

Beyond Bullying Award

Evidence and Criteria

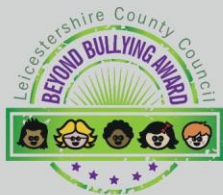
1. Leadership & Policy Development

Criteria	Evidence
<p>Commitment to a whole school approach to anti-bullying at a senior management level.</p> <p>Named staff champion responsible for anti-bullying.</p> <p>Up to date anti-bullying policy in line with current local and national guidance.</p> <p>Anti-bullying policy is available and accessible.</p>	<p>Charter/pledge developed and displayed for all to see.</p> <p>School has clear values in its prospectus/mission statement/on its website that can be clearly linked to the promotion of positive emotional health and wellbeing.</p> <p>Named champion leading on anti-bullying work across school provided and evidence of duties undertaken in this role.</p> <p>Policy addresses prejudice driven bullying and references all the protected characteristics in line with the Equality Act (2010).</p> <p>The policy includes essential criteria as specified in Leicestershire’s content analysis tool.</p> <p>The anti-bullying policy is available on the school website.</p>
<p>Anti-bullying lead governor.</p> <p>Anti-bullying policy review process involves the whole school community.</p> <p>Child friendly anti-bullying policy.</p>	<p>Anti-bullying lead governor name is provided.</p> <p>Evidence of duties undertaken by the anti-bullying lead governor.</p> <p>Attendance on half day anti-bullying lead governor training.</p> <p>Evidence of consultation with pupils, parents/carers, staff and governors.</p> <p>A child friendly anti-bullying policy and evidence of pupil involvement.</p>
<p>Senior Leadership Team, governors and pupils work together on school anti-bullying matters.</p>	<p>Evidence of a joint working group, meeting regularly to discuss anti-bullying, behaviour, equality and diversity.</p>
<p>Ofsted</p>	
<p>Effectiveness of leadership and management.</p> <p>Effectiveness of governors in discharging their core statutory functions.</p> <p>Behaviour and attitudes.</p> <p>The extent to which pupils feel safe.</p>	

BRONZE

SILVER

GOLD



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2. School Culture and Curriculum Planning

BRONZE

SILVER

GOLD

Criteria	Evidence
<p>Pupils are taught about different types of bullying.</p> <p>Pupils are taught about respect and valuing difference. Pupils know that discriminatory and inappropriate language is wrong.</p> <p>Parents/carers and pupils are asked their views on behaviour and safety in school.</p> <p>School has a recording system in place for bullying.</p>	<p>Evidence of lesson plans, pupils' work and activities as part of awareness raising events, e.g. Anti-Bullying Week and Safer Internet Day.</p> <p>Lesson plans and examples of pupils' work e.g. literacy, RE, PSHE/RSHE, drama.</p> <p>Assemblies and displays.</p> <p>Surveys which include questions about pupils' feeling safe and happy in school.</p> <p>Evidence of recording system (who, what, where, when).</p>
<p>Embedding practice and using opportunities to promote anti-bullying through the curriculum.</p> <p>The school works to promote respect and value diversity.</p> <p>Parents/carers and pupils are asked for their views re: bullying.</p> <p>All staff recognise and can confidently challenge inappropriate/discriminatory language and behaviour.</p> <p>Staff are aware of, and can use, recording system for bullying incidents.</p>	<p>Cross curricular lesson plans throughout the year and across the school.</p> <p>Whole school approaches to embed practice e.g. PSHE/RSHE schemes, SMSC, British Values.</p> <p>Surveys must include questions about bullying.</p> <p>Staff training/staff meetings/handbook.</p> <p>Evidence of any specific incidents recorded.</p> <p>Staff training/briefings on school anti-bullying procedures.</p>
<p>Respecting and valuing diversity is embedded in the culture and ethos of the school.</p> <p>Parent/carer and pupil survey results are shared and used to develop practice.</p> <p>Recording system includes all protected characteristics.</p>	<p>School ethos and values that are inclusive and celebrate diversity e.g. Leicestershire's 'Everyone's Welcome' approach and/or anti-racist audit tool, Diversity Role Models, Just Like Us, The Diana Award.</p> <p>Evidence of how survey information is used and shared- 'You said, we did'.</p> <p>Example of school recording system/log.</p>

Ofsted

- Personal development.
- Behaviour and attitudes.
- Quality of education.
- The extent to which pupils feel safe.
- Effectiveness of leadership and management.



