Anti-bullying Policy

September 2015

Policy will be reviewed: September 2018.

Signed by Chair of Governors: _____

Date: _____

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN

S175/157 of the Education Act 2002 places a duty on schools to make arrangements to safeguard its pupils and states that:

> "The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view **to safeguarding and promoting the welfare of children** who are pupils at the school."

"Safeguarding Children and Safer Recruitment in Education" was issued to schools in 2007 detailing statutory guidance placing a duty on schools to promote the welfare of children. In March 2013, the definition of safeguarding children was revised in the document "Working Together to Safeguard Children" to the following:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, be healthy, enjoy and achieve, contribute positively and achieve economic wellbeing

Jubilee Park Academy strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment.
2. Identifying child welfare concerns and taking appropriate action.
3. Using the curriculum to enable our children to develop keep safe strategies
4. Operating safe recruitment and selection procedures to prevent unsuitable people working with our children.

The school has a suite of policies designed to meet these needs and are available on request or via the school website.

This policy applies mostly to point 1 above and reflects current legislation, accepted best practice and complies with the government guidance: *Working together to Safeguard Children (2013)* and *Safeguarding Children and Safer Recruitment in Education (2007)*

CONTENTS

1. **Principles and Values**

At Jubilee Park Academy we strive to be inclusive, to meet the needs of all students and to treat all students, parents, staff and members of the wider community with equal respect. We celebrate diversity and actively work to create a cohesive community. Our safeguarding policies are designed to promote this ethos and to create clear systems for any stakeholder with a complaint.

Jubilee Park Academy is 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 and we strive to find ways to address the effects bullying may have in the school or local community. If bullying does occur, each individual should be able to tell and know that incidents will be dealt with promptly and effectively. Our pupils and parents should be assured that they will be supported if bullying incidents are reported.

We are a "telling" *school*. **This means that anyone who knows that bullying is happening is expected to tell.**

Our school policy for anti-bullying is based on the guidance set out in the DfE guidance 'Preventing and Tackling Bullying'.

2. **Objectives**

- All teaching and non-teaching staff, volunteers, governors, pupils and parents must have an understanding of what bullying is;
- All teaching and non-teaching staff, volunteers, governors must understand the school anti-bullying policy and follow it if an incident is reported or observed;
- Parents and pupils must understand how the school responds to incidents of bullying and what they should do if an incident occurs.

3. **Legal Requirements**

Education and Inspections Act 2006
Section 89 of the Education and Inspections Act 2006 states that;
- every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The act also;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to 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 they should seek assistance from the police. The age of criminal responsibility in England is 10 years old but for children below this age there are other methods of disposal, i.e. Child Curfew Order, Child Safety Order

4. What Is Bullying?

The Government defines bullying as:

'Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally'

'Preventing and Tackling Bullying' 2013

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Physical	pushing, kicking, hitting, punching or any use of violence
Race/religion/culture	Racial/religious/cultural taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality. The language used and associated with homophobic bullying.
Trans phobic	isolating and/or bullying a person who is transgender
Direct or Indirect Verbal	name-calling, sarcasm, spreading rumours, teasing. This can be related to appearance and home circumstances
Sexist	discriminating against someone due to their gender
Cyber	All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities
Disability	Bullying which involves children with Special Educational Needs and disabilities.

5. Bullies and Victims

Bullying takes place when there is an imbalance of power between the bully and victim. Bullying can take place during the school say in the classroom, corridors, playground, toilets, on the journey to and from school and when using online systems. It can also take place out of school during school trips, whilst using online systems but also between families in the local community.

It is also important to note that bullying can be carried out by an individual or group. The following roles could be part of the bullying situation:
- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

At Jubilee Park Academy we will endeavour to investigate situations and identify roles within bullying incidents before making any judgement or imposing any sanctions.

The head teacher and staff at Jubilee Park Academy will promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy. Staff actively demonstrate positive behaviour and therefore set a positive context for anti-bullying work in the school.

6.   Bullying Involving Pupils With Special Educational Needs and Disabilities

The Disability Discrimination Act 1995 (DDA section 49A) requires schools to take a proactive approach to promoting disability, equality and discrimination. Among its provisions are requirements on schools to eliminate harassment. As a school Jubilee Park Academy is confident that it provides the following functions:
- Promote equality of opportunity between disabled pupils and others,
- Eliminate unlawful discrimination,
- Eliminate harassment of disabled pupils that is related to their disability,
- Take steps to take account of disabled pupil's disabilities, even where that involves treating them more favourably,
- Promote positive attitudes towards disabled pupils,
- Encourage participation by disabled pupils in school life.

