



SCHOOL ANTI-BULLYING ASSESSMENT

School	School Representative/ Anti-bullying Lead	ABA Regional Adviser

Summary

Impact Indicators	Assessment 1 Date: Scores (1-4)	Priorities (mark with a X)	Assessment 2* Date: Scores (1-4)	Priorities (mark with a X)	Final Report Date: Scores (1-4)
1) School Leadership					
2) School Policy					
3) Data Collection and Analysis					
4) Prevention					
5) Responding/ Intervention					
6) Involving Pupils					
7) Engaging Parents/ Carers					
8) Staff Training and Development					
9) Partnership Working					
Overall score average (1-4/Green – Purple)					

**It may not always be necessary to complete Assessment 2. All schools should complete Assessment 1 and Final assessment.*

ASSESSMENT 1

1) SCHOOL LEADERSHIP The head teacher, school leadership team and governing body ensure that there is a school culture / ethos that promotes respect for all and enhances emotional health and wellbeing. The school promotes good behaviour and bullying is effectively addressed in the school's policies, strategies and practices.	
Evidence	Comments/ Priorities for action
Lead for bullying Lead responsibility for bullying has been allocated to a member of staff within the school's leadership structure (e.g. Lead Behaviour Professional/ Pastoral Lead)	
Coordinator A member of staff has been given the responsibility for coordinating the school's anti-bullying work	
Lead Governor A member of the school governing body has been allocated role as Lead Governor for Bullying: role could be incorporated into a wider role e.g. Behaviour; Safeguarding	
Anti-bullying Action Plan The school has an action plan to take forward the work in tackling bullying. This plan is regularly reviewed.	
Score for this section (1-4):	

2) SCHOOL POLICY	
The school has an effective Anti-Bullying Policy that is owned, understood and implemented by all sections of the school community.	
Evidence	Comments/ Priorities for action
<p>Clear statement The school Anti-Bullying Policy makes a clear statement that bullying is always unacceptable, and that claims of bullying will always be taken seriously and acted upon</p>	
<p>Definition The school Anti-Bullying Policy defines bullying in a child friendly way: all sections of the school community are engaged in agreeing the definition of bullying: the definition of bullying is made accessible to the different sections of the school community</p>	
<p>Methods and types of bullying The school Anti-Bullying Policy describes different methods of bullying (e.g. physical, verbal, indirect, cyber) and the different forms bullying can take (e.g. homophobic bullying, gender bullying, racist bullying)</p>	

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<p>Targets of bullying The school Anti-Bullying Policy explains that bullying can take place in all relationships: between pupils, between pupils and staff, or between staff. The school Anti-Bullying Policy explains why some people may be targets for bullying and makes specific reference to all types of bullying as identified in the DCSF “Safe to Learn: Embedding Anti-Bullying Work in Schools” (2007) and the accompanying Supplementary Guidance</p>	
<p>Strategies for prevention The school Anti-Bullying Policy identifies the strategies the school has in place to prevent bullying (e.g. reference to rules and promoting positive behaviour, supervision, pupil welfare systems and support for vulnerable pupils, curriculum, peer support, school helplines).</p>	
<p>Reporting incidents The school Anti-Bullying Policy identifies the procedures for reporting bullying incidents</p>	
<p>Responding to incidents The school Anti-Bullying Policy identifies how the school responds to bullying incidents to protect pupils referencing how incidents are recorded and monitored and the disciplinary sanctions it can impose</p>	

