Bullying and Racist Incidents Monitoring and evaluation of school policy and practice: how equal is your school or setting?

Here are some useful questions for senior leaders and governors to consider in their impact assessment of the anti-bullying and anti-discrimination work of the school, college or setting and as you consider your obligations under the Equality Act 2010

- What strategies are being employed to reduce bullying and racist incidents e.g. through bullying prevention work, curriculum programmes, peer support strategies and wider initiatives? Are you proactive as required under law?

- What evidence is there to demonstrate that these strategies are having an impact on the school?

- Which groups are most vulnerable in this school according to the school's own data? Are any groups disproportionately experiencing bullying or hurtful incidents in the school?

- What does a comparison with county and district data reveal about this aspect of work?

- What targets have been / need to be set to move anti bullying in the school forward?

- What does the trend data across the last 3 years tell us about the effectiveness of the school's anti-discrimination work and about pupil's confidence in reporting hurtful behaviour?

- Are there patterns in the focus and nature of the bullying incidents in the school?

- What is the school doing to protect staff from bullying and racist incidents?

- Have all staff received training this year to update them and develop their understanding and skill, on the school's Equalities and Well-being duties?

- What are the school's priorities for developing the area of anti-bullying and anti-discrimination? Are these reflected in the school Equalities action plan and/or school plan?

- What does the feedback from pupils, parents and staff reveal about the impact of the school's anti bullying work?
    - e.g. What do surveys say?
    - Have there been any complaints from pupils, parents or staff?

- Is the school's anti bullying/harassment strategy and its impact fully explored in self- evaluation?