

The Surrey anti-bullying Charter Mark

Children, Schools and Families Directorate





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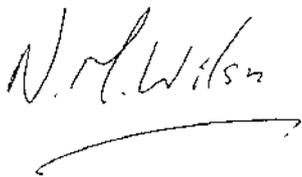
Foreword

In my role as Strategic Director for Children, Schools and Families, I am delighted to bring to your attention details of how your organisation can achieve the Surrey County Council anti-bullying Charter Mark. The Charter Mark accreditation has recently been updated to improve engagement and accreditation for all Surrey schools and we intend to develop it further to support children's homes and centres as well as youth and community settings to pursue accreditation.

I would encourage as many schools and academies to begin formally working towards accreditation. Ultimately, I would like to see all environments and venues where children and young people spend time achieve at the least the bronze level Charter Mark and believe that many of you already undertake work that would contribute to this.

Schools and academies in particular will be interested in demonstrating effective anti-bullying work as part of their commitment to meeting their behaviour and safeguarding responsibilities as described in the new Ofsted framework.

I look forward to hearing from the anti-bullying strategy group that there has been strong, positive interest in achieving accreditation.

A handwritten signature in black ink that reads "N. Wilson". Below the signature is a long, horizontal, slightly curved line that serves as a decorative underline.

Nick Wilson
Strategic Director for Children, Schools and Families

The Charter Mark award

The Surrey County Council anti-bullying Charter Mark has been designed to give accredited recognition to the commendable work of Surrey schools in effectively responding to and managing incidents of bullying and peer conflict. It promotes the development of a culture and policy that sits comfortably and supportively within the safeguarding ethos of a school.

The Charter Mark has three levels of accreditation: bronze, silver and gold. Each level of award builds upon good practice that is already in place, supporting the development and implementation of progressively robust anti-bullying practice and policy across the five standards of achievement: whole school involvement, policy, support, curriculum and training. Achievement and progress can be matched against the qualifying criteria at each level of the award.

This booklet details the accreditation process and the criteria for each level of award. Schools may choose to aim for bronze accreditation in the first instance, aspiring to higher levels of award as policy and practice develop and embed over time.

Some materials to support the development of your policy and practice have been referenced in the back of this booklet. You can use or adapt these to help you achieve the requirements of the criteria.

The Surrey anti-bullying strategy group looks forward to awarding the anti-bullying Charter Mark to our Surrey schools following successful completion of the accreditation process.



Process

Applying for the Charter Mark is easy.

Step 1. Consider the criteria for the different levels of the Surrey anti-bullying Charter Mark award and decide which level of accreditation your school is aiming for. Complete the registration form and return this to your area lead specialist teacher as indicated. You will receive an acknowledgement of your registration. If you have any questions, your area lead specialist teacher will be happy to discuss details of the anti-bullying Charter Mark award with you. Contact details are as follows:

North-east	jo.kenyon@surreycc.gov.uk	Tel: 01372 833588 Elmbridge Civic Centre, High Street, Esher, KT10 9SD
North-west	karen.woosnam@surreycc.gov.uk	Tel: 01483 518130 Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ
South-east	karen.kelland@surreycc.gov.uk	Tel: 01737 737979 East Surrey Area Office, Omnibus, Lesbourne Road, Reigate RH2 7JA
South-west	jackie.foley@surreycc.gov.uk	Tel: 01483 517179 Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ

Step 2. Develop and implement the processes in school that will enable you to meet the criteria for accreditation in line with your chosen level of award. An area specialist teacher for behaviour support will be in contact with you during this time to offer advice and guidance whilst you work towards achieving your chosen level of Charter Mark award.

(Please note that specialist teachers for behaviour support are a traded service for academy schools. Any support requested will therefore incur associated costs.)

Step 3. Collect a portfolio of examples to demonstrate how your school has achieved the standards for the relevant Charter Mark. You may find that the materials at the end of this booklet are helpful in supporting the development and implementation of your anti-bullying work and your collection of evidence.

