



Anti-Bullying Policy

Scope of Document:	All Stakeholders
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Introduction

High Point Academy is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff and it affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship through the ethos of the school. Every child and member of staff at High Point should be valued and be able to learn and work without anxiety and fear from bullying.

This policy aims to outline a definition of bullying and how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying and how to support pupils to have a voice when bullying occurs.

The Education and Inspections act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part outlined in the school's Behaviour Management Policy.

All staff, parents, carers and pupils work together to prevent and reduce any instances of bullying; There is a zero-tolerance policy for bullying at High Point.

Legal Framework links

This policy has due regard to legislation, including but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communication Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DFE advice, including but not limited to:

DFE 'Preventing and tackling bullying' (2017)

This policy will be implemented in conjunction with the school's Behaviour Policy

Aims

Bullying is unacceptable at High Point Academy and as such we aim to:

- Raise awareness of bullying.
- Develop a school ethos in which bullying is regarded as unacceptable and that everyone has a responsibility to be proactive in ensuring that bullying is challenged and reported.
- Provide a safe and secure environment where all can learn and work without anxiety, humiliation, harassment, oppression or abuse.
- Respond effectively to any bullying incidents that may occur.
- Ensure all children, parents, staff, governors and others connected with the school are aware of opposition to bullying and know that speedy and effective action will be taken if bullying occurs.
- Ensure that everyone takes responsibility for the protection and elimination of bullying in our school.
- To accept that some bullying may take place in all schools.
- To recognise that bullying can take place outside peer group relationships and can take place between adults and children.

Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

There is no legal definition of bullying, however it is described as behaviour that is:

- Usually repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- Physical (causing physical pain or taking belongings)
- Verbal (name calling, insults, taunting)
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Non-verbal (eye rolling, gesturing, ignoring, staring)
- Indirect (spreading rumours, excluding from social groups)

- Cyberbullying (sending malicious emails, texts or social network messages)
- A combination of the above

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

At High Point Academy, we have to be particularly aware of the complications inherent in the learning and behavioural needs of our pupils. No form of bullying will be tolerated and all incidents will be taken seriously

Signs that a child is being bullied

Pupils who are being bullied may display some of the following common responses:

- Increased anxiety (displayed through increasingly obsessive behaviours, hand movements, repetitive questioning and statement or short temper)
 - Withdrawal
 - Unwillingness to come to school
 - Decreased involvement in school work
 - Cuts and bruises
 - Lack of appetite
 - Change in behaviour and attitude.
 - Aggression
 - Becoming withdrawn
 - Seeming over-sensitive or over-reacting to minor occurrences
 - Seeking revenge
 - Repeatedly exposing themselves to the same kind of bullying situation.
- Although they may know it is a negative interaction, they may still consider this better than no interaction at all.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional and mental health issues so are still worth investigating.

Bullying by members of staff/adults

Staff/adults must remain aware of the way their own behaviour is received and take care not to bully pupils or other members of staff/adults. Forms of bullying by staff may include:

- Teasing pupils about physical features or personal characteristics
- Invading personal space
- Inappropriate role modelling
- Ridiculing the work of a pupil
- Making fun of a pupils name by using a similar word
- Showing inconsistency in the way sanctions or rewards are applied
- Physically intimidating pupils
- Insulting or swearing at other members of staff/adults
- Belittling the actions or work of other members of staff
- Criticising colleagues in ways that are not constructive or are unnecessarily personal.

A one-off incident may not be bullying. A minor incident that is repeated is bullying. We have to understand the difference between rough play, a genuine accident, a snap remark and bullying.

Staff/adults must always remember that an important part of education is to lead by example. Bullying by members of staff will be treated as a disciplinary and/or safeguarding matter.

Rights and Responsibilities

It is the right of every child at High Point to:

- Feel safe from verbal, mental and physical abuse both on the way to and from school and whilst in school.
- Be addressed by their correct name
- Not have their feelings hurt about the way they look and sound.
- Not be subjected to derogatory name calling, insults, racist jokes or discussion, ridicule and abuse.

It is the responsibility of every child (if they are able to) and members of staff to:

- Communicate to someone if any of their rights are being abused.
- Communicate to someone if they have observed someone else's rights being abused.
- Try to prevent abuse and to try to improve their life of someone whose rights have been abused.

