



Anti-Bullying Alliance

Bullying Audit Toolkit

User Guidance

JUNE 2007

1.0

This guidance is presented as a working document; it is designed to be responsive, and is scheduled for review to incorporate ongoing user feedback.

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Rationale

At the heart of the debate about bullying in schools is the issue of prevalence.

Without intelligence on levels of bullying, how do Headteachers and Local Authorities assess and review the effectiveness of their anti-bullying policy and strategies?

How can they ensure that children and young people are healthy, safe, enjoying their learning, achieving well and making positive contributions to school life? How can they engage children and young people in school in adopting responsible, safe and empathetic behaviours, or in supporting others whose experiences of their relationships and their peer groups are fraught, damaging or conflictual?

Without data, how can they build an evidence base, demonstrate impact and show progress over time?

Some information held in school is already *indicative*: numbers of incidents of bullying or harassment recorded internally, exclusions for bullying, complaints from parents or carers for example. But to really get to the bottom of this particular issue, one rooted in the social relationships and peer networks that can define a school community, schools need to go further.

Until now, there hasn't been a definitive tool to support schools in doing this. The ABA toolkit draws on the knowledge and expertise of established experts in the field and was developed by Peter K. Smith and the ABA Research team at Goldsmith's College, London – their combined understanding of the issue of prevalence is second to none.

But gathering the data is only one part of the task; it is what is done in response that truly makes the difference. Here, then, is the challenge in anti-bullying work – to break through the silence, to see with our own eyes what is going on, to hear with our own ears the voices of those who are bullied and those who bully in order to take the right action at the right time for the benefit of all.

This toolkit is your eyes and your ears; what you do with what you witness is where the work really begins.

Aim of the ABA Audit Toolkit

This Audit Package is designed to help schools (and local authorities) survey, report and make informed responses to bullying.

The current context for this work is set by the **Children Act (2004)**, and the **Every Child Matters** framework, the **Education and Inspections Act (2006)** and arrangements for the inspection of local authorities and schools, including

self-evaluation. Work on evaluating levels of bullying and the effectiveness of interventions can also form part of a school's response to responsibilities and legislation relating to human rights and equality, harassment and discrimination.

There is currently no statutory requirement for schools to supply information on indicative levels of bullying to local authorities, and this package is intended to bridge that gap by providing ready-made, tried and tested audit tools that can be used directly to benefit the school community as well as forming part of a broader evidence base on indicative levels of bullying in an authority as a whole. Professionalism, good collaborative practice and a pragmatic and open exploration of what this data shows will be fundamental in making the best use of it for the benefit of children and young people.

The toolkit links its questioning to 'Every Child Matters' outcomes and to the requirements of the Ofsted Self-Evaluation Form (SEF), and this guidance suggests how questionnaires can directly inform the evidence base for local authorities and schools who wish to show impact perhaps against local or national targets or in preparation for school inspections, LA Annual Performance Assessments and Joint Area Reviews.

How do I use the toolkit?

In School

The survey questions are suitable for children at the **top of Key Stage 2** (primarily Year 6) and across **Key Stages 3 and 4**. As a Headteacher or school leader you could use the children and young people's questionnaires to establish a baseline of bullying behaviours in your school to inform policy and planning. We have provided a 'short' version of the children and young people's questionnaire for use in primary settings or where schools have identified a need for a basic level of detail.

The staff questionnaire could give you a sense of what the adult capacity and skills are in school to prevent and respond and what the gaps are in school provision, around CPD for example. The parent/carer questionnaire will help you understand what parent/carers expect and what their experiences of your school's response to bullying have been. If you repeat the process annually, you will establish, over time, a rolling measure of impact which can be regularly fed into the SEF or used to support self-validation for Healthy School Status.

There is a blank text box at the bottom right hand corner of each set of questionnaires. This space is set for you to put in an identification marker for the questionnaire set, ideally an anonymous school code or number.

Participants should NOT put their names in this box.

In a Local Authority

In a local authority, you could pilot this package with a cluster of schools, offering support for administering and reporting on individual school surveys. You could work with schools to develop their responses to the data and help them identify and meet evidenced needs. With the full agreement of Headteachers, you could negotiate a cumulative, anonymous profile for the cluster or entire local area and use the data to provide evidence of impact against actions outlined in the local authority's Children and Young People's Plan.

