



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Anti-Bullying Policy

2021- 2022

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Academy Link: Miss L McPartland



Rationale

The Grange Academy is committed to preventing all types of bullying. It is entirely contrary to the values and ethos of our Academy. All members of the academy community have the right to be educated in a safe and secure environment. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. All staff will work to ensure that bullying is not prevalent in the academy community by implementing preventative strategies involving academy staff and students and also the wider academy community. We have a responsibility to safeguard all our students. The aim of this document is to ensure a unified approach is practised across our academy when dealing with bullying and also to ensure consistency across all phases with a wider purpose to strive towards commitment and excellence in a positive learning environment.

Purpose

Our policy sets out the rights of all stakeholders in relation to bullying. It contains definitions of bullying and signs and signals for staff, students and other stakeholders to be vigilant of signs that may indicate that a person has been, or is being bullied. It also contains information on how to communicate concerns, procedures to deal with allegations and proactive and reactive strategies to combat bullying.

Our policy takes into consideration consultation with stakeholders, as well as guidance that exists, data available and training undertaken. Please refer to Appendix I for information on the latest guidance as of July 2017. The policy will be subject to regular review to ensure it conforms to the latest guidance.

It reflects current practice within the academy. The implementation of the policy is the responsibility of all staff and stakeholders. This policy is supported by and links closely to other policies such as the Academy's Behaviour Policy, Safeguarding Policy, E-Safety Acceptable User Policy, Equality & Diversity Policy and Confidentiality and Curriculum Policy, all of which safeguard and promote the welfare of children in this academy.

Definition of bullying:

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. “ (DfE Preventing and Tackling Bullying July 2017)

Anyone can practice bullying behaviours/be a bully.

Some people know that they are bullying others and they mean to bully, i.e. there is intent. However, some people bully others without recognising the impact of their actions. Similarly, a victim of bullying might not recognise what is happening to them and that bullying behaviour has a very insidious effect that affects a person's self-esteem, confidence and well-being.

A one-off incident tends not to comprise bullying. A characteristic of bullying is that in its different forms/behaviours it happens repeatedly over a period of time.

Instances of bullying tend to have the following common characteristics:

- **Repetitive and persistent.** Bullying is usually experienced as part of a continuous pattern and it can be extremely threatening and intimidating even when very subtle. Nevertheless, sometimes a single incident can have precisely the same impact as persistent behaviour over time.
- **Intentionally harmful.** The act of bullying intends harm to another individual although occasionally the distress it causes is not consciously intended by all of those who are present.
- **Involves an imbalance of power.** Bullying leaves someone feeling helpless to prevent it or put a stop to it. In some case an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures (refer to the academy safeguarding procedures).

We recognise that there are levels of bullying. It can take many forms, but the main types are:

- **Physical** - for example, hitting, kicking, theft
- **Verbal** – for example, racist, sexist or homophobic remarks, threats, name-calling
- **Emotional** - for example, isolating an individual from the activities and social acceptance of their peer group
- **Cyber** – mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites.
- **Homophobic bullying** - for example, prejudice motivated towards students who are LGBT lesbian, gay, bisexual or transgender.

THE SIGNS OF BULLYING

There is no definitive way of identifying that a person is being bullied. Staff should therefore be vigilant in order to identify any of these physical and/or behavioural changes in a person as soon as possible.

The following physical and behavioral signs have been identified as possible indicators that bullying has/ or is taking place:

- Significant changes in normal behaviour or attitude
- Appearing upset
- Being withdrawn/ low mood
- Appearing frightened or subdued, possibly in the presence of particular people
- Flinching at actual or anticipated physical contact
- Asking not to be hurt
- Refusal to eat
- Refusal to participate
- Unwillingness to travel on public transport
- Not wanting to go to a certain venue
- Starting to bully others
- Incontinence
- Vomiting
- Unexplained illness
- Claims of feeling unwell with no apparent signs or symptoms
- Bruising or other physical marks
- Torn clothing
- Unexplained loss of money or possessions
- Sleepless nights
- Repeating words the perpetrator has said to them, e.g. “shut up or I’ll hit you”.

We also recognise the role of students and other stakeholders in reporting incidents and not taking on a role of bystander if they witness an incident of bullying. We aim to promote a positive, caring ethos within our academy.

We, as an academy, are taking proactive steps to support our vulnerable students by supporting individuals and small groups. There are designated staff roles. We are aware of our individual student's needs, have academy intervention programmes and work in partnership with external agencies.