Proactive Strategies:

Should be based on the following principles:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum/learning opportunities to draw out anti-bullying messages.
- Use of opportunities throughout the school calendar to raise awareness of the negative consequences of bullying (e.g. Anti-bullying week, PSHE lessons, Tutor time and school assemblies).
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-bullying week, Black History Month and LGBT day
- Engaging children and adults in promoting open and honest reporting.
- School council address school issues, including bullying, as a part of their set agenda.
- Reviewing the school environment and staff supervision.
- Provide positive examples of friendship, trust and caring through relationships with each other and through the PSHE curriculum.
- Reinforcement that bullying is unacceptable behaviour.
- Parental involvement so they understand the school does not tolerate bullying, and know the procedures to follow if they believe their child is being bullied.
- Ensure parents feel confident that the school will handle complaints about bullying seriously and seek resolutions as quickly as possible, in a way that protects pupils.

In deciding whether actions amount to bullying many factors are to be considered:

Procedures and Intervention:

The exact course of action will vary but the main objectives should be that bullying incidents are identified, brought out in the open, recorded, discussed and that strategies are agreed to help resolve the problem. In all incidents of bullying observed, disclosed or suspected, it is important to ensure that:

- It is clear that the bully's behaviour is unacceptable and the bullying must stop.
- The victim is assured that they will be supported and kept safe.
- Everything that happens is carefully recorded
- Any parental concerns are referred to a member of the Senior Leadership Team.
- Situations not satisfactorily resolved in the view of Senior Leadership, parent or any concerned member of staff will be referred to the Head Teacher or a member of the Local Academy Council or Trust, if appropriate.
- When applying sanctions to deal with the situation the school sanctions will be implemented as appropriate to the incident; this may include verbal reprimand, break-time time in, letters to parents, interview with parents. These sanctions are not to be seen as progressive rather in response to the severity and/or duration of the incident.
- Victims will be made aware of the sanctions that are being used.
- Restorative practice may be an element of the support programme

Additionally, those involved will need to discuss and agree on:

- What support is needed or available for the bully to help change his/her behaviour.
- What support is needed or available to help the victim to learn coping strategies.
- If the behaviours are ongoing and whether it would be helpful to work with the parents of both bully and victim.
- Working together to discover the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If this is the case, school should consider whether referrals to other agencies are appropriate.

Intervention:

When bullying arises the priority is to work with the child to prevent further incidents, whilst supporting the victim.

- High Point Academy will ensure the correct disciplinary measures are implemented for perpetrators to show clearly that their behaviour is wrong.
- Disciplinary measures must be applied fairly, consistently and reasonably, taking into account a pupils needs and level of understanding.
- Where bullying occurs towards a member of staff, it is equally important that SLT and/or officers from Forward Education Trust (if required) intervene correctly. The High Point Academy community should understand that bullying, whether by pupils, parents or colleagues is unacceptable and will not be tolerated.

Reporting Bullying

If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher
- Report to a Phase Leader, Senior Leader
- Report to a Teaching Assistant
- Anonymously: Child Line 0800 1111

Roles and responsibilities:

The Head Teacher is responsible for:

- Overall monitoring of bullying and the anti-bullying policy within school
- Dealing with incidents of bullying between adults
- Following up any situations not satisfactorily resolved in the view of SLT, parents or any concerned member of staff.
- Ensuring class teachers record incidents of bullying on BROMCOM
- Provide effective training for staff, ensuring they understand the principles of the school's Anti-bullying Policy, legal responsibilities, how to resolve problems and where to seek support.

SLT are responsible for:

- Supporting the planning of behaviour management and coping strategies to the perpetrators, victims and parents.
- Recording, advising on and following up any incidents of bullying or suspected bullying.
- Liaising with parents regarding concerns over bullying that have not been resolved by the class teacher.

