

Marine Park First School



Anti Bullying and Safe to Learn Policy

Reviewed Annually: Last Review Jan 2018

Vision Statement

Children and young people have a right to be protected from harm and discrimination. They should be able to live in an environment in which they are free from harassment, bullying and discrimination. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

This policy takes into account:

- The anti-bullying guidance for schools *Safe to Learn: Embedding anti-bullying work in schools 2007*
- Department for Education publication *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies 2017*
- The Education and Inspections Act 2006
- The Equality Act 2010
- The Children Act 1989.

Aims

The aim of the anti-bullying policy is to ensure that pupils play, learn and socialise in a supportive, caring and safe environment without fear of being bullied.

(Appendix One – related policies and documents)

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. At Marine Park First School, we use the phrase STOP (STOP Several Time On Purpose) to define and also to prompt victims to take action (STOP: Start Telling Other People).

It is important to recognise that Marine Park is a learning and shaping environment in which young people are continually acquiring knowledge of how to behave and the impact of their actions. Sometimes behaviour can be unacceptable and unkind but might not be defined as bullying. For example, bossy, boisterous, verbal or physical play is clearly undesirable but may not be intentionally harmful or targeted. This type of behaviour will be addressed through our positive behaviour policy; serious incidents will be recorded in the time out book which allows for the tracking of behaviour where a pattern of behaviour fits with our definition of bullying (Several Times on Purpose). School staff will always make careful judgements about each specific case with reference to a maturity of those involved, probable intent and patterns/records of behaviour.

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 may be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be as damaging as physical bullying.

What types of bullying are there?

- Physical: kicking, hitting, punching or any other use of violence including damaging or taking belongings
- Verbal: name calling, taunting, tormenting, spreading rumours, excluding
- Cyberbullying : this is defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone else. *(Please see Appendix 3)*
- Homophobic: this occurs when bullying is motivated by a prejudice against Lesbian, Gay, Bisexual and Transgender pupils
- Racist: behaviour *or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin.*
- Sexual: such as making lewd comments or unwanted physical sexual contact
- Social/Environmental : this is where young people are targeted due to an inequality of wealth
- Special Educational Needs and Disabilities: this is where young people are targeted due to having Special Educational Needs/Disabilities

(Please see Appendix Two – Additional government guidance)

What are the signs of bullying?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these **possible** signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens self harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill or claims to feel ill before, during or after school
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. Marine Park staff support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a

severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help us to develop strategies to prevent bullying from happening. It will also help us be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Marine Park will ensure we make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether the child will benefit from being assessed for SEN.

In July 2012 the cross Government *No Health Without Mental Health: Implementation Framework* was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the *SEND Code of Practice: 0 to 25 years, sets out how* developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care team. Even where safeguarding is not considered to be an issue, school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If

school staff feel that an offence may have been committed the Headteacher will seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

(Please see Appendix One)

Bullying Outside School Premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to Marine Park First School staff, it will be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

How can we prevent bullying?

At Marine Park First School we have a clear understanding that bullying in any form is not acceptable. Proactive prevention is the best way to prevent bullying from happening in the first place. The incidence of bullying can be greatly reduced by prevention, planning ahead, by developing an ethos that is open, honest, listening and respectful of confidentiality. Below is what our school does:

- Promotes a whole school ethos of respect and a whole school approach to addressing bullying
- Ensures that all staff are listeners, believers and doers, being vigilant and watching out for early signs of distress
- Teaches children the skills of mutual respect and cooperation, giving them knowledge, skills and understanding about bullying through the PSHCE curriculum, through assemblies, family group meetings etc.
- Openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexual orientation, different family situations etc. We also teach children that using any prejudice based language is unacceptable
- Develops our children's emotional literacy to help them communicate worries or concerns encouraging all the children to tell someone if they feel threatened or know someone else who feels threatened and to tell the truth
- Supports children from vulnerable groups through strategies such as 'learning for life (Nurture/Tuesday/Thursday club)' who may be of greater risk at critical times and times of transition
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyberbullying
- Provides a safe listening environment to ensure that young people feel confident to report bullying and know that it will be dealt with effectively
- Involves pupils. All pupils understand the schools' approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Conduct regular pupil discussions where we ask pupils about their understanding/experience of bullying and how the school manages any incidents of bullying