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<p>Strategies following incidents The school Anti-Bullying Policy identifies the range of strategies it uses to support all those involved (including the target, those exhibiting bullying behaviour and the bystanders). The school helps them to reflect on and learn from the experience and to develop the personal, emotional and social skills that will better protect them</p>	
<p>Roles and responsibilities The school Anti-Bullying Policy explains the specific responsibilities of governors, staff, pupils and parents in challenging bullying and is shared with supply teachers and support staff.</p>	
<p>Links to other policies The school Anti-Bullying Policy indicates its links to other relevant school policies including Safeguarding / Child Protection, Equality, Diversity and Behaviour</p>	
<p>Monitoring and review The school Anti-Bullying Policy is constantly monitored and reviewed regularly, at least every two years: the review has been guided by the DCSF “Safe to Learn – Embedding Anti-Bullying Work in Schools” and DCSF “Bullying: A Charter for Action”</p>	
<p>Consultation All sections of the school community are consulted and participate in the review (e.g. members of the Anti-Bullying Working Group, pupils, parents/carers, staff – including non-teaching staff)</p>	

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<p>Promotion The school promotes its Anti-Bullying Policy with all sections of the school community, for example through advice leaflets, details on website / in school handbook / in pupil diaries, posters in classrooms and around the school. The anti-bullying policy should also be communicated to the wider community (e.g. through community venues, local media, local websites)</p>	
<p>Score for this section (1-4):</p>	

3) DATA COLLECTION AND ANALYSIS The school has strategies it regularly uses for collecting and analysing data relating to bullying and uses this information to develop and review policy, strategy and practices. The data informs school on the incidence, nature and impact of bullying. It helps the school to be confident that its pupils feel safe and supported, and that the school is effective in challenging bullying.	
Evidence	Comments/ Priorities for action
Anonymous surveys The school anonymously surveys pupils and their parents / carers with regard to bullying (e.g. the annual Tell Us survey, Anti-Bullying Alliance Audit Toolkit, etc). We would recommend that this is done at least annually.	
Pupil involvement The school has developed the role of the School Council and / or trained Peer Supporters to be involved in research and response to bullying within the school	
Recording bullying incidents The school has in place procedures for recording bullying incidents. The bullying incident records provide details of the date / time / place, those involved (including bystanders), type, impact, action taken, follow up.	
Analysis of incidents The bullying incidents are regularly analysed to identify vulnerable pupils and priorities for action	
Report to governing body The school provides the governing body with an annual report on data and subsequent action.	
Score for this section (1-4):	

4) PREVENTION The school has fostered a culture/ ethos based on respect for all where pupils feel safe, supported and empowered. Pupils and their parents/carers feel safe in sharing concerns about themselves or others. The school has in place a range of strategies that prevent bullying.	
Evidence	Comments/ Priorities for action
Awareness raising Anti-bullying messages are frequently given to pupils, for example through assemblies, posters, advice leaflets	
Promoting equality The school promotes equality and acknowledges and celebrates diversity (e.g. through the Stephen Lawrence Award, Stonewall Education Champion Programme, UNICEF Rights Respecting Schools Accreditation)	
Celebration The school celebrates the success of its anti-bullying work. This can be done in a number of ways including: <ul style="list-style-type: none"> - through accreditation such as National Healthy Schools Status, Princess Diana Memorial Award for Anti-Bullying, local authority schemes - celebrating national Anti-Bullying Week in November and holding special events throughout the year, for example drama workshops 	

<p>Culture of positive behaviour There is a high standard of behaviour for pupils, staff and parents:</p> <ul style="list-style-type: none"> - pupils, staff and parents know that inappropriate and harmful behaviour will be recognised and challenged: pupils, parents and staff understand the behaviour code and the consequences of bullying behaviour: the school encourages and promotes respectful language and conduct - The school has in place an understood and acclaimed system for rewards and sanctions - The school has a code of conduct for staff: staff “model behaviour” in their relationships with pupils, parents, and colleagues - The school makes it clear to parents that the school has an environment of respect 	
<p>Supervision of pupils</p> <ul style="list-style-type: none"> - The school provides good supervision and pupils feel that bullying and bad behaviour will be seen and acted upon at all times - the school has identified those times of the day and places when and where pupils are particularly vulnerable - The school identifies “vulnerable” pupils and has appropriate assessment and intervention support programmes, for example programmes that address self-esteem, assertiveness, resilience, anger management 	

