



# Anti-Bullying Policy

<b>Scope of Document:</b>	All Stakeholders
<b>Date of Approval:</b>	11 <sup>th</sup> July 2023
<b>Version No.</b>	02
<b>Review Frequency:</b>	Annual

## **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 CPOMS
- 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 CPOMS and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language.

## **Child on child abuse**

child on child abuse occurs when a young person is exploited, bullied and / or harmed by another child who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. 'child-on-child' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Situations where young people are forced or coerced into sexual activity by another child or associates can be related with gang / serious youth violence activity but that is not always the case. A child's influence or another child's pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their child's, one which they may be lacking at home.

### **Key Areas**

Where child on child abuse Occurs Bullying (including Cyberbullying) Bullying is defined as "behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally".

Bullying often starts with trivial events and it is behaviour that hurts someone else - such as name calling, hitting, pushing, spreading hurtful and untruthful rumours, threatening or undermining someone; mocking; making offensive comments; taking belongings; inappropriate touching; producing offensive graffiti; or always leaving someone out of groups. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. A child that is being bullied can feel like there's no escape because it can happen wherever they are, at any time of day or night. There are many different forms of bullying

- 'Cyberbullying': involves sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos

- **Racist and Religious Bullying:** A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
- **Sexual, Sexist and Transphobic Bullying:** includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls
- **Homophobic Bullying:** targets someone because of their sexual orientation (or perceived sexual orientation)
- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability. It is important to remember that bullying can also be a combination of the above.

### **Child Sexual Exploitation (CSE)**

Many of the warning signs and indicators of CSE tend to refer to adult perpetrators, e.g. associations with older boyfriends / girlfriends, relationships or associations with risky adults and / or entering or leaving vehicles driven by unknown adults. As per the revised definition of CSE it “occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity”. The key element of CSE is the imbalance of power and control within the exploitative relationship. Many CYP are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. CYP are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies, often the nature of Child on child exploitation encompasses a sense of peer pressure and wanting to fit in. In child on Child exploitation, schools and youth clubs are also locations where children and young people can be exploited.

### **Harmful Sexual Behaviour**

Including Sexting Sexually harmful behaviour from young people does not always occur with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse. This also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending ‘nude pics’, ‘rude pics’ or ‘nude selfies’. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be committing a criminal offence.

### **Gang Activity and Youth Violence**

A child or young person can be exploited (sexually and / or physically) by a gang, but this is not necessarily the reason why gangs are formed. The Office of the Children's Commissioner has defined CSE in gangs and groups as:

- Gangs - mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.
- Groups - involves people who come together in person or online for the purpose of setting up, co-ordinating and / or taking part in the sexual exploitation of children in either an organised or opportunistic way.

Types of exploitation may include using sex as a weapon between rival gangs, as a form of punishment to fellow gang members and / or a means of gaining status within the hierarchy of the gang. CYP may be forced to gain entry into the gang by carrying out an initiation process which may be harmful to them and / or may inflict harm to others. Where abuse takes place in a gang environment, female members may perceive the abuse as normal, as well as accepting it as a way of achieving a respected status / title within the gang.

### **Domestic Violence**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and / or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and / or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

### **Actions to be Taken**

Keeping Children Safe in Education, states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of Child-on-Child abuse and sets out how allegations of child on child abuse will be investigated and dealt with'. Professionals must give consideration to the impact on the school environment when both the perpetrator and victim attend the same school. It is vital for professionals to understand that the child who is perpetrating the abuse may also be at risk of harm. Professionals should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent the abuse as a whole. Professionals should make every effort to understand the environmental context of the child's life when assessing the risk posed to the child or young person. Individual experiences do not necessarily cause the abuse the victim is experiencing, but this may be used by perpetrators who have power and control over them. Those who are working with CYP must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous and harmful to others.

## **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
- Sending 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.

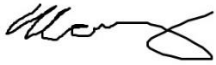
We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

### **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](mailto: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

### Section A: Bullying

**1. Have you ever experienced homophobic, biphobic or transphobic bullying?**

'Have you ever experienced bullying?' and 'What was the bullying about?'

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Race or ethnicity<br>(racist bullying)                     | <input type="checkbox"/> Culture or family<br>background           | <input type="checkbox"/> Religion or belief                        |
| <input type="checkbox"/> Sexual orientation –<br>homophobic or biphobic<br>bullying | <input type="checkbox"/> Gender identity –<br>transphobic bullying | <input type="checkbox"/> Gender – sexist bullying                  |
| <input type="checkbox"/> Special Educational<br>Needs (SEN) or disability           | <input type="checkbox"/> Appearance or<br>health conditions        | <input type="checkbox"/> Related to home or<br>other circumstances |

**2. When did the bullying take place?**

**3. Where did the bullying take place? E.g. at school, in the corridor, on the bus**

**4. What did the bullying look like?**

- a.** Hitting or threatening to hit someone
- b.** Touching someone inappropriately or without their consent
- c.** Stealing or damaging someone's property
- d.** Deliberately ignoring someone or leaving them out
- e.** Sending hurtful or unkind texts, emails or online messages to someone

5. Did anyone intervene to stop the bullying?
6. Did you tell anyone about it? If so, who did you tell?
7. How well do you think the school deals with homophobic and biphobic bullying?
8. How well do you think the school deals with transphobic bullying?
9. If a female student did not behave like a 'typical' girl, do you think that they would be safe from bullying?
10. If a male student did not behave like a 'typical' boy, do you think that they would be safe from bullying?
11. If a gay, lesbian or bisexual student was 'out' in school, do you think that they would be safe from bullying?
12. Do you think a trans student (someone whose gender is not the same as the sex they were given at birth) would feel safe from bullying in this school?
13. What else do you think the school could do to tackle homophobic, biphobic and transphobic homophobic, biphobic and transphobic bullying and attitudes?

## • **Section B: Derogatory 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. Do staff in school challenge the use of any homophobic, biphobic or transphobic language?
5. Would you challenge another student if they used homophobic, biphobic or transphobic language?
- 6. How often do you hear phrases such as 'that's so gay' or 'you're so gay' in school?
7. How often do you say things such as 'that's so gay' or 'you're so gay' in school?
8. When someone uses the word 'gay' to describe something as rubbish, do school staff challenge them and say it is wrong?
9. How often do you challenge other students when they say things such as 'that's so gay' or 'you're so gay'?

## Appendix 5- Student Survey (Level appropriate)

Do you feel safe in school?

Yes

No

How does school make you feel?



Who keeps you safe in school?

.....

.....

## 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?

<input type="checkbox"/> Race or ethnicity (racist bullying)	<input type="checkbox"/> Culture or family background	<input type="checkbox"/> Religion or belief
• <input type="checkbox"/> Sexual orientation – homophobic or biphobic bullying	<input type="checkbox"/> Gender identity – transphobic bullying	<input type="checkbox"/> Gender – sexist bullying
<input type="checkbox"/> Special Educational Needs (SEN) or disability	<input type="checkbox"/> Appearance or health conditions	<input type="checkbox"/> Related to home or other circumstance

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

**If yes to above:**

- Did you/they report the bullying?
- Who did you/they report it to?
- Have you seen the school anti-bullying policy?
- Do you know how to report incidents of (homophobic, biphobic and transphobic) bullying?
- Do you think the school deals with (homophobic, biphobic and transphobic) bullying effectively?
- Are you aware of any current school initiatives to deal with (homophobic, biphobic and transphobic) bullying?



## Pupil Friendly Anti-Bullying policy

### Cyber Bullying

Cyber bullying is when people say unkind or threatening things to you by text, email, on social media or over the internet.

Here are some ways you can stay safe online:

- 1) Don't share any personal information online.
- 2) Think carefully before posting pictures or videos of yourself. Once you've put a picture of yourself online it's not just yours anymore.
- 3) Never give out your passwords.
- 4) Don't meet up with people you've met online. Tell an adult if someone suggests you should meet up.
- 5) Never use your own photograph but use an avatar instead.
- 6) Remember that not everyone online is who they say they are.
- 7) Think carefully about what you say before you post something online.
- 8) Respect other people's views. Even if you don't agree with someone else's views it doesn't mean you need to be rude.
- 9) If you see something online that makes you feel uncomfortable, or worried: leave the website, and tell a trusted adult immediately.
- 10) If anyone says anything that makes you feel sad or upset, block them from contacting you and tell an adult.

**At High Point Academy we believe any form of bullying is completely unacceptable.**

**We want OUR school to be bully FREE.**

**We want children to be able to come to school feeling happy and safe.**

**We want people to respect each other and get on well together.**



### Our responsibilities

As children at High Point Academy we:

- Act in a respectful and supportive way towards one another.
- Take responsibility for telling someone if we are being bullied or have seen someone being bullied.
- Support each other and ask for help to make sure that everyone feels safe, and nobody feels left out.
- Contact Mrs Kulyk, Mrs Thomas, Mr Wilkes or Mr Weston if we need someone to speak to.



## Child friendly ANTI-BULLYING POLICY



### ABOUT BULLYING...

What is Bullying?

- Bullying is intentional (not an accident). A bully hurts someone on purpose.
- Bullying is repetitive. This means that the bully hurts someone over and over again. It isn't an incident that happens only once.
- Bullying can be by one person or by a group of people.

Bullying happens...

**Several  
Times  
On  
Purpose**

Bullying can be...

- Emotional: Hurting people's feelings, leaving you out, gossiping.
- Physical: Punching, kicking, pushing, damaging their belongings.
- Verbal: Name calling, teasing, offensive remarks.
- Cyber: Saying unkind things by text, e mail or social media.
- Prejudice: Racial, religious belief, gender, sexuality, special educational need or disability.

### Who can I tell if I am being bullied?

- Parents/carers.
- A friend.
- Teachers.
- Lunch time staff.
- Any other trusted adult.



**MOST IMPORTANTLY:-**

If you are being bullied:

**What to do...**

**Start  
Telling  
Other  
People**

**What should I do if I see someone else is being bullied?**

- Don't walk away and ignore the bullying.
- Ask the person to stop if it is safe to do so.
- Don't stay silent or the bullying will keep happening.

### If you are bullied:

**DO:**

- TELL SOMEONE
- Ask them to STOP if you can.
- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Talk to a friend

**DON'T:**

- Do what they say.
- Get angry or look upset.
- Hit them.
- Think it's your fault.
- Hide it.

**Bullying is not:**

- A 'fall out' with a friend.
- An accident.
- Something that happens only the one time.
- A one off physical act of aggression e.g. pushing someone.



