THOMAS ASHTON

Anti-bullying Strategy

POLICY IMPACT ASSESSMENT

If this is a new policy complete Sections 1, 2 and 3 and then submit.
If this is not a new policy please complete all sections.

Section 1 – Policy Detail	
Name of Policy Reviewer	Victoria Donnelly
Date of this impact review	May 2025

Is this a new policy?	Yes		No	X

Section 2 - Policy requirement	**Tick as appropriate**			
Statutory (required by law)	Yes		No	
Mandatory (required by the Trust)	Yes	X	No	
Mandatory (required by the School)	Yes		No	
Voluntary	Yes		No	

Section 3 - Policy development / review cycle	**Tick as appropriate**			
Has this policy been subject to the policy development cycle? (Appendix B)	Yes		No	
Has this policy been referenced with the policy decision tree? (Appendix A)	Yes		No	
Does this policy follow the agreed template headings (Appendix C)?	Yes		No	
Has the equality impact assessment form been completed?	Yes		No	

Section 4 - Current Version Policy Impact	**Tick as appropriate**			
Are the aims / objectives of the policy still fit for purpose?	Yes	X	No	

How have you measured the effect of the policy on target groups?

What are the results of their views re impact of the policy. (Attach data)

Section 5 – Recommendations	**Tick as appropriate**			
Is this policy still required?	Yes	X	No	
Do we need to make any changes?	Yes		No	X
If appropriate, has legislation or national guidance been checked for latest terminology /updates?	Yes		No	

What are the recommendations for policy change?

Document Control Information				
Review Period :	Annual			
Document Owner and Reviewer:	Victoria Donnelly			
Approval Committee				
	Revision and Approval History See policy impact statement on first page for summary of changes			
Author	**Issue**	**Date Approved**	**Approved by**	**Next Review**
School	1	July 2024		

Equality Impact Assessment Form		
Does the process affect one group less/more favourably than another on the basis of:		**Yes / No**
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? NA		
If potential discrimination has been identified, are exceptions valid / legal / justified?		enter
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		enter
Impact Assessment Result (See tool below)	Low impact	
Date assessed.	May 2025	
Person completing this form	R Righini	

High Impact	**Medium Impact**	**Low Impact**
The policy or process has a major impact on equality	The policy or process has an impact on equality	The policy or process might have an impact on equality
There is significant potential for, or evidence of adverse impact. The policy has consequences for or affects significant numbers of people	There is some evidence to suggest potential for, or evidence of adverse impact. The policy has consequences for or affects some people	There is little evidence to suggest that the policy could result in adverse impact The policy has consequences for or affects few people

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional — being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical — pushing, kicking, hitting, punching or any use of violence
- Racist — racial taunts, graffiti, gestures
- Sexual — unwanted physical contact or sexually abusive comments
- Homophobic — because of, or focussing on the issue of sexuality
- Verbal — name-calling, sarcasm, spreading rumours, teasing
- Cyber — All areas of internet ,such as gaming, email & internet chat room misuse
  Mobile threats by text messaging & calls
  Misuse of associated technology , i.e. camera &video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Guidance:

Signs and Symptoms

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
- 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 suicide or runs away
- cries themselves to sleep at night or has nightmares
- complains regularly of feeling ill in the morning
- underperformance in school
- 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

Procedures:

1. Report bullying incidents to staff
2. The incidents will be recorded by staff on the school monitoring systems: BehaviourSmart and CPOMS
3. Pastoral staff and teaching staff will follow up and investigate
4. In some cases parents should be informed and will be asked to come in to a meeting to discuss the problem with staff
5. If necessary and appropriate, police will be consulted
6. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
7. Attempts will be made to help the bully (bullies) change their behaviour
8. Attempts may be made to repair relationships where appropriate

Outcomes

1) The bully (bullies) may be asked to apologise. Other consequences may take place.
2) In serious cases, suspension or even exclusion will be considered
3) If possible, and where appropriate the pupils will be reconciled
4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5) Staff will continue to work alongside pupils and parents to ensure that any concerns and incidents of bullying are managed appropriately.

Prevention

We will help pupils to prevent bullying. As and when appropriate, this may include:

- writing a set of school rules
- signing a behaviour contract

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays / scenarios
- having discussions about bullying and why it matters
- Promote anti-bullying week with activities for the pupils
- Integrated PSHE curriculum covering tolerance and anti-bullying

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) (Mon- Wed, 10am-1pm, term time only)	0300 0115 142
KIDSCAPE Parents Helpline (Mon-Tues, 10-5)	020 7823 5430
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.