Victims are more likely to have the following vulnerability characteristics:

- Lack of assertiveness, anxious or fearful and unlikely to fight back.
- Solitary children with few friends.
- Children with Special Educational Needs or Disabilities.
- Appearance
- Ability
- Health issues, including mental health
- Home circumstances
- Social class
- Ethnicity
- Gypsy/Roma and Traveler Children
- Children in Care
- Lesbian/Gay/Bisexual or Transgender children
- Young Careers

In order to support all students within the academy, we focus on each individual student. Evidence of this is recorded as appropriate through different methods, which can involve regular tracking and monitoring of absence and attendance rates, Team around the Family and Common Assessment Framework (CAF) meetings, student voice and other plus targeted support for students.

Dealing with Bullying

The Grange Academy encourages students to report any incidents of bullying to any member of staff in the setting. As an all through academy, we strive to create an environment where all students can discuss any concerns with staff and feel listened to and supported. Staff will deal with the incident as promptly and sensitively as possible. The following list of actions might be used by staff depending on the perceived seriousness of the incident:

- Remain calm and log incidents with victim using patience and understanding. Speak to all parties involved in the incident.
- Listen carefully to all accounts of the incident and record events using exact wording at every stage, including actions agreed/taken.
- Try to establish what type of bullying is taking place and where, how often the bullying is occurring.
- Advise the victim not to hit out at the bully or bullies as they themselves may end up being accused of bullying.
- Discuss options to resolve the situation, agree actions advise the victim of what happens next.
- Identify the bully/bullies. Obtain witnesses if possible.
- Arrange to speak with the alleged perpetrator, to be able to define the experience from each person's view.
- If it appears to be bullying, make the unacceptable nature of the behavior clear to the bully, ensuring the act is separate to the person.
- Try to enable the bully to see things from the victim's position and use a problem solving approach.
- Explain clearly the reparation.
- Inform the relevant staff in the appropriate phase.
- Complete the Academy Bullying Incident Report Form (guidance for this is attached in *Appendix 2*)

- Arrange to meet the parents/carers of all of those involved in the incident(s).
- Think ahead about supporting both victim and bully and make regular checks to ensure the bullying has ceased.
- Discuss relevant documentation and resulting action with parents/carers and what they can do to reinforce and support the academy action.
- Any bullying incidents occur these are reported to the Governing Body on a termly basis through the Principal's report.

The types, rates and patterns of bullying, and the effectiveness of the academy's actions to prevent forms of bullying, including cyber-bullying and prejudice-based bullying related to SEN, sexual orientation, sex, race, religion or belief, gender reassignment or disability are taken into account.

The Grange Academy is aware that the academy has a responsibility to safeguard students outside academy and it is our responsibility to safeguard and take action, providing evidence that we have done so. We are teaching our students about staying safe online and internet safety and the consequences of inappropriate actions.

PREVENTION

The Curriculum

We ensure that in all aspects of academy life there is an emphasis on the importance of relationships, emotional well-being and a community ethos.

Proactive strategies for the academy can involve:

- *SMSC lessons supporting students in understanding what bullying is and how to combat it, encouraging students to problem solve.* Through SMSC, children are encouraged to talk about their feelings and things that are worrying them.
- Involving parents and professionals in being proactive.
- Any child considered to be at risk is counseled individually and the class teacher and child work towards a resolution.
- Bullying is talked about openly.
- Fact and fiction books on bullying raise awareness and deepen understanding.
- Visiting drama workshops focus on the issues of relationships.
- Problem solving activities are employed effectively in many areas of the curriculum and children work together.
- Regular assemblies to promote anti-bullying.
- Planned activities and events for national Anti-Bullying week each November.
- Recruitment and training of students in the secondary phase to be Anti-Bullying Ambassadors.
- Useful information and displays in academy to promote anti-bullying placed at child-friendly heights.
- Student Leaders used as a voice of the child.

Supervision

We ensure that key areas of the academy are adequately supervised and staff are vigilant. Children are given opportunities to take responsibilities and demonstrate initiative (peer mentors, prefects). The academy aim regularly asks students via a map of the academy and vicinity where vulnerable places might be and act upon this appropriately.

Training

We, as an academy, recognise and ensure that staff and Governors receive the latest appropriate training and guidance on behaviour and anti-bullying legislation, responsibilities and strategies. In addition, case studies with a particular focus on vulnerable groups are available and used to support the training of staff and Governors.

Communication

We, as an academy, are aware of the need for open communication between stakeholders. All sections of the academy organisation must understand its role and responsibilities. We understand the need to ensure this policy is a living document, known and understood by all.

Parents/carers are made aware of the academy's policy at the induction meeting and through documentation, including this Policy and supporting leaflets that are available on the website and displayed appropriately within the academy for all stakeholders. Regular bulletins about what bullying is, how to communicate with staff, recognising early intervention is crucial. Parents know that the Academy acts to prevent bullying and not just deal with bullying incidents. The views of parents, carers and other stakeholders are regularly recorded and taken into consideration in the rollout of academy strategies.

New intakes are reassured that bullying is not permitted and it is a warning to potential bullies that such behaviour is unacceptable from the outset.

