



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 - Deputy Head

Date: September 2026

Approved by: Local Governing Body (LGB)

Date: September 2026

Review Date: September 2027

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.

This policy has been reviewed in line with current legislation and guidance, including the Education and Inspections Act 2006, the Equality Act 2010, the Children Act 1989, the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Department for Education's Preventing and Tackling Bullying guidance, Keeping Children Safe in Education 2026, Working Together to Safeguard Children, Behaviour in Schools guidance, and current suspension and permanent exclusion statutory guidance.

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 prejudice related incidents bullying incidents must be recorded on My Concern and Mrs Morris informed. 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.”

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically, emotionally, socially or online. It may involve an imbalance of power, and the person experiencing bullying may find it difficult to defend themselves. A single incident may also be treated as bullying or harassment where it causes significant harm, intimidation or offence, particularly where it is prejudice-related, sexual, discriminatory or linked to safeguarding concerns.

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; intimidating; 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)

Types of bullying:

Prejudiced related bullying:

- Age
- Disability
- Gender reassignment
- Marriage
- Pregnancy
- Race
- Religion or belief
- Sex
- Sexual orientation

As well as

- Appearance
- Sexual

- Health
- Income based
- Harassment

Everyone in our school community is aware that these types of behaviours are bullying and the school will not tolerate them. There is no hierarchy of bullying — all forms of bullying and all forms of prejudice-related incident 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. Where conduct relates to a protected characteristic, the school will consider its duties under the Equality Act 2010, including the Public Sector Equality Duty, and will take steps to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

It is important to note that prejudice related bullying may not be perceived as such by the perceived victim however will still be treated as a prejudice related incident and dealt with appropriately.

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 prejudice related 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.
- The incident must be recorded using the school's agreed safeguarding/behaviour recording system and reported to Mrs Morris, Designated Safeguarding Lead, or Miss Ashton-Lewis without delay. Where the concern indicates that a child is suffering, or is likely to suffer, significant harm, the school's child protection procedures must be followed immediately.
- 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/ carers, 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 Headteacher 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 Headteacher. Bullying can lead to isolation, suspension 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.

- Where bullying involves child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, image-based abuse, online abuse, hate-related behaviour or concerns involving weapons or serious violence, staff will follow the safeguarding policy and seek advice from the DSL immediately.

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. Grange also has pupils who are Agents for Change – these include our Anti Bullying Ambassadors, and our Mental Health Champions. They work with staff to ensure that pupil' voice is heard and help to report any concerns and stand up against bullying.

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 Online- Safety as part of RSHE 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.

Cyberbullying and criminal law. Although bullying itself is not a specific criminal offence in the UK, some online behaviour may amount to a criminal offence, including harassment, malicious communications, threatening communications, hate crime, sexual offences, sharing or threatening to share intimate images, or image-based abuse. The school will consider current safeguarding guidance on online safety, including risks linked to AI-generated content, manipulated images, deepfakes, nudification apps and harmful online contact or conduct. Where staff believe an offence may have been committed, or a pupil may be at risk of significant harm, advice will be sought from the DSL and, where appropriate, the police, children's social care or other relevant agencies.

Prejudice related bullying involving any of the protected characteristics.

Prejudice related bullying including racism, homophobic, transphobic, sexist, disablism and religiously motivated abuse and harassment is not acceptable and will not be tolerated. Any prejudice related behaviour will be treated equally seriously

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 and record it using school Pink Forms for tracking and analysis.

- 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 spoken to 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.
- A restorative approach will be used to change the behaviour.
- Parents/ Carers will be informed about the pupil's attitudes and views and possibly be invited into school to discuss the unacceptable behaviour and work in partnership to change attitudes.

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 prejudice related bullying of any type, including racism, 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 hostility.

- The school will record, report and take action on all prejudice related bullying incidents linked to any of the protected characteristics. All incidents will be recorded using the online forms.
- Any incident must be dealt with. Form Tutors and also the designated safeguarding officer must be informed of any incidents.
- The awareness of prejudice related bullying will be raised through the school community by staff training and small groups work.

It is important to remember that prejudice related incidence or violence can be a crime. The designated safeguarding officer must be made aware of all incidents and teachers should refer to the anti-bullying policy and the behaviour policy when responding to. In particularly severe circumstances the school will consider permanent exclusion.

Bullying and harassment of staff

Bullying, intimidation or harassment of school staff by pupils, parents/carers, colleagues or other members of the community is unacceptable. The school will respond in line with its behaviour policy, staff code of conduct, parental code of conduct, complaints policy, safeguarding procedures and employer duties to protect staff health, safety and wellbeing. Incidents relating to protected characteristics, sexual harassment or repeated harassment will be dealt with seriously and may require advice from the trust, local authority, police or other relevant agencies.

Training

All staff will be made aware of the policy at staff training. All staff must read Keeping Children Safe in Education 2026 Part One in full and follow the school's safeguarding and child protection procedures. Training will include recognising and responding to bullying, prejudice-related incidents, child-on-child abuse, online safety, sexual harassment, harassment of staff, recording requirements and reporting thresholds.

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 RSHE curriculum in all key stages. The curriculum will also promote respectful relationships, equality, diversity, online safety, consent, healthy relationships, safe reporting, anti-discriminatory practice, and awareness of misogyny, sexual harassment, harmful sexual behaviour and other forms of child-on-child abuse, in line with current safeguarding guidance.

Bullying Outside School Premises

Where bullying outside school is reported to school staff it will be investigated and acted on. This includes bullying on journeys to and from school, online bullying, or behaviour outside school that affects pupils' safety, wellbeing, attendance or education. The school may discipline pupils for misbehaviour outside school where it is reasonable to do so and will follow current behaviour, safeguarding, suspension and permanent exclusion guidance. Where appropriate, the police, children's social care, the local authority or other relevant agencies will be notified.

Bullying and Safeguarding Children and Young People

Under the Children Act 1989 and Keeping Children Safe in Education 2026, 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. Bullying may also be a safeguarding concern where it involves child-on-child abuse, sexual violence or harassment, harmful sexual behaviour, online abuse, hate-related abuse, exploitation, serious violence, coercion, threats, or repeated emotional harm. Staff must report concerns to the Designated Safeguarding Lead without delay and follow the school's safeguarding and child protection policy.

Complaints

If parents/carers have a complaint about the school's response to bullying, they should follow the school's published complaints procedure. Where the complaint raises safeguarding concerns, the Designated Safeguarding Lead must be informed immediately and the safeguarding policy will take precedence. Concerns about staff conduct must be managed in line with the school's allegations and low-level concerns procedures. The school will acknowledge concerns, investigate proportionately, keep appropriate records, communicate outcomes where it is lawful and appropriate to do so, and escalate to governors, the trust, local authority designated officer or other agencies where required.