



Sunderland Anti-Bullying Charter Mark

School and Settings Handbook



Time to STOP bullying

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.

The Charter Mark has been updated 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 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!



About the Anti-Bullying Charter Mark

The Sunderland Young People's Anti-Bullying Charter Mark has been designed and set up to help children/young people, parents and professionals in the prevention and management of bullying. The Charter aims to help everyone to prevent and reduce bullying in schools and settings, and also raising awareness in the local community of work done.

We want to encourage schools and settings to use the charter mark to prevent and reduce bullying. We hope that you find the changes helpful in achieving your awards, as a lot of thought and consideration has been taken into account.

We hope that you feel as strongly as we do about getting the anti-bullying message across within your school or setting. Our overall ambition is that in Sunderland we stop bullying together!

School testimonials

St Anne’s Primary School

“Being invited to assess other schools who are applying for their Charter Mark has been an invaluable experience to our pupils, it has allowed children to visit other settings and there we have been able to improve on our own school anti-bullying systems. The School Council always take notes whilst walking around with their clip boards and they love to inform other members of their findings at the next meeting. We have also made good friends with other schools by inviting them in turn to visit our own setting. Good news for all parties”.

Karen Beaney – St Anne’s Primary School

Richard Avenue Primary School



“The anti-bullying charter mark really helped us to focus as a whole school on anti-bullying. We were able to focus on what we did well and what needed to be improved. This was a process that involved pupils, parents, teachers and the community. The children really felt part of an important process. I think that was how we were so successful in achieving the Gold Charter Mark”.

Pat Lamb PSHE leader – Richard Avenue Primary School

Venerable Bede CE Academy



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.

Launched four years ago, the Bully Buddies scheme has grown dramatically and won a number of awards, including two national ones.

Led by Mr Roddy, 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.

Cameron Storey, 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”.

Mr P. Roddy Venerable Bede

Oxclose Community Academy



Oxclose Community Academy has always lived by the motto ‘Value Diversity, Strive for Excellence’. Diversity and respect is at the very core of everything we do and therefore the Anti-Bullying Charter Mark seemed like the perfect way to celebrate everything that we do in school.

Anti-Bullying was always managed by the staff at the school and this had worked for many years; the inclusion of students in to the Anti-Bullying team revolutionised the work that we do and ensured that we now have new ideas and a renewed vigour.

Led by Mr Tully, the Anti-Bullying team consists of almost 100 Anti-Bullying ambassadors who have worked incredibly hard to ensure a happier and safer environment for all.

The process of working towards the Charter Mark has been a valuable one; it ensured that we assessed our practices and helped us to introduce more modern ways of tackling bullying across the Academy.

Student Daniel Turnbull, 14, said “This has been an exciting time at Oxclose, I feel exceptionally privileged to have been a part of something that has made our school a nicer place to be. The Charter Mark assessment was a fantastic experience and I enjoyed working with other students, staff, parents and people from other schools across the city”.

Year 11 students who took part in the process mentioned that the new atmosphere in school was refreshing, Bibiche Ingabire, 16, said “Our school has always been a nice place but now students from all year groups are working together; we now feel like a real community”.

“I have always been incredibly proud to say that I am part of the Oxclose Community, we are a caring and supportive school and we ensure that the students are at the centre of everything that we do.

Taking part in the Charter Mark has opened my eyes and shown me what the children in our school can really do; they worked with passion and enthusiasm and I am overjoyed that we were given the Gold Charter Mark. This is something that every school should take part in”.

Ian Tully, Oxclose Community Academy

Thornhill School



“Working through the AB Chartermark criteria is an excellent development tool for anti-bullying strategies in school. It raised awareness for us that although we had lots of strategies in place, not everyone knew about them.”

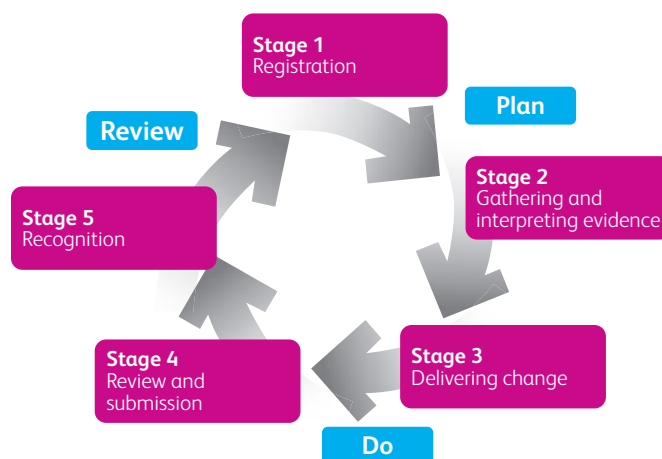
Ann Greenfield Peer Mentor Co-ordinator for
TARAH GROUP Thornhill School.