Our staff do not wait for bullying to be proved before it is acted against. A positive, caring ethos demands a Prevention of Bullying Policy in operation throughout the academy.

Hate Crime

A hate crime is any incident that constitutes a criminal offence that is perceived by the victim, or any other person, as being motivated by prejudice or hate. It could involve physical attack, threat of attack or verbal abuse or insult around issues such as race, faith, homophobia, transphobia or disability.

A hate incident may or may not constitute a criminal offence but is perceived by the victim, or any other person as being motivated by prejudice or hate.

If an incident appears to be a hate crime or incident, we as an academy recognise the need for this to be reported to the police if appropriate or contact made with one of Halton's reporting centres.

Appendices

Appendix I

Useful Information

We, as an academy, follow the latest information, advice, legislation and guidance in all our work around bullying. As of November 2014 this includes:

A. Legislation

- The Children Act 2004
- Education Act 2002 ('Safeguarding and Promoting Welfare')
- Section 89 Education and Inspections Act 2006 ('measures to encourage good behaviour and prevent all forms of bullying amongst students')
- Equality Act 2010 (Covers 8 protected characteristics. Academies, as public bodies, have a duty to eliminate unlawful discrimination, advance equality of opportunity and foster good relations)

Advice and Guidance

- Department for Education (DfE) 'Preventing and Tackling Bullying: Advice for Head teachers, Staff and Governing Bodies'
- DfE 'Behaviour and Discipline in academy's Guidance'
- DfE 'Research Use and Effectiveness of Anti-Bullying Strategies in Academy'
- DfE 'Reducing Bullying Amongst the Worst Affected'
- Ofsted Survey of Students' Experiences of Bullying
- Ofsted Good Practice Examples – Homophobic Bullying
- Anti-Bullying Alliance
 - Website - www.anti-bullyingalliance.org.uk
 - Self-Assessment Toolkit
 - Tackling Bullying in Academics: Mapping Approaches Literature Review
- NSPCC Academy Anti-Bullying Checklist

A. Key Ofsted Documents

- Framework for Academy Inspection
- Evaluation schedule for inspection of maintained academy and academies
- Conducting academy inspections
- Grade descriptors for judgements
- Guidance grade descriptors and supplementary subject-specific guidance
- Sample self-evaluation form based on Ofsted Framework
- Ofsted judgements related to bullying
 - Behaviour and safety of students at the academy
 - Quality of leadership and management of the academy

Appendix 2

Academy Incident Report Form

The Academy Incident Report Form should include details of:

- Nature of incident(s) – outline of what happened, where, when, type
- Name of those involved – those bullying, those being bullied, bystanders
- Analysis of seriousness – severity of impact, frequency, duration, intent, imbalance of power, empathy (remorse)
- Action(s) taken
- Monitoring – feedback from those involved

The reporting system should be part of, or compatible with, the Student Behaviour Management System, and be capable of interrogation. This data will provide evidence for the Academy Self-Evaluation Form, National Healthy Academics Status and Enhancement, and Accreditation.

Bullying Incident Records can be used to:

- Manage bullying incidents including ability to reference previous behaviour and monitor effectiveness of actions taken.
- Analyse for patterns, e.g. identifying people/groups, places and times.
- Monitor effectiveness of anti-bullying strategies
- Address complaints made.
- Identify 'vulnerable students' and provide information to help determine nature of support needed, including engagement of external support agencies.
- Provide reports to governors, staff, parents/carers, students and local authorities.

Appendix 2

Halton Borough Council
Academy Prejudice Based Bullying Incident Reporting Form

A prejudice based incident is 'any incident which is perceived to be a prejudice based incident by the victim or any other person'

Academy

Incident date Incident time

Name and position of person completing this form
.....

Number of victims

Incident Details

Did the incident relate to:

Was the victim?

Disability

Student

Race / ethnicity

Year Group

Religion or belief

Staff Member

Sexual orientation

Parent

Transgender identity

Visitor

Or:

Other

Gender

Age

Pregnancy / maternity

Marital / civil

Partnership status

Other (please describe)

Type of incident (tick all that apply)

| | | | |
|---|--|----------------------------|--|
| Arson | | Robbery | |
| Damage to property | | Sexual Assault | |
| Offensive mail | | Threats | |
| Physical assault | | Verbal abuse | |
| Discrimination in academy | | Discrimination in services | |
| | | Cyber based | |
| Other (specify); for example - ridicule of culture, offensive graffiti, inciting others to behave in a prejudiced manner, damage to property, refusing to cooperate with a person or persons because of their protected characteristic. | | | |

Were there any witnesses to the incident? Yes/No

If yes do you know how to contact them? Yes/No

Location of incident

| | | |
|---|--|--|
| 1 | Classroom | |
| 2 | Playground | |
| 3 | Other area in academy (specify) | |
| 4 | Outside academy; in academy time | |
| 5 | Outside academy/travelling to academy; not in academy time | |
| 6 | Other (specify) | |

