**Whole School Audit Tool – Anti-Bullying**

This audit aims to help schools evaluate the current culture and environment of their school and provide questions to reflect on what they do currently and consider where improvements can be made to create a more inclusive culture and environment to prevent bullying. Bullying in this audit tool includes not only prejudice-based bullying such as islamophobia, anti LGBT+ and anti GRT but also highlights bullying such as body shape and economic status.

How to use:

• Read the statements.

• Assign a RAG (Red / Amber / Green) rating to each of them.

• Identify areas for development.

• Use the action plan to plan next steps.

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| **School / setting name** |  |
| **Phase** |  |
| **Areas of note regarding demographics and/or emerging or existing issues around bullying:** |  |

**Ethos and Environment**

| **Best practice example** | **Red** | **Amber** | **Green** |
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| 1. There is a whole school commitment to preventing and addressing bullying in all its forms and this is clearly stated in the school prospectus. |  |  |  |
| 1. 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 forms. |  |  |  |

**Leadership and governance**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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 |  |  |  |
| 1. There is a school governor who actively leads on anti-bullying. Anti-bullying is regularly monitored and reported on within meetings |  |  |  |
| 1. Good use is made of guidance and advice provided by the local authority in connection with preventing and addressing bullying and prejudice-based incidents. |  |  |  |
| 1. There is a good working relationship with the police, and with voluntary sector organisations and networks concerned with bullying and other harassment issues. |  |  |  |

**Policy development**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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. |  |  |  |
| 1. 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. |  |  |  |

**CYP voice**

*Additional measures are implemented where other needs are present e.g. SEND or EAL*

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. An inclusive CYP reference or action group has been established to help deliver the school’s Anti-Bullying strategy and CYP are supported to be actively involved in anti-bullying initiatives (e.g. including awareness raising, peer support) |  |  |  |
| 1. CYP report that they feel listened to, their views taken seriously and that the schools Anti-Bullying strategy reflects their voices. |  |  |  |

**Support and signposting for CYP**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Individual CYP who experience bullying are supported appropriately. |  |  |  |
| 1. The whole school community including staff, CYP and parents are aware of and understand the impact bullying can have on learning and wellbeing. |  |  |  |

**Partnerships with families**

*Additional measures are implemented where other needs are present e.g. SEND or EAL*

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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. |  |  |  |
| 1. Families are aware of their responsibilities and the school’s expectations around bullying. |  |  |  |
| 1. Families are clear what the school procedures will be if a bullying incident occurs involving their child. |  |  |  |
| 1. Information, advice and guidance is given to the families electronically via the website, email, newsletter and displayed in prominent areas around the school. |  |  |  |

**Curriculum, teaching and learning**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. RSHE, assembly and other cross curricula opportunities are used to celebrate difference and diversity of all CYP, develop CYP understanding of bullying and the impact of bullying including online bullying |  |  |  |
| 1. 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. |  |  |  |
| 1. There is sufficient, quality assured materials and resources available to all staff for educating CYP about bullying, being an active bystander and asking for help for themselves and others. |  |  |  |

**Staff CPD**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Training is provided for all staff on how to effectively manage bullying, following the school’s policy and procedures. |  |  |  |
| 1. Staff are supported to recognise hate incidents, understand how they relate to safeguarding and how to make a report. |  |  |  |
| 1. All staff are encouraged to and practice exemplary conduct towards each other and CYPs. |  |  |  |

**Assessment, recording and reporting**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Clear guidance, policies and procedures are provided for all staff to support them to effectively record and report bullying incidents. |  |  |  |
| 1. Analyse records regularly to acknowledge training needs for staff and to identify any patterns, for example, with regard to people, places, times and groups. |  |  |  |