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.



The ABCM process should allow organisations to see what their strengths and areas for development are regarding anti-bullying. Past 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.

Prompt:

You can apply for ABCM at either bronze, silver, gold or platinum level. When you have completed the full five stages and achieved certification at a particular level, 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

You will also find up-to-date contact for help with ABCM as well as lists of schools taking part and achieving ABCM.

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 have an understanding of 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 would like to apply 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: Recognition.

Prompt:

Which staff will be represented on this application?

How will pupils be 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 on page 31 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 setting's 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 setting 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.

Support materials:

You can download all necessary forms for ABCM applications as well as seeing which setting will assess your application from: www.togetherforchildren.org.uk

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?

Support materials:

Guidance for settings awarding ABCM is available to download from:
www.togetherforchildren.org.uk



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

Criteria: Whole School/Setting Involvement

Bronze	Silver
<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. It is made up of a cross-section of the school community.</p>
<p>2. Members of the school/setting community know who the Anti-Bullying Lead is.</p>	<p>2. Members of the school/Setting community know who the Anti-Bullying Lead is. Appropriate members of the ABPT can be identified by the school/setting community.</p>
<p>3. School/setting takes an active part in the National Anti-Bullying Week.</p>	<p>3. School/setting takes an active part in the National Anti-Bullying Week. The school/setting organises anti-bullying events/activities throughout the year.</p>

Gold

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. It is made up of a cross-section of the school/setting community.
The ABPT has been established for at least a year and it has actively promoted anti-bullying throughout the school/setting.

2. Members of the school/setting community know who the Anti-Bullying Lead is.
Appropriate members of the ABPT can be identified by the school/setting community. School/Setting community can recognise ABPT led activities and events.

3. School/setting takes an active part in the National Anti-Bullying Week.
The school/setting organises anti-bullying events/activities throughout the year.
There is anti-bullying work undertaken in partnership with other schools/settings.

Platinum

1. School/Setting has identified a member of staff as the Anti-Bullying Lead.
School has an Anti-Bullying Partnership Team (ABPT) in place. It is made up of a cross-section of the school/setting community including parents.
The ABPT has been established for at least a year and it has actively promoted anti-bullying throughout the school/setting.

2. Members of the school /setting community know who the Anti-Bullying Lead is.
All members of the ABPT can be identified by the school/setting community. Everyone in the school /setting community can recognise ABPT led activities and events.

3. School/setting takes an active part in National Anti-Bullying week.
The school/setting works in partnership with another school or setting to organise Anti-Bullying activities.
The school/setting organises anti-bullying events/activities throughout the year.

Bronze	Silver
4. School/Setting involves parents and carers in planning and discussion around bullying strategies and provide parents with information regarding what restorative approaches and how they are used in school.	4. School/Setting involve parents and carers in planning and discussion around bullying strategies and provide parents with information regarding what restorative approaches and how they are used in school. Parents and Carers take an active role in the Anti-Bullying team and provide parents with information regarding what restorative approaches and how they are used in school.
5. Relevant help lines and websites are displayed around the school/setting.	5. Relevant help lines and websites are displayed around the school/setting. Relevant help lines and websites are displayed in every classroom.
6. Anti-bullying literature is available on request.	6. Anti-bullying literature is available on request. Anti-bullying literature is displayed and it is easily accessible.

Gold

4. School/setting involve parents and carers in planning and discussion around bullying strategies.

Parents and carers take an active role in the Anti-Bullying team and provides parents with information regarding what restorative approaches are, and how they are used in school.

School/Setting have a parent ambassador group who are trained and meet on a regular basis to discuss Anti-Bullying Issues.

School/setting to have a Parent Ambassador trained in restorative approach practices.

5. Relevant help lines and websites are displayed around the school/setting.

Relevant help lines and websites are displayed in every classroom.

Relevant help lines and websites are covered appropriately on the formal curriculum.

6. Anti-bullying literature is available on request.

Anti-Bullying literature is displayed and it is easily accessible.

