



Sunderland Anti-Bullying Charter Mark

School and Settings Handbook



together for
children
SUNDERLAND

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Introduction

Welcome to the Sunderland Young People's Anti-Bullying Charter Mark handbook. This is the fourth version of the Charter Mark, following the original which was launched in February 2006. Over this time, we've seen some excellent work carried out in schools and settings where young people live and where activities are provided, to address bullying by using the Charter Mark.

Sunderland Youth Council updated the charter mark in 2023 because some of the issues and words used in the original version have changed, but one thing remains the same - incidents of bullying still occur in schools, and in other settings.

Figures from the Sunderland Health Related Behaviour Survey in 2017 reported that 28% of Primary School children and 33% of Secondary pupils said they had been bullied in or around school.

The good news is that Sunderland schools and settings are working very hard to tackle this difficult issue and the Charter Mark is an excellent tool to consolidate effort and provide a whole school or settings approach to challenge bullying behaviour and proving the difference it can make. The Charter Mark gives schools and other settings excellent evidence of the work they do across the board, which can provide evidence for related programmes such as Healthy Schools and Ofsted.

The Charter Mark is unique, in that it has been put together by young people and parents from

Sunderland This latest version of the Charter Mark has been updated to reflect how bullying has changed. For example, the term 'Cyber Bullying' was a lot less familiar in 2006, and the big increase in young people using social media platforms means that the Charter Mark has had to move with the times and keep up to date and now incorporates cyber safety at silver level.

The Sunderland Youth Council have now included a section on Diversity and Inclusion on the back of the 2022 Make Your Mark vote where young people voiced this as a topic they wanted to be highlighted.

The Charter Mark will still be awarded to schools and settings in the same way – through a young people's panel assessment. I hope that when your school or setting complete your application for Charter Mark that your young people will play an active role in helping tackle bullying.

This handbook outlines the criteria for achieving the Charter Mark. It also explains the process for applying, as well as providing some useful contacts if you require further support in your application. It would be an excellent effort if every school and setting in Sunderland could achieve the Charter Mark, at bronze, silver, gold or platinum level, and demonstrate a citywide commitment to combating bullying.

Let's keep tackling bullying – together!

School testimonials

Oxclose Primary School

Anti-Bullying, PSHE and equipping pupils with essential skills, which we refer to as their 'toolkit for life', are at the centre of everything we do at Oxclose Primary Academy. The Anti-Bullying Charter Mark has been an invaluable part of this. We have robust policies and procedures in place, which were strengthened as we embarked on the process.

We started our journey with the Anti-Bullying Charter Mark in 2015, when we achieved the bronze award, this was the first step to ensure we had a whole school focus on anti-bullying. From this point, we have gone from strength to strength and in 2020 we achieved the platinum award, which we have continued to hold.

Prevention and awareness strategies are embedded across our curriculum, from Reception to Year 6, including within our Writing curriculum, PSHE, Computing and RE, as well as within our wider curriculum. Anti-Bullying Week is also a big event within school. Pupils talk confidently about types of bullying and how this would be addressed if it happened in school, using the motto 'see something, say something' confidently.

We have developed our Anti-Bullying Team across the years; the adults and pupils on the team are committed to the work they do and are recognised for this within school.

We are extremely proud of the anti-bullying work we do in school and of achieving the Platinum Anti-Bullying Award.

Mrs Angela Butler – Deputy Head Teacher





Hill View Junior Academy

Working towards the anti-bullying platinum charter mark in 2020 was a great experience for our school and ensuring we maintain that high standard is integral to everything we do now. The charter mark ensured we could cover all aspects of anti-bullying and incorporate it fully into our school ethos.

Each year, we elect a new cohort of anti-bullying ambassadors to continue the great work we have completed over the years. From our kindness medals, buddy bench, friendship garden, helping hands, ambassador led assemblies and competitions, we strive to keep the anti-bullying message in the forefront of our school community's minds.

At the heart of what we do at Hill View Junior Academy, are always the pupils, who take ownership of keeping their message heard and are always innovating new ways to do this. Being part of the community who work towards the charter mark is also a great way to share best practice and maintaining the platinum charter mark is something we're all extremely proud of.