How is the toolkit organised?

The Questionnaires

There are **four** questionnaires in the complete set comprising:

- **2 Children and Young People's** questionnaires consisting 1 **Standard** and 1 **Short** version

This questionnaire surveys children and young people's experiences of bullying inside and outside of school. It is intended for pupils aged 10 years and above. Both include an **Information Sheet** for pupils.

The **Short** version will generate a basic level of information (**20** questions) and can be done relatively quickly. It might be useful for surveying the upper Primary range (Years 5&6) for example, for groups in Secondary with a range of abilities or a very large sample.

The **Standard** version generates a more detailed data set (**35** questions) and is particularly useful for local authorities looking to work with schools to also gather impact evidence of local strategies for Annual Performance Assessments, Joint Area Reviews or Children and Young People's Plans. This set takes a little longer to complete and process.

- A **Staff Questionnaire** for school staff to undertake to support self-evaluation, planning and reflection;
- A **Parent / Carer Questionnaire** which can be used to gather information about perception and experiences of parents and carers to inform the development or review of the school's anti-bullying policy.

Key

For easy reference, the questionnaires are also coded:

- ABAQ1 - Staff
- ABAQ2 - Parent/Carer
- ABAQ3 - Children and Young People
- ABAQ4 - Children and Young People (Short)

To get the most from the survey, and to enable year-on-year comparison you should retain the wording and question order of the survey, even if you choose to present the questioning in different formats.

Definitions

The questionnaires reference ABA's or the Department of Education and Skills (2007) common definition of bullying. When delivering the survey in your school or setting, it would be good practice to make reference to your own agreed definition of bullying to ensure the context of your school or setting is accurately represented.

For the purposes of these surveys, the following location definitions apply:

In School

This includes inside school buildings, in the school grounds, on school visits and anywhere where a teacher is present and responsible.

Out-of-School

This is anywhere other than in school or school grounds, and when there are no teachers or school staff responsible e.g. in the park, in the street, on a bus, at home, at a friend's house.

School Context

The **Education and Inspections Act (2006)** brings together existing and new provisions on school discipline into a single chapter of education law to make it easier for teachers and school staff to understand their powers. Amongst other things, the Act creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviours; enables head teachers to regulate the behaviour of pupils when they are off school site and reiterates the power of school staff to use physical force in certain circumstances.

The **EIA** re-enacts the existing duty in the **School Standards and Framework Act (1998)** requiring schools to publish a school behaviour policy which includes

measures to prevent all forms of bullying. It doesn't matter whether these measures are published within the policy on behaviour or as a stand-alone. What is important is that this policy is in place and that it is publicised at least annually to the whole-school community. This policy can also include measures to regulate behaviour outside school premises when pupils are not in the charge or control of members of staff, as far as is reasonable.

The **EIA** also imposes a statutory duty on governing bodies to promote **wellbeing** in the context of the **Children Act (2004)**, summarised as:

- Physical and mental health and wellbeing;
- Protection from harm and neglect;
- Education, training and recreation;
- Making a positive contribution to society;
- Social and economic wellbeing.

The wellbeing duty explicitly reflects the **5 Every Child Matters** outcomes, further linking schools to strategic developments at local authority level. The amendment also requires governing bodies to have regard to the local authority's Children and Young People's Plan which is structured around the 5 outcomes.

Equalities legislation also gives schools statutory responsibilities to prevent and respond to harassment and discrimination. Schools have specific duties in this respect through the **Race Relations (Amendment) Act (2002)** and the **Disability Equality Duty (2006)**. The **Equality Act, (2006)** also has implications for schools around issues of religion and belief, gender and sexual orientation.

DfES Circular 10/99 (updated 2004): **School Inclusion: Pupil Support** affirms that head teachers have a 'legal duty to take measures to prevent all forms of bullying among pupils. All teaching staff, including lunchtime supervisors, should be alert to signs of bullying and act promptly and firmly'.

