** Anti-Bullying Self-Assessment for Educational Settings**

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| **Developing (D)** | **Embedding (E)** | **Mastering**  **(M)** |

**Status:**

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| **Good practice / Preventative features** | **Status** | **Evidence** | **Action** |
| A comprehensive survey of pupils about the extent and nature of bullying, discriminatory and prejudiced behaviour is carried out annually. Results are evaluated and effectively acted on. Where necessary, focus groups are used to consult pupils further. |  |  |  |
| Anti-Bullying Policy written in consultation with key stakeholders (i.e. students, staff, parents), shared widely (part of induction of new students/staff), implemented consistently by all staff and reviewed every 12 months. |  |  |  |
| Child-Friendly Anti-Bullying Policy written by/for students (and in consultation with students), shared widely and reviewed every 12 months in-line with the school’s Anti-Bullying Policy. |  |  |  |
| Records of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, are kept and analysed. Bullying incidents are challenged and effectively acted on. Staff are trained to provide consistent information and this is analysed for patterns which directs prevention and supervision. The OCC [Form for recording prejudice-related incidents and bullying](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/antibullying/policies/Recordingprejudicerelatedincidentorbullyingform.doc) could be used/adapted. Bullying incidents are reported and reviewed by Local Governing Board and Local Authority support is accessed, if appropriate. |  |  |  |
| The setting states clearly in policies when they will intervene with bullying, discriminatory and prejudiced behaviour that happens off-site.  The setting works with parents/carers and others (e.g. police, youth groups) to effectively tackle bullying, discriminatory and prejudiced behaviour off-site when it involves members of the school community. |  |  |  |
| Staff have received training in how to identify and effectively tackle different forms of bullying, discriminatory and prejudiced behaviour. For more information DfE-funded training, visit: [Anti-Bullying | Schools (oxfordshire.gov.uk)](https://schools.oxfordshire.gov.uk/cms/content/anti-bullying) |  |  |  |
| Senior leaders set the tone and ambition for the setting’s inclusive values. The school community is committed to tackling inequality, promoting and celebrating diversity. Members of the community have signed a pledge to show commitment to this cause. |  |  |  |
| All staff (teaching and non-teaching) have received specialist training to identify and avoid unconscious bias. Staff are mindful to avoid unconscious bias or stereotyping in lessons and content planning. Staff are aware that having an intersectional identity can make people even more vulnerable (e.g. a pupil who is Black, male and gay may be more vulnerable to discriminatory and prejudiced behaviour than a pupil who is White, male and straight). |  |  |  |
| All learners are educated about the protections and rights that are afforded to all those with protected characteristics under British Law. |  |  |  |
| Settings are inclusive of all learners and meet their statutory duties. Every learner is seen as a ‘whole person’ and [protected characteristics](https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_education_provider_schools.pdf#:~:text=The%20Equality%20Act%202010%20also%20prohibits%20schools%20from,protected%20characteristics%3A%20%E2%80%A2%20disability%20%E2%80%A2%20race%20%E2%80%A2%20sex.), under the Equality Act 2010, are carefully considered. The setting is mindful of pupils with intersectional identities. |  |  |  |
| The setting has identified all opportunities where bullying, discriminatory and prejudiced behaviour (face-to-face and online) can be addressed within the curriculum and has a [comprehensive RSHE programme](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) to prevent harmful behaviours (e.g. through the promotion of Protective Behaviours, the role of bystanders and Restorative Practice). |  |  |  |
| The setting promotes safe and responsible use of the internet, including addressing online bullying, discriminatory and prejudiced incidents. For more information view OCC’s [guidance and resources to help you tackle cyberbullying and promote e-safety](http://schools.oxfordshire.gov.uk/cms/content/internet-safety-and-cyberbullying).  The setting uses the <http://www.360safe.org.uk/> e-safety review tool and staff have had training to meaningfully embed this. |  |  |  |
| The setting has made extensive provision of lunch time clubs, chill zones, Pride Groups, etc. where vulnerable young people can go if they feel unsafe.  The young people know where to go and how to access this help. The setting provides opportunities for victims of harm to access education when the extent of harm has led to school refusal. For more information on restorative support for victims of significant harm, visit: [Restorative Practice | Schools (oxfordshire.gov.uk)](https://schools.oxfordshire.gov.uk/cms/content/restorative-practice) |  |  |  |