Venerable Bede

Venerable Bede CE Academy was awarded the city's Gold Anti-bullying Charter mark for its commitment to keeping bullying at bay in the school. This is a commendation that the school has worked very hard to achieve over the past few years and is something that we are very proud of.

The Bully Buddies scheme has grown dramatically and won several awards, including two national ones. Led by a Staff member with a committee of young organisers, there are now over 100 Bully Buddies of all ages across the school, giving help, advice and a listening ear to any fellow pupil in need.

Pupil 14 said: "We give them the chance to talk to us. Often it is easier to open up to someone your own age about what is happening." The youngsters carry out a lot of the work in their spare time promoting anti-bullying issues, including giving talks to parents' groups, governors and at other schools.

Older youngsters say they have seen a huge change in the atmosphere of the school since the Bully Buddies project started, and the number of reported incidents of bullying has dropped to less than half.

"There is a caring culture at the school where people want to look out for each other." Having this recognition from Sunderland City Council means so much to us and is something that all schools should aim to achieve".



Sunderland Young People's Anti-Bullying Charter (ABCM)

Process

It is important that young people are involved throughout the process of formulating action plans, decision making as regards the development of systems to raise awareness, collecting evidence, analysing data and the assessment.

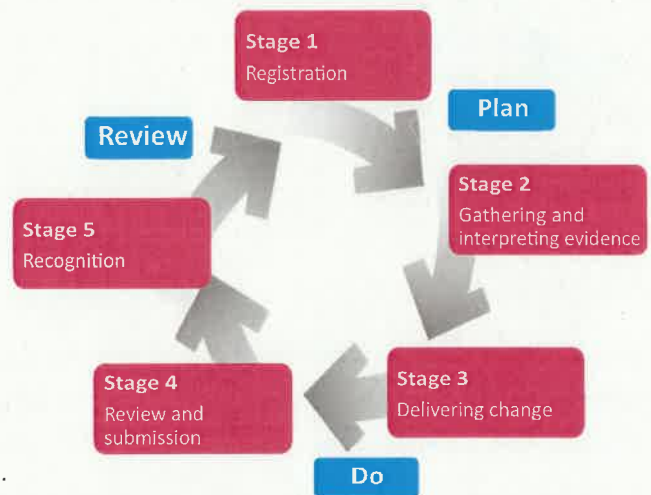
The ABCM application process is split into five stages. In simple terms the work you do can be categorised as: plan, do, and review. When you register you will be given a date of completion normally three months, this date is for guidance only if you have difficulty gathering evidence or completing actions another date can be applied for.

Prompt:

You must apply for ABCM at bronze level. When you have completed this and achieved certification for it you can start the process aiming for the next level of award immediately if you wish.

Support materials:

All forms for the ABCM process are available from:
www.togetherforchildren.org.uk



The ABCM process should allow organisations to see what their strengths and areas for development are regarding anti-bullying. Experience of the ABCM shows that settings in the main have very good systems in place to deal with bullying but problems tend to exist around communication and understanding both within the organisations community and the wider community e.g. parents of the setting's policy, principles and activities.

The ABCM process is more important than the final certificate and will help settings to identify what it needs to do next. The driving force behind this should be the setting's anti-bullying coordinator and/or anti-bullying partnership the involvement of young people is vital to ensure that the process becomes more effective and becomes a catalyst for commitment.

Stage 1 - Organisational agreement and registration

Before agreeing to work towards the ABCM, you will need to have whole school involvement to support this application. A range of people in your school, including senior leaders, anti-bullying coordinator, Anti-Bullying partnership, school council/peer mentors (Anti-Bullying team) and other staff will need to understand the process, criteria and required evidence, which is necessary for ABCM success. As a school/setting you will need to decide which level of the ABCM you are applying for: Bronze, Silver, Gold or Platinum as this will determine which level questionnaire you complete. To do this you should view the ABCM Criteria for each level.

Once your setting agrees to work towards the ABCM you should send the completed registration form to the Anti-Bullying Coordinator. This will allow Together for Children to monitor your setting's application and offer support.

