



# CHRISTOPHER PICKERING PRIMARY SCHOOL



## Anti-Bullying Policy



***Be the Best you can Be!***

Headteacher: Mrs Jane Marson  
TLR Holder: Mrs Bridget Carter

Date: Spring 2018  
Next Review Date: Spring 2019

All decision making at Christopher Pickering Primary School is informed by the desire to raise:

Standards of achievement  
The quality of teaching and learning  
The continued personal development of pupils and staff  
**and**  
To enjoy learning, working and being together  
Safeguarding Children in our care

**Christopher Pickering Primary School recognise that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).**

## Christopher Pickering Primary School

### Anti-Bullying Policy

#### **Introduction**

At Christopher Pickering Primary School we are committed to providing a caring, secure and supportive environment in which pupils can live and work happily and without fear. We regard all forms of bullying as totally unacceptable regardless of race, gender, sexual orientation, or disability. We recognise the effects that bullying can have on pupils' feelings of self worth, on their learning and on the school community and will actively promote an anti-bullying environment.

We believe this policy relates to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Action on Bullying (Estyn 2014)
  - Bullying: Effective Action in Secondary Schools (Ofsted)
  - Cyberbullying: Supporting School Staff (DCSF)
  - No Place for Bullying (Ofsted 2012)
  - Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
  - Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- We acknowledge the School Standards and Framework Act 1998 that clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.
  - We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

#### **Definition of Bullying**

There is no legal definition of bullying. However it is usually defined as behaviour that is:

- repeated, over time and often frequently - Remember-**Several Times On Purpose STOP**
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, eg because of race, religion, gender, vulnerability or sexual orientation.

We believe bullying takes many forms such as physical, racist, sexist, homophobic, emotional, verbal, social exclusion and the misuse of mobile phones and Internet social networking websites. It is our duty to look out for all signs of bullying and to take the appropriate action to stop it. We will deal with all incidents of alleged bullying.

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we pay particular attention to:

- Racial harassment and racial bullying;
- Sexual bullying;
- The use of homophobic language;
- Bullying of pupil with special educational needs or disabilities;
- Cyber bullying through emails, social networking sites or mobile phones.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, single incidents of rough behaviour, arguments or when the occasional joke is played on someone. Children do sometimes fall out of say things because they are upset. When occasional problems of this kind arise it is not classified as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Ethos:**

We believe it is our moral and legal duty to protect transgender pupils and school personnel from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society. All forms of homophobic and transphobic bullying must be challenged, dealt with and recorded.

We believe by creating a safe, secure and caring school environment we will encourage all pupils to report any incident of bullying to a member of the school personnel.

Under no circumstances will we tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively as we wish to promote the wellbeing of all pupils.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We, as a school community, have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims and Objectives:**

Our school's Good Behaviour policy explains the importance we place upon promoting positive behaviour to create an environment where pupils behave well, where they take responsibility for each other's emotional and social well-being and include and support each other.

- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established, consistent systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To provide a support system in school for victims of bullying;

- To encourage children to TALK to their parents, friends or any member of school staff if they are experiencing any form of bullying;
- To inform everyone connected with the school of the school's anti-bullying policy.
- To work with other schools to share good practice in order to improve this policy.

## Reporting Bullying

All teaching and non teaching staff, including lunchtime supervisors, are aware of, and alert to any signs of bullying in school. We foster an open approach where both pupils and parents are able to share their concerns about a bullying incident with any member of staff, although a parent's first point of contact will often be the child's class teacher.

*Procedures to follow:*

1. **TELL** someone about the incident. Children can report an incident of bullying to anyone in the school, from a friend to the Headteacher.

**Tell, Tell, Tell! We are a TELLING school!**

2. The person making the report is listened to carefully and any relevant details are noted. Reports of bullying are never ignored. Non teaching staff report the incident to class teachers, Phase leaders or the school Leadership Team, as appropriate.
3. The reported incident is investigated. Incidents of bullying together with outcomes are recorded on SIMS on a specific form. These are monitored and discussed with staff and parents where appropriate. The Head teacher is involved when the bullying behaviour is more serious, i.e. not an isolated incident, and keeps a log of more serious incidents. We value the support of parents and aim to keep them fully informed.
4. We support restorative practices which actively engages the children in a process which separates the 'deed from the doer', allowing participants to make amends for the harm caused.
5. A monitoring period will follow to ensure that bullying has not resumed. Pupils involved are made aware that their behaviour will be monitored.
6. If the bullying behaviour continues then further action will be considered such as enlisting the advice of outside agencies or the involvement of the Special Needs Co-ordinator and consideration given to setting up an individual behaviour plan (I.B.P.).