Step 4. Once you are ready to apply for Charter Mark accreditation, contact your area lead specialist teacher. Arrangements will then be made for the assessment process to take place.

Step 5. Members of the anti-bullying Charter Mark assessment team will arrange to visit your school to view your evidence and to discuss your anti-bullying work. You will need to demonstrate that all criteria have been met at the agreed level in order to gain your accreditation. If the work of your school meets the required standards, the assessors will award the anti-bullying Charter Mark on behalf of Surrey County Council. You will then receive a certificate to display in your school.

Step 6. You will need to renew accreditation every three years. However, your school may choose to continue to develop policy and practice in order to apply for a higher level award during this time.

Criteria

The criteria for the three levels of anti-bullying Charter Mark accreditation are shown here. Please use this to help you decide which level your school is aiming to achieve.

Whole school involvement:

	Bronze	Silver	Gold
1	School has identified a person to facilitate the school's anti-bullying strategy – the anti-bullying coordinator.	School is working towards forming an anti-bullying partnership with core stakeholder membership, including pupil voice and governor involvement.	An effective anti-bullying partnership has been established in school for at least 12 months.
2	Students and staff know who the school anti-bullying coordinator is.	Members of the anti-bullying partnership are recognised by the students and staff.	Parents and governors are able to identify members of the school's anti-bullying partnership.
3	Anti-bullying events are held in school e.g. assemblies.	Regular anti-bullying events are organised. Activities could include assemblies, competitions, training, an anti-bullying week etc.	There is an annual calendar of planned anti-bullying events which are regular and include an annual whole school anti-bullying awareness event.
4	Anti-bullying literature is available in school on request.	Anti-bullying literature is displayed and is easily accessible to all.	The anti-bullying partnership team coordinates regular displays in school. Anti-bullying literature, including any developed by the partnership team, is circulated to all pupils, parents, carers etc.

Policy

	Bronze	Silver	Gold
1	School has an anti-bullying policy which complies with the Department for Education and Surrey County Council guidance. It indicates links with other named policies. The policy has been ratified by governors and includes a commitment to annual review.	School has an annually reviewed Department for Education compliant anti-bullying policy, which has been developed with staff, pupils and parents. There is a focus on restorative approaches and follow up with victims.	School has an annually reviewed anti-bullying policy based on best practice with restorative approaches and follow up strategies; this has been developed in conjunction with pupils and parents and is available in a pupil friendly version.
2	School has an anti-bullying policy (see above). This is readily accessed by students, parents and the	School has an anti-bullying policy which is issued to all staff and pupils and is routinely covered in the	School has an anti-bullying policy, which is issued to all staff, pupils and parents, is routinely covered in the curriculum and is displayed and/or

	community via hard copy or the school website.	curriculum.	distributed to the community.
3	The anti-bullying policy includes, or directs, users to a clear complaints procedure for use if incidents have not been dealt with to the satisfaction of victims or their parents.	The anti-bullying policy includes, or directs, users to a clear complaints procedure for use if incidents have not been dealt with to the satisfaction of victims or their parents.	The anti-bullying policy includes, or directs, users to a clear complaints procedure for use if incidents have not been dealt with to the satisfaction of victims or their parents.
4	School has an agreed separate system for recording and investigating bullying incidents.	School has an agreed separate system for recording and investigating bullying incidents. This includes routine follow up with students involved. Data is analysed to inform practice.	School has an agreed system for recording and investigating bullying incidents. This includes follow up and reports to governors with analysis of data, which is shared widely and informs school development.