Teachers are responsible for:

- Keeping records of any bullying observed, disclosed or suspected on CPOMS
- Informing SLT of any incidents of bullying observed, disclosed or suspected.
- Liaising with parents regarding concerns over bullying.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on CPOMS, unless this form of bullying falls under Safeguarding, which would then be reported on the CPOM's system.
- Designated school staff will monitor incident reporting forms and information recorded on CPOM's analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the Local Academy Council
- Support will be offered to those who are the target of bullying from the Senior staff in school or through the use of restorative justice programmes
- Staff will assess whether parents and carers need to be involved
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated at High Point, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the

wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated at High Point. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on BROMCOM and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

This policy will be monitored and the effectiveness will be evaluated in the light of the numbers of bullying incidents recorded, staff responses to bullying behaviour and any concerns of pupils, staff and parents regarding bullying.

All members of SLT are responsible for responding to incidents of bullying and the Head Teacher has specific responsibility for ensuring that procedures in this policy are followed.

This policy will be reviewed by the Local Academy Council.

Appendix 1- High Point Academy- Pupil's Anti-Bullying Policy

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

What is bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

What does bullying look like?

Bullying can be:

- Hitting or threatening to hit someone
- Touching someone inappropriately or without their consent
- Calling someone names or spreading rumours or gossip about someone
- Stealing, hiding or damaging someone's property
- Deliberately ignoring someone or leaving them out
- ending hurtful or unkind texts, emails or online messages to or messages about someone

Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying.

What kinds of bullying can happen?

Bullying can be based on any of the following things:

- Race or ethnicity (racist bullying)
- Religion or belief
- Culture or family background
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special educational needs or disability
- Appearance or health condition
- Home or other personal

If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that is bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult. There are many different ways to report bullying:

- Tell a teacher, such as your form tutor, your Phase Leader, Teaching Assistant or Senior Leader
- Report it to other school staff
- You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said.

School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved

Appendix 2: Letter to Parents Anti-bullying policy

Dear Parent/carer,

As you are aware, our school takes the well-being of all students very seriously. I am pleased, therefore, to inform you of High Point Academies anti-bullying policy.

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Bullying of any nature or form is unacceptable and will not be tolerated.

We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

The safety, welfare and well-being of all students and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

- Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.
- Bullying can be physical, verbal, psychological, cyber (online or via text) or involve the damaging or stealing of property
- Bullying can be based on someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexist bullying), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home circumstance
- Derogatory or offensive language of any kind will not be tolerated
- All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved
- If you think your child is experiencing bullying you can contact your child's form tutor initially by Class Dojo or via email enquiry@highpoint.fet.ac
- The full anti-bullying policy is available on our school website

If you have any questions about this policy, please contact the school.



Kelly-Leigh Kulyk
Head Teacher

As parent(s)/carer(s) I/we understand the school's anti-bullying policy and will do our/my best to make sure that our/my child(ren) follow(s) it, please sign below

Signed:

Date:.....

Appendix 3: Bullying and Prejudice-based incident reporting form

Section A: Staff details

Date of completing form:

Name of staff:

Email address of staff:

Section B: Details of incident

Bullying

Prejudice-based incident

Nature of incident: Tick all that apply

Physical

Property

Verbal

Psychological

Cyber

Form of bullying or incident: Tick all that apply

Race – racist bullying

Culture

Religion or belief

**Sexual orientation –
homophobic or biphobic**

**Gender Identity –
transphobic**

Gender – sexist
bullying

Special Educational
Needs (SEN) or disability

Appearance or
health conditions

Related to home or
other circumstance

Details of those involved: Record all involved, whether adults, students, visitors from the school community and from external organisations

Target of bullying/ incident:	Name:	Age/year group:	Form/tutor group:	Other relevant information:
Person responsible for bullying/ incident	Name:	Age/year group:	Form/tutor group:	Other relevant information:

Details of incident: If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details

Date

Place

Time

Witnesses

Repeat incident or serious incident

Any relevant supporting information e.g. witness accounts/screen grabs

Action taken:

Details of others involved or notified:

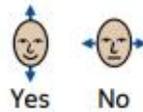
Actions for follow up:

Date for reviewing:

Appendix 4- Student Survey Connectors Survey



1 ?
 1. Have you ever experience bullying?



2
 2. Where did this bullying take place?

3
 3. What did the bullying look like? (please circle)

a)
 a) Hitting or threatening to hit someone

b)
 b) Stealing or damaging someone's property

c)
 c) Touching someone inappropriately

d   or   

d) Ignoring someone or leaving them out

e   or   or  to 

e) sending hurtful or unkind messages or emails to someone.

