



## 1 Introduction

Prejudice-related incidents and identity-based bullying cause very real damage to young people: targeted individuals may become scared, depressed and lacking in self-confidence and this can impact heavily on their progress at school.

These incidents are not only damaging to the targets of the incidents, but also to the perpetrator who may be carrying around the burden of anger and hatred.

Goldsmiths, University of London, carried out research for the Equality and Human Rights Commission (EHRC), which found that:

- two in ten students in the UK did not feel safe in school
- over eight in ten disabled students and two in three lesbian, gay or transgender secondary school pupils have been bullied

Leaving these problems unaddressed can have a profound effect on both victims and perpetrators: reducing self-confidence, increasing anxiety, lowering attainment and jeopardising employment prospects.

Prior to joining Holme Court School, many of its pupils have already experienced some form of bullying and/or have developed low self-esteem as a result of negative situations they have encountered. We believe strongly that pupils cannot develop academically unless they feel safe both physically and emotionally. Having mutual understanding and respect as well as countering all forms of discrimination is therefore seen as a pivotal element to ensuring that Holme Court School remains a safe and harmonious environment for all.

## 2 Scope of policy

The contents of this policy and the procedures identified in both the policy and supporting guidance apply to the Proprietor, all staff and visitors to the School. It is also relevant to parents.

This policy and the supporting guidance is specifically discussed as part of staff induction and is revisited on an annual basis to ensure that all staff have a clear understanding of the expectations relating to their role.

Copies of this policy are available to all staff and parents via the School website. Furthermore, all staff have access via the School Share Point-staff team-policies-safeguarding.

### 3 Policy statement

At Holme Court School we want to provide every opportunity for children to learn to respect one another.

We are aware of our responsibilities under the Equality Act 2010 to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations between people who share a protected characteristic and people who do not share it.

We celebrate the wide range of ethnic groups, cultures, languages and religious beliefs that are to be found in our school community and beyond. We seek to be welcoming to all different types of people and families and equally inclusive of people who have a disability and those who do not. This forms part of our wider work within School in promoting the British Values of mutual respect and tolerance.

We recognise that prejudice-related incidents do happen, and we take them extremely seriously, recognising that they can cause harm to all those involved, as well as to our wider school community.

By effectively tackling prejudice-related incidents, we seek to create a positive school environment for everyone and to safeguard the wellbeing of all pupils and staff.

In doing so, we aim to fully meet our obligations under the 2010 Equality Act, as well as best prepare our pupils for life in modern Britain and to thrive in a diverse, globalised world.

### 4 Legislative-statutory compliance

This policy is conforms to the legal requirements of:

- Equalities Act 2010
- Education and Inspections Act 2006
- Computer Misuse and Cyber Choices Act 1998
- Human Rights Act 1998
- Children Act 1989
- S149 Public Sector Equality Duty (PSED)

It also takes into consideration

- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- The United Nations Convention on the Rights of The Child 1992

## Statutory Guidance

- Keeping Children Safe in Education DfE 2025
- Requirements for Relationships Education and Health Education DfE 2020.

### 5 Aims of policy

The aims of this policy are to:

- establish an agreed definition of prejudice-related incidents
- share the principles behind our programme of preventative education
- detail how we respond to, report and monitor prejudice-related incidents.

### 6 Defining Prejudice-related incidents

At Holme Court School we use the same definition which has been adopted by the police and government.

A prejudice-related incident is defined as:

Any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language
- ridicule and jokes
- verbal abuse
- physical assault
- graffiti or damage to property
- discriminatory behaviour e.g. refusing to work with a person
- incitement to behave in a prejudicial manner
- bullying, including cyber bullying.

### 7 Protected characteristics

At Holme Court School we recognise the following protected characteristics, as outlined in the Equality Act 2010:

- age
- disability
- gender reassignment

- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

## 8 Approach to incidents

In line with government guidance, we will investigate, record and report all incidents, including those that are reported to be unintentional. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm.

When dealing with incidents our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice related.

