



Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Anti-bullying	DATE:	31 st March 2021
EIA CARRIED OUT BY:	Katherine Marks	EIA APPROVED BY:	Katherine Marks

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Sex (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment

Believe, Belong, Become

Taken from Hebrews 10:24-25

'And let us consider how we may spur one another on toward love and good deeds'

ANTI –BULLYING POLICY A “No Worries” APPROACH

The aim of our anti-bullying policy is to ensure that everyone can learn in a supportive caring and safe environment without fear of being bullied.

1. DEFINITION

1. Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally over a period of time. Bullying is not simply two children falling out with each other. This can be also be indirectly through spreading rumours or social exclusion. This can be 'face to face', as part of a group, online (cyber bullying) or without the victim being present. It involves repetition. There is an imbalance of power so that the individual has difficulty defending him/herself effectively. Bullying can be homophobic, transphobic, referring to disabled and racial abuse including online bullying or bullying via social media.

Bullying is not:

- A one off fight
- A friend sometimes being nasty
- An argument with a friend

2. VALUES

1. Our vision 'Believe, Belong, Become' is at the heart of our school and our Anti-bullying Policy is central to fulfilling this vision. At our school we believe that bullying damages the way people feel about themselves, lowers self-esteem, increases fears for safety and may affect their life as they grow up. It is an aim for everyone to:

- Have friends
- Feel safe
- Feel able to trust one another
- Not be scared to come to school
- Expect people to be kind
- Not be made fun of
- Not be made to feel sad

3. Aims and objectives

1. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

3. This policy aims to produce a consistent school response to any bullying incidents that may occur.

4. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the zero-tolerance of bullying in our school.

5. To report and record all instances of bullying with the Head teacher.

4. The role of the staff

1. Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and report to the Head teacher, in line with 3.5.

2. If staff witness an act of bullying, they will support the child who is being bullied. If a child is being bullied, then, after consultation with the Headteacher, the teacher informs the parents of all children involved.

3. We keep a confidential anti-bullying records via CPOMS where we record all incidents of bullying that occur on the way to and from school, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event on CPOMS.

4. If we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. If a child is repeatedly involved in bullying other children, we inform the Head teacher and the special needs co-ordinator if appropriate. We then invite the child's parents into the school to discuss the situation. In more extreme cases, the Head teacher may contact external support agencies such as the social services.

5. Staff attempt to support all children in their class and to establish a climate of trust and respect for all.

5. The role of the Head teacher

1. It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

2. The Head teacher ensures that all children are taught that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

3. The Head teacher ensures that all staff receive sufficient awareness and or training to be equipped to deal with all incidents of bullying.

4. The Head teacher sets the school climate ensuring all children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6. The role of governors

1. The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body has a zero-tolerance approach to bullying in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. This includes incidents of children bullying children and also adults bullying adults or children.

2. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

3. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

7. The role of parents

1. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

2. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8. Sanctions

1. Loss of Golden Time linked with our Behaviour Policy.

2. Withdrawal from playtime.

3. Withdrawal from representing the school.

4. Withdrawal of privileges which may include after school clubs.

5. Referral to Head teacher.

6. Internal seclusion in school.

7. Fixed term exclusion at discretion of Head teacher.

8. Permanent exclusion at discretion of Head teacher.

9 Monitoring and review

9.1 This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.

9.2 This anti bullying policy is the governors' responsibility and they review it's effectiveness annually.

Agreed by staff: March 2021

Agreed by governors: March 2021

Reviewed: March 2022

Signed: