

# Norfolk anti-bullying policy checklist for schools



This policy checklist gives you what you need to develop an anti-bullying policy. It is written in the form of questions for school staff and governors to work through, with further guidance and information from our schools professional anti-bullying website in Norfolk and national anti-bullying websites in the column in the middle. You can record evidence in the far right hand column, using the RAG (Red, Amber, Green) rating. This will help you prioritise areas that need revising i.e. those marked red or amber.

The policy itself needs to be a short document, incorporating the key headings, with attached relevant information in appendices. Each question is directly referenced with information from the latest DCSF Anti-bullying guidance.

Contact details: Rita Adair, ([rita.adair@norfolk.gov.uk](mailto:rita.adair@norfolk.gov.uk)) Specialist Senior Educational Psychologist  
Rosemary Games, ([rosemary.games@norfolk.gov.uk](mailto:rosemary.games@norfolk.gov.uk)) Healthy Schools Adviser

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## Anti-bullying policy checklist for schools

1. Vision statement	Reference to relevant local and national website information	Evidence
How are we going to incorporate the Every Child Matters framework and outline our ethos so that it reflects our responsibility to care for all members of the school community?	<p>See Norfolk County Council vision statement <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>Norfolk County Council's anti-bullying commitment</b></p> <p>See DCSF 'Anti-Bullying Charter' which sets out how a school can work with staff, pupils and parents/carers to create a school community where bullying is not tolerated. See <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a> and click on Anti-Bullying Charter.</p>	
2. Aims of the policy		
(a) What do we want to achieve (eg a safe school)?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>Developing an anti-bullying policy</b>, click on <b>What are the four stages of policy development?</b></p> <p>a) Scroll down to <i>Written policy</i></p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' pages 17 &amp; 18 and page 24 paragraph 4.1</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

2. Aims of the policy	Reference to relevant local and national website information	Evidence
(b) Cross reference with relevant policies eg behaviour, school improvement policies and plans, equality and diversity policies, relevant curricular policies eg PSHE/Citizenship, SEAL, SEN and pupil support and safeguarding policies	<p>You need to ensure that all policies reflect your anti-bullying aims</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 21 paragraph 3.14  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a></p>	
(c) What should be in a school anti-bullying policy?	<p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 21 paragraph 3.11  NB The policy should cover all forms of bullying, as well as the bullying of school staff, whether by pupils, parents/carers or other staff. It advises that members of the school workforce suffering from, or concerned about, bullying can also contact their trade union or professional association for support and advice  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
<b>3. Awareness raising</b>		
(a) Have we signed the DCSF Anti-Bullying Charter and are we implementing its principles?	<p>Click on Anti-Bullying Charter  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

3. Awareness raising	Reference to relevant local and national website information	Evidence
(b) How will we raise awareness of bullying in our school community?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>Developing an anti-bullying policy</b>, click on <b>What are the four stages of policy development?</b></p> <p>a) Awareness raising and consultation</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' pages 18 &amp; 19 paragraphs 3.2 &amp; 3.3 and page 25 paragraph 4.7</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(c) Are we up-to-date with the latest developments in anti-bullying work and aware of the relevant legislation (eg bullying outside school premises) and statutory requirements?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>What is bullying?</b> Click on, <b>Why bullying should concern schools?</b> (Relevant legislation and guidance) and <b>Developing an anti-bullying policy</b> What resources/organisations are available to support anti-bullying work in schools?</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 2 pages 14 – 16</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(d) Is the governing body aware of its responsibilities in line with the Every Child Matters agenda?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/governors">www.schools.norfolk.gov.uk/go/governors</a></p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 19 paragraph 3.5</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

3. Awareness raising	Reference to relevant local and national website information	Evidence
(e) To what extent is our policy developing in the light of emergent good practice?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>Developing an anti-bullying policy</b> - What resources/organisations are available to support anti-bullying work in schools?</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' pages 18 &amp; 19 paragraphs 3.2 &amp; 3.3 and Section 4 pages 24 – 31  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
4. Consultation		
How will we consult our school community in developing our policy (eg surveys, questionnaires, mapping, discussions, staff and parent/carer meetings, engaging pupils)?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> under <b>Developing an anti-bullying policy</b></p> <p>a) Awareness raising and consultation  d) Evaluation (includes data collection using surveys)</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 20 paragraphs 3.7 – 3.10 and page 21 paragraph 3.15 – 3.17  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	