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<p>School Environment</p> <ul style="list-style-type: none"> - The school provides a range of supervised activities to engage pupils at breaks and lunchtimes, including the provision of quiet areas - The school has a physical environment that is attractive, safe and stimulating: the school ensures that offensive graffiti is immediately removed 	
<p>Curriculum</p> <ul style="list-style-type: none"> - The breadth of the curriculum is used to help pupils to understand the nature and effects of bullying, and creative approaches to tackling bullying in school and the wider community are encouraged (e.g. through art, drama, dance, media, ICT) - the school is delivering SEAL helping pupils to develop positive attitudes and personal, emotional and social skills 	
<p>Role of pupils</p> <ul style="list-style-type: none"> - Pupils understand their responsibilities for challenging and reporting bullying when they know or suspect that it is taking place, for example a bystanders' code - The school has developed peer support roles for pupils, providing them with training and supervision 	
<p>Score for this section (1-4):</p>	

5) RESPONDING/INTERVENTION
The school ensures that pupils, and their parents/ carers, feel confident to report concerns, and know that the school will listen and respond. The school has in place procedures for responding to bullying incidents that are understood by the whole school community, and strategies for supporting all pupils involved.

Evidence	Comments/ Priorities for action
<p>Reporting systems</p> <ul style="list-style-type: none"> - The school has in place systems, with appropriate confidentiality, to enable pupils and their parents / carers to report bullying. (For example bully boxes, helplines, text messaging). - All members of the school community are regularly made aware of these systems. - The school has procedures to assess and investigate bullying behaviour. These procedures enable staff to judge the level of severity,; assess the degree of intention, the extent of harm caused, the frequency of acts, duration of behaviour and degree of imbalance of power 	

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<p>External support</p> <ul style="list-style-type: none"> - The school displays information about external helplines and support, for example ChildLine, ParentlinePlus - The school informs pupils and parents about external agencies. The school engages with these agencies to provide support to pupils and their parents / carers. <p><i>(These might include services for behaviour support, educational psychology, education welfare, family support, mental health, community police or the safer travel team).</i></p>	
<p>Confidential listening</p> <p>The school provides opportunities for “confidential listening”, for example drop-in, school nurse / school counsellor</p>	
<p>Sanctions</p> <p>The school has appropriate disciplinary sanctions that are understood by all sections of the school community. These are applied fairly, consistently and reasonably taking into account the needs of vulnerable pupils: the purpose of the disciplinary sanctions understood and are referenced in the school Behaviour Policy</p>	

Range of interventions

- The school has a range of intervention strategies whose use is determined by the particular circumstances of the incident and the needs of those involved (e.g. group / circle of friends, mediation, conflict resolution, restorative justice, bully courts)
- The school provides support programmes to help pupils to be better able to protect themselves, or to be able to change their behaviour and develop positive relationships with their peers, for example self-esteem, assertiveness, resilience, anger management, positive leadership skills
- The school ensures that there is the appropriate monitoring to ensure the effectiveness of the intervention and that feedback is given to those involved

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<p>Parent/carer engagement Parents / carers are informed and engaged promptly when their child is involved in bullying. -The school listens to parents and enables them to understand action that has been taken. - The parents'/carers' role in supporting their child is appreciated. - The school - where necessary – works with parents/carers to address any concerns with their child's behaviour, and any possible influence within the home (for example, discriminatory attitudes, violence in the home)</p>	
<p>Score for this section (1-4):</p>	