## 9 Prejudice-Related Incidents and Bullying

At Holme Court School, we recognise that:

- **any** child may be affected by bullying
- sometimes bullying is related to prejudice.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, we will refer to our definition of bullying:

- *repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.*  
(Antibullying Alliance definition).

We know that experiencing bullying can have a significant, negative and lasting impact on a child's emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have. See our Antibullying Policy for information about how we respond to reports of bullying.

## 10 The Role of Preventative Education

We recognise that effective preventative education can reduce the chance of prejudice-related behaviour occurring. We know that children learn about building respectful relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home.

Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong inclusive culture.

Our preventive education fulfils the following relevant sections of the DfE statutory requirements for Relationships Education and Health Education (2020).

By the end of KS2 our pupils should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care, (*Family and people who care for me*).
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs, (*Respectful Relationships*).
- what a stereotype is, and how stereotypes can be unfair, negative or destructive, (*Respectful Relationships*).

By the end of KS4 our pupils should know:

- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice), (*Respectful relationships, including friendships*).
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal, (*Respectful relationships, including friendships*).

These aspects of the curriculum will be taught via:

- PSHCE through *designated lessons, circle time, participation in focused events and themed weeks*
- Other curriculum areas, especially *English, RE and computing*

- Enrichment activities, especially *our assembly programme, cultural days, and morning meetings*

At KS2 we primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. The units of work particularly relevant to these themes include Diversity and Communities, Family and Friends, Anti-Bullying and Digital Lifestyles.

For further information about our PSHE Curriculum, including how we select appropriate teaching resources and external visitors see our Relationships Education Policy and our PSHE Policy.

## 11 Responding to Prejudice-Related Incidents

All prejudiced language or behaviour will be challenged. How that challenge is made will depend on the circumstances and severity of the incident, and on any previous similar incidents involving either the victim or perpetrator.

The terms victim and perpetrator are used within this policy as they are terms that are easily understood; however, staff are aware that these terms must not be used in front of involved parties.

When dealing with any possible prejudice-related incident, members of staff will:

- treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- reinforce the school's position on discrimination and prejudice
- focus on the perpetrator's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- ensure that witnesses know what behaviour was not acceptable and why.

Prejudice-related incidents will always be properly investigated (by a teacher or senior leader as is deemed most appropriate).

The person investigating will:

- offer immediate support to the victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether they have been the victim of prejudice on previous occasions
- ensure that both perpetrator and victim have a fair hearing and are given the opportunity separately to fully explain the incident
- approach witnesses to gain their accounts of the incident (in writing if appropriate)

- where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- determine whether the incident was indeed prejudice-related or not, and ensure that the reasons why are explained to all parties involved
- give the perpetrator the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- address underlying issues (for example, with a playground dispute in which prejudice-related abuse has been used, the original dispute should be resolved as well as prejudice-related behaviour)
- ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate
- follow up with the perpetrator and victim after an agreed time period to decide whether any further action is needed
- where appropriate, ensure that there are subsequent curriculum opportunities for all pupils in that class/year group to develop their understanding of prejudice and discrimination, and to address any prejudiced attitudes.

## 12 Recording and Reporting Prejudice-Related Incidents

Whenever a member of school staff deals with an incident that may be considered to be prejudice-related, they should report that to the Headteacher/Designated Safeguarding Lead/Pastoral Deputy Head.

The concern should be recorded on the School's reporting system Behaviour Watch using an incident slip (see Appendix 1).

This slip is used to report all behaviour incidents and allows for incidents to be classified according to a number of specific headings including prejudice-related incidents.

The Headteacher/Designated Safeguarding Lead/Named Staff Member will then report all prejudice-related incidents to the LA using the online system 'PRfE' (Prejudice Reporting for Education: [Prejudice Reporting for Education \(PRfE\)](#)).

PRfE is an online reporting tool and every incident logged in PRfE captures details on the nature of the incident, type of prejudice, details of the victim and perpetrator and what actions were taken by the school. All incidents logged in the system are anonymised and do not include data that could identify individual pupils. This allows trends to be analysed by the School and the LA.

