
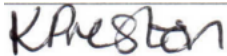




Policy/Procedure Name:	ANTI-BULLYING POLICY		
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1. Statement of Principles

According to the Anti-Bullying Alliance, “Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. Children who have learning disabilities and autism are particularly at risk.”

Therefore, at Willow Park School, we recognise and affirms the right of all children and the adults who access our school, to work in an environment free from bullying and harassment and we are expressly aware of the pupils' vulnerability to bullying.

The children at Willow Park School have a right to feel safe and happy while they are at school. It is the responsibility of the Willow Park School staff, working in collaboration with pupils' and their families to **nurture and guide the children** to ensure that this is the case.

At our school, due to the nature of the children's autism and associated difficulties, we recognise that some of our pupils and young people may: -

- Find it difficult to resist bullies;
- Be more isolated, not have many friends
- Not understand that what is happening is bullying;
- Have difficulties telling people about bullying

However, staff at Willow Park School will

- provide a culture of treating everyone with respect, regardless of their ethnicity, social group, gender, age, sexual orientation or disability.
- will ensure that policies in place aimed at preventing bullying are implemented, and that any incident of bullying is addressed with sensitivity and in a timely manner (24 hours).
- will be sensitive to any signs of bullying and will ensure that all children and young people are listened to.
- try to help both the person who has been bullied and the person who is bullying
- ensure that children and their parents and carers know what they should do, and to whom they can talk if they believe that someone is being bullied.

Parents may be concerned about their child being bullied at Willow Park. It is clearly detailed in this policy how Willow Park School intends to prevent bullying from occurring.

In writing this policy, Willow Park School have taken regard of the following resources:

- Bullying and Autism Spectrum Conditions (ASC or ASD): guidance for teachers and other professionals SEN and disability: developing effective anti-bullying practice, The antibullying alliance
- Bullying involving Children with Special Educational needs and Disabilities: Safe to Learn – Embedding Countering bullying work in Schools (DCSF September 2008)
- The Equality Act 2010
- 'Safe from Bullying 2009' (Department Children Schools and Families 2009) which includes guidance about countering bullying.
- Keeping Children Safe in Education 2024



- Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies July 2017
- No Health Without Mental Health Implementation Framework July 2012
- SEND Code of Practice
- Behaviour and Discipline in Schools 2016
- DfE Supporting Young People Who Are Bullied, Advice for Schools 2014

2. Our aims

Our aims are:

- To provide a secure environment in which pupils can report incidents confidently
- To show all pupils that targeting, harassment and bullying is taken seriously
- To enable staff to respond calmly and confidently to targeting, harassment and bullying incidents
- To reassure pupils that the school will protect and support all parties whilst the issues are resolved
- To provide long term and positive programs of personal development where it is required
- Through a **restorative approach**, allow pupils to reflect upon their decisions and actions whilst have a 'working reality' of how this may impact on themselves and other later in life

As clearly stated in part one of KCSiE, Willow Park School has an expectation to, where possible, proactively prevent bullying, both face to face bullying (including peer-on-peer abuse) and online. Willow Park School takes the prevention of bullying seriously and pupils at Willow Park School will receive education via PSHE, during circle time and enrichment mornings / afternoons throughout the school year. Willow Park School promotes a restorative practice at the school. We attempt to obtain positive learning outcomes and educate children about a kind ways of behaving (developing morality). Ultimately, it is the school's responsibility to stop bullying or further bullying incidents. The school staff work in partnership with parents / carers to communicate effectively should any bullying be apparent outside of school or online.

3. What is Bullying?

The Anti-Bullying Alliance define bullying as:

- Bullying is the **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting



TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

As detailed above, bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. 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 is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might 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 more damaging than physical; teachers and staff at our school have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Potential Examples of bullying in our context at Willow Park could include:

- Physical altercation – (hitting, kicking, punching, slapping)
- Destruction to someone else's belongings
- Calling names
- Excluding or deliberately isolating a pupil



- Making racist, homophobic or sexist remarks
- Making inappropriate comments regarding others appearance or about another pupil's family
- Picking on a perceived weakness
- Preventing someone from joining an activity
- Not talking to someone or getting other people not to talk to another pupil
- Putting pressure on another pupil - for example, to run errands and do jobs, to give up possessions, to bring things from home
- Forcing a pupil to engage in sexualized activity or behaviour
- Peer on peer abuse is highlighted in KCSE and although is linked to bullying is a separate more serious area that is addressed through the school's **Child Protection and Safeguarding Policy**.