We also:
- Raise awareness amongst staff and pupils of disability-related harassment,
- Understand the nature and prevalence of bullying and harassment,
- Recognise and address bullying and harassment,
- Involve pupils themselves in addressing bullying.

All staff are given detailed information on the specific special educational needs of the pupils they are working with. Staff are informed of the extent to which a learner's SEN and disability may lead them to bully others or display disruptive behaviour. Some learners with SEN or disabilities may not be able to recognise they are being bullied and may not be able to report it.

7.   Preventing /Reporting Bullying

Our philosophy at Jubilee Park Academy is to adhere to the following principles;

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

At Jubilee Park Academy we use a structured system of curriculum based sessions, regular meeting agenda items for all groups in school (including school council), regular buddy training and opportunities for focus weeks and events to reinforce the message that bullying is not to be tolerated. We work hard to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that is the right way to behave.

Our school values reiterate this ethos and understanding, tolerance and happiness are part of our ethos, which our pupils understand and follow.

At Jubilee Park Academy there are many available avenues for pupils, parents and staff to report bullying, and in all instances they will be considered and dealt with great importance. We believe that it is the responsibility of pupils, parents and staff to report any instances of bullying. Below is a list of strategies that we use with all pupils, but particular consideration is given to those with SEN or disabilities for the reporting of bullying and the confidence that they are being heard:

- All staff listen, believe and act when concerns are raised;

- Worry boxes are located in every classroom, by the main entrance, and in Key Stage 2 shared area, where children can put written notes if they feel they cannot speak about their problem;
- All staff are trained in the communication needs of all pupils.
- For pupils whom communication is an issue there are devices and support available to allow for the pupils to be understood (e.g. Makaton and BSL trained staff members);
- All pupils are allowed 'time-out' to communicate issues with the learning mentor team or an appropriate adult;
- All pupils have access to staff outside the classroom, in particular the Learning Mentor who is present during break and lunchtimes daily;
- Posters in school inform children of what to do and also dissuade children from bullying;
- The 'Child line' telephone number is displayed clearly in school;
- A Buddy System exists during every break and lunchtime;
- The PSHE curriculum (including Circle Time) teaches pupils about bullying: what constitutes it and how to deal with it;
- Learning mentor sessions with 'vulnerable children';

- School Council representatives discuss bullying as a regular agenda item;
- Use of the learning gateway- OPENHIVE- where all children have access (at school and at home) to report problems through the 'Problem Page' and staff can log any e-safety issues.

Bullying and poor behaviour are dealt with via disciplinary measures outlined in the school's Social Inclusion Policy. We believe this clearly allows children to know when their behaviour is wrong.

Disciplinary measures are always 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. The motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator are also considered.

Use of curriculum and other opportunities

School staff can use class time to raise awareness of and tackle bullying by use of:
- PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages.
- In addition there is a dedicated Medium Term Plan for 'E-safety' which is taught as part of the ICT curriculum which outlines issues such as cyber-bullying and how to deal with issues surrounding it.
- A structured Social, Moral Spiritual and Cultural calendar also exists and within this key events are linked to anti-bullying, discrimination and its effects.

By using these opportunities staff will endeavour to help our children develop knowledge and skills in relation to:
- Understanding the nature of bullying and how it related to discrimination and prejudice;
- Strategies for responding to bullying directed at themselves or others;
- Choosing not to be involved in bullying behaviours;
- The promotion of emotional health and well-being, self-esteem and resilience;
- The development of empathy and relationship skills.

There will be further opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying:
- Anti-Bullying Week (ABW) and awareness of Cyber Bullying events each year;
- targeted small group or individual learning from the Learning Mentor can be used for those who display bullying behaviour as well as those who experience bullying;
- whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy;
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and current news stories.

Staff Training

It is essential that all school staff are aware of what bullying is and how to respond to incidents if they occur. Training will ensure that all staff have a full understanding of the schools policy and practice guidelines and develop skills which will help to improve their confidence to deal with incidents and maintain the welfare of our children. The school ensures that its anti-bullying policy and practice are included in the induction process for all new staff.

Voice of The Child

We believe engaging pupils in developing anti-bullying policy and practice is an effective form of prevention and the school council at Jubilee Park Academy is involved in the school's anti-bullying policy.

Jubilee Park Academy School Council have written a child friendly version of the anti- bullying policy and charter, they have worked on alongside Sandwell Local Authority Behaviour Support and Anti-Bullying Team to produce the leaflet (which includes an array of photographs, phrases and advice). School Council representatives have explained and introduced the child friendly version to all children in their own class.

