



**Grange  
Academy**

*Belong · Believe · Achieve*

**Article 2:** *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

**Article 19:** *You have the right to be protected from being hurt and mistreated, in body or mind.*

**Article 37:** *No one is allowed to punish you in a cruel or harmful way.*

## **Anti-Bullying Policy**

**Policy Status:** Statutory

**Review Cycle:** Annually

**Owner:** Angela Morris  
Acting Head of School

**Date:** May 2022

**Approved by:** Local Governing Body (LGB)

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## Introduction

“At Grange Academy we believe that all our pupils must thrive in a learning environment rich in fairness and equality where they are safe from all forms of abuse.”

We recognise that bullying exists and as bullying will have a negative effect on behaviour for learning, the self-esteem of our young people and the culture and ethos of the school we feel that the school's anti-bullying policy should be an integral part of the school's behaviour policy.

This policy has been put together in consultation with a working group of young people, parents and members of the community. It reflects and reinforces the schools core values of: Belong, Believe and Achieve. This is meant to be a working document that can be referred to for best practice, guidance and support. The Anti-bullying policy works in conjunction with the school's behaviour policy.

It is our firm belief that all incidents of bullying must be managed effectively and assertively confronted. Everyone in the school community must be clear that whilst shared values might not always be possible, hurtful language and or unkind behaviour will never be tolerated under any circumstances.

Under the Schools Standards and Framework Act 1998, Head Teachers and schools have specific duties to combat bullying and must have anti-bullying policies and procedures in place. Although we recognise this fact it is not the driving force behind our policy. Improved Ethos, Improved attendance, improved attainment, improved self-esteem and Every Child Matters are the drivers behind this policy.

Young people and adults perform better in a caring, supportive and safe environment, which is free of the fear of being bullied. Bullying must be addressed as an anti social behaviour and not accepted as inevitable. It must be seen as unacceptable and not to be tolerated by adults, children and young people. It is only when the problems caused by bullying are effectively addressed that all those in the school community can fully benefit from the opportunities available at school.

## Objectives

The objectives of this policy are:

- To increase the likelihood that incidents are disclosed to responsible adults
- To outline methods by which young people can disclose to peers who have been trained to pass information upwards
- To intervene when bullying happens
- To ensure that all staff know their responsibilities in reporting and challenging bullying behaviour
- To ensure that all incidents of bullying are recorded, dealt with and monitored

**In order to** assess the effectiveness of our policies and strategies- all bullying incidents must be recorded on a pink behaviour form. There will also be an annual audit where staff, young people and parents are questioned about bullying within the school. This policy will be reviewed annually by the pupil parliament, staff and governors.

## What is Bullying?

The definition of bullying has been agreed at our pupil parliament meeting and is defined in our school as follows:

“Where someone is repeatedly unkind to another person, goes out of their way to make them upset and hurts them either physically or emotionally in person or online.”

***Behaviour by an individual or group, usually repeated over time, that hurts another individual or group either physically or emotionally. There is an imbalance of power between those involved and the victim(s) find it difficult to defend themselves.***

Bullying includes name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours.

Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

- Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way.
- It can lead to serious and prolonged emotional damage for an individual.
- Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

The five methods of bullying are:

- Physical(hitting, kicking, theft)
- Verbal(name calling, racist remarks)
- Non Verbal –staring, body language, gestures, posturing
- Indirect(spreading rumours, excluding someone from a social group)
- Cyber(using computers or mobile phones to intimidate or humiliate)

The main types of bullying are:

- Homophobic
- Religious/Faith
- Racist
- Appearance
- SEN/Disability
- Sexual
- Health
- Income based
- Transgender
- Pregnancy

Everyone in our school community are aware that that these types of bullying are bullying and the school will not tolerate them. There is no 'hierarchy' of bullying — all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

## What bullying is not

It is important that all members of the school community have a clear understanding of not only what bullying is, but also what it is not.

- It is not usually a one off incident but is repeated over time. There can be exceptions, for example racist bullying.
- Bullying involves the abuse of power. Therefore, a fight between two people is not a bullying incident, even if one wins.
- A serious one off, for example an unprovoked attack may not be bullying. However, if the perpetrator has been involved in a number of serious one off incidents against weaker members of the community it may be classified as bullying.

## What should happen when an incident is reported?

- If a bullying incident is reported or suspected the member of the school community to whom it is reported should take immediate action. The prevention of bullying is the responsibility of everyone.
- A pink form must be completed and given to the Behaviour Lead. .
- All parties must be interviewed separately and the outcomes carefully recorded.
- If it is felt, there is a continued risk to one of the parties' steps must be taken to ensure their safety. This may involve contacting parents, sending young people home, isolating young people and ensuring young people's safe return home at the end of the school day. Any decision to send a young person home for health and safety reasons must be made by the Head of School or appropriate member of the core SLT.
- Parents must be informed at the earliest opportunity.
- Preventative, restorative and/or punitive measures will be used as appropriate and in consultation with all parties.
- The decision on punitive measures will follow school discipline procedures. The decision will be made in consultation with a member of SLT and/or the Head of School. Bullying can lead to isolation, internal exclusion and ultimately permanent exclusion.
- Form teachers must be kept clearly informed and if the bullying persists the form teacher must make subject teachers aware.
- Parents must be informed of any outcomes.

## Supporting the bullied

It is important that the victims of bullying are supported. Being bullied at any age is traumatic. It is important that we as a school community live up to our core values by offering support that is sympathetic, timely and effective. The following support mechanisms can be used when appropriate:

- Offering an immediate opportunity to discuss the experience with an adult or peer
- Offering continuous support over a period of time as appropriate
- Restoring self-esteem and confidence through mentoring, peer mentoring, group work and use of outside agencies.
- If a child is repeatedly bullied by different people consideration should be given to helping them learn particular skills.