The **National Strategies on Behaviour and Attendance** make significant reference to bullying in their approach to behaviour and attendance in school and resources are available at primary and secondary level that support this work. A comprehensive post-audit toolkit provides a range of resources and activities to support staff training and also ensures the active participation of pupils and their parents/carers. Secondary Behaviour and Attendance Consultants in local authorities are a key source of support; the **Social and Emotional Aspects of Learning** programme in primary and secondary schools provide comprehensive and whole school approaches to the promotion of social and emotional skills, providing an important preventative strategy to reduce incidents of bullying. In addition the primary resource includes a curriculum unit on bullying.

The **National Healthy Schools Programme** includes Emotional Health and Well-being as a core theme, incorporating bullying. Validation for Healthy School

Status requires a school to have 'a clear policy on bullying which is owned, understood and implemented by the whole school community'.

Schools are also required by law to **safeguard** and promote the welfare of pupils. Safeguarding includes child protection but it also encompasses behaviours such as bullying. Government guidance **Working Together to Safeguard Children (2006)** specifically deals with bullying and confirms, 'It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm)'.

Bullying is also a behaviour that has been influenced by a rise in the availability of technology and children and young people's access to new media. The resulting phenomenon, described as **cyberbullying** is currently of significant concern in the field. The ABA audit toolkit features questioning on cyberbullying to enable schools and local authorities to establish the nature and prevalence of the problem.

School Inspection and self-evaluation

The revised Ofsted inspection framework (2005) emphasises school self-evaluation against a common inspection schedule with inspectors required to evaluate the contribution made by the school to the well-being of pupils.

The impact of ongoing work to reduce bullying and promote the well-being of children and young people should be referenced in self-evaluation, which is seen by Ofsted as a 'continuous' process. The views of children and young people on what the school does, or doesn't do well, are also prioritised during the inspection visit.

Schools are rewarded for evidencing the impact of their provision, rather than listing the provision they have in place.

Section 4 of the Self-Evaluation Form (SEF) Personal Development and Well-being is where the majority of this information will be placed, specifically in response to:

Section 4b: To what extent do learners feel safe and adopt safe practices? (Stay Safe)

Section 4d: How well do learners make a positive contribution to the community? (Make a Positive Contribution)

The **Children and Young People** and **Staff** questionnaires will provide information specifically to support section 4b of the SEF, specifically:

Section 4b: To what extent do learners feel safe and adopt safe practices?

Considering:

- Whether learners feel safe from bullying and racist incidents;
- The extent to which learners have confidence to talk to staff and others when they feel at risk.

The **Children and Young People** and **Staff** questionnaires will also provide information specifically to support section 4d of the SEF, specifically:

Section 4d: How well do learners make a positive contribution to the community?

Considering:

- Learners' growing understanding of their rights and responsibilities, and of those of others;
- How well learners express their views and take part in communal activities.

Local Authority Context

Every Child Matters (ECM)

Embodied in the Children Act (2004), Every Child Matters centres around developing integrated, effective and accessible services focused on meeting the needs of children, young people and families. There are five outcomes that cut across all services for children and young people:

- Be healthy;
- Stay safe;
- Enjoy and achieve through learning;
- Make a positive contribution to society;
- Achieve economic well-being.

Bullying is arguably relevant to all five outcomes, but it is explicitly referenced in two: 'Stay Safe' and 'Make a Positive Contribution'. Each **Outcome** is divided into a number of **Aims**, which are assessed through priority national **Indicators**.

A more detailed description of how ECM supports strategic anti-bullying work is given in the ABA 'Anti-Bullying Toolkit for Local Authorities' (2006) available at www.anti-bullyingalliance.org.uk.

LA Inspection and Annual Performance Assessment

Joint Area Reviews (JARs)

Joint area reviews evaluate how local services work together to contribute to the achievements, progress and well-being of children and young people growing up in a local area. The reviews look for evidence that the five outcomes for children, identified in the Every Child Matters framework are being fulfilled. Part of the job of the JAR is to assess the impact of anti-bullying strategies on children and young people.

Part of the JAR process is the 'Tellus' Survey, an online questionnaire carried out by Ofsted before inspection in a sample of schools. The survey asks a number of questions relating to safety and positive contributions, including some relating to bullying and is used by inspectors as a baseline.