The ABPT coordinates regular displays and circulates anti-bullying literature to pupils staff, parents/carers and governors.

School evidences use of restorative approaches in promotional material.

Platinum

4. School/setting involve parents and carers in planning and discussion around bullying strategies.

Parents and carers take an active role in the Anti-Bullying team and provides parents with information regarding what restorative approaches are, and how they are used in school.

School/Setting have a parent ambassador group who are trained and meet on a regular basis to discuss Anti-Bullying Issues.

School/setting to have a Parent Ambassador trained in restorative approach practices and take an active role in developing interventions.

Parent ambassador group are proactive in developing systems to raise awareness around Anti-Bullying in the school/setting and the wider community.

5. Relevant help lines and websites are displayed around the school/setting

Relevant help lines and websites are displayed in every classroom.

Relevant help lines and websites are covered appropriately on the formal curriculum and in assemblies and class talks.

6. Anti-bullying literature is available on request.

Anti-Bullying literature is displayed and it is easily accessible.

The ABPT coordinates regular displays and circulates anti-bullying literature to pupils staff, parents/carers and governors.

School evidences use of restorative approaches in promotional material.

The School/setting has developed its own anti-bullying leaflets.

Criteria: Policy

Bronze	Silver
<p>7. School/setting identifies areas and times where bullying is most likely to occur.</p>	<p>7. School/setting has used a whole school setting survey to identify areas and times where bullying is most likely to occur. School/setting uses this information in its planning to minimise opportunities for bullying to take place and show evidence of how restorative approaches are used to identify issue and offer support.</p>
<p>8. School/Setting has an anti-bullying policy which has been written within the last year. This should include how restorative approaches are used in school to resolve conflict/re-intergrate and address behavioural concerns. The Policy has been Ratified with Governors and shared with parents.</p>	<p>8. School/Setting has an anti-bullying policy which has been written/reviewed within the last year. This should include how restorative approaches are used in school to resolve conflict/re-intergrate and address behavioural concerns. The policy has been developed by the ABPT or group representing the school/setting community ratified with Governors and shared with parents.</p>
<p>9. The school's/settings anti-bullying policy is publicised each year and made available on request.</p>	<p>9. The school's/settings anti-bullying policy is publicised each year and made available on request. The Policy is issued to all members of the school/settings community.</p>

Gold

7. School/setting has used a whole school setting survey to identify areas and times where bullying is most likely to occur.
- School/setting uses this information in its planning to minimise opportunities for bullying to take place.
- School/setting to show evidence of how restorative approaches are used to identify issues and offer support.
- Regular reviews are held to monitor the effectiveness of their strategies.

8. School/setting has an anti-bullying policy which has been written/reviewed with the last year.
- The policy should include how restorative approaches are used in school to resolve conflict /re-intergrate and address behavioural concerns.
- The Policy has been developed by the ABPT or group representing the school/setting community ratified with Governors and shared with parents.

9. The school's/setting's anti-bullying policy is publicised each year and made available on request.
- The Policy is issued to all members of the school/settings community.
- The policy is shared with parent's and the wider community via website/newsletters.
- Relevant aspects of the policy are formally covered in the curriculum.

Platinum

7. School/setting has used a whole school setting survey to identify areas and times where bullying is most likely to occur.
- School/setting uses this information in its planning to minimise opportunities for bullying to take place.
- School/setting to show evidence of how restorative approaches are used to identify issues and offer support.
- Regular reviews are held to monitor the effectiveness of their strategies.
- This information is available to parents the wider school/setting community via websites/notice boards.

8. School/setting has an anti-bullying policy which has been written/reviewed with the last year.
- The policy should include how restorative approaches are used in school to resolve conflict /re-intergrate and address behavioural concerns.
- The Policy has been developed by the ABPT or group representing the school/setting community ratified with Governors and shared with parents.
- Children/Young People have written their own child friendly version of the Policy.

9. The school's/setting's anti-bullying policy is publicised each year and made available on request.
- The Policy is issued to all members of the school/settings community.
- The policy is shared with parent's and the wider community via website/newsletters.
- Relevant aspects of the policy are formally covered in the curriculum this should include conflict resolution and restorative questioning.
- The child/young people policy is given to every child/young person in the school/setting and made available via website/newsletter.