5. Outside agencies	Reference to relevant local and national website information	Evidence
<p>Are we aware of the resources available to support our work?</p>	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Developing an anti-bullying policy</b>            - What resources/organisations are available to support anti-bullying work in schools?</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 19 paragraph 3.3, page 26 paragraph 4.13 – 4.14 and page 29 paragraph 4.36  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
<p><b>6. A clear definition of bullying</b></p>		
<p>(a) Different types of bullying (ie physical, verbal, indirect and cyber)?</p>	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>What is bullying?</b> Click on, <b>What are the different types of bullying?</b></p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 11 – 12 paragraph 1.7. Also DCSF Guidances on cyberbullying, page 6, paragraph 1.1.1, homophobic bullying, page 4, paragraph 4, SEN and Disability bullying, page 8, and racist bullying pages 25-26.  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

6. A clear definition of bullying	Reference to relevant local and national website information	Evidence
(b) Groups vulnerable to bullying eg race, SEN/disabilities, LGBT (Lesbian, Gay, Bisexual, Transgender), gender and LAC (Looked After Children)	See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>What is bullying?</b> Click on, <b>Who is bullied?</b> See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 12 paragraph 1.9 and Appendix B pages 41 – 43. See also DCSF Guidance on racist bullying and DCSF Guidance on homophobic bullying <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a>	
7. Establishing the extent of bullying		
How will we audit how much bullying there is in our school?	See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>Developing an anti-bullying policy</b> Click on <b>What are the four stages of policy development?</b> d) Stage 4: Evaluation (includes data collection using surveys) <b>a) Anti-Bullying Alliance Audit Toolkit</b> See <a href="http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x">http://www.anti-bullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x</a> offers questionnaires for children/young people (short and standard) parents and school staff.	

7. Establishing the extent of bullying	Reference to relevant local and national website information	Evidence
How will we audit how much bullying there is in our school?	<p><b>b) Primary behaviour and attendance</b>  <a href="http://www.standards.dfes.gov.uk/primary/publications/banda/">http://www.standards.dfes.gov.uk/primary/publications/banda/</a> go to Behaviour and attendance: An initial review and in-depth audit for primary schools  Scroll down to find the in-depth audit for 'whole school ethos'. You will find surveys and that will help with your audit.</p> <p><b>c) Secondary behaviour and attendance toolkit</b>  has an audit  <a href="http://www.standards.dcsf.gov.uk/keystage3.respub/">www.standards.dcsf.gov.uk/keystage3.respub/</a>  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 20, paragraph 3.7  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
<b>8. Preventing bullying</b>		
(a) How do we organise our school day to minimise bullying (eg playground or lunchtime arrangements)?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b>  (e) Preventing bullying during unstructured times</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 25 paragraphs 4.10 and 4.11  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

8. Preventing bullying	Reference to relevant local and national website information	Evidence
(b) How can we teach children not to bully and learn the skills needed to deal with bullying in school?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b> a) Assemblies, b) Curricular approaches; c) Engaging children and young people in supporting others ii) Peer support iii) Increasing the role of bystanders to address bullying in school</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 25 paragraphs 4.24 – 4.26 and Appendix C pages 44 – 47 Opportunities to promote anti-bullying messages through the curriculum  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(c) What provision do we make for vulnerable groups?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>What is bullying?</b> Click on, <b>Who is bullied?</b></p> <p>See DCSF Guidance on racist bullying, SEN and Disability and homophobic bullying  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(d) What guidance do we give to parents/carers and pupils on how to keep safe on the Internet and when using their mobile phones?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b>  b) Curricular approaches (viii) Raising awareness about dealing with cyberbullying  See DCSF guidance on cyberbullying  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