Staff at Willow Park are expected to be vigilant to incidents and not just wait for a pupil to disclose that incidents have been happening. Willow Park School has a zero tolerance to bullying, and incidents will be recognised and dealt with using a **restorative justice** approach.

The effect of bullying behaviour can also be made worse by the contribution of the bystander/collusive behaviour. This can manifest itself by: -

- A person choosing to ignore or deny that a bullying incident has occurred;
- A person who has witnessed an incident supporting the bully;
- A person who has witnessed an incident refusing to report it;
- A person who has been informed that an incident has occurred not responding appropriately to the informant/information;
- A person failing to report that a colleague has committed or has been accused of, or implicated in a bullying incident (see Section 8: Staff who Bully)

Bystander/collusive behaviour is negative, disrespectful, unprofessional and acts to endorse the behaviour of the person who is bullying, and thus encourages further incidents. Staff at Willow Park will treat bystander behaviour as part of any bullying incidents in the same restorative justice manner.

4. Prevention

Willow Park School follows the DfE Preventing and Tackling Bullying guidance which states that prevention is equally as important as the response to incidences of bullying. We have a committed whole school approach to: -

- Listen carefully, take bullying seriously and deal with it quickly by implementing agreed consistent responses.
- Ensure a framework exists for staff and pupils, which will support them and provide them with an effective and workable approach to dealing with issues of bullying.
- Create a positive, caring ethos in Willow Park School in which pupils and young people are accepted as valued individuals regardless of age, gender, status and ability, SEN, LGBTQ.
- Demonstrate respect for others by seeking to influence them from a basis of good personal relationships and the use of personal skills rather than by the use of power and



use of threats of punishment.

- Provide every pupil with a **keyworker** who forms part of a group of consistent trusted staff they can confide in
- Deliver a PSHE curriculum that educates pupils about 'difference'
- Ensure that behavioural incidents of concern are tackled before pupils experience repeated incidents of being hurt either physically or emotionally

The schools SLT respond on the same day or within 24 hours of any reports where staff raise a concern that continued or similar behaviours could turn into a 'bullying issue'

We have high staffing ratios at all times of the day so that pupils can be closely monitored and supervised

The Head teacher and other school staff communicate with parents/carers on a daily basis. Direct communication between the school and parents/carers ensure open lines of communication are maintained. All incidents are communicated to parents / carers either within the school day or at the end of the school day by the Head teacher, Principal or teacher.

At Willow Park School there is a strong emphasis on the promotion of positive and appropriate relationships between peers, as part of the development of appropriate social interaction skills. Inappropriate and unkind behaviour is addressed immediately by staff through de-brief and discussion with those concerned. In addition, Willow Park School aims to prevent and deter cyber – bullying through the following strategies:

- Use of personal mobile gadgets is not allowed at Willow Park School
- Access to the internet on school computers is strictly supervised.

5. Emotional and Physical symptoms linked to bullying

It is often hard to spot children who are experiencing targeting, harassment and bullying. By its nature it is an insidious activity that usually goes on out of sight of staff. At Willow Park, this is a very unlikely behaviour. However, staff remain vigilant at all times. The victim is often reluctant to come forward because they feel that 'telling' might only make matters worse for themselves and make the situation worse. The following symptoms might be an indication that a pupil is being bullied:

Emotional

- Lost confidence
- Loss of self-esteem
- Irritability
- Aggression
- Panic attacks
- Depression
- Suicidal thoughts

Physical



- > Sleeplessness
- > Nausea
- > Shaking
- > Heart racing
- > Laziness
- > Skin complaints
- > Stomach aches
- > Migraines and headaches