By submitting your registration form you are agreeing to take part in assessing the ABCM application of another setting if asked. Details of what is required for this are

outlined in Stage 5: Assessment and Recognition.

Prompt:

Which staff will be represented on this application?

How will pupils be involved in the process involved in the process?

How can we engage parents and governors with this work?

What level of the Charter Mark will we apply for?

Support materials:

The ABCM registration form can be found at the back of this guide or downloaded from: www.togetherforchildren.org.uk



Stage 2 - Gathering evidence criteria and questionnaires

Criteria and Evidence Gathering

Read through the criteria with your Anti-Bullying team when doing so ask yourself these five questions.

- What have you already got in place?
- What needs to be put in place?
- How can you raise awareness and improve communication about Anti-Bullying systems within your school/setting, with parents and with the wider school/setting community?
- Is there a school or setting within your area that you can share good practice with?
- When you have done this formulate an action plan and start to gather your evidence together. At any stage you can contact the Anti-Bullying coordinator for advice and support.

Questionnaires

It is essential that settings look to involve as many of the setting community members as possible for the completion of ABCM questionnaires, this is an excellent opportunity to involve the children/young people in making decisions about who is to answer the questionnaires and how it is to be carried out.

Staff questionnaires should be completed by all staff including cleaners, caretakers, school dinner staff and parent helpers. Every adult who comes into contact with children/young people in your setting needs to be aware of what is in place and what to do if a child or young person approaches them for support and advice.

Parents/carers should be given opportunities to complete and return questionnaires. Settings will not be held to

account for low response rates however the school/settings may be asked how they intend to improve response in future. The final submission should describe how the setting provided opportunities to involve parents/carers.

Prompt:

There is nothing wrong if settings remind children/young people about its anti-bullying work prior to the questionnaire being completed. This is an excellent way of helping children/young people to complete the questionnaires as well as reinforcing the settings anti-bullying principles.

Prompt:

All questionnaires can be downloaded from: www.togetherforchildren.org.uk Questionnaires are available in Word format to allow editing of particular words that may not be relevant. However, it is important that the meaning of the question does not change. Primary Schools may need to look more carefully at the wording of the questions to relate to ages and abilities. All settings will need to look at whether any of the wording needs to relate specifically to their setting.

Documentary Evidence

All documentary evidence should be current practice within the setting – not what the setting is planning to do in the future. Examples of practice used as evidence should be no more than 18 months old. **The criteria number and level should be attached to each piece of written evidence submitted for ABCM.**

Stage 3 - Interpreting evidence and delivering change

This is an excellent opportunity for children/ young people through their Anti-Bullying coordinator to take the lead in analysing the evidence, especially the questionnaires. Each piece of evidence can be checked off against the criteria. Documentary evidence must be appropriate and the questionnaires should show at least 85% positive response for each individual question.

Where a setting has just missed out on achieving an 85% response, the setting can put a plan together to show how they intend to achieve it. Questionnaires would not be needed to be answered again but the setting would need to provide a written account of what it did and how it fulfilled the criteria, e.g. if the responses from young people showed that less than 85% were aware of anti-bullying literature within the setting, the setting could then take actions to correct this issue. It would be these actions which would need to be added to its final submission as well as a brief account of how effective the actions were.

Prompt:

Have all questionnaires answered had an 85% positive response?

If any haven't, what actions will the setting put in place to rectify this?

How will this be documented and presented if focused on during assessment process?



Stage 4 - Review and Submission

When your setting has completed all actions and your Anti-Bullying team has prepared a presentation to evidence that all criteria has been met You should contact Together for Children Anti-Bullying Coordinator to request an assessment.

The Anti-Bullying Coordinator will then arrange for another school or Sunderland Youth Council to undertake the assessment on a date convenient to all parties.

You should provide your assessing panel with a file containing:

- Completed application form
- Questionnaire summary form
- Details and photographs of the actions put in place

Assessing settings do not need to see all of the completed questionnaires. All documentary evidence must be labelled with the specific criteria and level, and any other accounts which would support their application.

Prompt:

Have you involved children/young people in presenting your settings' application for ABCM?

Does your presentation show how you improved particular areas of the criteria?