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3. Pupil Voice and Provision of Support Services

	Criteria	Evidence
BRONZE	<p>Pupils are involved in the school's anti-bullying work.</p> <p>Support strategies are in place in response to bullying incidents.</p> <p>A trusted adult is available for LGBTQ+ pupils.</p>	<p>School council minutes where anti-bullying is discussed.</p> <p>Evidence of a range of support e.g. pastoral support, school nurse, leaflets, helplines, friendship clubs, counselling, group work, nurture rooms.</p> <p>Named staff member and information about how the LGBTQ+ support role is shared in school.</p>
SILVER	<p>Pupils are actively involved in planning the schools anti-bullying work.</p> <p>Pupils are involved in developing the school's anti-bullying policy and charter/pledge.</p> <p>Proactive and reactive strategies are in place to prevent and tackle bullying.</p>	<p>Evidence of pupil generated ideas re: anti-bullying.</p> <p>Evidence of pupil involvement via minutes or annotated work, photographs, student statements/quotes.</p> <p>Strategies such as: circle of friends, buddy stops, friendship benches, zoned playgrounds, play leaders, mixed age mentoring, Lego therapy, ELSA, lunch clubs.</p>
GOLD	<p>Pupils are actively involved in planning and delivering the school's anti-bullying work.</p> <p>School has an active peer support scheme in place.</p>	<p>Pupil-led activities e.g. assemblies, surveys, anti-bullying activities, task group.</p> <p>Evidence of established peer support scheme (for at least 12 months) e.g. playground buddies, anti-bullying ambassadors, peer mentors.</p>
Ofsted		
<p>Personal development.</p> <p>Behaviour and attitudes.</p> <p>The extent to which pupils feel safe.</p> <p>Effectiveness of leadership and management.</p>		



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4. Staff Professional Development

	Criteria	Evidence
BRONZE	All staff receive safeguarding, equality and anti-bullying briefings and information.	Staff meeting minutes. Details of inset sessions/in-house briefings.
SILVER	All staff and governors receive anti-bullying training and wider training linked to: emotional health and wellbeing; equality and diversity etc.	Record/evidence of attendance on anti-bullying lead governor training. Staff training records, certificates, course outlines, confirmation of attendance.
GOLD	All staff and governors receive specialist training about specific types of bullying, or whole school approaches to positive behaviour/emotional health and wellbeing.	Records of training in a specific area of bullying for example: HBT (homophobic, biphobic & transphobic) bullying, racist bullying and cyberbullying.
	Ofsted	
	<p>The extent to which pupils feel safe.</p> <p>Personal development.</p> <p>Behaviour and attitudes.</p> <p>Effectiveness of leadership and management.</p>	



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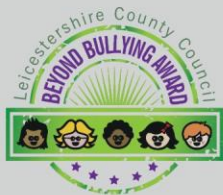
5. Partnerships with Parents/Carers/Community

Criteria	Evidence
<p>Parents/carers have access to advice and guidance on bullying.</p>	<p>Evidence that a range of advice and information is available on the school website.</p> <p>Anti-bullying policy available on the school website.</p> <p>Link provided in the anti-bullying policy and/or the school website to www.beyondbullying.com.</p>
<p>System is in place for parents/carers to give feedback about the school's anti-bullying policy.</p> <p>School uses a range of communication to share anti-bullying news and activities with parents/carers.</p>	<p>Consultation via parent forums, letters home, electronic communication, online surveys or at school events such as parents evening.</p> <p>X/Twitter (follow @BeyondLCC), website, newsletters, parent/carer letters, texts, emails.</p>
<p>School works with other agencies and promotes its anti-bullying work with the local community.</p>	<p>Evidence of working in partnership with other agencies for example: police, local PCSO visits (police community support officer), Youth Offending Service, drama groups, The Linking Network (Schools Linking), local church input, other community groups and services.</p>
<p>Ofsted</p>	
<p>Effectiveness of leadership and management.</p> <p>The extent to which pupils feel safe.</p> <p>Behaviour and attitudes.</p>	

BRONZE

SILVER

GOLD



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6. Behaviour, Rewards and Recognition

	Criteria	Evidence
BRONZE	System is in place to manage behaviour.	Information about behaviour policy and recording system.
SILVER	System in place to recognise and reward positive behaviour/acts of kindness.	Examples of certificates, reward assemblies, details of what house points can be awarded for etc.
GOLD	System in place to share positive behaviour with parents/carers/community. Pupils' contribution to anti-bullying work is recognised and celebrated, including relevant fundraising activities.	Celebration assemblies, positive news stories, newsletters, website, social media and wider media (local newspaper/publications).
Ofsted		
Effectiveness of leadership and management. Behaviour and attitudes. Personal development.		