| Staff understand and demonstrate inclusive behaviour, they value diversity. Governors promote inclusive behaviour, constructively challenge and act as a sounding board for inclusive decision making and developing the annual action plan. |  |  |  |
| Pupils are consulted and involved in policies and procedures that aim to tackle bullying, discriminatory and prejudiced incidents. Representative groups (e.g. Pupil Parliament, Student Leadership Team) should reflect the diversity in the school community. |  |  |  |
| Policies and procedures are well advertised, young people understand them and they are consistently applied by all staff.  The setting uses ‘no-blame approaches’ (e.g. Restorative Practice) to help resolve bullying incidents and staff are regularly trained in these approaches. |  |  |  |
| Whole school approaches that promote empathy, social and emotional skills and respectful relationships are extensive and well-embedded (e.g. Values Education, Restorative Practice). For more information on Restorative Practice and free whole school training, visit [Restorative Practice | Schools (oxfordshire.gov.uk)](https://schools.oxfordshire.gov.uk/cms/content/restorative-practice). |  |  |  |
| The setting’s values are embedded through the curriculum which is regularly reviewed with the outcome of celebrating the culture and diversity of all the learners. Care is taken to ensure local gaps in diversity are reflected in a broad curriculum. |  |  |  |
| Staff have received training to ensure they are clear on their duties regarding The Equality Act 2010 and have also received training on delivering sensitive and/or controversial aspects of the RSHE Curriculum. |  |  |  |
| The setting has a specific programme to work with young people who harm others to make them aware of the impact of their actions. The setting also works with young people who have been harmed to support them in finding a way forward.  The setting provides support to address underlying issues in order to reduce incidents of harm.  The setting uses restorative approaches and peer mediation and refers to outside agencies when appropriate. [Click here](https://schools.oxfordshire.gov.uk/cms/content/restorative-practice) for more information on restorative support for repeat perpetrators of harm and [click here](https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/attendanceandengagement/Checklistforsupportingschoolstoreduceexclusion.pdf) for a school checklist to reduce the risk of exclusion for persistent disruptive behaviour. |  |  |  |
| There is a well-developed system for peer support (e.g. Anti-Bullying Ambassadors, Visible Leaders). Young people have been well-trained and are supported by a dedicated member of staff who meets with them regularly.  The setting uses innovative methods of peer support, e.g. on-line and use of peer mediation. Schemes are well publicised and effectively used. |  |  |  |
| The setting has a lead professional in place to oversee behaviour/personal development and a statement, policy and action plan for managing behavior, relationships and discipline. These documents are co-produced and reviewed regularly in-line with DfE guidance. |  |  |  |
| The setting has a range of measures for the confidential reporting of bullying, discriminatory and prejudiced behaviour. This includes peer reporting, choice of person who to report to and innovative methods like use of e-mail and mobile phone. Young people fully understand these and confidentiality is consistently maintained. |  |  |  |
| The setting seeks support from the local authority when appropriate. The setting is developing innovative approaches to tackle bullying, discriminatory and prejudiced behavior or language. The setting explores new resources (See: <https://www.letterboxlibrary.com/>) and approaches that are being used elsewhere and participates in training that is offered. |  |  |  |
| The setting always informs parents/carers promptly about any prejudicial behavior or incident of bullying when it occurs.  The setting talks the parents/carers of all children directly involved in harmful incidents (harmed and harmer) and seeks their support to resolve the matter.  The setting keeps in contact with parents/carers and follows through any concerns they may have.  The setting provides information to parents/carers about independent sources of support and information. |  |  |  |
| The setting provides regular and accessible information to parents about their complaint’s procedure including who parents/carers should contact when they have a concern.  The setting has a dedicated member/s of staff who is readily available to answer queries from parents/carers. |  |  |  |
| Staff understand the need to communicate well with parents/carers. The setting provides training on communication skills and active listening to all staff who would need to contact parents/carers, particularly office staff.  Setting procedures provide all staff with clear information about how to communicate well with parents/carers. |  |  |  |
| The setting promotes inclusive behaviour with parents/carers, regular volunteers and visitors. Everyone in the school community has a role to play in shaping and delivering inclusion. |  |  |  |
| The setting networks with other settings and shares good practice. The setting involves local experts in the voluntary sector to improve practice. |  |  |  |

**Last updated:** July 2022