6. Why People Bully?

People bully for lots of different reasons. At all times, bullying at Willow Park is seen as a form of communication; the bully finding an unkind way of expressing their own issues/problems such as:

- > They may be scared;
- > There are family problems;
- > They have seen others bully;
- > They are being bullied themselves;
- > They feel out of control;
- > They are being abused;
- > Bullying is seen as a way of surviving;
- > They feel insecure and unimportant;
- > To gain acceptance;
- > Issues related to prejudice/racism;
- > Not liking yourself/wanting others to feel as bad as you do;
- > To belong to a particular group or gang;
- > They are taking their feelings out on others;
- > They do not understand/appreciate the feelings of others;
- > They have no friends and feel lonely;
- > They always want their own way;
- > A way of seeking attention/help;
- > Not feeling respected or listened to.

7. Action Plan



"A 'one size fits all approach' is unhelpful when supporting children with a range of SEN and disabilities who experience bullying." (DCSF Safe to Learn September 2008)

The level of a pupil's cognitive development; their learning difficulties; the very specific nature of their difficulties in perceiving someone else's viewpoint or experience, and additional difficulties they have in the recognition and management of their emotions requires us to take a slightly different stance to the behaviours associated with bullying.

Some behaviour that pupils exhibit may be intentional. However, there are times when the pupil is unaware that their behaviour has the same impact as deliberate bullying although this was not their intention. It is important that this distinction is recognised, and staff address incidents through an educative and restorative route, if appropriate, rather than a disciplinary one.

- All children at Willow Park School know the school's expectation regarding good behaviour and discipline.
- Staff will sign this policy to demonstrate that they have read and understood the policy.
- Risk Assessments are completed for all children, that will include the risk of being bullied.
- **All incidents must be recorded by school staff on Horizons and the Head teacher alerted.**
- Incidents of bullying will be addressed immediately or as soon after the incident as possible, within 24 hours of being reported to the Head teacher.
- Bullying will be discussed regularly with the children to encourage openness. Staff will help the children to understand that it is ok to tell an adult if someone is being unkind to them, and that they will receive help and support if they do.
- Incidents of bullying will be discussed with the whole staff team in handovers to ensure a constructive and consistent response.
- Behaviour and Bullying are a standing item in weekly SLT meetings.
- Children's positive behaviour support plans will always include ways of working with a child if s/he has a history of being bullied.
- Where bullying is felt to be a more serious concern, relevant professional/family members will need to meet (see Section 8, What will Happen if Someone is Being Bullied?) to discuss a way forward.
- All incidents and responses will be clearly recorded through Horizons. Supporting documentation outlining the school's actions will also be recorded.
- Staff will always intervene to prevent/point out bullying behaviour, and assist the child to develop alternative ways of behaving
- Staff will provide advice and support to children to develop strategies in coping with situations where they may be bullied
- The school will hold restorative chats/conferences as required.

8. What will happen if someone is being bullied?

Stage 1

Any concerns will be recorded on Horizons for both perpetrator(s) and victim(s).



If staff feel that a child is being bullied, they should talk to the child about how s/he is feeling and what the staff can do to assist (e.g., do they want the staff to talk to the person bullying and try and get them to stop), or what else the child would like the staff to do to assist. If the child's level of communication.

The staff will monitor the situation following a discussion with any relevant senior managers. Ongoing monitoring will be recorded in Horizons and this information will be used to assess if the situation has improved or not. The child's parent/carer will be informed. This will be recorded on Horizons.

Stage 2

If the situation has not improved, a further discussion will be held with the child/ren concerned and any other child in the school involved. This will be recorded on Horizons. The aim of this meeting will be to bring the bullying to an end, and to offer appropriate support and advice to all those involved. This will be done through a restorative chat.

Staff will then be directed to work with the child or children involved focusing on countering bullying strategies. The situation will be monitored as in stage 1, and liaison with parents/carers will continue as agreed as part of the strategy.

Stage 3

If the situation has not improved, formal meetings will be convened with the children concerned, the School Principal or Head teacher and the parents/carers.