## Strategies to prevent bullying

Christopher Pickering Primary School has adopted a number of strategies to raise awareness of bullying and how to prevent it from taking place.

### Staff training

Staff have been made aware of the signs and symptoms of bullying and how to recognise bullies and victims. Staff will receive ongoing training in dealing with bullying incidents and preventative measures.

### Staff awareness

Staff are made aware of potentially vulnerable pupils, both existing and new.

### Pupil awareness

Pupils are made aware of issues surrounding bullying through a variety of means. All the children have looked at Rights and Responsibilities and have learned about the right of children to be happy in school. Other areas include, PSHE, Health Education and Citizenship lessons and Circle Time. These offer opportunities for discussion and sharing experiences and feelings. Assemblies and drama activities provide other opportunities to raise awareness about bullying. A range of activities are undertaken during the National Anti – Bullying week.

We have a Worry Box in each pod where pupils can post a note if they feel that they are being bullied. We have also set up a 'drop in session' with members of the School Council so that children can TALK about their concerns with a peer. Our Yellow Hats and Peer Mentors are also available at lunch times to help resolve any issues that arise whilst on the playground. In KS1 there is a 'Friendship Bench' where children can sit if they feel lonely or if they have fallen out with their friends. The 'Yellow Hats' will monitor the bench and play with any children sitting on it.

### School Council

Every class has two representatives on the school council. It provides pupils with a forum to share ideas and issues important to them. In the past they identified loneliness on the playground as an area for concern. The school council have written a booklet for new pupils to the school.

### Junior Pastoral Team

The Junior Pastoral Team are children from KS2. The Team were formed to support the adult Pastoral Team by helping at lunchtimes, playtimes and in the pastoral room.

### Staff supervision

At playtimes staff supervise all areas of the playground and the field, when in use. In addition to this, a member of staff is responsible for the corridor and toilet areas thus ensuring that pupils are well supervised. Staff are also available in the 'time out areas' during playtimes. Pupils may be sent into the 'time out room' at lunchtimes, where they are given the opportunity to reflect on their behaviour or there may be a joint decision by a pupil and member of staff to spend 'time out' there.

### Home – school agreement

The home-school agreement makes it clear that pupils should 'be a friend to everyone' and observe the school and class rules for good behaviour.

### Emotional and Behavioural Support Worker

A member of staff has been appointed to work with those children who are experiencing problems with relationships, feelings, behaviour or emotional difficulties. She spends one to one time with children talking things through, providing support and helping them find a way forward.

### **Bullying outside school**

Head teachers are able to take action, where they feel it is appropriate, over bullying outside school and regulate the behaviour of pupils when they are off the school site.

### **Sanctions for bullying**

Sanctions will apply for incidents of bullying when appropriate. These will be in line with the school's Good Behaviour Policy and will involve the following:

Class teacher

Phase leader

Headteacher, Senior Manager, Behaviour Co-ordinator

Special Educational Needs Co-ordinator, if the pupil is identified for a behavioural I.E.P

Loss of privileges/playtime/lunchtime

Time away from the class

Advice may be sought from external agencies

Fixed term exclusion for serious or persistent incidents

In extreme cases, where serious violence is involved or other strategies have not resolved the problem, then permanent exclusion may be considered.

Parents may be involved in the early stages. If the incident is deemed serious then it will proceed quickly up the process with the intermediate stages being missed.

## Information on the signs and symptoms of bullying

### *Identifying victims*

One or more of the behaviours listed below over a period of time may indicate that a child is being bullied.

- Unwilling to come to school – feigning illness e.g. headaches, upset stomachs
- Concentrate less in class, stop producing good quality work;
- Reluctance to go outside at playtime;
- Cling to adults on the playground;
- Isolate themselves on the playground, becoming withdrawn;
- Becoming distressed very easily;
- Have temper tantrums, impulsively hitting out;
- Have unexplained bruises or scratches;
- Possessions keep going missing or are damaged;
- Scared to walk to or from school if unaccompanied by parent;
- Anxious and insecure;
- Refuse to say what is wrong;

How can we help?