Bronze	Silver
<p>10. The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with to parent's/carer's satisfaction. Parents/carers are made aware of the procedure.</p>	<p>10. The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with to parent/'s carer's satisfaction. Parents/carers are made aware of the procedure.</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>12. Key staff are aware of individual pupils at risk of being bullied.</p>	<p>12. Key staff are aware of pupils at risk of being bullied. This information is shared with the wider school community on a need to know basis. Key staff have knowledge of referral pathways for those needing targeted support. School/setting provides support for pupils at risk of being bullied.</p>
<p>13. When dealing with bullying issues, the needs of all parties are recognised.</p>	<p>13. When dealing with bullying issues, the needs of all parties are recognised. There are interventions in place to support both parties.</p>

Gold

10. The anti-bullying policy includes a clear complaints procedure for use if incidents have not been dealt with to parent's/carer's satisfaction.

Parents/carers are made aware of the procedure.

11. School/setting has a peer support system which has been operational for at least one year.

Peer mentor training is provided on an annual basis.

Peer mentors to be trained in and evidence use of restorative approaches

12. Key staff are aware of individual pupils at risk of being bullied.

Key staff have knowledge of referral pathways for those needing targeted support.

School is aware of disadvantaged groups of children/young people within their school community e.g young carers, who are vulnerable and provides consistent support.

This information is shared with the wider school community on a need to know basis.

A range of interventions are available for pupils at risk of being bullied.

13. When dealing with bullying issues, the needs of all parties are recognised including parent/carers.

There are interventions in place to support all parties.

Platinum

10. 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 and carers are made aware of the procedure which should be displayed on information notice board.

11. School/setting has a peer support system which has been operational for at least one year.

Peer mentor training is provided on an annual basis.

Peer mentors to be trained in and evidence use of restorative approaches

All children/young people parents and the wider community are aware of what is in place around peer mentoring.

12. Key staff are aware of individual pupils at risk of being bullied.

Key staff have knowledge of referral pathways for those needing targeted support.

School is aware of disadvantaged groups of children/young people within their school community e.g young carers, who are vulnerable and provides consistent support.

This information is shared with the wider school community on a need to know basis.

A range of interventions are available for pupils at risk of being bullied.

13. When dealing with bullying issues, the needs of all parties are recognised including parent/carers.

There are interventions in place to support all parties.

Bronze	Silver
<p>14. School/setting offers some opportunities for work on bullying issues through its PSHEE and/or lessons.</p>	<p>14. School/setting offers regular opportunities for work on bullying issues e.g. circle time, PSHEE, SEAL, drama, Citizenship, etc.</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.</p> <p>Different types of bullying are discussed and explored.</p> <p>The outcomes of children/young people findings are used in developing school policies and procedures.</p>
<p>16. Cyber bullying is covered in the curriculum. All relevant staff are CEOP trained Cyber safe agreement introduced to young people and parents E safety policy has been discussed with staff and young people</p>	<p>16. Cyber bullying is covered in the curriculum. All staff are CEOP trained including governors Cyber safe agreement introduced to young people and parents E safety policy has been discussed with staff and young people E safety is embedded across the curriculum E safety information is available for parents Good practice around Anti-Bullying is shared on learning hub Anti-Bullying website Setting engages in national e safety initiatives such as SID</p>

Gold

14. Key staff are aware of individual pupils at risk of being bullied.

School is aware of disadvantaged groups of children/young people within their school community e.g. young carers, who are vulnerable and provides consistent support.

This information is shared with the wider school community on a need to know basis

A range of interventions are available for pupils at risk of being bullied.

15. Pupils explore the impact on the feelings of those who are bullied and explore the reasons why people are likely to bully others.

Different types of bullying are explored.

The outcomes of children/young people's findings are used in developing school policies and procedures.

How bullying affects the wider community is explored including anti-social behaviour and its effect on other people.

School/setting involves guest speakers to talk about their experiences including those who may be affected by bullying or anti-social behaviour in the community.

16. School/Setting has clearly identified opportunities throughout the curriculum/pastoral meetings for addressing bullying issues.

Anti-bullying work is also evident in the "hidden curriculum" - staff modelling of positive roles, etc.

Platinum

14. Key staff are aware of individual pupils at risk of being bullied.

School is aware of disadvantaged groups of children/young people within their school community e.g. young carers, who are vulnerable and provides consistent support.

This information is shared with the wider school community on a need to know basis

A range of interventions are available for pupils at risk of being bullied.