## 13 Reporting to the police

There may be occasions where a prejudice-related incident may need to be reported to the police as a potential hate incident or a potential hate crime.

Police and the Crown Prosecution Service classify hate incidents as

*any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to disability, race, religion, transgender identity or sexual orientation. (N.B. this list is shorter than the list of protected characteristics).*

If a crime may have been committed the category of a potential hate crime may apply.

As the age of criminal responsibility in England is 10 years old, this category is unlikely to apply if the perpetrator is under 10.

Criminal offences might include behaviour such as:

- malicious communications
- assault
- public order offences
- criminal damage
- harassment
- sexual assault.

If the perpetrator of a prejudice-related incident is a member of staff, the school's disciplinary policy will be followed. However, following a full investigation, this will still be recorded as a prejudice-related incident.

## 14 Roles and responsibilities

**The Proprietor** is responsible for:

- ensuring that the School complies with equality legislation
- monitoring the frequency and pattern of any prejudice-related incidents
- monitoring the actions taken by school staff to address them.

**The Headteacher with support from the Senior Leadership Team,** is responsible for:

- ensuring that there are effective policies, procedures, recording and reporting systems in place for dealing with prejudice-related incidents
- ensuring that all prejudice-related incidents are dealt with effectively and that staff and pupils receive appropriate support
- providing training and ensuring that all staff, pupils and parents/carers are aware of their responsibilities
- monitoring the frequency and nature of prejudice-related incidents and the effectiveness with which the school tackles and seeks to prevent them
- reporting prejudice-related incidents to the Proprietor and Local Authority
- setting and monitoring equality objectives in partnership with the Proprietor and other school leaders.

**Teachers and all other members of support staff** are responsible for:

- challenging prejudicial attitudes and behaviours
- complying with School policies and procedures
- promoting equality through the curriculum
- modelling respectful behaviour
- responding to prejudice-related incidents according to school/college policy
- reporting incidents when they occur.

### **Pupils**

- signing up to the School's values
- taking responsibility for their behaviour
- supporting the targets of prejudice
- reporting incidents to staff

### **Parents/carers**

- signing up to the School's values
- understanding the behaviour expected from their child
- working with the School to ensure the best possible outcomes should their child be involved in an incident

### **Partner agencies**

- External organisations can support the School through the provision of training for staff and pupils and providing support for perpetrators and victims
- Police Community Support Officers and School Liaison Officers can work holistically with the School to help reduce anti-social behaviour and hate crime. They can also support all parties should an incident be considered a hate crime and pursued through the courts.

## 15 Monitoring and review

This policy will be reviewed regularly by the Headteacher and the Proprietor, taking into account the frequency and pattern of prejudice-related incidents across the school. This will take place at least every 2 years.

## 16 Links to other policies

This policy relates to, and should be read alongside the following policies:

- Behaviour Policy

- Bullying (including cyber-bullying)
- Computer Misuse and Cyber Choices Policy
- Equality & Diversity Policy
- Online Safety Policy
- Peer on Peer Abuse Policy
- Retention of records Policy
- Safeguarding/child protection Policy
  
- Pupil Acceptable Use Agreement
- Staff Acceptable Use Agreement
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17 Policy administration
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Version Number	3.0
Date of review/update	August 2025
Date ratified	Proprietor September 2025
Electronic copy of this policy	SharePoint- staff Team/Staff/HR/policies  School website <a href="http://www.holmecourt.com">www.holmecourt.com</a>
Hard copy available	Red School CP file in admin office
Distribution	All staff, volunteers and parents
Date of next review	August 2026 or sooner if changes to legislation or guidance
Person responsible for review	Head Teacher



**Action taken:**

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Have the parents of the victim been informed?	Yes / No
Have the parents of the perpetrator been informed?	Yes / No
Victim's ethnic origin (for Racist incidents)	
Perpetrators ethnic origin (for Racist incidents)	

**Record completed by:**

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**Signature of designated member of staff:**

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**Date:**

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**Date recorded on PRfE system.....**

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