Have you informed Together for Children's Anti-Bullying Co-ordinator you are ready to submit?



Stage 5 - Assessment and Recognition

Assessment Your application for ABCM may be presented to the awarding setting in the form of a presentation. This should be given by children/young people and assessed by children/young people. There is a need for adult support throughout the assessment process therefore the anti-bullying coordinator and Anti-Bullying lead from the assessing school/setting will also sit on the assessment panel.

At the meeting, the dialogue between the two settings can be not only about the evidence but also about the processes involved in bringing the evidence together and describing what went well and what difficulties/ issues/concerns there were. Assessing children/young people and staff will ask questions about the processes or may wish to challenge some of the documentary evidence. Settings applying for ABCM can decide how long they wish to speak for and what areas they would like to cover.

The assessment panel do not need to see all of the questionnaires but they do need to at least see the percentages of positive and negative responses for each question. All documentary evidence must be labelled with the specific criteria and level, and any other accounts which would support their application.

The panel will inform you at the assessment meeting whether you have been successful or not.

Recognition

If the setting has been successful, it will be awarded the corresponding certificate to its level and will be able to add the anti-bullying charter mark logo to its headed notepaper.

Prompt:

The certificate will be dated from when it was assessed as the setting will need to re-apply after two years. A setting may re-apply earlier if they wish.

If your setting is successful in achieving ABCM, how will you share this news with the setting's wider community?

Common questions

How long does it take to complete the process?

From registration to assessment should take three months.

When you register for the ABCM you will be given a competition date if it has taken longer than expected to gather evidence or carry out actions you can apply for an extension.

Who do we apply to?

An application form can be found in this booklet, after completion the form should be sent via email for the attention of the Anti-Bullying Co-ordinator to YouthVoice@togetherforchildren.org.uk

Who assesses our application?

Sunderland Youth Council will assess it accompanied by the Anti-Bullying lead from that setting and the Anti-Bullying coordinator.

How long does the Charter Mark last for?

Two years from the date it is awarded.

Do we have to wait for two years before we can re-apply?

No, you can reapply at any time if you wish to go for the next level of award.

We would like to remind our children and young people about our anti-bullying activities before they complete the questionnaires. Is that allowed?

Yes, this is something we would recommend as raising awareness about Anti-Bullying is at the very heart of the ABCM and it is easy for children/young people, parents and staff to overlook all of the different initiatives taking place.

What is the 'pass mark' for the questionnaires?

85% for all questions.

One of our questionnaire results falls short of the minimum requirement to achieve one of the levels. Can we do anything about it?

Yes, decide how you will improve that number and let the assessors know what you did and why. You aren't expected to carry out the questionnaires again to see if the result has changed, but the assessors will need to know what you did about it.

The response from parents/carers is very low. Does that mean we cannot achieve the Charter Mark?

No, you will not be held to account for a low parent response rate. We understand that engaging parents with questionnaires can be difficult at times. We do expect full effort is made to try and engage parents however.

Some of our children/young people will find the wording of the

questionnaires difficult. Can we change the wording?

Yes, but please be careful not to change the meaning of the question with younger children it may be necessary to read out the questions and explain them.

Our setting has a lot of other antibullying activities and support which are not covered by the Charter Mark. Can they be taken into consideration?

This can be shared with the assessors to demonstrate your overall commitment to bullying. Your assessors will judge your application against the agreed criteria which will determine your overall award.

The process would be much quicker if we could do this without involving pupils throughout. Can we do this?

No, the ABCM offers an excellent opportunity to develop a whole school/setting approach through engaging children /young people in Anti-Bullying work and give them ownership of the process. While the process may be quicker without children /young people, it will not have the same impact or engage the wider community.



Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

Bronze	Silver	Gold	Platinum
<p>1. School/setting has identified a member of staff as the Anti-Bullying Lead.</p>	<p>1. School/setting has identified a member of staff as the Anti-Bullying Lead. School/Setting has an Anti-Bullying Partnership Team (ABPT) in place which is made up of a cross section of the school/setting community.</p>	<p>1. The ABPT has been established for at least a year and it has actively promoted antibullying throughout the school/setting</p>	<p>See gold</p>
<p>2. Members of the school/setting community know who the Anti-Bullying Lead is.</p>	<p>2. Appropriate members of the ABPT can be identified by school/setting community.</p>	<p>2. School/Setting community can recognise ABPT led activities and events.</p>	<p>See Gold</p>
<p>3. All pupils in the school/setting, takes an active part in Anti-Bullying Week</p>	<p>3. See Bronze</p>	<p>3. The school/setting organises anti-bullying events/activities throughout the year.</p>	<p>3. There is anti-bullying work undertaken in partnership with other schools/settings.</p>
<p>4. School/Setting involves parents and carers in planning and discussions</p>	<p>4. Parents and Carers take an active role in the Anti-</p>	<p>4. School/Setting have a parent ambassador group</p>	<p>See Gold</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>around bullying strategies and provide parents with information regarding what restorative approaches are and how they are used in school/settings</p>	<p>Bullying team including attending regular meetings and provide parents with information regarding what restorative approaches and how they are used in school.</p>	<p>who are trained and meet on a regular basis to discuss Anti-Bullying Issues.</p>	
<p>5. Relevant help lines and websites are displayed around the school/setting and these are mentioned in assemblies.</p>	<p>5. Relevant help lines and websites are displayed in every classroom.</p>	<p>5. Relevant helplines and websites are covered appropriately on the formal curriculum,</p>	<p>5. See Gold</p>
<p>6. The ABPT co-ordinates regular displays and circulates anti-bullying literature to pupils, parents /carers staff and governors. School evidence use of restorative approaches in promotional material.</p>	<p>6. See Bronze</p>	<p>6. See Bronze</p>	<p>6. See Bronze</p>
<p>7. School/Setting identifies areas and times where bullying is most likely to take place and uses this information to minimise opportunities for bullying to take place.</p>	<p>7. See Bronze</p>	<p>7. Regular reviews are held to monitor the effectiveness of their strategies. This information is available to the school/setting community on request.</p>	<p>7. See Gold</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>8. School/Setting has anti-bullying policy that has been written in the last year. This should include how restorative approaches are used in school to resolve conflict/re-integrate and address behavioural concerns. The policy has been ratified with governors and shared with parents.</p>	<p>8. School/Setting has anti-bullying policy that has been written in the last year. This should include how restorative approaches are used in school to resolve conflict/re-integrate and address behavioural concerns. The policy has been developed by the ABPT or group representing the school/setting. The policy has been ratified with governors and the shared with parents.</p>	<p>8. See Silver</p>	<p>8. Children/young people have written their own child friendly version of the policy.</p>
<p>9. The school/settings anti-bullying policy is publicised each year and made available on request.</p>	<p>9. The school/settings anti-bullying policy is publicised each year and made available on request. The policy is issued to all members of the school/setting community.</p>	<p>9. The school/settings anti-bullying policy is publicised each year and made available on request. The policy is issued to all members of the school/setting community. The policy is shared with parents and the wider community via website/newsletters.</p>	<p>9. As Gold plus: Relevant aspects of the policy are formally covered in the curriculum and this should include conflict resolution and restorative questioning. The young person policy is giving to every child in the school/setting</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

		<p>Relevant aspects of the policy are formally covered in the curriculum.</p> <p>Young people have written their own child friendly version of the policy.</p>	<p>and made available vi the website/newsletter.</p>
<p>10. The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with to parents/carers satisfaction. Parents/carers are made aware of the procedure.</p>	<p>10. See Bronze</p>	<p>10. See Bronze</p>	<p>10. See Bronze plus: The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with properly with a flow chart highlighting steps to be taken. Parents/carers made aware of procedure which should be displayed on information boards.</p>
<p>11. School/setting has established a peer support system.</p>	<p>11. School/setting has established a peer support system. Training is provided for peer mentors.</p>	<p>11. School/setting has a peer support system which has been operational for at least a year. Peer mentor training is provided on an annual basis.</p>	<p>11. School/setting has a peer support system which has been operational for at least a year. Peer mentor training is provided on an annual basis. Peer mentors to be trained in evidence use of restorative approaches.</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