- Works with the LA e.g. North Tyneside Health Schools team, PSHCE team and other specific organisations for help with particular problems. We also draw on the experience and expertise of anti-bullying organisations with a proven track record or specialised expertise in dealing with certain forms of bullying e.g. theatre groups, Show Racism the Red Card etc.
- Involves parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Ensures that parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- Implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- Regularly evaluates and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. We invest in specialised skills to help our staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and (LGB&T) pupils
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent both in and out of school and where a criminal offence may have been committed.
- Celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Responding

In all cases Marine Park recognises it has the responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, explaining how the victim is feeling, asking staff to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing an Early Help Assessment (EHA) or referring to Child and Adolescent Mental Health Services (CAMHS). Please see "Strategies for dealing with bullying" section of this policy.

The aim is to develop a culture within our school to ensure young people are safe at all times. However, if incidences do occur this is how we will respond:

- offering an immediate opportunity to discuss the experience with a member of staff
- reassure the pupil
- offer continuous support
- restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the young person

Discipline and tackling underlying issues of bullying

Disciplinary measures will be used in line with the school's behaviour policy for pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any

concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Working With Parents and Carers

Parents and carers can speak to any member of staff and ask questions about how the school seeks to prevent and/or address bullying. Parents can also refer to our policy which is published on our school website. We will inform parents/carers if we feel their child is involved in a bullying incident.

Reporting and Recording

All bullying incidents will be recorded using the DFE definition and classified according to type of bullying. The lead named person will monitor and respond in practical ways to address bullying issues.

Roles and Responsibilities

Mr. Easton is the named lead person who will oversee and keep records of incidents of bullying. However all adults and children have a responsibility to be vigilant and look out for signs of bullying behaviour.

The lead adult should:

- a) Work with class teachers and phase team coordinators to ensure that all incidents of bullying are responded to promptly
- b) Record incidents
- c) Inform other bystanders, adults, parents and carers
- d) Follow up and monitor incidents

Maintaining, Monitoring and Evaluating this Policy

The policy will be updated annually in consultation with all stakeholders. For example through school council, newsletter, assemblies and staff meetings. Governors are also involved in the reviewing and approving of the policy.

Strategies for dealing with bullying

Child is bullied

Step 1 Child personally approaches a teacher, support staff, lunchtime staff, school councillor, buddy or peer	Step 1 Parent or carer contacts school to express concerns about bullying
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Step 2 <ul style="list-style-type: none">• Child meets with class teacher to discuss incident• Class teacher informs Headteacher• Headteacher and/or class teacher meets with bullied child to discuss ways forward and ensure a swift resolution• Headteacher and/or class teacher meets with perpetrator to discuss incidents. A judgement is made about the incident. Records kept in Headteacher incident log• Parents of both children informed in cases of bullying• Senior lunchtime supervisor, support staff and leadership team informed and asked to inform class teacher of any further incidences• School interventions for bully and victim considered e.g. Regular overt/discrete checking in/monitoring, Circle of Friends – Learning for Life, Resilience Training – Time to talk group – buddying up with a Y4• Discipline policy considered• A follow up meeting arranged by class teacher with children and outcomes recorded in incident log• A follow up meeting/phone call to be made to parents
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If bullying continues

Step 3 <ul style="list-style-type: none">• Class teacher informs Headteacher• Headteacher and class teacher meets with bullied child and perpetrator. All incidents recorded in incident log• Parents of both children informed• Meeting arranged with Headteacher and victim's parents along with class teacher and phase coordinator• Meeting arranged with Headteacher, bully's parents along with class teacher and phase coordinator• All relevant staff informed. Dedicated member of staff to act as mentor for victim during every playtime and lunchtime. Daily checks made and reported back to Headteacher until resolution.• Outside agencies involved e.g. counselling, anger management training, Silverdale ARP outreach, Learning Mentor, CAMHS

If bullying continues

Step 4 <ul style="list-style-type: none">• Headteacher and Chair of Governors meet and seek advice from LA regarding pupil temporary removal e.g. internal exclusion, pupil referral unit or in exceptional cases, exclusion
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North Tyneside Council