8. Preventing bullying	Reference to relevant local and national website information	Evidence
(e) How do we involve young people in anti-bullying initiatives eg peer support schemes, becoming proactive bystanders	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a></p> <p><b>Strategies to prevent bullying</b></p> <p>c) Engaging children &amp; young people in supporting others</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 21 paragraphs 3.15 - 3.17, page 25 paragraph 4.8 and page 28 paragraphs 4.5-4.26</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
9. Reporting and recording incidents of bullying		
(a) What should we record and how do we do it?	<p>Record sufficient information for data purposes on agreed proforma. Ensure it is simple and easy to follow</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34</p> <p>NB The Department recommends that <b>schools should record all incidents of bullying</b> including by type and report the statistics to their local authority</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

9. Reporting and recording incidents of bullying	Reference to relevant local and national website information	Evidence
(b) How can we make sure this system is manageable and acted on by staff?	<p>Provide staff with clear procedures for specific incidents of bullying</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(c) Who is responsible for co-ordinating the recording system?	<p>Identify a member of staff who has the skills to analyse the data as required.</p>	
(d) How will this information be used?	<p>The information can be used to evaluate the effectiveness of the policy in terms of:</p> <ul style="list-style-type: none"> <li>a. Pupil willingness to tell</li> <li>b. Staff effectiveness in addressing incidents</li> <li>c. Parental/carers awareness and involvement</li> <li>d. Reduction in bullying as a result of actions taken or quicker resolution of bullying incidents.</li> </ul> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34 particularly page 33 paragraphs 5.8 – 5.9  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

9. Reporting and recording incidents of bullying	Reference to relevant local and national website information	Evidence
(e) What systems are in place for pupils to report bullying that happens to them and that they witness (to whom, when, how?)	Pupils could be informed via assemblies, class lessons, newsletters, leaflets and website, special events such as national Anti-Bullying Week See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34 particularly page 32 paragraphs 5.1– 5.2 and page 26 paragraph 4.15 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	
(f) How will we ensure the system is known and understood across the school community?	Keeping this high profile through assemblies, parents/carers/carers evenings, governors meetings, staff meetings etc See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34 particularly page 32 paragraphs 5.4– 5.5 and page 29 paragraphs 4.29 – 4.36 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	
10. Responding to bullying		
(a) What follow-up action is required?	This will depend on individual circumstances and relate to your agreed procedures  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' Section 5 pages 32 – 34 particularly page 32 paragraphs 5.4– 5.5 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	

10. Responding to bullying	Reference to relevant local and national website information	Evidence
(b) Do we need different responses for different kinds of bullying (eg racist, homophobic, SEN and disability, cyberbullying)?	<p>All members of school community need to be informed of the procedures for specific types of bullying. You may wish to draw up a table specifying the action to be taken under different circumstances</p> <p>See DCSF Guidance on racist bullying, SEN and Disability and homophobic bullying and cyberbullying  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(c) What responses have we agreed as a school for incidents of bullying which occur outside the school (eg cyberbullying)?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>What is bullying?</b> Why schools should be concerned with bullying? (Relevant legislation and guidance) paragraph on Education &amp; Inspections Act (2006)</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 16 paragraph 2.5  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	



10. Responding to bullying	Reference to relevant local and national website information	Evidence
(d) How do we develop young people's skills so that they are confident to respond to bullying situations in a safe way?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b>  (c) Engaging children and young people in supporting others (iii) Increasing the role of bystanders to address bullying in school.  <b>Responding to Bullying</b>, Click on <b>Teaching those who are bullied the skills needed to deal with bullying</b>  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 28 para 4.25 – 4.26  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(e) How can we support and change the behaviour of the bully?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Responding to bullying</b>, Click on <b>Changing bullying behaviour</b>  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 26 – 28 paragraphs 4.16– 4.24 and information on Restorative Justice page 30 paragraph 4.43 – 4.45  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>  In trying to change bullying behaviour, we need to take the needs of the individuals into account. While consequences may be appropriate at times, the most effective approaches are those that work on repairing and restoring relationships. See <a href="http://www.transformingconflict.org/Restorative_Approaches_and_Practices.htm">www.transformingconflict.org/Restorative Approaches and Practices.htm</a></p>	

