

# Bullying - A Charter for Action

Name of school

---

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

## Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis.
- ✓ Supports **staff** to identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LEA and relevant statutory/ voluntary organisations** when appropriate.

\_\_\_\_\_ Chair - Governors

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Representative of pupils

\_\_\_\_\_ Date

# Ideas for schools to consider

These ideas about responding to the bullying that children and young people experience summarise the findings in the Ofsted report on good practice and in the DfES pack 'Don't Suffer in Silence'. Both of those documents draw on the effective practice that already exists in many schools. The Ofsted report contains much detail on effective practice in a range of individual schools.

## ✓ Discuss, monitor and review

- Do we hold discussions on bullying and its definition involving staff, children and young people, governors and parents? (Suggested definitions can be found in the Ofsted report and in the DfES pack.)
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns - people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- Many analyses state that bullying can be a result of feeling powerless. What is our school doing to ensure that our children and young people do not feel powerless in the school community?

## ✓ Support everyone in the school community to identify and respond

- Do we work with all staff and outside agencies to identify different sorts of bullying, including homophobic and racist bullying, and bullying of children and young

people with disabilities or special educational needs? Have we considered all the opportunities where the different sorts of bullying can be tackled - through the curriculum, through corridor displays, through the School Council, through peer support, through recording and reporting processes?

- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?
- Do we use the DfES anti-bullying public information film as a prompt for class and staff discussion?

## ✓ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we have a secure anxiety box for safe complaining?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?
- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?

- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?

## ✓ Ensure that parents/carers expressing bullying concerns have them taken seriously

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?
- ✓ **Learn from effective anti-bullying work elsewhere**
- Have we invited colleagues from a school with effective anti-bullying policies or LSU experience to talk to our staff on an INSET day for example? Have we involved the voluntary sector in any way?