- The curriculum offers opportunities for issues surrounding bullying to be raised and discussed;

eg Personal, Social, Health Education (through Jigsaw, which provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning) and Citizenship (PSHE &C ) and Circle Time, Role play stories etc;

- Assemblies focusing on behaviour or bullying
- Being vigilant on the playground and in the corridors and toilets;
- Help pupils clarify ideas and suggest school council as a forum where appropriate;
- Always listen to complaints about bullying and follow them up;

- Take a calm, unemotional problem solving approach when dealing with incidents of bullying. Often this approach of identifying facts, resolving tensions and conflicts, and identifying a positive way forward is the best. If the response is one of blame and punishment then victims and onlookers may be unwilling to talk about it;
- Follow agreed procedures outlined in the Anti-bullying and Good Behaviour Policies;
- Finally creating a calm, safe environment where children want to come to school.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive pupil behaviour;
- delegated powers and responsibilities to the Headteacher to eliminate all forms of bullying, to keep records of all incidents of bullying and the different types of bullying;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### Role of the Headteacher

Under Section 157 of the Education and Inspections Act 2006 the Headteacher has a duty to encourage good behaviour, the respect for others and to prevent all forms of bullying among pupils.

Therefore, the Headteacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure school personnel have a clear understanding of the extent and nature of bullying that may take place in school;
- ensure that personal and social education curriculum and the religious education curriculum helps to deal with anti-bullying;
- investigate all reported incidents of bullying;
- ensure that all pupils understand that bullying is wrong;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- raise awareness of bullying with pupils, parents, school personnel and governors on the grounds of protected characteristics;
- consult with pupils and parents to identify the extent and nature of bullying in the school;
- inform parents of any incident of bullying and how it has been dealt with;
- ensure school personnel report and record incidents of bullying;
- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;

- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- discuss with the School Council:
  - A definition for bullying.
  - Are pupils aware of the STOP and TELL policies?
  - How can bullying be effectively dealt with?
  - How good are school personnel in dealing with incidents of bullying?
  - How good are school personnel in identifying the symptoms of bullying amongst pupils?
- support any pupil who has been bullied;
- encourage any bully to change their behaviour;
- impose sanctions on any pupil who continues to bully;
- consider permanent exclusion in the most serious incidents of bullying;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who experience bullying;
- ensure effective supervision is in place between lessons, break times and lunchtimes;
- work with the wider community to deal with bullying that takes place outside school;
- deal with any form of bullying that takes place to and from school;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring:
  - the number of recorded incidents in an academic year;
  - the types of bullying that occur in an academic year;
  - how swiftly incidents of bullying are dealt with
- report termly the number of incidents of bullying and the outcomes to the Governing Body;
- annually report to the Governing Body on the success and development of this policy

## Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all school personnel to understand the signs or behaviour of someone being bullied;
- work with children to determine those parts of the school where they do not feel safe;
- have in place good systems at playtime and lunchtime to reduce the risk of bullying such as:
  - friendship stops
  - playground buddies
  - peer mentors
  - safe places for vulnerable groups
- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics;
- build pupils' resilience to bullying;
- develop philosophy sessions to provide children with opportunities to discuss equality and diversity;

- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;
- work closely with external agencies to support pupils who experience bullying;
- collaboratively work with other schools to identify common issues related to the protected characteristics;
- display posters of national and local help lines and where help is available in school;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- help counsel children who have been bullied and those who use bullying behaviour;
- review and monitor;
- annually report to the Governing Body on the success of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;

### **Role of School Personnel**

School personnel will:

- comply with this policy;
- be aware of all other linked policies;
- be aware of the signs of bullying in order to prevent bullying taking place;
- report all incidents of bullying;
- investigate all reported incidents of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school personnel;
- support any pupil who has been bullied;
- raise awareness of the wrongs of bullying through personal and social education and religious education;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils must:

- be aware TELL someone if they are being bullied or are aware of someone else being bullied;
- report if they see someone being bullied;
- discuss ways of preventing bullying through the School Council;
- follow the following instructions if they are bullied:
  - get away from the situation as quickly as you can
  - report what happened to you to one of the school personnel by telling them:
    - what has happened to you

- how you feel
  - if you have been bullied before
  - who bullied you
  - where the incident happened
  - when it happened
- make sure that your report is dealt with and who you told
  - tell your parents or another family member
  - ask for counselling if you are really upset
- treat others, their work and equipment with respect;
  - talk to others without shouting and will use language which is neither abusive nor offensive;
  - support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
  - liaise with the school council;
  - take part in questionnaires and surveys.

### Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- remind their peers of the **STOP** and **TELL** policies;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

### Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### Training for School Personnel

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - What is bullying?
  - How to identify, prevent and manage bullying.  
Types of bullying such as Cyberbullying, bullying, bullying of children with special educational needs, homophobic bullying and bullying around race, religion and culture.
  - Recognising bullying.
  - Anti-bullying strategies.
  - How to deal with a bullying incident.
  - Counselling the bullied and the bullies.
  - Anti-bullying week.
  - Tackling Homophobia

- Building pupils resilience to bullying.
  - SIMs to record, monitor and report incidents.
  - Working and co-operating with parents and carers
- receive periodic training so that they are kept up to date with new information
  - receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## Records

- Records will be kept in a uniform and systematic way (see Appendices 1, 2 and 3)
- All reported incidents of bullying are investigated, dealt with and recorded.
- Records will be kept of all incidents as well as specific types of bullying and their outcomes, on SIMS.
- All incidents are categorised according to the protected characteristics which gives a clear picture of patterns of behaviour over each term / academic year.
- Records of incidents will be used to effectively track pupils through school;
- Records will be kept in a central log, on SIMS, in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- Parents are informed of all events and what actions have been taken.

## Counselling

- Counselling and support mechanisms are in place to help those who have been bullied.
- All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

**Appendix 1**  
**Anti Bullying Report Form 1**

<b>Date:</b>	<b>Time:</b>	<b>Location:</b>
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<b>Perpetrator/s</b>	
<b>Name/s</b>	<b>Class/es</b>

<b>Characteristics</b>				
<b>Gender</b>	<b>Year / age</b>	<b>Ethnicity</b>	<b>Vulnerable</b>	<b>Other</b>

<b>Victim/s</b>	<b>Class/es</b>

<b>Characteristics</b>				
<b>Gender</b>	<b>Year / age</b>	<b>Ethnicity</b>	<b>Vulnerable</b>	<b>Other</b>

**Brief summary of alleged incident/allegation:**

**Brief summary of results of investigation:**

**Details of action taken:**

		<b>Date</b>	<b>By Whom</b>
<b>Checked for earlier incident involving same pupil</b>			
<b>Notified parents/carers</b>			
<b>Individual discussion with pupils involved</b>			
<b>Group discussions with pupils involved</b>			
<b>Notified class teacher</b>			
<b>Specific support from staff</b>			
<b>Follow up date set</b>			

**Consequences:**

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**Other Relevant Information:**

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**Report completed by:**

<b>Name:</b>	<b>Role:</b>	<b>Date:</b>

**Appendix 2**  
**Follow Up Record**

<b>Date</b>	<b>Action Taken</b>	<b>By</b>	<b>Outcomes/Impact</b>

<b>Bullying stopped</b>	<b>Yes / No</b>	
<b>Further action To be taken</b>	<b>By Whom</b>	<b>By When</b>
<b>Any other comments</b>		
<b>Signed</b>	<b>Name</b>	<b>Date</b>
<b>Signed by Phase Leader / Pastoral Leader</b>		

**Appendix 3**  
**Anti- Bullying Letter to Parent/Carer**

*This may be sent where appropriate.*

Dear Parents/Carer,

Since you reported your concerns over bullying we have been monitoring the effectiveness of the measures put in place to ensure that ( name ) feels safe in school, as discussed on ( date ).

( name ) has reported that all is well and there have been no further incidents.

I am attaching two copies of the follow up questionnaire, one for your information and the other to be completed and returned to school for our records.

The case is now being removed from the 'active' folder and I would ask that you make us aware of any further problems. The measures in place will continue and we will obviously keep a particular eye on (name ) to ensure that s/he remains happy and feels safe.

Your sincerely,

Mrs S.M.McGlinchey  
Headteacher

## Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Anti Bullying Policy				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓	✓	✓

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>
J Marson	Spring 18	GB	January 2018