Impact of incident

| | | |
|---|--|--|
| 1 | No offence intended or taken. | |
| 2 | Hurt or distress was caused but offending behaviour unlikely to be repeated. | |
| 3 | Hurt or distress caused and person responsible had previously been warned of unacceptable behaviour. | |
| 4 | Substantial hurt or distress was caused and the behaviour was based on substantial hostility and prejudice and/or may be repeated. | |

Victim Details

Ethnic origin of victim

| | |
|--------------|--|
| Name | |
| Age | |
| Religion | |
| Gender | |
| Sexuality | |
| Transgender? | |
| Address | |
| | |
| Town | |
| Postcode | |
| Tel: | |
| Mobile | |
| email | |

| | | |
|-------|---------------------------|--|
| White | British | |
| | Irish | |
| | Other | |
| Black | African | |
| | Caribbean | |
| | Other | |
| Asian | Bangladeshi | |
| | Indian | |
| | Pakistani | |
| | Other | |
| Mixed | White and Black African | |
| | White and Black Caribbean | |
| | White and Asian | |
| | Other mixed | |

Has the victim suffered previous prejudice based incidents? Yes/No

If yes, over what time have incidents occurred?

| | |
|------------|-------------|
| 0-6 months | 7-12 months |
| 1-5 years | 10 + years |

Does the victim consider themselves to have a disability under the Equality Act 2010 definition?
Yes/No

Victim's signature.....Date.....

Perpetrator Details

Does the victim know the perpetrator? Yes/No

State name if known

Address if known.....

Gender (of perpetrator).....

Sexual orientation (if stated)

Transgender? (If stated)

Disability?

Has the perpetrator been involved in previous incidents involving the victim? Yes/No

Ethnic origin (of perpetrator)

| | | |
|-------|---------------------------|--|
| White | British | |
| | Irish | |
| | Other | |
| | | |
| | | |
| Black | African | |
| | Caribbean | |
| | Other | |
| Asian | Bangladeshi | |
| | Indian | |
| | Pakistani | |
| | Other | |
| Mixed | White and Black African | |
| | White and Black Caribbean | |

How many perpetrators were involved in this incident?

| | | |
|--|-----------------|--|
| | White and Asian | |
| | Other mixed | |

| | | | |
|-----------------------|--|-----|--|
| 1 | | 2-5 | |
| 6-10 | | 10+ | |
| Age of perpetrator(s) | | | |

Was the perpetrator

| | | | |
|-----------------|--|------------|--|
| Student | | Year Group | |
| Staff | | Visitor | |
| Other (specify) | | | |

To Be Completed By Person Reporting The Incident

Was the incident reported by the victim? Yes/No

If no give details of the person reporting the incident

.....

Has the incident been reported to the Police or any other agencies?
(Specify).....

What action has been taken by the academy/agency?

.....
.....

Outcome

.....
.....

Has the victim been informed of the outcome? Yes/No

Appendix 3

Advice and Guidance for Parents relating to Bullying Behaviour

- Watch for signs of distress in your child, e.g.
 - unwillingness to attend academy
 - pattern of headaches or stomach aches
 - equipment that has gone missing
 - request for extra pocket money
 - damaged clothing
 - bruising
- Take an active interest in your child's social life – discuss friendships, how playtime is spent and the journey to and from academy.
- If you think your child is being bullied in the Academy inform staff immediately and ask for a meeting with your child's class teacher.
- When discussing the problem with your son or daughter follow the advice given for victims.
- Keep a written record if the bullying persists. It will be painful but it will provide supportive evidence regarding Who, What, Where and When.
- With the class teacher, devise strategies that will help your child and provide him/her with support.
- If you require further assistance, make arrangements to meet with the Principal of Academy or a Senior leader of Academy
- Do not encourage your child to hit back. It will only make matters worse. Such behaviour could be contrary to your child's nature and contrary to the ethos of the academy.
- If you are still not satisfied, arrange for a meeting with the Chair of Governors.

Appendix 4

Advice for Children relating to Bullying Behaviour

- If you think or feel that you are being bullied by another person tell an adult that you can trust, perhaps your parent or teacher. In academy everything is handled sensitively and discreetly.
- If someone else is being bullied or distressed, take action. Watching and doing nothing can suggest support for the bullying. Tell an adult.
- Never try to 'buy the bully off' with sweets or other 'presents', and do not give them money. Say "No" to the bully.
- Work out a plan of action with an adult that you trust.

IF YOU THINK OR FEEL THAT YOU ARE BEING BULLIED, TELL SOMEONE THAT YOU CAN TRUST, KEEP TELLING UNTIL SOMEONE HELPS