

# Behaviour and attendance: in-depth audit for secondary and middle schools

## Booklet 4: Bullying

## Guidance on using the in-depth audit

Only use this booklet if you have identified *Bullying* as needing further investigation. This booklet suggests a number of ways to proceed and decide on any action required. There are three elements to the process:

- preparing for the audit;
- seeking the views of key parties;
- deciding on the action required.

### Preparing for the audit

There are two aspects to preparation: communication; and collection of key data and information.

*Communication:* it is important to ensure that staff and anyone else involved in the process are briefed about the following:

- the reason for the audit and its specific focus;
- who will be involved as well as how others can contribute;
- how evidence is going to be gathered;
- how the process fits into the school's normal routines;
- the proposed time scale including updates on progress, final outcomes, prioritised actions and support programme.

*Collection of key data and information:* it is recommended that prior to the audit you:

- study any relevant policy documents;
- locate any references to bullying in the most recent Ofsted report or other relevant reports;
- gather and analyse patterns in the data about bullying including the nature (racial, homophobic, etc.), distribution, causes, timing, frequency, follow-up and result;
- visit any places in and around the school where bullying is likely to take place.

### Seeking the views of the key parties

There are three issues to decide:

*Whose views to seek:* decide on which staff to involve, and whether pupils, parents, governors and other groups outside the school should be included. For this in-depth audit, it is recommended that those involved should include:

- a senior member of staff with responsibility for dealing with incidents of bullying;
- one or two heads of year or heads of house.

*(It is recommended that the victims of bullying are NOT interviewed or made to feel exposed in any way during this audit.)*

*How to seek their views:* decide whether to use discussion groups, individual interviews and/or questionnaires. This booklet provides prompts for discussion groups and individual interviews as well as questionnaires for pupils and staff. For instance, you might want to conduct individual interviews with those listed above and hold a group discussion with some or all of the following:

- a representative group of teachers with responsibility for dealing with incidents of bullying;
- a representative group of Key Stage 3 pupils;
- a representative group of Key Stage 4 pupils.

These are suggestions only. You will know the right combination of people to involve. In addition, adapt the prompt sheets and questionnaires to suit your circumstances. They are available to download from the Key Stage 3 National Strategy website ([www.standards.dfes.gov.uk/keystage3](http://www.standards.dfes.gov.uk/keystage3)).

*What protocols to establish:* this is a particular issue if your school does not regularly conduct group discussions or questionnaires. You will need to address a number of issues including:

*for interviews and group discussions*

- deciding who will conduct the interviews and how and who will brief them;
- identifying the size and makeup of groups for the discussions;
- wherever possible, using normal school routines and timeslots.

*for questionnaires*

*(NB. only use questionnaires if the interviews and group discussions do not provide the range of views that you need.)*

- deciding on the sample size;
- considering any changes needed to the questionnaires provided in this booklet;
- explaining the use and purpose of the questionnaires very clearly to participants;
- explaining any rules that apply, e.g. not to name individuals;
- assuring participants of the need for confidentiality;
- dealing sensitively with pupils and staff who may have been victims of bullying or harassment;
- deciding on the arrangements (i.e. the timescales for completion, when they can be completed, who will collate and analyse the data).

If you also decide to use your normal observation schedule and routines to explore this issue, then a similar set of protocols needs to be agreed including:

- deciding who will carry out out-of-class observations;
- considering timing, location and duration of the observations;
- ensuring all observers are skilled in observation and giving feedback.