<p>6) INVOLVING PUPILS Pupils understand what bullying is, and the impact it has on those involved. The school recognises that pupil involvement in anti-bullying work is an effective form of prevention. Pupils are clear about their responsibilities to tackle bullying in their community, and are given training and defined roles.</p>	
<p>Role of the School Council The School Council has a defined anti-bullying role (e.g. participates in designing, reviewing and evaluating the school anti-bullying policy)</p>	
<p>Pupil Advisors</p> <ul style="list-style-type: none"> - Pupils are involved in anti-bullying advisory / working groups - Pupils are full partners with schools in developing ways to tackle bullying (e.g. awareness raising, preventative strategies, sanctions) 	
<p>Peer support Pupils are trained and supported to provide Peer Support: the school has a range of peer support strategies and pupils are given roles to play appropriate to their age and experience, for example playground befrienders, playleaders, peer mediators, pupil drop-ins, pupil helplines</p>	
<p>Pupil strategies Pupils are given strategies to prevent and respond to bullying. For example:</p> <ul style="list-style-type: none"> - they know how to be bystander defenders supporting those who are being bullied - Pupils are engaged in supporting their peers who have been involved in bullying, for example through support groups, circle of friend 	

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<p>Curriculum The curriculum helps pupils to understand the nature of bullying, providing pupils with opportunities to talk about the issues, for example through circle time: pupils are given opportunities to produce and display their thoughts about bullying, for example through art work / posters, drama, DVDs and IT, poetry stories and song</p>	
<p>Campaigning Pupils are engaged in planning and delivering anti- bullying campaigns including Anti-Bullying Week, for example through assemblies, art work / posters, drama, DVDs, music and writing leaflets or using IT.</p>	
<p>Celebration The school recognises and celebrates the anti-bullying work of its pupils, for example through the school reward system: the school nominates its pupils for the Princess Diana Anti-Bullying Award</p>	
<p>Score for this section (1-4):</p>	

7) ENGAGING PARENTS/CARERS The school develops open and trusting relationships with parents/carers, where they feel able to share concerns and work together to support pupils in the school. Parents/carers are involved in development anti-bullying policy and practice.	
Evidence	Comments/ Priorities for action
Awareness raising - Parents / carers are made aware of the school's Anti-Bullying Policy and understand their responsibilities for challenging bullying, for example through an advice leaflet, section on school website - The school provides parents/ carers with information about the different types of bullying and how to prevent it (e.g. cyberbullying)	
Policy making Parents / carers are consulted in the development and review of the Anti-Bullying Policy	
Surveys The school regularly, at least annually, anonymously surveys the opinions of its parents / carers with regard to bullying	
Reporting incidents Parents / carers know how to report their concerns about bullying and are confident that their concerns will be taken seriously and acted upon: the school provide a range of opportunities for parents to share concerns, for example through identified school staff, text messaging, helpline	

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<p>Engagement Parents / carers are informed and engaged promptly when their child is involved in bullying, with the school listening and supporting the parent to have a balanced view of what is happening and appreciating their role in supporting their child: the school where necessary challenges the attitudes of parents / carers</p>	
<p>Support</p> <ul style="list-style-type: none"> - The school provides advice and support to parents / carers whose children are being bullied or responsible for bullying behaviour, and where appropriate is able to identify and help access to support available from external agencies - The school provides all parents / carers with details of national and local helplines and advice / support agencies, for example Parentline Plus 	
<p>Complaints procedure Parents / carers are made aware of the Complaints Procedure: all complaints are taken seriously and acted upon immediately</p>	
<p>Score for this section (1-4):</p>	

8) STAFF TRAINING AND DEVELOPMENT
All school staff understand the nature of bullying and know their responsibilities to tackle and respond to bullying incidents. Staff demonstrate and promote positive behaviour.