10. Responding to bullying	Reference to relevant local and national website information	Evidence
(f) How will we know if the bullying has stopped?	<p>Ongoing monitoring of the well-being of the bullied and behaviour and welfare of the bully</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 31 paragraphs 4.46–4.47  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(g) What should we do if the bullying persists?	<p>Consider alternative strategies such as Circle of Friends.  See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b>  c) Engaging children and young people in supporting others (i) Circles of Friends (ii) Peer support</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 31 paragraphs 4.46–4.47  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

11. Working with parents/carers	Reference to relevant local and national website information	Evidence
(a) How do we inform parents/carers of the procedures we have in place for responding to bullying?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>How can schools develop a partnership with parents/carers in addressing bullying?</b> 1. How will parents/carers know that we are making a difference? Also advice written for parents on <a href="http://www.norfolk.gov.uk/bullying">www.norfolk.gov.uk/bullying</a>.</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 18 paragraph 3.1, page 29 paragraph 4.29 – 4.33 and pages 32 – 33 paragraph 5.4 – 5.5 . See also Appendix E.</p> <p>Sample anti-bullying information sheet for parents: Anyplace school <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(b) Who is responsible for dealing with parental bullying complaints?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>How can schools develop a partnership with parents/carers in addressing bullying?</b> 4. Who has responsibility to deal with parental bullying complaints? Also see paragraph on 'What is the formal complaints procedure?'</p> <p>Norfolk County Council has an information leaflet for parents/carers entitled ' I have something I would like to discuss with the school' – see <a href="http://www.norfolk.gov.uk/go/bullying">www.norfolk.gov.uk/go/bullying</a></p>	

11. Working with parents/carers	Reference to relevant and national website Information	Evidence
(b) Who is responsible for dealing with parental bullying complaints?	See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' page 28 paragraph 4.33 and see Appendix F pages 52 – 53 which has a model letter to parents/carers informing them of their school's complaints procedure	
(c) How can we resolve parental complaints about alleged bullying incidents?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>How can schools develop a partnership with parents/carers in addressing bullying?</b> 2. Resolving parental complaints about alleged bullying incidents and 3. Good practice for meeting with parents/carers/carers who have a concern</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 29 paragraphs 4.29 – 4.33 and page 33 paragraphs 5.4 – 5.5 and Appendix G pages 54 – 55, a satisfaction survey for parents/carers following a bullying enquiry <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(d) What shall we do to ensure that parents/carers and pupils have strategies to handle bullying off the school premises?	See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>What is bullying?</b> Click on <b>Why should bullying concern schools?</b> (Relevant legislation and guidance) paragraph on Education & Inspections Act (2006)	

11. Working with parents/carers	Reference to relevant local and national website information	Evidence
(d) What shall we do to ensure that parents/carers and pupils have strategies to handle bullying off the school premises?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Responding to bullying</b>, Click on <b>Teaching those who are bullied the skills needed to deal with bullying</b></p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 28 paragraphs 4.25 – 4.26  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
12. Roles and responsibilities		
(a) How do we ensure that there is ongoing training for all relevant members of the school community that meets specific training needs?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b> (d) Training</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools'. See Section 6 pages 35 – 37 on staff professional development and page 26 4.12  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(b) How do we maintain peer support schemes through ongoing training and support?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Strategies to prevent bullying</b></p> <p>c) Engaging children and young people in supporting others (ii) Peer support</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 29 paragraphs 4.29 – 4.33  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

