



Granada School

Anti Bullying Policy

Policy Name	Anti Bullying Policy
School	Granada School
Applies To	Junior School (Grades 7–9), Senior School (Grades 10–12), All Teaching & Non-Teaching Staff (CBC Curriculum)
Approved By	Board of Directors/ School Leadership
Review Date	September 2026
Next Review Date	September 2027

This policy is available on the public area of the school website and on request from the School Office



Resilience



Curiosity



Kindness



Honesty



Respect

1. Introduction & Philosophy

1.1 Statement of Intent: At Granada School, we are committed to maintaining a safe, empowering, and emotionally supportive environment where every female learner in our Junior School (Grades 7–9) and Senior School (Grades 10–12) can thrive academically, socially, and emotionally. Bullying of any form is unacceptable and will not be tolerated. Every young woman in our care has the right to learn and grow free from fear, harassment, or social exclusion.

1.2 Definition of Bullying: Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is identified by its impact on the individual or group as much as by the specific behavior itself.

1.3 Safeguarding and Child Protection: Where an anti-bullying incident indicates that a learner is suffering or is likely to suffer significant physical or emotional harm, it will immediately be escalated as a Child Protection and Safeguarding concern under the Children Act 2022 and Granada School's Child Protection Policy.

2. Our Core Values in Practice

Our anti-bullying culture is anchored in Granada School's Core Values, customized for girls' education:

- **Resilience:** We empower female students to build agency, assert personal boundaries, and find their voice, while supporting those who have displayed bullying behaviors to take genuine accountability and change.
- **Curiosity:** We seek to understand the root social dynamics, emotional pressures, and relational conflicts behind behavioral choices rather than making superficial judgments.
- **Kindness:** We cultivate active sisterhood and empathy, encouraging students to actively reject bystander behavior and support marginalized peers.
- **Honesty:** We break the 'code of silence' surrounding relational aggression, expecting transparent reporting from students, staff, and parents whenever bullying is suspected.
- **Respect:** We celebrate individuality, honor personal dignity, and uphold mutual respect across all grade levels.

3. Scope & Institutional Context

3.1 Unified school Environment: Granada School operates strictly as a learning environment for female students across Junior School (Grades 7–9) and Senior School (Grades 10–12). This policy applies uniformly across all physical, digital, boarding, and co-curricular settings.

3.2 CBC/CBE Curriculum Integration: In alignment with the Kenyan Competency-Based Curriculum (CBC/CBE) framework for secondary schools, this policy reinforces core competencies including Communication and Collaboration, Citizenship, Digital Literacy, and Self-Efficacy. It aligns directly with learning areas such as Social Studies, Health Education, Life Skills Education, and Values-based Pastoral Programs.



4. Definitions & Specific Manifestations of Bullying in Adolescent Girls

Bullying in a girls' school environment often manifests through distinct relational, verbal, and digital avenues, including:

- **Social & Relational Aggression:** Deliberate social exclusion, group isolation, spreading malicious rumors, organized ostracization, body-shaming, or manipulating social alliances.
- **Cyber-Bullying & Digital Misuse:** Misusing social media, instant messaging, or online forums to send hurtful messages, share unauthorized images, create exclusionary group chats, or post derogatory content. The school reserves full authority to investigate off-campus cyberbullying that impacts a student's emotional well-being at school.
- **Verbal Harassment:** Targeted insults, derogatory teasing, taunting, body-shaming, or malicious gossip.
- **Physical Bullying:** Unwanted physical contact, tripping, pushing, invasion of personal space, or damage to personal belongings and school uniforms.
- **Discriminatory Bullying:** Targeting a student based on ethnicity, religion, socioeconomic background, academic stream, or Special Educational Needs and Disabilities (SEND).

5. Preventative Measures

Granada School takes proactive, structured steps to prevent bullying:

- **Targeted Pastoral Delivery:** Anti-bullying, emotional intelligence, digital citizenship, and healthy relationship modules are taught within Life Skills Education, Health Education, and Guidance & Counseling sessions.
- **Awareness Campaigns & Sisterhood Mentorship:** Annual Anti-Bullying Week campaigns, peer-mentorship initiatives where Senior School students mentor Junior School girls, and student-led assemblies.
- **Active Staff Supervision:** Strategic supervisory coverage by teaching and boarding staff during breaks, lunch hours, prep periods, and transition times across all campus areas.
- **Accessible Reporting Channels:** Students can report concerns through physical 'worry boxes', digital student welfare tools, Class Teachers, Boarding Matrons, or Guidance Counselors.

