**Ethos and environment**

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
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| There is a whole school commitment to preventing and addressing bullying in all its forms and this is clearly stated in the school prospectus. | * Follow the guidance within the WSA guide in the section titled ‘How can we promote a more inclusive school ethos and environment?’. * Demonstrate your commitment to preventing and addressing bullying by pledging your support for [Anti-Bullying Week.](https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying) Ensure the pledge is coproduced and is shared with the whole school community so it accessible and understood by all. * There isn’t one, single practice that will work in every situation, but this whole school guidance from [RespectMe](https://respectme.org.uk/anti-bullying-practice/creating-the-right-environment/) provides suggestions and information applicable to all settings. |  |  |  |  |
| The general ethos of the school (displays, assemblies, examples across the curriculum, enrichment activities, clubs) reflect and affirm diversity of gender, ability, language, culture, religion and appearance and uphold the Anti-Bullying commitment to challenge bullying in all its form. | * Display clear ground rules around the school in relation to anti-bullying and provide visual reminders. * Consider joining the local network to access guidance and resources around equity, diversity and inclusion and signposting to campaigns that support school development of this. Join the network by completing this [MS form.](https://forms.office.com/e/XUjbb5tEj5) |  |  |  |  |

**Leadership and governors**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| A senior lead within the school coordinates a whole-school approach to anti-bullying. The school community knows who they are, and they are written into the anti-bullying and/or behaviour policies | * Appoint a senior lead to coordinate your approach to anti-bullying and oversee all responses to bullying incidents. Share their details with your school community and ensure clear routes of communication. * Refer to these [ABA resources](https://anti-bullyingalliance.org.uk/11-we-have-senior-lead-within-school-coordinate-our-whole-school-approach-anti-bullying) for further guidance and resources in relation to leadership. |  |  |  |  |
| There is a school governor who actively leads on anti-bullying. Anti-bullying is regularly monitored and reported on within meetings | * Appoint a named governor to oversee bullying incidents. * Provide this governor with time and knowledge to be able to conduct analysis of the data on bullying incidents to be able to inform future support / provision. * Refer to these [ABA resources](https://anti-bullyingalliance.org.uk/12-we-have-school-governor-who-leads-anti-bullying-activity-and-monitors-school-action-area) for further guidance and resources in relation to school governance. |  |  |  |  |
| Good use is made of guidance and advice provided by the local authority in connection with preventing and addressing bullying and prejudice-based incidents. | * Consider joining the local network to access guidance and resources around equity, diversity and inclusion and signposting to campaigns that support school development of this. Join the network by completing this [MS form.](https://forms.office.com/e/XUjbb5tEj5) |  |  |  |  |
| There is a good working relationship with the police, and with voluntary sector organisations and networks concerned with bullying and other harassment issues. | * Engage with the [Safer Neighbourhood Teams](https://www.norfolk.police.uk/). |  |  |  |  |

**Policy development**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| There is a carefully considered anti-bullying policy (or behaviour policy which includes anti-bullying) that is put into action on a daily basis and is reviewed annually with involvement from CYPs, staff and parents. | * Read the [Anti-Bullying Alliance Guidance on policies](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/whole-school-and-setting-approach/anti-bullying-policies) which also signposts to guidance from external organisations such as The Diana Award and Kidscape. * Consider the guidance included within the WSA guide in the section titled ‘Policy considerations’. |  |  |  |  |
| All staff are aware of the school’s documentation about managing bullying and bullying is kept under review by all staff, including administrative and support staff, midday supervisors, teachers and anyone delivering wrap around childcare / clubs. | * Staff are provided with the anti-bullying policy as part of their induction. * Anti-bullying policy is reviewed on an annual basis. * The policy is available in school and on the school website. It is also communicated via numerous means to staff at least annually. |  |  |  |  |

**CYP voice**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| An inclusive CYP reference or action group has been established to help deliver the school’s Anti-Bullying strategy and CYPs are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support) | * Follow guidance in the WSA guide in the section titled ‘How do we collect CYP voice and empower them to lead activities?’ * Access these [ABA resources](https://anti-bullyingalliance.org.uk/17-pupils-are-supported-be-actively-involved-anti-bullying-initiatives-eg-including-awareness) about supporting CYPs to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support). * These [practical activities from The Diana Award](https://uploads-ssl.webflow.com/6261395a3de84bb606f96879/6261395a3de84b343cf96f01_DFE-Toolkit.pdf) can support with implementing a peer-led approach. * [Think B4 You Type](https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-campaign-toolkit) is a free toolkit to help you support secondary school-aged children and young people to design and lead their own campaign around online bullying. |  |  |  |  |
| CYP report that they feel listened to, their views taken seriously and that the schools Anti-Bullying strategy reflects their voices. | * Access these [ABA resources](https://anti-bullyingalliance.org.uk/31-pupils-have-been-surveyed-measure-levels-wellbeing-and-bullying-last-12-months-and-shared-and) about surveying CYPs to measure levels of wellbeing and bullying in the last 12 months, sharing this and using data to inform whole school developments. |  |  |  |  |

**Support and signposting for CYP**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Individual CYP who experience bullying are supported appropriately. | * For guidance around how to respond to a specific incident of bullying, please see our accompanying [padlet](https://padlet.com/EIPTraining/thematic-toolkit-padlet-anti-bullying-cq12xlrkxxmlatxf). * Make sure responses to bullying include SMART (specific, measurable, achievable, realistic and time bonded) outcomes. * Consider the 3 I’s approach: * Intention - What do we need to do about it? * Intervention - What will it look like? * Impact – How will we measure impact, on individual, group and whole school basis? |  |  |  |  |
| The whole school community including staff, CYPs and parents are aware of and understand the impact bullying can have on learning and wellbeing. | * Ensure all staff understand that bullying can be a barrier to learning, a potential safeguarding issue and a wellbeing issue, [see further guidance from ABA.](https://anti-bullyingalliance.org.uk/14-bullying-understood-all-barrier-learning-potential-safeguarding-issue-and-wellbeing-issue) * Ensure CYP absence is monitored as a possible indicator of bullying. If school absence is found to be due to bullying, then this should be formally recorded and action taken to support those CYPs. [Access these ABA resources about CYP absence and bullying](https://anti-bullyingalliance.org.uk/15-we-monitor-pupil-absence-indication-bullying). |  |  |  |  |