12. Roles and responsibilities	Reference to relevant local and national website information	Evidence
(c) What systems exist within the classroom and at break time and lunchtimes to reduce bullying?	All staff need to be vigilant about incidents occurring. See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>Strategies to prevent bullying</b> (e) Preventing bullying during unstructured times	
(d) How do you inform pupils and parents/carers about what exists to support them?	Pupils could be informed via assemblies, class lessons, newsletters, leaflets and website, special events such as national Anti-Bullying Week For parents/carers, see <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>How can schools develop a partnership with parents/carers in addressing bullying?</b> 1. How will parents/carers know that we are making a difference?  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See Appendices D and E pages 46 – 51, page 25 paragraph 4.7, page 26 paragraph 4.15 and pages 21 - 22 paragraphs 3.15 – 3.17 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	

13. Maintaining the policy	Reference to relevant local and national website information	Evidence
(a) How will we ensure that all new members of the school community (staff, pupils, parents/carers and governors) know about the policy and what it means? Is it available in relevant translations?	<p>Keeping this high profile and revisiting on a regular basis through assemblies, parents/carers evenings, governors meetings, staff meetings, newsletters etc.</p> <p>You may also want to consider using the INTRAN service for translations.</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See pages 22 paragraphs 3.18 – 3.20</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(b) At points of transition how will we ensure that pupils coming into the school will know about and understand the policy?	<p>As part of your school's transition policy, ensure that work on bullying is given prominence.</p>	
(c) How will we ensure that the policy is kept alive and meaningful and that pupils are engaged with the process?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a></p> <p><b>Developing an anti- bullying policy, click on What are the four stages of policy development?</b></p> <p>c) Stage 3 Monitoring</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 23 and page 28 paragraphs 4.25 – 4.26</p> <p><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

14. Monitoring and evaluating the policy	Reference to local and national website information	Evidence
(a) When will this policy be evaluated?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Developing an anti-bullying policy</b>, click on <b>What are the four stages of policy development?</b> d) Stage 4 Evaluation</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 23  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a></p>	
(b) How will we know that the policy is working and having an impact on pupil's attainment and behaviour and on the school's inclusive practice?	<p>Evaluation of the impact will be based on the intended outcomes that inform your policy</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 23  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a></p>	
(c) What information do we need to gather (eg pupils', parents'/carers' and staff views, number of incidents, number of incidents resolved) to show the impact of the policy?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Developing an anti- bullying policy</b>, Click on <b>What are the four stages of policy development?</b> d) Stage 4 Evaluation and Finding out about bullying in your school</p> <p>See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See pages 33 – 34 from paragraph 5.6 onwards  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a></p>	



14. Monitoring and evaluating the policy	Reference to relevant local and national website information	Evidence
(d) How will we collect this information (surveys, questionnaires, interviews, discussions)?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Developing an anti- bullying policy</b>, click on <b>What are the four stages of policy development?</b> d) Stage 4 Evaluation and Finding out about bullying in your school          See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 33 – 34 from paragraph 5.6 onwards  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a>          See also 7. Establishing the extent of bullying in the school. page 6 of this document.</p>	
(e) Who will be involved in doing this and how often?	<p>See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a>  <b>Developing an anti- bullying policy</b> Click on <b>What are the four stages of policy development?</b> d) Stage 4 Evaluation and Finding out about bullying in your school          See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 19 paragraph 3.6  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	
(f) Who will co-ordinate the process?	<p>Identify a member of staff who has the skills to analyse the data as required.          See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See Section 2 and page 19 paragraphs 3.4 – 3.6  <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a></p>	

14. Monitoring and evaluating the policy	Reference to relevant and national website information	Evidence
(g) How do we celebrate our successes?	Possible ideas include assemblies, individual certificates, letters home to parents/carers, newsletters, drama, artwork, informing governor website, sharing with other schools/outside agencies See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 23 paragraphs 3.26 – 3.27 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	
(h) How do we use the information acquired to identify areas for improvement?	See <a href="http://www.schools.norfolk.gov.uk/go/bullying">www.schools.norfolk.gov.uk/go/bullying</a> <b>Developing an anti-bullying policy</b> Click on <b>What are the four stages of policy development?</b> d) Stage 4 Evaluation and Finding out about bullying in your school  See DCSF 'Safe to Learn: Embedding anti-bullying work in schools' See page 18 paragraph 3.2 <a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying</a>	