Purpose
The school has a responsibility to ensure that children and young people are safe at school, and that they are protected from bullying. The school also needs to know whether its anti-bullying policy and procedures are effective.
This questionnaire asks staff what they think about how the school seeks to prevent bullying in school. These findings can be used to review anti-bullying policy and procedures and plan any necessary changes.

Definition of bullying
At times we may use the word ‘bullying’ to mean any sort of unpleasant actions. But in completing this questionnaire, we need all staff to use the same definition. In this questionnaire, bullying refers to when a person, or group of people do nasty or unkind things to someone on purpose, more than just once, which the victim finds difficult to stop. Government guidance states that bullying is:

‘Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (DfES 2007)

The school may have its own definition of bullying, which will be in your anti-bullying policy.

Being bullied can take many forms
Children and young people can be bullied in ways that are:

- physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don’t want to
- verbal – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, called names in other ways
- indirect – by having nasty stories told about them; being left out or excluded by young people
- electronic – known as ‘cyberbullying’; for example, via mobile phones (text messages, calls) and computers (emails, website, chatroom).
1: Has the school’s Anti-Bullying Policy been reviewed since it was first introduced?

☐ Yes  If so, when? ___________________
☐ No

2: When is the school’s Anti-Bullying Policy scheduled for its next review?

(please give date/month)

_______________________
☐ Not known

3: Have you identified any of the following key issues concerning your school or community (in your school policy or via relevant action) as having an impact on bullying, harassment or discriminatory behaviour?

☐ Yes  ☐ No

Racism  ☐ Yes  ☐ No
Homophobia  ☐ Yes  ☐ No
Disability  ☐ Yes  ☐ No
Sexism/sexual harassment  ☐ Yes  ☐ No
Religious issues  ☐ Yes  ☐ No
Looked-after children  ☐ Yes  ☐ No
Other issues  ☐ Yes  ☐ No

4: Has a system been established in the school for recording or monitoring:

(a) incidents of bullying/harassment?

☐ Yes  ☐ No

(b) the frequency of bullying/harassment experienced by pupils?

☐ Yes  ☐ No

(c) the feelings of safety that pupils have in school?

☐ Yes  ☐ No

5: Who in the school has the responsibility for monitoring, reviewing and evaluating the school’s Anti-Bullying Policy and procedures?

☐ Member of the senior management team
☐ Key Stage coordinator
☐ Head of Department
☐ Head of Year
☐ Class teacher
☐ Governors
☐ Other

6: Has the school signed up to the DfES Charter for Action?

☐ Yes  ☐ No
7: Are the following involved in the monitoring, review and evaluation of the school's Anti-Bullying Policy and procedures?

(a) Parents/carers  □ Yes  □ No
(b) Pupils  □ Yes  □ No
(c) Governors  □ Yes  □ No
(d) Whole staff  □ Yes  □ No

8: Are any of the following used regularly as a proactive (preventive) strategy to reduce bullying in your school?

(tick all that apply)
- Assemblies
- Awareness raising exercises
- Part of school curriculum (SEAL/PSHE)
- Training for staff
- Behaviour management strategies
- Playground staff training
- Promoting of a positive ethos/learning environment
- Development of a safe environment (grounds/buildings)
- Working towards Healthy Schools status
- School council
- Transition work
- Publicity (posters, leaflets, website)
- Circle time
- Mediation
- Peer support (mentors, buddies, etc.)
- Counselling
- Restorative justice/approaches
- Bully courts/school tribunals
- Community input (police, safer schools partnerships)
- Outside agency involvement
- Other

9: Are any of the following used regularly as a reactive (dealing with incidents) strategy to reduce bullying in your school?

(tick all that apply)
- Lessons in the classroom
- Behaviour management strategies, including stepped sanctions
- Playground staff training
- Assertiveness training
- Circle time
- Mediation
- Peer support (mentors, buddies, etc.)
- Counselling
- Restorative justice/approaches
- Bully courts/school tribunals
- Community input (police, safer schools partnerships)
- Outside agency involvement
- Other

10: Which of these are in place for students to report bullying?

- School council
- Communication/bully box
- Peer support/buddies/befrienders/mentors
- Text/email system
- Student questionnaires
- Tutor time
- Adult counsellor/school nurse
- Other
11: Which of the following have received training in identifying and managing issues of bullying and harassment in the last 12 months?

- Teaching staff
- Support staff
- Lunchtime supervisors
- Other school staff
- Governors

12: Do you have a designated member of staff to whom another member of staff can refer for advice or support regarding bullying/harassment issues?

- Yes
- No

13: Does your local authority/education authority provide any of the following to support your anti-bullying work?

(please tick each box that applies)

<table>
<thead>
<tr>
<th>Written guidance/advice on website</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Governor training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advisory support</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Case support</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff training</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New initiatives</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it provided?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has it been used?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Was it effective?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Thank you for completing this questionnaire