			<p>School/setting community aware of what is in place around peer mentoring.</p> <p>12. As Gold, plus A range of interventions are available for pupils at risk of being bullied.</p> <p>School/Setting engages with national e safety initiatives.</p>
<p>12. Key staff are aware of individual pupils at risk of being bullied.</p> <p>School/setting provides support for pupils at risk of being bullied.</p>	<p>12. Key staff are aware of individual pupils at risk of being bullied. This information is shared with the wider school/setting community on a need-to-know basis.</p> <p>Key staff have knowledge of referral pathways for targeted support.</p>	<p>12. Key staff are aware of individual pupils at risk of being bullied. This information is shared with the wider school/setting community on a need-to-know basis.</p> <p>Key staff have knowledge of referral pathways for targeted support.</p> <p>School is aware of disadvantage groups of children/young people within their school community e.g. young carers, who are vulnerable and provides consistent support.</p>	
<p>13. When dealing with bullying issues, the needs of all parties are recognised.</p>	<p>13. See Bronze</p>	<p>13. See Bronze</p>	<p>13. See Bronze</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>There are interventions in place to support all parties.</p>			
<p>14. School/settings offer some opportunities for work on bullying issues through its PSHEE and/or lessons.</p>	<p>14. See Bronze</p>	<p>14. See Bronze</p>	<p>14. See Bronze</p>
<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored. The outcome of young people findings is used to develop school policies and procedures.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored. The outcome of young people findings is used to develop school policies and procedures. How bullying effects, the wider community is explored including anti-social behaviour and its effect on other people. School/settings involves guest speakers to talk about how bullying or anti-social behaviour has impacted on them.</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>16. All relevant staff are CEOP trained.</p> <p>A cyber safe agreement introduced and signed by all parents and young people.</p> <p>E safety policy has been discussed with staff and young people.</p>	<p>See bronze</p>	<p>16. School/setting has clearly identified opportunities throughout the curriculum/pastoral meetings for addressing bullying issues.</p> <p>Anti-bullying work is also evident in the "hidden curriculum" staff modelling of positive roles</p>	<p>16. See gold</p>
<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p>	<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p> <p>Key staff to have training in restorative conferencing</p>	<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p> <p>Key staff to have training in restorative conferencing</p> <p>Key staff have attended training that covers anti-bullying strategies</p>	<p>17. See Gold</p>
<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. See Gold plus: Parent ambassadors are aware of the support in school/setting for victims and perpetrators of bullying behaviours</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>School to promote and provide evidence of use of restorative approaches.</p>	<p>School to promote and provide evidence of use of restorative approaches.</p> <p>All staff members are aware of the support available for pupils/young people displaying bullying behaviours</p>	<p>School to promote and provide evidence of use of restorative approaches.</p> <p>All staff members are aware of the support available for pupils/young people displaying bullying behaviours</p>	
<p>19. Diversity and inclusion:</p> <p>Schools have information and displays on diversity for all to access</p> <p>Staff have training in diversity and allocate key workers to promote this. Pupils are aware who the key workers are.</p> <p>Pupils encouraged to report any incident of discrimination they encounter regardless of severity.</p>	<p>19. See bronze Plus:</p> <p>School works with outside agencies who have expertise in areas of RSHE/Diversity groups to deliver sessions to pupils.</p>	<p>19. Diversity and inclusion:</p> <p>See bronze plus:</p> <p>Schools have support groups or information of support groups for marginalised communities, e.g. young carers, LGBTQ+ ADHD</p> <p>School promotes awareness of dedicated days such as Black history month, Pride and Interfaith week through assemblies or special school events.</p>	<p>19. See Gold plus:</p> <p>All year 7 pupils giving lesson on diversity and inclusion during transition period</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

