

Developing an "open door" ethos

Pupils welcome an "open door" ethos. Positive supportive relationships with school staff (being listened to, being believed, having space and opportunity to explore their feelings) will transform well-being indicators for all learners, not just those with SEND. Creating a "telling" school, where it is OK to report bullying whether experienced or observed, without fear of recrimination or retribution, should be the goal of every learning institution... but it is hard to achieve without the commitment and support of the whole school community.

Some schools with "good" or "outstanding" Ofsted ratings worry that an increase in reported bullying due to more accessible reporting systems and a more open school culture may have an impact on their rating. Far from it. Ofsted inspection teams are now being explicitly briefed to drill down into anti-bullying practice and processes. If the learner voice is at odds with the schools self-evaluation, the impact on this rating, as well as Leadership and Management, can be significant. Remember, a change in practice is almost always followed by a "spike" in reported events: this should be viewed as a positive!



LINK TO RESOURCES

[How to develop your schools' values, beliefs, vision statement and culture?](#)

[School Anti-Bullying Policy- Guidance](#) (reproduced with the kind permission of Dudley LA)

[School Anti-Bullying Policy- Checklist](#) (reproduced with the kind permission of Dudley LA)

3 Resources to help with Surveys and Questionnaires:
[East Sussex Safer School Survey --- Survey Checklist --- Anti-Bullying Surveys: Some Considerations](#)

COMMUNICATE		
COMMUNICATE-Listen to the person reporting the bullying		
QUICK WIN or MEDIUM / LONG TERM?	LT- long term M/LTG	SOCIAL CONTEXT V- relating to CYP who are being bullied
PHASE	ALL ALL	 
WHAT YOUNG PEOPLE SAY	"We want to know where to go and who to speak to if bullying occurs... We want to be believed"	
WHAT PARENTS SAY	Parents stress that it is essential that if their child reports bullying to another adult in the school, the appropriate response of the teacher is to believe that they are telling the truth. The consequences of a child reporting bullying to an adult at home or at school and the feeling that they are not listened to or believed are damaging and far reaching.	
WHAT RESEARCHERS SAY	"Schools sometimes have problems -detecting the existing level and nature of bullying, and monitoring on-going occurrence -analysing how the young people concerned perceive bullying behaviour -attempting to use teacher ratings as well as pupils' own reports of their experiences"	
COST RESOURCE	A whole-school ethos takes time to establish and build. All pupils will benefit from becoming a "telling" school.	
RELATED STRATEGIES		

CASE STUDIES

EXAMPLE SCHOOL POLICY Leasowes School Dudley: *This school has recently been awarded the Dudley Anti-Bullying Pledge Scheme Charter Mark.*



For more information on the programme, visit the [Anti-Bullying Alliance](#) information hub. These resources are hosted and developed by [Achievement for All](#)





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- If you're being bullied >
- Advice for Parents >
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- Making a complaint about bullying >
- Bullying and adulthood >

Anti-Bullying Policies

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy.



All about bullying

- What is bullying? >
- Anti-Bullying Policies >



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