

City of York
Safe to Learn ~ Anti-bullying policy for Schools

The following is intended as a model outline policy that schools can use as a starting point when devising or revising their own policy. Wording in italic should be adapted to be applicable to the school.

Rationale

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers.

Schools need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. Schools, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps schools to safeguard the well-being of their pupils and staff, as well as playing their part in creating a society in which we all treat each other with dignity and respect. (DCSF Safe to Learn 2007)

The Children and Young People's Plan 2007-2010 includes information about the Anti-Bullying Strategy Group which was set up to coordinate activity relating to anti-bullying across the city. The group consists of colleagues from Schools, Education Psychology Team, Education Development Service, Access Team, Children's Trust and North Yorkshire Police. The Anti-Bullying Strategy Group:

- Takes an overview of anti-bullying across the City of York Council
- Takes overall responsibility for the City of York's anti-bullying strategy
- Fulfils an audit and planning function to ensure future developments in the area of anti-bullying are well targeted and coordinated across the City, and are therefore more likely to prove effective.

Further support and guidance can be obtained from this group

Aims

At (*name of school*), the aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

This policy will:

- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.

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- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

Definitions and Signs

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

Cyberbullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying; there are examples of school staff being ridiculed, threatened and otherwise abused online. (DCSF Cyberbullying)

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. (DCSF Homophobic bullying)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools

There are various legal requirements on and powers for schools that relate to bullying (including homophobic, racist and cyber bullying). In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

Further information related to the duties of Governing Bodies, Head Teachers and teachers can be found in the DCSF Safe to learn guidance (p 14-16)

Implementing the policy

For the successful implementation of the policy, our school will ensure that the following statements are true.

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work, and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure

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- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

(Taken from DCSF Safe to Learn p17-18)

Preventing and reacting to bullying

Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

Our school will take a preventative approach to bullying in a range of ways:

Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies.

Use of curriculum opportunities:

- PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages.
- The Primary and Secondary SEAL programme is a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.
- Further ideas can be found in DCSF Safe to learn p 44-47

Use of other opportunities to raise awareness:

- Anti-Bullying Week (ABW) events in November of each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

Pupil voice:

- Engage pupils in developing anti-bullying policy and practice is an effective form of prevention.

Structured data gathering:

- Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better.

Improving the school environment:

- Use available data to identify how the school environment, and travel to and from school can be made safer can help to reduce incidents of bullying. E.g staff-supervision patterns in the playground, school buildings and on school transport, the physical design of the school building(s), including investigating 'blind spots' where bullying could take place, whether 'quiet-play' areas could be established in playgrounds or short-term safe rooms for use at break-times

Professional development:

- Schools will want to ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for: all staff — teachers, support staff, temporary staff (including student teachers), and governors

Working with Children's Services:

- Schools will want to work with their LA to ensure that partner agencies such as the Behaviour Support Service, Behaviour and Attendance Consultants, Education Psychology Service, Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and are engaged with anti-bullying work and pupil safeguarding has a high priority.
- Schools can contact the LA Anti-bullying Strategy Group for support and guidance

Our school will take a react to bullying in a range of ways:

- Clear and effective pupil-reporting systems:

Our school has systems in place to enable pupils to report bullying incidents. Pupil-reporting systems include:

- ⇒ confidential and varied routes to report bullying
- ⇒ effective and fair investigation
- ⇒ listening strategies
- ⇒ follow-up systems to ensure that agreements are sustained.

- Use of sanctions and learning programmes:

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children, and it should be made clear that their actions are wrong and appropriate sanctions imposed.

Sanction have a number of purposes:

- ⇒ to impress on the perpetrator that what he/she has done is unacceptable
- ⇒ to deter him/her from repeating that behaviour
- ⇒ to signal to other pupils that the behaviour is unacceptable and deter them from doing it.

In reviewing sanctions, schools will wish to ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

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When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The Department's guidance for exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

Schools will also want to ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends and make them aware of the punishment that the pupil who bullied them will receive, as well as the support they themselves are being given.

Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds'

Strategies are also in place to provide an opportunity for the pupil to put right the harm they have caused.