Bronze	Silver	Gold	Platinum
<p>1. School/setting has identified a member of staff as the Anti-Bullying Lead.</p>	<p>1. School/setting has identified a member of staff as the Anti-Bullying Lead. School/Setting has an Anti-Bullying Partnership Team (ABPT) in place which is made up of a cross section of the school/setting community.</p>	<p>1. The ABPT has been established for at least a year and it has actively promoted antibullying throughout the school/setting</p>	<p>See gold</p>
<p>2. Members of the school/setting community know who the Anti-Bullying Lead is.</p>	<p>2. Appropriate members of the ABPT can be identified by school/setting community.</p>	<p>2. School/Setting community can recognise ABPT led activities and events.</p>	<p>See Gold</p>
<p>3. All pupils in the school/setting, takes an active part in Anti-Bullying Week</p>	<p>3. See Bronze</p>	<p>3. The school/setting organises anti-bullying events/activities throughout the year.</p>	<p>3. There is anti-bullying work undertaken in partnership with other schools/settings.</p>
<p>4. School/Setting involves parents and carers in planning and discussions</p>	<p>4. Parents and Carers take an active role in the Anti-</p>	<p>4. School/Setting have a parent ambassador group</p>	<p>See Gold</p>

Criteria for Sunderland Young People's Anti-Bullying Charter Mark

Criteria: Whole School/Setting Involvement

<p>around bullying strategies and provide parents with information regarding what restorative approaches are and how they are used in school/settings</p>	<p>Bullying team including attending regular meetings and provide parents with information regarding what restorative approaches and how they are used in school.</p>	<p>who are trained and meet on a regular basis to discuss Anti-Bullying issues.</p>	
<p>5. Relevant help lines and websites are displayed around the school /setting and these are mentioned in assemblies.</p>	<p>5. Relevant help lines and websites are displayed in every classroom.</p>	<p>5. Relevant helplines and websites are covered appropriately on the formal curriculum,</p>	<p>5. See Gold</p>
<p>6. The ABPT co-ordinates regular displays and circulates anti-bullying literature to pupils, parents /carers staff and governors. School evidence use of restorative approaches in promotional material.</p>	<p>6. See Bronze</p>	<p>6. See Bronze</p>	<p>6. See Bronze</p>
<p>7. School/Setting identifies areas and times where bullying is most likely to take place and uses this information to minimise opportunities for bullying to take place.</p>	<p>7. See Bronze</p>	<p>7. Regular reviews are held to monitor the effectiveness of their strategies. This information is available to the school/setting community on request.</p>	<p>7. See Gold</p>

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<p>8. School/Setting has anti-bullying policy that has been written in the last year. This should include how restorative approaches are used in school to resolve conflict/re-integrate and address behavioural concerns. The policy has been ratified with governors and shared with parents.</p>	<p>8. School/Setting has anti-bullying policy that has been written in the last year. This should include how restorative approaches are used in school to resolve conflict/re-integrate and address behavioural concerns. The policy has been developed by the ABPT or group representing the school/setting. The policy has been ratified with governors and the shared with parents.</p>	<p>8. See Silver</p>	<p>8. Children/young people have written their own child friendly version of the policy.</p>
<p>9. The school/settings anti-bullying policy is publicised each year and made available on request.</p>	<p>9. The school/settings anti-bullying policy is publicised each year and made available on request. The policy is issued to all members of the school/setting community.</p>	<p>9. The school/settings anti-bullying policy is publicised each year and made available on request. The policy is issued to all members of the school/setting community. The policy is shared with parents and the wider community via website/newsletters.</p>	<p>9. As Gold plus: Relevant aspects of the policy are formally covered in the curriculum and this should include conflict resolution and restorative questioning. The young person policy is giving to every child in the school/setting</p>

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		<p>Relevant aspects of the policy are formally covered in the curriculum.</p> <p>Young people have written their own child friendly version of the policy.</p>	<p>and made available vi the website/newsletter.</p>
<p>10. The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with to parents/carers satisfaction. Parents/carers are made aware of the procedure.</p>	<p>10. See Bronze</p>	<p>10. See Bronze</p>	<p>10. See Bronze plus: The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with properly with a flow chart highlighting steps to be taken. Parents/carers made aware of procedure which should be displayed on information boards.</p>
<p>11. School/setting has established a peer support system.</p>	<p>11. School/setting has established a peer support system. Training is provided for peer mentors.</p>	<p>11. School/setting has a peer support system which has been operational for at least a year. Peer mentor training is provided on an annual basis.</p>	<p>11. School/setting has a peer support system which has been operational for at least a year. Peer mentor training is provided on an annual basis. Peer mentors to be trained in evidence use of restorative approaches.</p>