Structured Data Gathering

The school gathers information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better. We also conduct an annual PASS (Pupil Attitude School and Self) survey and evaluate responses, following-up any 'at risk' pupils. We also conduct a bi-annual questionnaire for both parents and pupils. This data is then used identify whether the policy is working as well as recording children's opinions and suggestions.

8. Why is it Important to Respond to Bullying?

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual.

Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

We believe 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.
Jubilee Park Academy has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

- Signs of emotional distress – nervousness, anxiety, being withdrawn, tearful, aggressive, depressed or lacking in confidence
- Bruises or scratching on a young person or attempts to hide physical injury
- Torn or damaged clothing
- Unusual bed wetting
- Fear of going to school – excuses of illness often made to avoid going to school
- Coming home without money or belongings that they should have
- Asks for money or starts stealing money (to pay the bully)
- Comes home hungry (money/ lunch has been stolen)
- Stops eating
- Having trouble with school work or grades for no apparent reason
- Lack of interest in doing things they would usually want to do
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Starts bullying other children or siblings
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received
- Lack of eye contact
- Becoming short tempered
- Change in attitude to people at home.
- Gives improbable excuses for any of the above

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

9. How the school will respond to incidents

At Jubilee Park Academy we take any reports of bullying seriously and all staff will use the following strategies when reacting to a bullying or potential bullying incident.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on caring, listening approach as bullies are often victims too- that is why they bully.

- **Talk at length with the victim.** This will require patience and understanding. Remember – listen to the victim, believe in the victim, do something about it.
- **Find the bully/bullies (perpetrator).** Get a witness if possible, Tell the head teacher.
- **Talk with the bully.** Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Jubilee Park Academy

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- **If they admit to bullying**, the procedure outlined below and in the Discipline Policy should be followed.
- **If they do not admit to bullying.** Investigate further. If it is clear that they are not being honest about their involvement, continue with the procedure. Children usually admit their involvement if presented with the facts.
- **Arrange to meet the parents of the bully and the victim.**
- **Behaviour tracking (Head teacher, Deputy Head and SMT).** The bully may include withdrawal from classes or groups, loss of playtimes, exclusion from school during lunchtimes, fixed term exclusion, depending on the perceived severity of the incident(s). Disciplinary penalties have three main purposes, namely to:
    - impress on the perpetrator that what he/she has done is unacceptable;
    - deter him/her from repeating that behaviour; and

- o signal to other pupils that the behaviour is unacceptable and deter them from doing it.
- **Record the Incident** This is done using the school's internal behaviour tracking systems.
- **Carry on watching** Watch the situation by observing at playtimes/lunchtimes and having discussions with victims to ensure no repetition.
- **As the bullying behaviour ceases,** the bully will be reintegrated into class/groups/normal routines

10. <u>Significant Incidents</u>

Normally, the school will deal with incidents internally however, in some circumstances, support may need to be sought from external agencies. It is the responsibility of the school to report and seek advice after incidents of the following nature:
- serious physical violence, e.g. needing medical attention, use of weapons
- orchestrated bullying and harassment
- repeat victim (a number of significant repeat experiences as a victim)
- extremist group activity in school, e.g. distribution of literature, incitement to hate
- extended absence related to bullying/racist incidents
- media reports of bullying/racist incidents in the school
- risk of/attempted self-harm or other behaviour likely to suggest severe vulnerability
- heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
- formal complaints related to bullying or racist incidents.

If it is thought that a criminal act has taken place the Police will always be contacted.

11. <u>Bullying – A Charter For Action</u>

At Jubilee Park Academy we have signed up to the Anti-Bullying Charter and we are committed to the pledges this document makes.

The Anti-Bullying Charter principles means:

For pupils who experience bullying that:
- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:
- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:
- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:
- they develop whole-school policies which meet the law and school inspection requirements;
- they promote a school climate where bullying and violence are not tolerated and cannot flourish;
- they continually develop best practice based on knowledge of what works;
- there is a review of the school anti-bullying policy every year and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community e.g. Sentinel, PASS, Pupil Perception, Racist monitoring etc.
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:
- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures

Incident of bullying is reported or witnessed

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Incident is investigated, as identified in "how the school will respond to incidents" by the appropriate member of staff to establish the nature and seriousness of the incident and who was involved. Form completed.