At this stage, the safety of the child being bullied will be of paramount concern, and a plan will be developed to minimise the risk to him or her.

It is important for children to understand, that, if there are a number of incidents, or an incident of great seriousness, a meeting may be called at Stage 3 without first going through Stages 1 and 2.

The situation will be monitored as in Stage 1 and 2 and a meeting will be convened to review the situation. All meetings will be (written) recorded on Horizons.

Ultimately, continued bullying may result in fixed-term exclusion (as a very last resort).

9. Work with the Person Being Bullied

Staff will offer their support to the child being bullied by being sensitive in listening to their feelings on what is happening.

An opportunity will be given to the child to talk to a trusted adult or external professional such as a Clinical Psychologist. The bullied child might be encouraged to record, at once, the events in writing, or by whatever way deemed appropriate for the specific child.

Staff need to inform the child what action they intend to take. Staff should:

- Advise on possible responses the child could give (e.g., responding with insults does not tend to work, not to argue or reply to taunt)
- Teach assertiveness techniques (e.g., helping the child think about what they want to say and the best way to get the message across, discussing responses if a child feels under pressure to do something they do not want to do, coping with anger/distress).



- Work on self-esteem (i.e., helping a child develop skills/interest/helping them talk positively about themselves).
- Help the child to think how the person who is bullying might be feeling to try and stop it becoming personal.
- Talk openly when they see bullying behaviour.
- Where appropriate, encourage positive contact between the child being bullied and the child bullying. However, this strategy will require careful monitoring. Restorative chat for more serious types of bullying.

10. Work with Children who Bully

- All forms of bullying should be challenged immediately. If staff suspect that someone is bullying, this needs to be addressed openly with the alleged bully.
- The child should be encouraged to apologise to the child who has been bullied, and helped to think about ways of making things better (e.g., restorative approaches can be used)
- It is important to try and work out with the child why they are bullying. If it is possible to address the reason this may in itself help. Issues of prejudice/racism may be particularly relevant.
- Help the child think about what it feels like to be bullied, maybe recalling incidents from their own experiences,
- Talk about anger management techniques and show the child a 'kinder way'.
- In more extreme circumstances, outside agencies could be used to support the school's SLT (police, CAMHS, Ed Psych).

11. Staff who Bully Others

Where an incident occurs of a member of staff or volunteer bullying a child, or another adult, this will be treated extremely seriously. Bullying could include any of the categories mentioned above.

If a member of staff observes another member of staff or volunteer bullying, or a child talks about such an incident it should be reported immediately to the school's senior leadership team.

Staff have a duty to report such incidents. A written account should be made of the incident and the child informed of the action that the staff must take. See Willow Park's Whistleblowing Policy.

Safeguarding Procedures in terms of managing allegations against staff will be followed. See Safeguarding Policy.

12. Staff who are Bullied by a Child



In the extremely unlikely event that a member of staff is being bullied by a child, the relevant manager (Head teacher or Principal) will look at strategies to support them.

Strategies to support a member of staff may include: -

- Restorative chat / conference between the staff and pupils, along with SLT.
- A professionals meeting to look at the best way of dealing with the incident
- Support from SLT and mental health first aider/ pastoral teacher.
- A risk assessment with a clear action plan
- Time away from pupil / class group.

If the staff member feels bullied by another member of staff, then staff grievance procedure will be followed.

13. Additional SEND considerations

"Learners with a range of needs including learning disability, sensory impairment and social, autism and mental health will require specific communication tools, and staff will need to check their understanding. Many children with autism, for example, are assumed to understand much more than they do." (DCSF Safe to Learn September 2008)

The list below highlights issues to consider making sure all children, by virtue of their special needs, feel confident they can report bullying and be heard.

- Is there a quiet place in school to go to and talk?
- Does the staff member understand the child's communication needs?
- Can the child understand the staff member?
- Are their personal communication tools available to them?
- Have they had time to calm down and fully tell what they want to?
- Does the child need a trusted staff member?
- Are staff visible and available to all pupils at all times within the school day.