6. Reporting & Incident Management Procedures

When an incident of bullying is reported or identified, the school follows a clear, structured procedure:

1. **Immediate Response:** The staff member informed ensures the immediate safety and emotional containment of the student.
2. **Information Gathering:** The Head of Junior/Senior School or Guidance Counselor conducts a discrete, objective investigation, securing written statements from involved parties and witnesses.
3. **Documentation:** All findings, timelines, and interventions are documented confidentially in the school's secure central tracking system.
4. **Parental Engagement:** Parents/guardians of both parties are informed promptly and invited for collaborative resolution meetings.



Resilience



Curiosity



Kindness



Honesty



Respect

7. Restorative Practice & Sanctions Scale

7.1 Restorative Approach: Where appropriate, Granada School utilizes Restorative Practice to help students understand the emotional impact of their actions, repair damaged relationships, and rebuild mutual trust within the school community.

7.2 Progressive Sanctions Scale:

Level	Action / Sanction	Managed By
Level 1	Official verbal warning, restorative conversation, and written reflection assignment.	Class Facilitator / Subject Teacher
Level 2	Loss of some privileges, loss of club leadership perks, supervised reflection time.	Head of Department / Guidance Counselor
Level 3	Internal suspension (temporary removal from shared peer environment to work under supervision).	Head of Junior / Senior School
Level 4	Fixed-term external suspension with mandatory parental counseling contract.	Deputy Principal / Executive Principal
Level 5	Permanent exclusion (Expulsion) for severe or persistent non-compliance.	Board of Management

8. Staff Responsibilities

All staff members at Granada School are required to:

- Model core values of Respect, Kindness, and Honesty in all student interactions.
- Remain vigilant for subtle signs of distress or social isolation in girls (e.g., sudden academic decline, withdrawal from peer groups, frequent sanatorium visits).
- Maintain professional boundaries and avoid promising absolute confidentiality to a student when safety or bullying concerns are disclosed.
- Participate in annual professional development focused on addressing relational aggression, cyberbullying, and adolescent mental health.

9. Appendices

Appendix A: Student Incident Reporting Form

Date of Report: _____ | Time: _____

Student Name (Optional): _____

Grade: ☐ Grade 7–9 (Junior) ☐ Grade 10–12 (Senior)

Date/Time of Incident(s): _____

Location: _____

Description of Incident (Stick strictly to facts):

Witnesses (if any):



Resilience



Curiosity



Kindness



Honesty



Respect

Appendix B: Restorative Reflection Guide for Students

1. **Honesty:** What happened? Describe the situation from your perspective, focusing on your own choices.
2. **Respect:** What were you thinking and feeling at the time? What have you thought about since?
3. **Kindness:** Who has been affected by your actions? In what ways have they been impacted?
4. **Resilience:** What steps will you take now to make things right and ensure this behavior does not recur?

10. Statutory References

- **Kenyan Basic Education Act (2013):** Statutory mandates ensuring learner safety, protection, and freedom from mental or physical harassment in schools.
- **Children Act (2022):** Legal frameworks governing the rights, welfare, and protection of minors in Kenya.
- **Kenya Institute of Curriculum Development (KICD):** Basic Education Curriculum Framework (BECF) Core Competencies and Values for Secondary Education.
- **Computer Misuse and Cybercrimes Act (2018):** Legal provisions addressing online harassment, cyberbullying, and unauthorized distribution of private digital content.
- **Granada School Child Protection Policy (2026):** Cross-referenced for safeguarding escalation protocols.

Institutional Endorsement

This policy stands as the definitive safeguarding authority for Granada School (Junior School & Senior School). It will be formally reviewed, audited, and updated every 12 months by the Full Governing Board to reflect any emerging updates in Kenyan statutory law or national education standards.

Approved and executed by:

Jedidah Mwangi,
Executive Principal,
Granada School

Signature:  | Date: 17th September 2026



Resilience



Curiosity



Kindness



Honesty



Respect