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Evidence to be gathered, although not limited to, includes:

- Has the behaviour occurred before or is it a significant incident?
- Was the behaviour deliberately intended to cause distress/harm?
- Has the incident created a sense of powerlessness on part of the targeted individual?
- Were there any aggravating factors involved in the incident that need to be addressed

Hurtful behaviour has taken place but the definition of bullying has not taken place

- Ensure appropriate forms are completed
- Provide support to those involved
- Inform parents/carers of all involved in the incident
- Decide if any sanction is required in line with the behaviour/discipline policy
- Provide extra learning opportunities if required
- Engage external agencies as required

Evidence of bullying/racist behaviour/significant incident

Ensure appropriate forms are completed

- Provide support to those involved
- Inform parents/carers of all involved in the incident and ensure that they are aware of the action the school will take
- Decide if any sanction is required in line with the social inclusion policy
- Provide extra learning opportunities if required
- Inform external agencies as required for support
- Consider the appropriateness of involving the Police if it is a significant incident.

Record and Review

Keeping records of all incidents of hurtful behaviour will support the school to:

- Manage individual cases and monitor their resolution
- Identify and act upon common patterns and trends leading to school development
- Demonstrate defensible decision making in the event of any complaints
- Engage external partners as required.

ROLES AND RESPONSIBILITES OF THE SCHOOL COMMUNITY   APPENDIX B

Governors' role and responsibilities	
Role	• Promote the wellbeing and ensure the safeguarding of all pupils in school • Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance • Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy • Ensure that policy and good practice is reflected in the school's anti-bullying practice
Policy development and implementation	• Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of the school • Guide the head teacher in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole school community • Nominate a named governor with a particular brief to oversee the anti-bullying work of the school • Make anti-bullying a regular item at governor meetings • Publish and keep under annual review the anti-bullying policy • Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, culture and any other local issues appropriate to the school context • Review the policy in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences • Ensure the annual completion of data reports for SSCB • Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice • Provide leadership to ensure a consistent response to all incidents of bullying and harassment • Ensure the development and publication of a complaints procedure • Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying
Behaviour	• Provide an appropriate and consistent role model for all staff, pupils and the wider school community • Celebrate and share examples of good practice from the school and among individual staff and pupils

Headteachers and senior staff with key responsibilities	
Role	• Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff • Promote the wellbeing and ensure the safeguarding of all pupils in the school • Provide support for the governors through the development and implementation of an effective anti-bullying policy • Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors
Policy development and implementation	• With the advice and guidance of governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils • Ensure the effective communication of the policy to all pupils, staff and stakeholders • Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive school ethos • Take action to prevent all forms of bullying • Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively • Make sure that effective monitoring procedures are developed, operated and maintained • Ensure all staff (including support staff) regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying • Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently • Ensure that appropriate support systems are in place to prevent and respond to bullying • Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site • Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies • Monitor the continued progress and self-esteem of the targets and perpetrators of bullying • Ensure evidence of the impact of anti-bullying policy and practice is reflected in the SES
Behaviour	• Celebrate and share the anti-bullying work of the school and its pupils and highlight good practice • Act as appropriate role models for all managers, staff, parents and pupils • Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review and impact assessment Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc) as appropriate to respond to incidents

All teaching and support staff	
Role	• Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff • Promote the wellbeing and ensure the safeguarding of all pupils in school • Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies
Policy development and implementation	• Observe and implement the school's anti-bullying, racist incidents, • behaviour and equalities policies and practices including contribution to the keeping of relevant records of incidents • Contribute to consultations, reviews and impact assessments

	• Develop and support curriculum opportunities to promote equalities and address bullying
Behaviour	• Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
	• Provide support to both the targets and perpetrators of bullying
	• Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
	• Model positive attitudes and relationships
	• Promote the wellbeing of all pupils and take steps to ensure freedom from bullying and harassment
	• Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil
	• Raise issues with line managers which could contribute to policy review and development

Pupils
Reasonable expectations of pupils must be outlined in the anti-bullying policy, home school agreements and/or anti-bullying guidance for pupils

Behaviour	• Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
	• Take responsibility for personal behaviour and actions and treat one another with respect and kindness
	• With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
	• Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of the school
	• Actively support appropriate school's peer support systems

Parents/carers
Reasonable expectations of parents and carers must be outlined in the anti-bullying policy, home school agreements and/or anti-bullying guidance for parents

Behaviour	• Demonstrate positive support for the school's anti-bullying and behaviour policies Model appropriate behaviour at all times within the school grounds
	• Report to the school any concerns regarding pupils involved in bullying
	• Support work undertaken by the school to promote equalities,
	• celebrate difference and challenge discrimination
	• Respond to requests from the school to provide feedback on the anti-bullying policy and procedures