## Prompts for use in interview or discussions

### Bullying

Prompts	Key points
<p>Reducing low-level bullying:</p> <ul style="list-style-type: none"> <li>• What form does this bullying take?</li> <li>• How effective are staff in tackling low-level bullying?</li> <li>• What are the barriers to reducing low-level bullying?</li> <li>• How do we know?</li> <li>• Is the DfES Anti-bullying pack used in school to reduce incidents of bullying?</li> <li>• What more can be done to improve the situation?</li> </ul>	
<p>Anti-bullying strategies :</p> <ul style="list-style-type: none"> <li>• What strategies are currently in place?</li> <li>• How effective are these strategies among different groups of pupils?</li> <li>• How do we know?</li> <li>• What more can be done to improve the impact of these strategies?</li> </ul>	
<p>Recording incidents of bullying and harassment:</p> <ul style="list-style-type: none"> <li>• Which incidents are logged and in what form?</li> <li>• How are the logs used to identify patterns and trends in bullying?</li> <li>• What are the strengths and weaknesses in using these logs to inform practice?</li> <li>• How do we know?</li> <li>• What more can be done to improve the use of these logs?</li> </ul>	
<p>Recording and analysis by race and ethnicity:</p> <ul style="list-style-type: none"> <li>• What are the categories that are commonly used across the school?</li> <li>• Are we using statutory guidelines to inform the way we log incidents?</li> <li>• Do we analyse this information effectively?</li> <li>• What are the strengths and weaknesses of this analysis?</li> <li>• How do we know?</li> <li>• What can be done to improve the system?</li> </ul>	

Prompts	Key points
<p>Reporting racial bullying to the LEA:</p> <ul style="list-style-type: none"> <li>• How regularly are logged incidents passed to the LEA?</li> <li>• How effective is the LEA in supporting the school's attempts to tackle bullying?</li> <li>• What impact has the LEA input had on the level of reported incidents of bullying in and around the school?</li> <li>• How do we know?</li> <li>• What more can be done to support the school and improve the system?</li> </ul>	
<p>Dealing with incidents of bullying:</p> <ul style="list-style-type: none"> <li>• Are there effective procedures in place to deal with cases of bullying for all groups of pupils?</li> <li>• How are these communicated to staff?</li> <li>• What are the strengths and weaknesses of the procedures?</li> <li>• How do we know?</li> <li>• What more can be done to improve them?</li> </ul>	
<p>Support for pupils experiencing bullying:</p> <ul style="list-style-type: none"> <li>• What kind of support is available?</li> <li>• How effective is this support for pupils?</li> <li>• How do we know?</li> <li>• What are the strengths and weaknesses of the support?</li> <li>• What more can be done to improve the support?</li> </ul>	
<p>Briefing pupils and parents/carers on the procedures to cope with bullying:</p> <ul style="list-style-type: none"> <li>• How confident are parents/carers in initiating the procedures to deal with bullying?</li> <li>• How confident are pupils in initiating the procedures for dealing with bullying?</li> <li>• What are the barriers preventing the procedures being effective?</li> <li>• How do we know?</li> <li>• What more can be done to improve this aspect?</li> </ul>	

Prompts	Key points
<p>Opportunities for staff to listen to pupils' experiences of bullying:</p> <ul style="list-style-type: none"> <li>• Are pupils encouraged to talk to adults about bullying?</li> <li>• How are these opportunities promoted and coordinated?</li> <li>• Are they effective?</li> <li>• How do we know?</li> <li>• How skilled are staff in talking to pupils about their experiences of bullying?</li> <li>• How do we know?</li> <li>• What more can be done to improve the support for pupils?</li> </ul>	
<p>Peer support:</p> <ul style="list-style-type: none"> <li>• Are there mechanisms in place for peer support?</li> <li>• Is this pupil-support system promoted within the school? How effective is it?</li> <li>• How do we know?</li> <li>• What more could the school do to promote mechanisms for peer support?</li> </ul>	

## Pupil questionnaire cover

You do not need to write your name on this questionnaire but please circle your year

7 8 9 10 11

### Please indicate your gender:

Male Female

Do you consider yourself to have a disability?

Yes No

What is your ethnic group (this could be based on your skin colour, language, culture, ancestry or family history, etc. Ethnic background is not the same as your nationality or place of birth)? Choose one section from [a] to [f] then tick the appropriate box.