14. Key Messages for All Staff

- Report any observed incident of bullying to senior staff or notify the Head teacher and/or Principal.
- Watch for early signs of distress in pupils, deterioration of work, increased dysregulation, spurious illness, isolation, the desire to remain with adults, reluctance to attend school activities. Whilst this behaviour may be symptomatic of other problems, it may be early signs of bullying.
- Observe social relationships in all areas of the school site.
- Listen carefully and record all incidents (on Horizons) which you think are symptomatic of negative relationships.
- When someone is being bullied or is in distress, take action. Watching and doing nothing



can imply support for the bullying.

- Do not tolerate bullies in the same social group. Use the group dynamic to provide role models and to encourage appropriate social relationships and behaviour.
- Give positive attention to those who do not bully others. Bullies are more likely to stop if they do not receive any attention or perceived 'reward' for their actions.
- Use positive strategies for rewarding non-violent and socially appropriate behaviours
- Pupils should be given the opportunity to talk about bullying. This is an important element of the key worker/child relationship. Opportunities to talk about bullying and others being unkind can form part of the 'circle time' activities.
- Use the word 'bullying' only in the correct context. Overuse of the word can lead to false allegations.
- Care must be taken to provide good supervision in all situations, in class, in the outdoor learning spaces, and in all social situations where bullying could occur.
- It is emphasised to all staff that responsibility for the prevention of bullying rests with everyone.
- Pupils can also be encouraged to help shy individuals or newcomers feel welcome and accepted. Pupil mentors to support younger pupil in school.
- Sexual and racial harassment or issues relating to disability may also need to be discussed and dealt with and can form part of the 'circle time' discussion topics.
- Reinforce to pupils that one must not bully the bully, as this gives credibility to the behaviour.
- Action against bullying must be immediate and visible, pupils need to know that something will be done, and that the matter will be handled discreetly and with sensitivity.
- Willow Park will involve all staff (where applicable) in discussion about and the implementation of the countering bullying programme.
- Senior staff must be aware of their responsibilities and their accountability where bullying is concerned.
- All staff must keep Senior staff aware of any incidents of bullying or potential concerns.
- Senior staff must examine the school physical environment and general organisation. While ensuring the right for independence and dignity of the pupils, make sure that all areas of the school are appropriately monitored by staff and ensure appropriate supervision of pupils throughout the school day.

15. The Curriculum

The curriculum approach at Willow Park promotes an ethos of respect for each other; it actively fosters empathy between pupils and promotes the forging of positive relationships.

Class teachers and teaching assistants will create a caring and co-operative ethos through PSGE and citizenship education and by using cross-curricular themes. Social behaviour is taught by drawing on incidents as they occur in the daily life of the class; social skills are 'taught' in a conscious and systematic way. The school promotes 'social thinking' that is led by the school SALT team.



Pupils will be able to express this view through the School Council. Bullying will be discussed at School Council meetings if deemed appropriate by the pupils in the school's pupil voice.

Countering bullying displays will be on show in corridors to communicate to the whole of Willow Park's community that bullying is unacceptable, and to foster a culture and atmosphere of mutual respect, empathy and kindness amongst pupils.

Willow Park employs a trained Crisis Counsellor, who is experienced in working with children with ASC/ASD. She is available to all children and young people to, and she has her own office in school. Willow Park School has an extensive MDT, including Clinical Psychologist Dr Jo Harrison.

16. Advice to Parents

Watch for signs of distress in your child. These could range from slight differences in behaviour to signs of distress that are more clearly evident.

Remember that if you observe changes in your child's behaviour, they may be a sign of bullying, but they may also relate to some other situation, which is upsetting or worrying your child.

Some of the signs you should look for:

- An unwillingness to attend or return to Willow Park,
- A pattern of headaches or stomach aches,
- A change in their behaviour or mental health
- Damaged clothing or bruising.

We encourage parents to take an active interest in their child's social life at Willow Park, including discussing their friendships and the activities they take part in.