4    to  the 

4. Did anyone intervene to stop the bullying?

Yes No

5     about it? If so,   

5. Did you tell anyone about it? If so, who did you tell?

6   ever   at  

6. Have you ever experience bullying at High Point Academy?

Yes No

7 can you go to if you are bullied at High Point

Academy?

8 Do you feel safe at High Point Academy?

Yes No

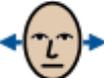
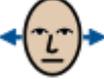
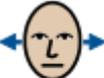
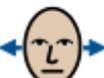
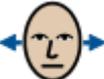
9 Is there anything else you'd like to add onto this

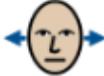
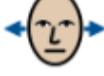
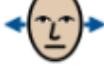
survey?

Name:

Date :

Developers Survey

 <p>I am happy at High Point</p>	 <p>Yes</p>	 <p>No</p>
 <p>I feel safe at High Point</p>	 <p>Yes</p>	 <p>No</p>
 <p>High Point makes sure that it's pupils are well behaved</p>	 <p>Yes</p>	 <p>No</p>
 <p>Bullying does not happen at High Point</p>	 <p>Yes</p>	 <p>No</p>
 <p>I know what I will learn when I am at High Point</p>	 <p>Yes</p>	 <p>No</p>

 <p>If I have a problem the teachers help me</p>	 <p>Yes</p>	 <p>No</p>
 <p>I have help with my English, so I can do well at my new school</p>	 <p>Yes</p>	 <p>No</p>
 <p>The school has high expectations for me</p>	 <p>Yes</p>	 <p>No</p>
 <p>I am doing well at High Point</p>	 <p>Yes</p>	 <p>No</p>
 <p>High Point tell my parents I am doing well</p>	 <p>Yes</p>	 <p>No</p>



We cover a lot of subjects in lessons



Yes



No



I can take part in clubs and activities



Yes



No



High Point supports my mental health and wellbeing



Yes



No

Appendix 6 Survey for staff (online)

Section A: Bullying

1. Are you aware of the school's anti-bullying policy?
2. Are you aware of the school's policy on homophobic, biphobic and transphobic bullying?
3. Have you received training on tackling homophobic, biphobic and transphobic bullying in school?
4. How well do you feel the school deals with homophobic, biphobic and transphobic bullying?
5. If a gay, lesbian or bisexual student was 'out' in school, do you think they would feel safe from bullying?
6. Do you think a trans student would feel safe from bullying in school?
7. What more do you think the school could do to tackle homophobic, biphobic and transphobic bullying?

Section B: Language

1. How often do you hear homophobic language in school?
2. How often do you hear biphobic language in school?
3. How often do you hear transphobic language in school?
4. On a scale of one to ten, how confident do you feel challenging homophobic language?
5. On a scale of one to ten, how confident do you feel challenging biphobic language?
6. On a scale of one to ten, how confident do you feel challenging transphobic language?
7. Do you think that other school staff challenge students for using homophobic, biphobic and transphobic language?
8. How often do you hear students use phrases such as 'that's so gay' or 'you're so gay' in school?
9. How often do you hear staff say things such as 'that's so gay' or 'you're so gay' in school?
10. How often do you say things such as 'that's so gay' or 'you're so gay' in school?

Appendix 7 Survey for parents (online)

• 1. Has your child experienced bullying while at *[Insert school name]* ?

2. If so, what was the bullying about?

Race or ethnicity
(racist bullying)

Culture or family
background

Religion or belief

• Sexual orientation –
homophobic or biphobic
bullying

Gender identity –
transphobic bullying

Gender – sexist bullying

Special Educational
Needs (SEN) or disability

Appearance or
health conditions

Related to home or
other circumstance

[insert other groups as outlined in your anti-bullying policy]

If yes to above:

a. Did you/they report the bullying?

b. Who did you/they report it to?

c. Have you seen the school anti-bullying policy?

d. Do you know how to report incidents of (homophobic, biphobic and transphobic) bullying?

e. Do you think the school deals with (homophobic, biphobic and transphobic) bullying effectively?

f. Are you aware of any current school initiatives to deal with (homophobic, biphobic and transphobic) bullying?