

staff questionnaire



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).

School/setting:

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?

- | | | |
|--------------------------|------------------------------|-----------------------------|
| Racism | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Homophobia | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Disability | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sexism/sexual harassment | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Religious issues | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Looked-after children | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other issues | <input type="checkbox"/> Yes | <input type="checkbox"/> 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.)
 Community input (police, safer schools partnerships)
 Theatre groups/drama companies
 Anti-bullying day/week
 Government guidance or resources, including the Secondary National Strategy Behaviour and Attendance anti-bullying materials
 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)

Written guidance/advice on website

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

Governor training

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

Advisory support

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

Case support

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

Staff training

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

New initiatives

- Is it provided? Yes No
- Has it been used? Yes No
- Was it effective? Yes No

Thank you for completing this questionnaire

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