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<p>12. Key staff are aware of individual pupils at risk of being bullied.</p> <p>School/setting provides support for pupils at risk of being bullied.</p>	<p>12. Key staff are aware of individual pupils at risk of being bullied. This information is shared with the wider school/setting community on a need-to-know basis.</p> <p>Key staff have knowledge of referral pathways for targeted support.</p>	<p>12. Key staff are aware of individual pupils at risk of being bullied. This information is shared with the wider school/setting community on a need-to-know basis.</p> <p>Key staff have knowledge of referral pathways for targeted support.</p> <p>School is aware of disadvantage groups of children/young people within their school community e.g. young carers, who are vulnerable and provides consistent support.</p>	<p>School/setting community aware of what is in place around peer mentoring.</p> <p>12. As Gold, plus</p> <p>A range of interventions are available for pupils at risk of being bullied.</p> <p>School/Setting engages with national e safety initiatives.</p>
<p>13. When dealing with bullying issues, the needs of all parties are recognised.</p>	<p>13. See Bronze</p>	<p>13. See Bronze</p>	<p>13. See Bronze</p>

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<p>There are interventions in place to support all parties.</p>			
<p>14. School/settings offer some opportunities for work on bullying issues through its PSHEE and/or lessons.</p>	<p>14. See Bronze</p>	<p>14. See Bronze</p>	<p>14. See Bronze</p>
<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored. The outcome of young people findings is used to develop school policies and procedures.</p>	<p>15. Pupils explore the feelings of those who are bullied and explore the reasons why people are likely to bully others. Different types of bullying are discussed and explored. The outcome of young people findings is used to develop school policies and procedures. How bullying effects, the wider community is explored including anti-social behaviour and its effect on other people. School/settings involves guest speakers to talk about how bullying or anti-social behaviour has impacted on them.</p>

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<p>16. All relevant staff are CEOP trained.</p> <p>A cyber safe agreement introduced and signed by all parents and young people.</p> <p>E safety policy has been discussed with staff and young people.</p>	<p>See bronze</p>	<p>16. School/setting has clearly identified opportunities throughout the curriculum/pastoral meetings for addressing bullying issues.</p> <p>Anti-bullying work is also evident in the "hidden curriculum" staff modelling of positive roles</p>	<p>16. See gold</p>
<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p>	<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p> <p>Key staff to have training in restorative conferencing</p>	<p>17. Key members of staff have attended anti-bullying awareness day and disseminated information to staff.</p> <p>All staff to have training in restorative approaches</p> <p>Key staff to have training in restorative conferencing</p> <p>Key staff have attended training that covers anti-bullying strategies</p>	<p>17. See Gold</p>
<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p>	<p>18. See Gold plus: Parent ambassadors are aware of the support in school/setting for victims and perpetrators of bullying behaviours</p>

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<p>School to promote and provide evidence of use of restorative approaches.</p>	<p>School to promote and provide evidence of use of restorative approaches.</p> <p>All staff members are aware of the support available for pupils/young people displaying bullying behaviours</p>	<p>School to promote and provide evidence of use of restorative approaches.</p> <p>All staff members are aware of the support available for pupils/young people displaying bullying behaviours</p>	
<p>19. Diversity and inclusion: Schools have information and displays on diversity for all to access Staff have training in diversity and allocate key workers to promote this. Pupils are aware who the key workers are. Pupils encouraged to report any incident of discrimination they encounter regardless of severity.</p>	<p>19. See bronze Plus: School works with outside agencies who have expertise in areas of RSHE/Diversity groups to deliver sessions to pupils.</p>	<p>19. Diversity and inclusion: See bronze plus: Schools have support groups or information of support groups for marginalised communities, e.g. young carers, LGBTQ+ ADHD School promotes awareness of dedicated days such as Black history month, Pride and interfaith week through assemblies or special school events.</p>	<p>19. See Gold plus: All year 7 pupils giving lesson on diversity and inclusion during transition period</p>