Although the JAR itself is being phased out and Children's Services inspections will ultimately focus on responding to Annual Performance Assessments (essentially a local authority self-evaluation against the Children and Young People's Plan), local authorities will need to maintain their focus on bullying according to Children and Young People's Plans and a regular, annual package of surveying provides evidence for children and young people, for APAs and for members that progress continues.

Providing evidence of outcomes

Key judgments made in the current JAR process require an evidential approach to assessing the ECM outcomes.

Below is a list of the **key judgements** that could be made on anti-bullying provision through the JAR process with possible sources of illustrative evidence.

The ABA Toolkit will provide data to help form an evidence base for Local Authorities working towards the key judgements.

Local Authorities working with a number of schools to establish a local profile should refer to these criteria when evaluating the overall impact of their anti-bullying strategies.

Stay Safe

Key Judgement: Steps are taken to provide children and young people with a safe environment

Evidence

- Children and young people are encouraged to report bullying and discrimination;
- Children and young people who are victims of bullying and harassment are given support;
- There is regular monitoring, including by senior officers and elected members, of incidents of bullying and harassment.

Make a Positive Contribution

Key Judgement: Action is taken to reduce anti-social behaviour

Evidence

- There is a risk assessment of the vulnerability to abuse and bullying for children and young people placed in residential settings and this is reviewed on a regular basis;
- Clear policies on combating bullying and harassment are implemented and monitored;
- Training, advice and support is available to staff on the identification, prevention and management of bullying and harassment;
- Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people;
- Local patterns of discriminatory behaviour are identified.

Making the Survey Work – Essential Steps

- ✓ Be honest and open with children and young people about why you want to do the survey and how valuable their contribution and participation is;
- ✓ Don't survey 'cold'; build the survey into work you are doing around bullying or discrimination as an issue in PSHE, or in preparation for Anti-Bullying Week; plan some short activities prior to surveying including a discussion of what bullying is, and what bullying isn't; use the school definition to frame your discussions or ask the School Council to develop an exercise in advance;
- ✓ Know the questionnaire well before you use it with children and young people – spend time with the survey yourself so that you can answer any questions that arise as children and young people work through it;
- ✓ Children and young people must be clear that they do not have to take part in the survey or complete the questionnaires if they do not want to do so;
- ✓ Any additional learning support attached to classes should be available as usual;
- ✓ You will be expecting children and young people to disclose information about potentially very difficult or painful experiences they may be having or may have had; make sure the environment is safe by ensuring the class is organised to secure their anonymity as they complete the survey and make sure there are clear 'signposts' to school support channels and outside agencies such as Childline for further support;
- ✓ The pupil/student information sheet included with the children and young people's questionnaires is optional – you may wish to provide your own information sheet containing information on local as well as national support*;

- ✓ Brief all staff that the survey is taking place; ensure that staff are vigilant and that they recognise their role in supporting children and young people for whom this activity raises personal issues – ensure staff are ready to respond and understand their roles and responsibilities around safeguarding and welfare; use this as an opportunity to refresh your school's approach to confidentiality;
- ✓ Plan your sample well; aim to survey no less than 10-20% of the whole-school population for a representative profile;
- ✓ Consider the implications for collation before you start to survey; you may be able to set up some simple IT or software support in which to input the data you gather; alternatively, transfer the questioning onto an electronic survey developed in school that you can host on the intranet and access through your IT suites;
- ✓ Aim to leave as little 'lag' between surveying and reporting back as possible, particularly if you want young people to repeat the survey in subsequent years; aim to share data with SMT, the Governing Body and the School Council in the first instance;
- ✓ Invite parents/carers to complete questionnaires when they visit the school for events, consultations or meetings – you could use the parent/carer questionnaires to support the review of your policy and procedures; make sure feedback is made available.

***ABA cannot accept responsibility for the content of external websites. Practitioners should always review the content of websites prior to recommending them to children and young people.**

*Funded by the Department for Education and Skills
Published by the National Children's Bureau on behalf of the Anti-Bullying Alliance
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