, but to recognise that where the victim of racial harassment has retaliated, the action, particularly the sanctions contemplated, should take account of the degree of provocation. Sanctions will be proportionate, educational, and in line with the Behaviour Policy, but will always include an element of

restorative work.

Principles for effective action

Victims and, where appropriate, their families should have a clear point of contact for advice and support.

Wherever possible there should be a member of staff with clearly designated responsibilities. Alternative sources of support should be identified either amongst staff or within the local community in case the designated member of staff is unavailable, or the victim expresses a wish to be supported by someone of his/her own choosing.

The procedures for reporting all incidents and/or making a complaint should be made known to scholars and staff.

Victims should be kept fully informed and if necessary, advised where they can go for further assistance.

Victims should be advised of their rights to contact the police if they think a criminal offence has occurred.

There should be clear opportunities for victims and/or their families to express their wishes. These should always be treated seriously and acted on if appropriate.

Dealing with Perpetrators

Situations in which racial incidents occur vary enormously. In every case the context in which the incident takes place will influence the academy's response. This may range from gentle but firm correction and explanation to the use of disciplinary procedures.

Incidents do need, therefore, to be assessed in terms of seriousness to assist everyone in gauging their response. The overriding need is to ensure that a clear message is sent to perpetrators that the behaviour will not be tolerated.

As with other types of bullying and abuse, a pattern of minor events can have a cumulative effect on the victim and the victim's community. It is important that staff and scholars perceive the response to be genuinely even-handed. Firm rejection of the offensive behaviour needs to be combined with a framework of discipline that is perceived as fair.

Sanctions should not just be punitive but should include restorative work, counselling, and education where appropriate.

Wherever possible a full apology to the victim should be sought from the perpetrator and should accompany any sanctions imposed.

Principles for effective action

All staff members should understand the steps that will be taken in response to an incident. They will need to be clear about:

- their expected initial response and the boundaries for their independent action
- when an incident should be referred on to be dealt with by a senior or designated member of staff

- incidents requiring the direct involvement of the Principal
- the involvement, where necessary, of the Governing Body
- the involvement, where necessary, of the Police
- the need to record all incidents
- the follow up to an incident including dealing with its impact on the school community
- the expected timescale for responding to and following up an incident

Monitoring and Reporting of Racist Incidents

It is important to record racist incidents for the following reasons:

- To obtain a full picture of the frequency and nature of racial incidents
- To target additional resources to combat racism
- To identify groups or individuals who are regular victims or perpetrators of racial harassment
- To monitor the effectiveness of measures taken to prevent racism

The City Council is required to publish the overall number of reported racist incidents as part of the national 'Best Value' Framework. A copy of all completed forms should be sent to the Ethnic Minority and Traveller Support Service.

The Ethnic Minority and Traveller Support Service will send a copy of completed racist incident forms received from schools to the Common Monitoring Project who will aggregate the data on a confidential basis.

The Common Monitoring Project is a multiagency initiative designed to improve the response to racist incidents in Nottinghamshire. It provides information at an area or county level on the number and type of racist incidents.

An annual report will be prepared for each school by the Ethnic Minority and Traveller Support Service and sent to the Head Teacher, Chair of Governors, link inspector and local education officer. Where there are no reported cases of racism, head teachers will be asked to confirm this using the 'racist incidents nil report form. Further enquiries will be undertaken by the LA where there are no incidents reported by schools but where there is evidence of racism outside schools committed by young people.

It is a reasonable expectation that initially there will be a significant increase in the number of reported racist incidents as an indication that the problem is not being ignored or kept concealed.

Where there are prominent levels of reported incidents, the LEA will work with the school concerned to address the causes, involving local community groups in proposed solutions.

Involvement of Parents

The school's procedures for dealing with racist incidents should be publicised and explained to parents. Parents should be informed if their child is involved in a racist incident, either as victim or perpetrator. If

possible, it should be ascertained whether the incident is isolated or part of a pattern of racist behaviour against the family in school or in the wider community. Parents of perpetrators need to understand how seriously racial incidents are taken. Schools should record details of the number of racist incidents and the responses made in the Annual Report to Parents. This would demonstrate to the community the school's commitment to the creation of a non- racist learning environment.

Complaints

If a parent or member of staff is not satisfied with the steps taken because of a racist incident, the complaints procedure is the same as for other complaints.

Appendix 1

Guide for Scholars

If you are being bullied

It is important if you are being bullied that you do something – nothing will change if we do not know about it.