Young people at increased risk of being the victims or perpetrators of bullying are those who:

- Are in foster care or looked-after children
- Have a specific educational need
- Have a disability or impairment
- Are from minority ethnic backgrounds
- Are refugees or asylum seekers
- Start a school or activity group mid-term
- Are, or perceived to be, gay, lesbian, bisexual or transgender
- Speak a first language other than English
- Are young carers
- Have suffered bereavement
- Have suffered domestic violence
- Have experienced physical or emotional trauma
- Have a parent that was the victim of bullying

All adults at Grange Academy are made aware of these high risk groups and will put appropriate support in place to help them as required.

## **Helping the Bully and those who have been bullied**

Preventative responses to bullying include:

- Mediation
- Restorative Justice
- Peer Support
- Befriending/Buddy System

It is important that the above responses are used appropriately, monitored and use members of the school community.

## **Cyberbullying**

Cyberbullying is an aggressive act carried out by a group or individual, using electronic forms of contact, repeatedly over time against another person or persons who cannot defend themselves. The main types of cyberbullying are

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through Instant messaging
- Bullying via websites

In order to prevent cyberbullying we will:

- Ensure that all members of the school community have sufficient knowledge to deal with this new technology – information leaflets, strength to visit form groups with latest information and advice.
- Deliver Cyber safety part of RSE curriculum
- Advise and support
- Block harmful websites at school

- Inform parents through newsletters and information leaflets so that the same standards are observed out of school.
- Where appropriate to work with outside agencies to manage cyberbullying
- If an incident does occur the procedures for dealing with bullying as detailed in this document will be followed.

Cyber Bullying and Criminal Law. Although bullying itself is not a specific criminal offence in the UK, cyberbullying can quite often be a criminal act. Some acts of cyberbullying will be classed as criminal under the Protection from Harassment Act 1997, the Malicious Communications Act 1988 and the Communications Act 2003. If adults at Grange Academy feel an offence may have been committed they will seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

## Homophobic bullying

Homophobic abuse and harassment is not acceptable and will not be tolerated. Homophobic bullying is defined as any hostile or offensive action against lesbians, gay males, bisexuals, transgender or those perceived to be lesbian, gay, bisexual or transgender.

These actions might be:

- verbal, physical, or emotional (social exclusion) harassment, insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening refusing to work or co-operate with others because of their sexual orientation or identity.

School staff interact with young people on a daily basis and are more likely to see, and be told about, incidents of homophobic bullying. It is important that all staff responses are: 'swift, proportionate, discreet, influential and effective'. Adults should feel able to respond effectively to incidents of homophobic bullying, and instil confidence in pupils and parents/carers that issues will be dealt with. Casual homophobic language is common in schools but, if it is not challenged, young people may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that young people know that homophobic language will not be tolerated in school.
- When an incident occurs, pupils should be informed that homophobic language is offensive, and will not be tolerated.
- If a young person continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.
- If a young person makes persistent remarks, they should be removed from their group and teachers/ staff should talk to him or her in more detail about why their comments are unacceptable.
- If the problem persists, a referral to the behaviour mentor should be made.
- The pupil should be made to understand the sanctions that will apply if they continue to use homophobic language.
- Parents will be informed about the pupil's attitudes and views and possibly be invited in to school to discuss the unacceptable behaviour.

It is important to remember that homophobic violence can be a crime. The designated safeguarding officer must be made aware of all homophobic incidents and teachers should refer

to the anti-bullying policy and the behaviour policy when responding to homophobic bullying. In particularly severe circumstances the school will consider permanent exclusion.

## **Racist Bullying**

Racism exists in wider society and can lead to racist bullying in schools. The law recognizes the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility. The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth. Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community. Offenders often see themselves as representatives of, and supported in their racism by, their friends, family and peer group and they may feel it is right and proper to take the law into their own hands.

Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one off incident may have precisely the same impact as a series of incidents over time. This is because it may be experienced by the person at the receiving end as part of a general pattern of racist hostility.

- The school will record, report and take action on all racist bullying incidents. All incidents will be recorded using the pink forms.
- Any racist incident must be dealt with. Head of Departments and also the designated safeguarding officer must be informed of any incidents.
- The awareness of racist bullying will be raised through the school community by staff training and small groups work.

## **Training**

**All** staff will be made aware of the policy at staff training. It will be made clear what they must do when a bullying incident occurs or is suspected. This training will be delivered at regular intervals to ensure new staff are aware of the policy and the accompanying practice.

Young people will be made aware of the policy and the school's anti-bullying stance. This will be done through form times. The policy and the schools anti-bullying stance will be further communicated to young people through posters, assemblies and the newsletter.

## **Curriculum**

The curriculum plays an important part in educating and challenging behaviour.

Staying Safe, bullying, cyberbullying, racism and sexual orientation are all covered in the PSE and RSE curriculum in all key stages.

## **Bullying Outside School Premises**

Where bullying outside school is reported to school staff it will be investigated and acted on. If appropriate the police or anti-social coordinator in the local authority will be notified. (See Regulating young people's conduct and disciplining them for misbehaviour outside school premises p29)

## **Bullying and Safeguarding Children and Young People**

Under the children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm'. Where this is judged to be the case, adults employed by the school will report their concerns to the Child Protection Officer.

### **Complaints**

If parents have a complaint, they must put it in writing to **Mrs Thomas the schools Designated Safeguarding Lead**. She will in the first instance acknowledge receipt of the complaint and then undertake a rigorous investigation of all parties involved. On completion of the investigation she will present her report to the parents in the company of a Head of School. If the parents are still not happy with the outcome they must take the complaint to the chair of governors.