Evidence	Comments/ Priorities for action
<p>Understanding bullying</p> <ul style="list-style-type: none"> - Staff understand their legal responsibilities regarding bullying - Staff understand the different types of bullying - Staff understand the ways in which bullying can impact on children and young people - Staff understand ways to prevent and respond to bullying 	
<p>Anti-bullying Policy and Procedure</p> <ul style="list-style-type: none"> - All staff understand the principles and purpose of the school Anti-Bullying Policy, and their responsibilities in making it effective - All staff understand that concerns with regard to bullying must be taken seriously and acted upon: staff understand and consistently follow the school's anti-bullying procedures - The school ensures that supply teachers, temporary staff and volunteers are made aware of their responsibilities with regard to bullying and understand the school's procedures they should follow 	

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<p>Staff training</p> <ul style="list-style-type: none"> - All school staff regularly receive training relating to bullying, that is at least every three years: all new staff receive anti-bullying training as part of their induction programme - Staff with anti-bullying responsibilities are provided with specialist training to meet their specific responsibilities and are allocated time to meet their responsibilities 	
<p>Roles of staff</p> <ul style="list-style-type: none"> - The school has developed the role of members of staff to provide support programmes for vulnerable children including those involved in bullying, and provides these staff with the appropriate support, supervision and training - Staff responsible for out of school activities, including lunchtime supervisors, are provided with support and anti-bullying training 	
<p>Score for this section (1-4):</p>	

9. PARTNERSHIP WORKING The school recognises the benefits of working in partnership with other agencies to tackle bullying, and has strategies in place to ensure positive engagement. The school has knowledge of, and supports the local authority anti-bullying strategy to prevent bullying in the community.	
Evidence	Comments/ Priorities for action
Data collection The school works with the local authority if there is a request for data relating to bullying incidents, and surveys or pupil and parent/carer opinions.	
Local anti-bullying strategy The school contributes to the development and review of the local authority anti-bullying strategy	
Local schemes The school is engaged in local initiatives that help support its anti-bullying work, for example: <ul style="list-style-type: none"> - local accreditation schemes - training provided by the local authority and other agencies - encouraging pupils to be engaged in anti-bullying work in its local area, for example consultation events, art / drama competitions, anti-bullying forums / working groups 	
Working with other schools The school actively works in partnership with other schools and settings for example on transition; data sharing and sharing effective practice/CPD	

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<p>Safer Schools The school has a Safer Schools partnership with the police and looks at ways this can support work to tackle bullying in school and on the journey to and from school as well as in the neighbourhood of the school..</p>	
<p>Child and Adolescent Mental Health The school works in partnership with Child and Adolescent Mental Health Services and Educational Psychology and looks at ways this can support work to tackle bullying and support targets and perpetrators of bullying</p>	
<p>Children's Services The school works in partnership with a range of providers including Safeguarding, Educational Psychology, Education Welfare and looks at ways this can support work to tackle bullying and support targets and perpetrators of bullying</p>	

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<p>Extended services</p> <ul style="list-style-type: none">- The school and other partners ensure that extended services provided by the school or partner organisations have appropriate and consistent anti-bullying policies- The school ensures that pupils and parents/carers are able to report bullying incidents that take place during extended services- The school ensures that service providers are committed to following the guidance in Safe from Bullying (DCSF, 2009)	
<p>Score for this section (1-4):</p>	

SCHOOL ASSESSMENT SCORES

Overall Assessment

1. Outstanding (Green) – The school is able to demonstrate effective anti-bullying policy, strategies and practice.
2. Good (Amber) - The school is able to demonstrate good progress in developing and reviewing its anti-bullying policy, strategies and practice and is actively working to address the priorities it has identified within a defined timescale
3. In need of some improvement (Red) - The school has recognised that it needs to address bullying and has identified the key issues need to be addressed. It has an improvement strategy and action plan but progress is limited and the timescale is not defined
4. In need of significant improvement (Purple) – The school policy, strategies and practice need to be reviewed as a matter of urgency and there are significant issues relating to bullying that are not been addressed.

Section Assessment

1. Outstanding – The school is able to demonstrate that it matches the section statement
2. Good – The school largely matches the section statement but has identified areas it needs to further develop and is actively working to address the issues. It has identified the priorities
3. In need of some improvement – The school has recognized that there are significant issues to be addressed if it is to match the section statement. It has identified the priorities but there no significant progress being made
4. In need of significant improvement – The school does not match the section statement and there are significant issues that are not being addressed.