▪ Use of reward and celebration strategies:

Our school uses a range of rewards and celebration strategies to encourage pupils to behave well and take care of each other, including:

- ⇒ *Use of the DCSF Bullying Charter to communicate and celebrate the school commitment to anti-bullying.*
- ⇒ *Rewards for individual pupils who take a specific role in anti-bullying work, e.g. as peer mentors or 'listeners'.*
- ⇒ *The National Healthy Schools Status.*
- ⇒ *Use of national awards such as the Princess Diana Memorial Award for Anti-Bullying.*

▪ Developing the roles pupils can play

Our school involves pupils in promoting a positive whole school ethos (including the prevention of bullying) in a number of ways:

- ⇒ *Through class, circle or tutorial time in understanding the needs of their peers.*
- ⇒ *As trained peer mentors or trained mediators.*
- ⇒ *As 'defenders' in the bystander terminology.*
- ⇒ *As members of a group that supports pupils who have been bullied, where the ultimate responsibility lies with those involved in the bullying*
- ⇒ *Through assertiveness training which can help rebuild confidence and resilience for a child who has been bullied.*
- ⇒ *Through active participation in the SEAL programme.*
- ⇒ *Through being encouraged to have a say about the reward and sanction policy of the school to ensure they view sanctions as fair and make them feel they have an influence over tackling the issue.*

▪ Adult mediation:

Some schools use mediation services. Mediation usually focuses on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school. Mediation can be very

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effective, but used on its own it may not have long-term success. It should be backed up by other procedures, both disciplinary and pupil-centred.

▪ Engaging parents/Carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We are legally required to have a complaints procedure and to make parents aware of this.

▪ Parenting contracts and orders

Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

When parents refuse to engage voluntarily and where their child's behaviour has led to, or has the potential to lead to, exclusion, then a court-imposed parenting order may be sought.

Reporting and recording incidents of bullying

We encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this.

A range of strategies are used in school to encourage reporting:

- *'Help Me'/Bully Boxes which are emptied daily and acted upon*
- *Confidential web-based reporting systems at school and LA level*
- *'Befrienders' or 'buddies' who are stationed at a known location every day*
- *Peer mentors*
- *Text or email systems*
- *Confidential phone numbers*
- *Adult counsellors or drop-in facilities to talk with home-school workers and mentors.*

These systems work well because:

- pupils have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- pupils can access reporting routes easily
- pupils know who will deal with their concerns, and have trust both in them and the systems which the school uses
- pupils are aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction.

Reporting arrangements for parents

Parents are frequently the ones to report bullying incidents to the school. If a parent contacts the school:

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- ⇒ *Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures, and are clear about steps to be taken.*
- ⇒ *Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.*
- ⇒ *Parents should have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.*
- ⇒ *Staff will take actions to agreed timescales and report progress to parents.*
- ⇒ *Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.*

In the additional information, sources of support for parents are listed in DCSF Safe to Learn pages 58-60.

Data-collection management

The DCSF recommends that schools should record all incidents of bullying, including by type, and report the statistics to their LA. The purpose of reporting incidents to the LA is to enable the gathering of information on the number and nature of bullying incidents, and to identify any developing trends. The LA can analyse the information gathered from schools to identify any issues of particular concern. The data will also enable LAs to support and challenge schools in their duties to promote the welfare of pupils.

Schools have a specific legal duty (Race Relations (Amendment) Act 2000) to have a race equality policy and monitor its impact on pupils, staff and parents. Schools also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 2005.

Keeping records of bullying incidents enable us to:

- ⇒ manage individual cases effectively
- ⇒ monitor and evaluate the effectiveness of strategies
- ⇒ celebrate the anti-bullying work of the school
- ⇒ demonstrate defensible decision-making in the event of complaints being made
- ⇒ engage and inform multi-agency teams as necessary.

We use bullying data to:

- ⇒ provide monitoring reports to pupils (e.g. through the school council) and staff
- ⇒ create evaluation reports for:
 - pupils, parents and staff in order to demonstrate openness and to celebrate progress
 - governors in order for them to monitor the anti-bullying work of the school
- ⇒ work towards meeting National Healthy Schools criteria and achieving National Healthy Schools Status or LA accreditation standards
- ⇒ inform the evidence presented in the school Self-Evaluation Form (SEF), which forms a key part of the evidence for Ofsted's inspection of schools.

What sort of data can be collected and used?

We keep information on the date and type of incident as standard but also record data on:

- *information on what action the school took and the impact this had on the bullying*
- *a range of data from pupil surveys including quantitative data and perception data*
- *records of peer-mentoring initiatives or projects such as playground 'buddying'*

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- *parental complaints to the school or LA regarding bullying*
- *records of the Educational Welfare Service identifying where bullying is a factor in non-attendance at school*
- *exclusions data related to bullying*
- *transfer and admissions data, specific requests for transfer due to bullying or harassment*
- *information and evidence collected under the National Healthy Schools theme of 'emotional health and well-being' (including bullying)*
- *data from Ofsted reports*
- *information contained in school-improvement plans.*

Staff professional development

The DCSF recommends that schools review general and specific staff induction and continuing professional development (CPD), and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff through school self-evaluation and individual-performance management reviews, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

We ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school.