15. Pupils explore the impact on the feelings of those who are bullied and explore the reasons why people are likely to bully others.

Different types of bullying are explored.

The outcomes of children/young people's findings are used in developing school policies and procedures.

How bullying affects the wider community is explored including anti-social behaviour and its effect on other people.

School/setting involves guest speakers to talk about their experiences including those who may be affected by bullying or anti-social behaviour in the community.

Parent Ambassadors take part in discussions about bullying and its impact.

16. School/setting has clearly identified opportunities throughout the curriculum/pastoral meeting for addressing bullying issues.

Anti-bullying work is also evident in the "hidden curriculum" - staff modelling of positive roles, etc.

Criteria : E-safety

Bronze	Silver
<p>17. Key members of staff have attended anti-bullying awareness training and disseminated information to all staff.</p> <p>All staff to have training in restorative approaches.</p>	<p>17. Key members of staff have attended anti-bullying awareness training and disseminated information to all staff.</p> <p>All staff to have training in restorative approaches.</p> <p>Key staff to have training in restorative conferencing.</p>
<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p> <p>School to promote and provide evidence of use of restorative approaches.</p>	<p>18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.</p> <p>School to promote and provide evidence of use of restorative approaches.</p> <p>All members of staff are aware of the support within the school/ setting for victims of bullying behaviour.</p> <p>All staff members are aware of the support available for pupils/young people displaying bullying behaviour.</p>

Gold

17. Key members of staff have attended anti-bullying awareness training and disseminated information to all staff.

Key members of staff have attended training which covers anti-bullying strategies.

Key members of staff have training in restorative approaches and disseminated information to all staff.

Key members of staff to have training in restorative conferences.

18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.

All members of staff are aware of the support within the school/setting for victims of bullying behaviour.

All members of staff are aware of the support available for pupils/young people displaying bullying behaviour.

Platinum

17. Key members of staff have attended anti-bullying awareness training and disseminated information to all staff.

Key members of staff have attended training which covers anti-bullying strategies.

Key members of staff have training in restorative approaches and disseminated information to all staff.

Key members of staff to have training in restorative conferences and disseminated information to all staff.

18. All members of staff are aware of the strategies and systems in place to raise awareness about bullying issues.

All members of staff are aware of the support within the school/setting for victims of bullying behaviour.

All members of staff are aware of the support available for pupils/young people displaying bullying behaviour.

Parent Ambassadors are aware of the support within school/setting for victims and perpetrators of bullying behaviour.



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 on our website www.togetherforchildren.org.uk 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?

Children/ young people from a different setting 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.

Are our children/young people expected to assess other settings' applications?

Yes we would hope that you will take place in the assessing process. As well as finding out about different practice taking place, it will give you an excellent opportunity to form partnerships with other settings and developing a consistency of response across Sunderland

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 can not 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 anti-bullying 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.



Time to STOP bullying

Sunderland Anti-Bullying Charter Mark Registration form

We would like to register our intention to apply for the Sunderland Young People's Anti-Bullying Charter Mark

Setting/Organisation

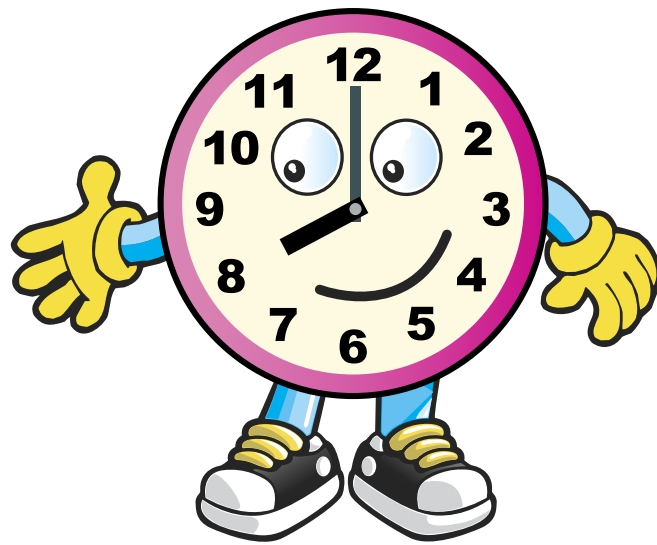
Date:

Setting Representative Signature

Child/Young Person Representative Signature

Please return form by email to:

youthvoice@togetherforchildren.org.uk



Time to STOP bullying

together for
children
SUNDERLAND