**Partnerships with families**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Families are supported if they have any concerns that their child:   * may be vulnerable to bullying * may be being bullied * is being bullied or * is bullying others. | * Promote ABA’s [Information tool](https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/information-tool-parents-and-carers) for parents and carers in your school community using this [flyer](https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/2021_ABA_Flyer_Anti-bullyingTool_ParentsCarers.pdf). |  |  |  |  |
| Families are aware of their responsibilities and the school’s expectations around bullying. | * Ensure that responsibilities and expectations are outlined in policy and shared effectively with families. |  |  |  |  |
| Families are clear what the school procedures will be if a bullying incident occurs involving their child | * Ensure this is outlined in policy and shared effectively with families. |  |  |  |  |
| Information, advice and guidance is given to the families electronically via the website, email, newsletter and displayed in prominent areas around the school. | * The policy is available in school and on the school website. It is also communicated via numerous means to families at least annually. * Refer to the links within the WSA guide in the section titled ‘What support can we signpost families to?’ |  |  |  |  |

**Curriculum, teaching and learning**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| RSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all CYPs, develop CYP understanding of bullying and the impact bullying (including online bullying) can have. | * Review curriculum planning across year groups and ensure there is adequate focus on development of these areas and skills. * Establish a safe environment for lessons that seek to discuss bullying. The PSHE Association have outlined [best practice principles.](https://pshe-association.org.uk/safe-classroom-and-effective-teaching-interactive-posters) * Explore the [ABA resources](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/preventing-bullying/celebrating-difference-schools/celebrating) about celebrating difference and diversity. |  |  |  |  |
| The school is involved in Anti-Bullying Week, national campaigns such as Black History Month, Gypsy, Roma and Traveller History Month, Young Carers Action Day and Holocaust Memorial Day and local campaigns such as Norfolk Pride Schools Week and Day of Welcome. | * Access these [Anti-Bullying Week resources](https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying). * Find out about upcoming awareness events through this [Awareness Days Events Calendar 2023](https://www.awarenessdays.com/awareness-days-calendar/category/education-awareness/). * Consider joining the local network to access guidance and resources around equity, diversity and inclusion and signposting to campaigns that support school development of this. Join the network by completing this [MS form.](https://forms.office.com/e/XUjbb5tEj5) |  |  |  |  |
| There is sufficient, quality assured materials and resources available to all staff for educating CYPs about bullying, being an active bystander and asking for help for themselves and others. | * Use resources referenced in the WSA guide in the section titled ‘What quick curriculum activities can we include?’ * Access these [Anti-Bullying Week resources](https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying). |  |  |  |  |

**Staff CPD**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Training is provided for all staff on how to effectively manage bullying, following the school’s policy and procedures. | * Signpost to CPD opportunities within the WSA guide in the section titled ‘How can we support staff awareness, confidence and skills?’ * Provide regular anti-bullying CPD to all staff including lunchtime supervisors and after school activity staff around how bullying is managed at your school. * Write Anti-bullying training into all new staff induction processes and all new staff complete this training. * Ensure all school staff understand the law relating to bullying, know when it is a safeguarding issue and know how to escalate a concern. |  |  |  |  |
| Staff are supported to recognise hate incidents, understand how they relate to safeguarding and how to make a report. | * Access [FREE online e-learning](https://apps.norfolk.gov.uk/TacklingHateTogether/public/) training to find out about hate incidents, have the confidence to identify or report a hate incident and know about Stop Hate in Norfolk (SHiN), Norfolk’s response to hate incidents and crimes. |  |  |  |  |
| All staff are encouraged to and practice exemplary conduct towards each other and CYPs. | * Access these [ABA resources](https://anti-bullyingalliance.org.uk/13-staff-are-encouraged-and-expected-model-exemplary-conduct-towards-each-other-and-pupils) about how staff can model exemplary conduct towards each other and CYP. |  |  |  |  |

**Assessment, recording and reporting**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Clear guidance, policies and procedures are provided for all staff to support them to effectively record and report bullying incidents. | * Electronic systems e.g. CPOMs are used to record bullying incidents as soon as possible by the staff member involved. * If specific concerns arise from an incident e.g. safeguarding, appropriate procedures are followed. * Have a system in place to ensure that all reported incidents of bullying are taken seriously and acted upon quickly. * Ensure your responses to bullying do not focus on changing the behaviour of the CYP/s who are being bullied * Ensure key content from Anti-Bullying Alliance’s [Tools about the definition of bullying](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/tools-about-definition-bullying) is integrated into your setting’s anti-bullying strategy **with an emphasis on bullying as a group behaviour.** * Seek to learn from each incident and, where necessary, improve practice as a whole school and update policies. * Ensure you understand when an incident needs to be reported to the police – see further guidance in the WSA guide in the section ‘What do I need to record and report?’ |  |  |  |  |
| Analyse records regularly to acknowledge training needs for staff and to identify any patterns, for example, with regard to people, places, times and groups. | * On a termly basis, review incidents to note any patterns or trends. * Patterns and trends should inform curriculum and support. * Consider having ‘Bullying incidents’ as a standing item on your governor’s agenda. |  |  |  |  |