Support

	Bronze	Silver	Gold
1	School provides clearly defined pathways for members of the school community to communicate their concerns about bullying. Restorative approaches are used as part of the strategy to resolve issues by some staff.	School considers concerns and develops strategies to help students feel safe e.g. safe haven, peer mentors etc. All staff are aware of restorative approaches and key staff are trained to use these where appropriate.	School monitors and evaluates strategies to help members of the school community feel safe. All staff are confident using a range of strategies e.g. circles of friends, solution focused work, peer mentors, assertiveness training and restorative approaches. The strategies used are recorded in the anti-bullying log.
2	School has a system in place that supports friendships and positive relationships.	School is developing a peer support system e.g. pupil mentors, mediators, buddies.	School has a peer support system that has been established for at least 12 months with monitoring and evaluation processes in place.
3	Useful anti-bullying help lines, websites etc are available in school and this info is regularly updated.	Current information on anti bullying help lines, websites etc is prominently displayed in school.	Current anti-bullying help lines and websites are actively promoted in school and pupils and parents know how to access them.
4	Parents have a clear understanding of who to contact in school and have a clear understanding of what action will be taken in relation to bullying of, or by their child.	Parents are consulted and are active partners in the strategy to resolve any bullying incidents with their child.	Parents are given a clear explanation of anti-bullying strategies, participate in these and are invited to give feedback on the relative effectiveness of what the school has done.

5	Key staff are aware of pupils at risk of being bullied and actively provide support for them.	Staff use a range of interventions with pupils at risk of being bullied e.g. assertiveness or resilience training, anger management groups, circles of friends, restorative approaches.	Vulnerable students, through satisfaction surveys, report that they feel safe in school and the school has evidence of its support for them.
6	When dealing with bullying, the needs of all parties are recognised and addressed.	When dealing with bullying, the needs of all parties are recognised and addressed. Student focused, inclusive approaches are used.	When dealing with bullying, the needs of all parties are recognised and addressed and the school has evidence of this through satisfaction surveys.

Curriculum

	Bronze	Silver	Gold
1	School offers some planned opportunities for work on bullying issues.	School offers regular planned opportunities in different subject areas, including the IT curriculum, for work on anti bullying issues eg regular circle time, assemblies, PSHE, drama, history, citizenship and IT safety lessons.	School has clearly identified opportunities throughout the curriculum for addressing anti bullying issues. The ethos of the school clearly demonstrates that anti-bullying approaches are also evident in the hidden curriculum eg the example set by staff interactions with colleagues, parents, pupils etc.

Training

	Bronze	Silver	Gold
1	Key members of staff have attended anti-bullying training.	Key members of staff regularly update their anti-bullying awareness through personal research and continuous professional development on anti-bullying strategies e.g. encouraging empathy, facilitating circle time, restorative approaches etc.	All members of staff have attended basic anti-bullying awareness training. Key members of staff are aware of the latest research and are trained in using a range of specialised anti bullying strategies e.g. solution focused approaches, mediation, and restorative approaches.

Website details of materials to support the process

The following materials are available to support your anti-bullying work:

- model anti-bullying policy
- content analysis for a school anti-bullying policy
- key stage 2 questionnaire for pupils
- secondary school questionnaire for pupils
- questionnaire for parents/carers
- questionnaire for staff.

These can be accessed on the Surrey County Council website:

www.surreycc.gov.uk/antibullyingchartermark

Other useful websites:

www.anti-bullyingalliance.org.uk

www.beatbullying.org

www.cybermentors.org.uk

www.kidscape.org.uk

www.cafamily.org.uk

www.parentlineplus.org.uk

www.childline.org.uk

www.antibullying.net/documents/peersupportscheme.pdf

www.transformingconflict.org

Surrey anti-bullying charter mark registration form

We would like to register our intention to apply for the Surrey anti-bullying charter mark at bronze/silver/gold level

(Please circle to indicate the chosen level)

School.....

Contact name

Signed

Position

Date

Please return this form to your area lead specialist teacher:

North-east Surrey: Jo Kenyon, Elmbridge Civic Centre, High Street, Esher, KT10 9SD

North-west Surrey: Karen Woosnam, Quadrant Court, 35 Guildford Road, Woking GU22 7QQ

South-east Surrey: Karen Kelland, East Surrey Area Office, Omnibus, Lesbourne Road, Reigate RH2 7JA

South-west Surrey: Jackie Foley, Quadrant Court, 35 Guildford Road, Woking GU22 7QQ

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