**Anti-Bullying Self-Evaluation Tool**  

Schools should use this tool to assess their current policy and develop actions and timetables for improvement of their policy to bring it into line with the Glasgow Education Service Revised Anti-bullying Guidelines, and to identify needs e.g. training. An annual review of schools’ policies is recommended as best practice. For further help an excellent guide on Policy Into Practice is available on respect*me’*s website

[www.respect*me*.org.uk](http://www.respectme.org.uk)

Name of establishment:

Evaluation Date:

Completed by:

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Reflection Notes** | **Self-Evaluation Rating**1 = Area for development2 = Planning in place to implement3 =Consistent across the school4 = Embedded, tracked and monitored across the school | **Actions required and timescale for improvement** |
| **Policy**Does the school have a current anti-bullying policy which reflects Glasgow City Council guidance and Respect for All - A National Approach to Anti-Bullying for Scotland’s Children and Young People? |  |  |  |
| How well were staff, pupils, parents and any other relevant stakeholders involved in the policy development? |  |  |  |
| To what extent does the whole-school community have ownership of the vision, aims and values of the policy? How well has it been communicated and implemented? |  |  |  |
| If there is no current policy, what is the plan and timescale for progressing this? |  |  |  |
| **Whole-school staff training/involvement**How well do all staff know and understand GIRFEC, Nurturing Principles, and the United Nations Convention on the Rights of the Child and Respect for All – A National Approach to Anti-Bullying for Scotland’s Children and Young People? |  |  |  |
| How well do we ensure that all staff undertake regular professional learning around anti-bullying policy and practice? |  |  |  |
| **Culture & Practice**What steps have been taken to raise awareness, prevent and respond to bullying? |  |  |  |
| How effectively are we creating and promoting an ethos of inclusion, diversity, participation and positive relationships aimed at eliminating discrimination, educating young people and building empathy to support an anti-bullying culture in the school? |  |  |  |
| How effectively are incidents related to equalities and/or prejudice-based bullying acted upon to prevent future occurrences? |  |  |  |
| How **consistent** is anti-bullying practice across the whole school? |  |  |  |
| How well do children and young people show consideration for others and demonstrate positive behaviour and relationships? |  |  |  |
| **Parental/Family Engagement**How well do we support families in developing skills which lead to positive relationships, better learning and better behaviour? |  |  |  |
| How well do we enable parents, carers and families to contribute to the life of the school and be involved in anti-bullying policy and practice? |  |  |  |
| How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect? |  |  |  |
| **Recording, monitoring, continuous****improvement & learning**How effective are our recording and monitoring processes where there are bullying concerns? |  |  |  |
| How well do we know if the steps we have taken to prevent and respond to bullying have improved outcomes for children? |  |  |  |
| What is our process for seeking feedback on the effectiveness of anti-bullying work undertaken and ensuring that valuable learning from it is incorporated in future policy? |  |  |  |
| How well do we use data on the SEEMIS Bullying and Equalities module to monitor improvements in relationships and reduction in Bullying incidents? |  |  |  |
| Do we have examples of good practice worth sharing more widely? |  |  |  |
| **Response, support & pupil voice**How clear are children and young people about how they can report bullying and what level of support they can expect? |  |  |  |
| How well do we support children and young people to recover their sense of agency and make decisions about their wellbeing after a bullying experience? |  |  |  |
| How well do staff know learners as individuals? |  |  |  |
| **Total out of possible 88** |  |  |  |

Adapted from North Lanarkshire Council’s Anti-Bullying Policy and Prevention Guidelines, February 2017