Anti Bullying Safe to Learn Policy Appendix

1.1 Local Authority Documents

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved. This policy must therefore be read and understood in conjunction with other relevant North Tyneside documentation, including:

- Children and Young People's Plan
- Behaviour Policy
- Child and Adolescent Mental Health Services Strategy
- Inclusion Policy
- Racial Harassment Policy and Guidelines

1.2 Training

Staff training should include:

- Awareness raising for all staff of the policy and its contents
- Policy and procedures introduced during induction of new staff.
- Clear guidance during in-service training on the management of incidents and how to respond to pupils concerns
- Sessions focused on how to offer preventive education covering content, teaching approaches and training.
- Sessions focused on how to support pupils who experience bullying problems either as a bully or victim.
- Training around specific types of bullying such as cyber, homophobic, racist etc...
- How to record, report and act upon this data.

The Local Authority can support **all training needs**.

Contact number 643 8590.

1.3 Books

For Children:

Feeling Happy, Feeling Safe. Michele Elliott, Hodder & Stoughton. Colour picture book involving children in learning what to do about getting lost, bullies, secrets and other personal safety issues. Ages 3-6.

The Willow Street Kids. Michele Elliott, Pan MacMillan. This book weaves a story around a group of children and how to keep safe. Ages 7-11.

The Bullies Meet the Willow Street Kids. Michele Elliott, Pan MacMillan. The Willow Street Kids enter secondary school and have to cope with bullying. Ages 7-11.

The Angel of Nitshill Road. Ann Fine. How a group of children defeat a classroom bully.

For Parents:

Fighting, Teasing and Bullying. Simple and effective ways to help your child. Dr John Pearce, Thorsons. Practical advice for parents.

1.4 Other departmental advice and guidance you may be interested in

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

1.5 Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and Education (Independent School Standards) (England) Regulations 2014
[Power to tackle poor behaviour outside school](#)
[The Equality Act 2010](#)

1.6 Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#): This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

MARINE PARK FIRST SCHOOL - Equality Impact Assessment

PART A) To be completed during the planning /proposal stage. Further sheets should be added where needed.

1. Name of the change, strategy, project or policy:	Safe to Learn (Anti-Bullying) Policy		
2. Name of person(s) completing this form:			
3. Has the policy/practice been assessed to consider any potential impact on the equality groups? If yes, please add further detail on a separate sheet(s).			
Yes. This Policy recognises that all children and young people have a right to be protected from harm and discrimination. They should be able to work and play in an environment in which they are free from harassment, bullying and discrimination. The School will fulfil its obligations to equality by approaching its practices in relation to the management of behaviour in a fair and consistent manner.			
Where potential impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 10.			
4. Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None		
Religion/belief	None		
Disability	None		
Gender	None		
Gender Reassignment	None		
Sexual Orientation	None		
Age	None		
Pregnancy/Maternity	None		
Marriage & Civil Partnerships	None		
5.	Yes	No	
a) Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.			
b) Is the impact intended?			
6. Does this action/policy/procedure attempt to meet the aims of the public sector equality duty? <small>(this should feed into your Single equality scheme & action plan)</small>	Yes, No, or N/A	If yes, please provide details	
Eliminate unlawful discrimination, harassment and victimisation	Yes	Children and young people have a right to be protected from harm and discrimination. They should be able to live in an environment in which they are free from harassment, bullying and discrimination. The aim of the anti-bullying policy is to ensure that pupils play, learn and socialise in a supportive, caring and safe environment without fear of being bullied. Its aims are at the core of our Single Equality Scheme	
Advance equality of opportunity between different equality groups	Yes		
Foster good relations between different equality groups	Yes		
7. If you have identified any negative impact, have you identified any ways of avoiding or minimising it?			
8. Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any negative impact on people?			
9. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any negative impact?			

PART B) To be completed when assessment and consultation has been carried out

10.a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.			
10.b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?			
The Governing Body will receive information periodically from the Headteacher regarding Behaviour and incidences of Bullying. This policy will be kept under periodic review.			
11. Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	✓	No

Signed:

Date: