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# FUTURE ACADEMIES

LIBERTAS PER CULTUM

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ANTI- BULLYING POLICY

**The Grange Academy**  
**Anti-Bullying Policy 2022-24**

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## **Section 1: Introduction**

### **1.1 Statement of intent**

The Grange Academy is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our academy. If bullying does occur, all students should feel able to inform an adult, and be assured that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell staff. This includes the alleged victim, bystander or perpetrator.

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online. This policy should be read in conjunction with our safeguarding and behaviour policy, which are available to view on our website.

## **Section 2: Bullying**

### **2.1 Bullying**

Bullying can occur by an individual or group. Bullying can be defined as someone saying or doing hurtful things, repeatedly and on purpose. Bullying is not limited to the physical boundaries of the academy and bullying can take place online. Any bullying, where ever it occurs, is completely unacceptable and is not tolerated inside, or outside the academy.

Within the academy, we define bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **2.2 Examples of Bullying**

Bullying can present itself in a number of different forms. These include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Online bullying
- Racial bullying
- Sexual bullying
- Bullying can be direct or indirect

Within these parameters, bullying can involve: 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 rumours. Bullying can also take the form of a number of other hurtful actions. These actions can take place in isolation, or in groups of individuals.

In some instances, bullying can be targeted to a particular characteristic or individual quality. Specific examples of this can include: racial bullying, bullying people with disabilities or special educational needs, bullying related to appearance, bullying targeted at sexual orientation, and bullying of poverty of socio-economic status.

The academy upholds a zero tolerance approach to bullying. The academy understands that bullying is never acceptable, is never tolerated, and is never justified as 'banter' or in 'jest'.

### **2.3 Educating against Bullying**

The Grange Academy adopts a number of preventative measures to stop bullying from occurring inside and outside of school. Some of these measures include:

- A dedication to the teaching and delivery of fundamental British values throughout the school curriculum. Students are taught about mutual respect, tolerance and celebrating individual liberties throughout school as part of our social, moral, spiritual and cultural education.
- A comprehensive programme of assemblies, including educating students about bullying and the use of case studies.
- Dedicated sessions during Tutor Time on the different types of bullying and the impact bullying can have on individuals.
- Promoting and rewarding students for demonstrating good character within school. .
- Educating students of who the safeguarding team are, to prevent any bullying taking place.
- Adopting a culture of acceptance of racial, sexual, religious or cultural differences.
- Using case studies and news articles of bullying and the impact of bullying across the curriculum.
- Teaching students how to protect themselves through e-safety.
- Promoting an ethos of love and care at all times.
- Training staff members to spot the signs of bullying and preventative measures which can be taken to reduce bullying in school including: appearing withdrawn, being unable to concentrate, change in behaviour, unexplained injuries, repeated damage or lost items, intermittent absences, truancy.
- A comprehensive and robust duty rota before, during and after school to help identify potential bullying cases.
- Regularly reviewing bullying policies and procedures.

## **Section 3: Procedures**

### **3.1 The Balance of Probability**

When the academy encounters an instance of bullying or poor conduct, the academy will investigate using the 'civil standard of proof'. This means that when investigating a situation, an instance of bullying will be sanctioned if the event is more likely to be true than not. The academy does not have

to prove the 'criminal standard' of proof which refers to 'beyond all reasonable doubt' as would have to do in a court of law. Information from an investigation would be considered to reach this decision. On conclusion of any investigation into a bullying, the academy will always apply the civil standard of proof principle and will apply sanctions accordingly, depending on the nature of our investigation.

### **3.2 What happens when a child discloses Bullying**

The academy takes all reports of bullying very seriously. Students and parents are encouraged to report any form of bullying as soon possible so it can be investigated thoroughly. During the investigation, both the alleged victims and perpetrators may be asked to write an account of what they have experienced. This will be used to form an opinion of the events and possible outcomes. Teachers may be asked to comment, as well as other members of the student body who are involved in the situation. If appropriate, CCTV imagery, social media or telephone communications may also be requested. Parents are always kept informed of the investigation and any emerging needs.

In some cases, it may be appropriate to get the bully and victim together to give their respective accounts and propose/agree to a solution to the problem moving forward. The academy will always attempt to sort out the problem internally where possible, usually using the child's Head of Year or a Pastoral Leader to support. The restorative meeting often helps parties feel reconciled and able to move past the bullying incident. Should repeated bullying incidents occur after the restorative meeting, further interventions and sanctions will be used at the discretion of the academy.

Should it be the case that it is found to be a case of bullying withing school, a range of sanctions can be applied, in conjunction with our behaviour policy. These sanctions include:

- Sitting Academy detentions
- Sitting Leadership Team detentions
- Writing letters of apology
- Community service (particularly if graffiti or damage to property is involved)
- Internal Exclusion
- Referrals to external agencies such as Early Help
- Fixed Term Exclusions
- Referrals to alternative provisions or time spent at respite
- Managed Moves
- Permanent exclusions

### **3.3 Bullying in the Academy**

The academy is a safe and nurturing environment. Cases of bullying remain incredibly low. Where bullying occurs, it is recorded on the academy's internal system and actioned thoroughly.

The academy continues to operate a zero tolerance approach to bullying and remains committed to outstanding safeguarding of all our pupils.

### **3.4 Responsibilities of Staff**

Our staff will:

- Foster in our pupils self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.

- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to their Trusted Adult, Form Tutor and or HoY.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **3.5 We expect our students to:**

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying

### **3.6 We ask our parents/carers to support their children and the school by:**

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Informing the school of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying.

**The Grange Academy | Anti-Bullying Policy**

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