[a] Asian or Asian British	[b] Black or Black British	[c] Chinese	[d] Mixed	[e] White	[f] Any other ethnic group
Bangladeshi <input type="checkbox"/>	African <input type="checkbox"/>	Chinese <input type="checkbox"/>	White and Black African <input type="checkbox"/>	British <input type="checkbox"/>	<input type="checkbox"/>
Indian <input type="checkbox"/>	Caribbean <input type="checkbox"/>	Any other Chinese background <input type="checkbox"/>	White and Asian <input type="checkbox"/>	Irish <input type="checkbox"/>	<input type="checkbox"/>
Pakistani <input type="checkbox"/>	Any other Black background <input type="checkbox"/>		White and Caribbean <input type="checkbox"/>	Any other White background <input type="checkbox"/>	
Any other Asian background <input type="checkbox"/>			Any other Mixed background <input type="checkbox"/>		

What is your religion?

None <input type="checkbox"/>	Buddhist <input type="checkbox"/>	Muslim <input type="checkbox"/>	Jewish <input type="checkbox"/>
Christian <input type="checkbox"/>	Hindu <input type="checkbox"/>	Sikh <input type="checkbox"/>	Any other religion <input type="checkbox"/>

# Bullying

Pupil questionnaire

	Almost always	Often	Sometimes	Rarely
I have been physically bullied in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been verbally bullied in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am bullied, I tell a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am bullied, I tell my parent(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I was bullied, teachers managed to sort it out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have physically bullied someone in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have verbally bullied someone in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have seen other people get bullied in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have reported bullying of other people to staff in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff deal with cases of bullying in this school very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Three things that the school could do to help stop bullying				
1.	_____			
2.	_____			
3.	_____			

## Bullying: typical common findings and next steps for schools

### What are we aiming for?

- A reduction in the number of incidents reported involving low-level bullying.
- Effective anti-bullying strategies in operation in and around the school.
- Effective systems for recording, monitoring and analysing incidents of bullying and harassment.
- Effective implementation of statutory guidelines in relation to race and ethnicity.
- Procedures in place to deal with cases of bullying, including support for victims.
- Clear communication of anti-bullying procedures.
- A range of support mechanisms on offer in the school to support victims of bullying.

Examples of common findings	Next steps
<p>Inconsistent application of procedures for dealing with reported cases of bullying.</p>	<ul style="list-style-type: none"> <li>• Identify staff to model good practice.</li> <li>• Review school anti-bullying policy.</li> <li>• Develop school case studies to exemplify good practice.</li> <li>• Twilight INSET to develop new strategies for use in and out of classes.</li> </ul>
<p>Minimal reporting of incidents of bullying and harassment.</p> <p>Poor insight into patterns and trends relating to bullying.</p>	<ul style="list-style-type: none"> <li>• Relocate bullying logs around the school to facilitate recording.</li> <li>• Trawl current paperwork to show how patterns and trends could emerge.</li> <li>• Identify a month in the school year where there will be rigorous monitoring of bullying and where data and information will be analysed to inform future practice.</li> </ul>
<p>Follow-up action to reported bullying is neglected.</p>	<ul style="list-style-type: none"> <li>• Ensure that all procedures for reporting bullying in schools are reviewed and that actions are highlighted and monitored.</li> <li>• Provide training in strategies to address specific cases of bullying. Use the DfES Anti-bullying pack to support this.</li> </ul>
<p>Inconsistent use of anti-bullying strategies across all support staff.</p>	<ul style="list-style-type: none"> <li>• Brief support staff on anti-bullying strategies and give them time to reflect on their own practice.</li> </ul>
<p>School location has several isolated areas where bullying frequently occurs.</p>	<ul style="list-style-type: none"> <li>• Identify areas in school which are out of bounds.</li> <li>• Provide more supervision in identified areas.</li> </ul>