Parents can take the following actions to support their child if they feel they are being bullied:

- Listen and reassure them that coming to you was the right thing to do. Try and establish the facts. It can be helpful to keep a diary of events to share with the school.
- Find out if they have told anybody at school. If they have not, it would be helpful to let us know. Please understand that if this is the first we have heard about the allegations, we will be at the starting point of investigation.
- Assure them that the bullying is not their fault and that they have family and school staff that will support them. Reassure them that you will not take any action without discussing it with them first.
- Don't encourage retaliation to bullying - such as violent actions. It's important for children to avoid hitting or punching an abusive peer. Reacting that way has negative and unpredictable results- they may be hurt even further, and find that they are labelled as the problem. Rather suggest that they walk away and seek help.
- Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems.
- Encourage your child to get involved in activities that build their confidence and esteem, and help them to form friendships outside of school (or wherever the bullying is taking place).
- Discuss the situation with the Head teacher or teacher at Willow Park - or the lead adult



wherever the bullying is taking place. Every child has a right to a safe environment in which to learn and play.

Please telephone us immediately if you feel your child is unhappy. We can then consider whether there is a possibility of bullying or whether there is some other cause.

If you think your child is being bullied, inform Willow Park School immediately and ask for a meeting with the Head teacher or Principal.

In the unlikely event that the bullying persists, keep a written record: it will be difficult, but it will provide supporting information to help us determine the circumstances regarding who, what, where and when.

Do not encourage your child to respond adversely. It will only make matters worse and is not socially appropriate behaviour. More positively, support your child in developing friendships. A child who has friends is less likely to be bullied.

Social interaction can be difficult for children with autism but discussing friendships with them will reinforce how important tolerance and positive relationships are. With the school staff, work together to devise strategies that will help your child and provide her/him with support inside and outside Willow Park.

17. Evaluation

Evaluation of this policy will be conducted on an annual basis. In order to determine our effectiveness in dealing with any incidents of bullying, staff will draw on:

- Parent, staff and pupil questionnaires annually
- Daily, weekly and termly review of incidents of bullying. The Headteacher will sign off that all acts of bullying have been resolved termly.

This policy will be deemed to be a success if:

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied or that they are bullying
- More pupils would tell a member of staff if they were being bullied In conclusion, the following points are worth re-iterating:
 - Targeting, harassment and bullying does not stop of its own accord. It must be stopped by all staff acting with a common purpose, through a commonly understood set of procedures. There is no perfect system for eradicating this problem. It is every present and needs to be dealt with firmly and constructively as part of the therapeutic ethos of the school.
 - Small children who are bullied can occasionally become larger children who seek to bully others. We need to break this pattern. We need healthy traditions which can only emerge from children feeling safe within our environment. How children treat others depends very much on how they themselves are treated. We must at all times protect them from the bully.
 - A successful anti-bullying policy has the spin-ff effects of a reduction in general anti-social b behaviour in the school. This enhances the personal and social environment of the school. It gives the personal safety and protection to each child which is his right and which we must constantly be vigilant to maintain.



All actions taken in response to any incident involving bullying must be clearly recorded with appropriate follow up and feedback to all parties involved.

Further advice and information for all staff and pupils can be found at: www.bullying.co.uk

www.standuptobullying.co.uk www.childline.org.uk

www.anti-bullyingalliance.org.uk

18. Staff Protection

Adults are entitled to the same consideration and protection as the pupils in the school. This includes adult to adult behaviour and pupil to adult behaviour.

The Senior Leadership Team is responsible for preventing and dealing with bullying and harassing behaviour. It is in the school's interests to make it clear to everyone that such behaviour will not be tolerated – the costs to the school may include poor employee relations, low morale, inefficiency and potentially the loss of staff.

Harassment

A definition of harassment as applied to age, sexual orientation, religion or belief and race and ethnic and national origin is:

- Unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Incidents should be reported in the first instance to the immediate line manager. Line managers are free to involve senior staff in investigations of incidents, but the individual member of staff has recourse to the full range of outside agency support. It is expected that such a step would only be taken after discussions with the Principal / Head-teacher.

Staff who are concerned about staff to staff bullying should consult the Grievance Policy.

19. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

20. Inclusion



Willow Park School Policies & Procedures

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.