Communicating the policy

As a school, we summarise the behaviour and anti-bullying policies within staff and governor handbooks, and include them within induction programmes for all staff (including voluntary, temporary and supply staff).

The policy is always accessible to parents/carers and can be found (*name place e.g. website, parent handbook, prospectus*).

Pupils are made aware of the policy through a range of means including assemblies, tutor times, lessons, school council meetings, notice-boards, planners etc.

The policy reflects the DCSF 'Bullying Charter for Action' which is used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and partner agencies. It is displayed prominently in the school reception area and teaching rooms, and appears on the school's website. (See additional information for charter)

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
(Key questions for evaluation can be found in DCSF Safe to Learn page 23)

Links to whole school policies

This policy links to other whole school policies on:

- ⇒ *School-improvement policies and plans*
- ⇒ *Curriculum policies, in particular Personal Social and Health Education (PSHE), Citizenship, Creative and Expressive Arts, and the Social and Emotional Aspects of Learning (SEAL) programme*
- ⇒ *Pupil support and safeguarding policies.*
- ⇒ *Behaviour policy*
- ⇒ *Staffing policies*
- ⇒ *Site policies including those for before/after school clubs, break-times, lunchtimes and travel-management supervision routines.*
- ⇒ *Equality and diversity policies (e.g. disability-equality scheme and race-equality policy).*
- ⇒ *School-communication policies and celebration of achievement practices.*
- ⇒ *The Anti-Bullying Charter*

Useful sources of information

Documents:

DCSF Safe to Learn (DCSF-00656-2007)

DCSF Cyberbullying (DCSF-00658-2007)

DCSF Homophobic bullying (DCSF-00668-2007)

DCSF Bullying children with special educational needs and disabilities (DCSF-00372-2008)

DfES Bullying around racism, religion and culture (DfES-0000-2006)

Websites:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

<http://nationalstrategies.standards.dcsf.gov.uk/search/results/%22bullying%22>

www.anti-bullyingalliance.org.uk

www.nationalstrategies.standards.dcsf.gov.uk/primary/behaviourattendanceandseal/primaryseal

www.nationalstrategies.standards.dcsf.gov.uk/secondary/behaviourattendanceandseal/secondaryseal

Organisations:

See DCSF Safe to Learn (DCSF-00656-2007) page 58-60

Resources:

'Beat the bullies – 3 songs, 3 films, 1 message' DVD –
Available from the Access Team, Mill House

Additional Information

Establishing Safer School Partnerships (SSPs)

Establishing a Safer School Partnership (SSP) with the local police can be an effective prevention strategy and effective reaction tool. The aims of an SSP are to:

- Reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people, and to reduce the number of incidents in schools and their wider communities.
- Provide a safe and secure school community which enhances the learning environment.
- Engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community.
- Ensure that children and young people remain in education, are actively learning, healthy and achieving their full potential.

In terms of dealing with incidents of bullying at the time they occur the vast majority can be handled by the school. However, if a serious assault or injury occurs as a result of bullying the police should be involved.

Restorative justice

The use of restorative approaches in schools developed from experience of restorative justice in the youth and criminal justice systems. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied
- accepting responsibility for the harm caused to others (e.g. staff, friends or family)
- recognising the need to take action to begin to repair the harm caused
- agreeing a range of actions in conjunction with all those involved which will be monitored over an agreed period of time.

There is a range of restorative approaches, from informal meetings with pupils where they can talk through their issues in a structured way, to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important that they are used in conjunction with, not in place of, sanctions.

Support for parents

Within the LA, Parents can contact the Access Team on 01904 554246

Parents can contact Parentline Plus on 0808 800 2222 for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the [Parentline Plus](#) website where the leaflet on helping parents worried about bullying, [Be Someone to Tell](#), can be downloaded.

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Some parents may need specific support to help deal with their child's behaviour, including instances of bullying. Where our school identifies that this is the case, the school should initially provide support themselves or signpost the parents to appropriate channels of help.

The DCSF leaflet 'Parenting Contracts; A guide for parents' (DCSF 00528-2007) states that " Every Mum, Dad and Carer needs support from time to time, especially if their child is having problems at school. Schools can offer this support through a voluntary parenting contract which is an agreement between parent or carer and school. They are a way for the school and parent/carers to work together to help improve a child's behaviour or attendance. Where parents are offered a contract but do not accept it they will need try to find other ways to improve their child's behaviour. If there is no improvement the school or LA may apply to court for a Parenting Order."

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?