- Discuss with a friend what to do.
- Tell a teacher or someone you trust.
- Tell your Achievement Leader/GRAD Lead/Values Teacher
- Tell one of your Designated Safeguarding Leads (DSLs)
- Tell your parents or family member to get their support and advice.
- Write a letter or email to your Achievement Leader/GRAD Lead to say how you feel.
- Report your concern to DCA-Helpline using your school email.
- Ask your parents to come in and talk to a teacher for you.
- Tell the bully (if you are confident enough) that they are bullying you.
- Cyber-bullying – print off the screen to use as evidence, then block the number and report the people who are doing the bullying to your Achievement Leader or confidentially to the DCA Helpline

If you observe bullying or know someone is being bullied

It is important that you do something – look at the following list and think how you can help.

- Act quickly.
- Tell a teacher you trust your concerns as soon as possible.
- Tell your Achievement Leader/GRAD Lead/Values Teacher
- Tell one of the Designated Safeguarding Leads (DSLs)
- Report your concern to DCA-Helpline using your school email if you are not comfortable talking to a member of staff. This will be completely confidential.
- Do not worry if you are not sure whether an incident is bullying or not report it.
- Tell your parents or a family member. They can give you advice and or report it for you.

Appendix 2

Guide for Staff

Being bullied can be quite traumatic and make the victim feel lonely and excluded. Information and evidence needs to be gathered promptly and sensitively.

- Do not ignore bullying.
- Give time to listen to the student in an appropriate environment where they feel safe and secure to tell you the whole story.
- Write down what you have been told.
- Report Bullying by emailing to My Concern and speak directly to one of the school's Designated Safeguarding Leads (DSLs) if you feel that a scholar is at immediate risk
- Achievement Leader must investigate incidents to find out what has happened, where, when why and how.
- Achievement Leader must liaise with the senior pastoral lead (Katherine Newton / Josef Wardle) to decide what action needs to be taken (sanctions and support) on the day it is reported.
- *A report of sexual assault and sexual violence must be reported immediately on My Concern and the staff member should speak directly to one of the Designated Safeguarding Leads (DSLs). Incidents of sexual assault will be dealt with by a member of the safeguarding team.*
- Update – all parties must be updated about any action taken and the next steps (including the victim, bully and whoever reported it, values teacher/class teacher and parents.
- Recording – Achievement Leader must ensure that the incident is logged on My Concern so that termly analysis can take place.
- Monitoring – After the bullying has been dealt with, Achievement Leader will monitor the situation reporting any further concerns to the senior pastoral lead.

Steps to combat bullying behaviour

- Assemblies led by Achievement Leader or Pastoral Specialists on all forms of bullying throughout the academic year.
- Values group time and PSHE, content includes what to do if bullying takes place, how to report bullying and learning strategies to help to deal with bullying incidents.
- Restorative programmes for students and where appropriate parents.
- Sanctions given in line with the Behaviour Policy.

Support for the victim

The victim must be reassured, and support put in place immediately. This could include:

- Making use of buddies and friends to offer support.

- Allowing further time to talk things through with a member of staff of their choice.
- Keeping a diary to log any further incidents – daily or weekly meetings with an identified member of staff.
- In-School counselling support
- Holding a meeting with the bully to discuss and resolve the situation if appropriate.
- Informing the victim of what is going on at every stage of the process.
- Informing parents so that they can support appropriately.

Appendix 3

Guide for Parents and Carers

Listen and support

If your child tells you they are being bullied, or you suspect that your child is being bullied, it is important to stay calm and find time and an appropriate space to discuss this with them. Take time to listen so that you are better equipped to understand their thoughts and feelings. You or they can report any bullying issues via email (DCA-Helpline) or to the academy office.

Let the School know

If the bullying is happening at school, we would urge you to contact the school and speak with either your child's values teacher/class teacher or Achievement Leader/GRAD Lead. As part of our policy, parents are informed if their child is being bullied or has been accused of bullying. You will be kept informed throughout our investigations.

Steps to combat bullying behaviour

- Assemblies led by Achievement Leader or pastoral specialists on all forms of bullying throughout the academic year.
- Values group time and PSHE, content includes what to do if bullying takes place, how to report bullying and learning strategies to help to deal with bullying incidents.
- Restorative programmes for students and where appropriate parents.
- Sanctions given in line with the Behaviour Policy.

Date revised: This policy was last reviewed and revised in July 2024

Review date: September 2025