This content analysis provides information for developing a school Anti-Bullying Policy.

**Range 0 – 29 points**

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| **a) *Does the policy have? (3 points)*** |
|  | A statement which clearly outlines the school’s stance on bullying, in line with its values and vision statement (1) |
|  | Direct links to other relevant policies? (For example, Behaviour Policy, Safeguarding, Equality, Acceptable Use policy for ICT etc.) (1) |
|  | Identification of staff with lead responsibility for bullying? (1) |
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| **b)** ***Definition of bullying behaviour (9 points)*** |
| **Does the policy:** |
|  | Have a clear definition of bullying? (1)  |
|  | Mention how bullying is different from other kinds of unacceptable behaviour, e.g., friendship fall outs or one-off incidents (1) |
|  | Mention the following kinds of bullying behaviour – ***physical*** (hits, damage to belongings); ***verbal*** (threats, insults, nasty teasing); ***Psychological*** (rumours, social exclusion); ***Cyber-Bullying***(use of ICT via mobile phones/computer/ internet) (1,1,1,1) |
|  | Mention forms of bullying, in line with the **protected characteristics under the Equality Act 2010** – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (1) |
|  | Mention additional forms of bullying based on vulnerability – appearance or health conditions, related to home circumstance (0.5, 0.5) |
|  | Reference the bullying of school staff, whether by pupils, parents or other staff? (1) |
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| ***c) Reporting and responding to bullying (10 points)*** |
| **Does the policy:** |
|  | State how pupils should report if they are being bullied (to whom, how) (1) |
|  | State how parents should report concerns about bullying (1) |
|  | State the expectation that all members of the school community should reportbullying (bystander behaviour) (1) |
|  | Say how school staff should respond to reported incidents (1) |
|  | State how graded sanctions will be applied depending on the nature, circumstancesand persistence of incidents (in line with Behaviour Policy) (1) |
|  | Mention informing the police where a criminal offence may have been committed (1) |
|  | Say what follow-up action is required e.g., risk assessment for repeated incidents (1) |
|  | Say at what stage parents are informed and involved (1) |
|  | Say how school will work with both parties to offer support and change behaviour (1) |
|  | Mention how school will respond to incidents that occur away from the school Premises; in line with Government guidance [Preventing & tackling bullying](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf) page 6. (1) |

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| ***d) Recording bullying and evaluating the policy (3 points)*** |
| **Does the policy:** |
|  | Say how reports of bullying will be recorded (1) |
|  | Explain how this information will be used i.e., Identifying patterns/trends to target areas of need (1) |
|  | Mention the review process (minimum every two years), to include the whole school community (parents, carers, pupils, Governors, staff) (1) |
| ***NB. The Ofsted Framework September 2023 will require schools to provide ‘records and analysis of bullying, discriminatory and prejudiced behaviour’ (paragraph 104)*** |
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| ***e) Strategies for preventing bullying (4 points)*** |
| **Does the policy:**  |
|  | Mention the use of peer led interventions (1) |
|  | Clearly state the proactive approaches being used (1) |
|  | Mention the support available at break/lunch times (1) |
|  | Mention anti-bullying training for all staff (1) |
| **Total Available 29 points**  |

**Links to key guidance:**

* [Preventing & Tackling Bullying July2017](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)
* [Equality Act 2010 Advice for schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)

**Other information that you may find useful:**

* [Ofsted Education-inspection-framework](https://www.gov.uk/government/publications/education-inspection-framework)
* [Behaviour in schools (Oct 2022)](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [No place for bullying (June 2012), Ofsted, Evaluating the effectiveness of schools to prevent and tackle bullying](http://www.ofsted.gov.uk/resources/no-place-for-bullying)

**Descriptors for protected characteristics under Equality Act 2010:**

**Racial, religion or belief** - is where the motivation for bullying is based on the targets skin colour, culture, nationality, or faith.

**Disability** - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments, and mental health conditions.

**Sexual orientation** – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

**Gender reassignment** – relates to transphobic bullying. It is based on prejudice or negative attitudes, views, or beliefs about trans people.Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

**Sex –** relates to sexual bullying and canrelate to the target’s gender or body, this can have a sexual and/or sexist element.

**Descriptors for other forms of bullying:**

**Appearance or health conditions –** where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.

**Home circumstance –** where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.