

## Case study:

### How Croft Primary School, Nottinghamshire has sought to educate parents and staff on understanding the different aspects of bullying

This case studies main focuses have been to:

- To revisit its anti- bullying policy
- To educate staff on what constitutes bullying behaviour
- To ensure parents are aware of action the school is taking to tackle bullying

#### Background on the School

Having audited anti bullying in school with the Head, one of the key areas which required development was the policy. A draft policy was re-written using the guidance provided on the Nottingham County Council portal, with the 10 key principles of the All-together programme and encompassing the current good practised outlined in the current Anti-bullying policy.

As a result of the changing policy, a variety of actions were taken to ensure it was implemented smoothly and consistently across school and it has a positive impact. In addition, staff training was raised as an area to be developed.

Also, working alongside the leader for SMSC, we have re-evaluated the delivery of the SEAL scheme of work making it more manageable and integrated with our current 'Weekly Wonders' and Champion Achiever celebrations. We hope that this will make it more realistic that the PSHE and Citizenship objectives, including clear links to the anti-bullying policy in school, are explicitly acknowledged within a very busy timetable!

#### Desired outcome

Children who are happy to come to school without feeling victimised, taunted or bullied by their peers. Children who are confident about what constitutes bullying behaviour, have strategies which they are able to access to help solve the problems arising and know what to do if a problem continues.

Children and parents who are confident of the process of tackling bullying issues which arise and trust staff in school to deal with them effectively.

Staff who are confident about what constitutes bullying and the procedures that should be followed to address consistently across the school.

An up-to-date policy which reflects current practise in school, is accessible and used by all parties i.e. staff, children, parents, governors and addresses bullying issues arising within the school community.

An improved integration of the PSHE curriculum delivered using the SEAL programme alongside the other current practises linked to SMSC will, overtime, rejuvenate the children's approaches to themselves, each other, adults and

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the wider community through greater awareness of the members of our school community alongside the wider community.

### What is the action we took?

We asked all teachers to discuss the renewal of the anti-bullying policy as a class. Their current understanding of procedures in school were discussed and new suggestions put forward. Each class school council representatives took their suggestions forward to a school council meeting where they were shared and discussed. The resulting information has been embedded within the new policy.

Worry boxes/'I wish my teacher/TA knew...' boxes became available and regularly checked and acknowledged where necessary.

The working party met in order to share the new policy and discussed what further action could be taken.

Assembly led by EB to share key elements of Croft's anti-bullying procedures. We invited children to create a poster/leaflet advising children in school of these in order that they can be made available in child-friendly versions around school.

Our school's DARE officer lead an assembly with the theme 'Everyone Equal', addressing issues that can occur and how to deal with them both in the school environment and outside of school (including Cyber-bullying).

Peer mentor's role advertised within assembly to promote their role on the playground at break and lunchtimes. A display including photographs has been created in the hall.

Peer mentor training was planned for new academic year 2018/19

Staff meeting was held to include: reminder of procedures in Anti-bullying Policy, ideas shared to address issues from action plan (in particular point 3.4 and 4.5). Online training completed.

A leaflet promoting the Anti-bullying alliance website 'Parent tool' section was shared by the Head with concerned parents. Advice, support and research data was also made available.

Internet Safety day was held in February 2018. An assembly was led by the ICT coordinator. All classes completed internet safety activities/artwork, which are displayed in the ICT suite.

Meeting with SMSC leader to reflect upon a realistic way of ensuring the SEAL project is delivered weekly across school. Relevant publications and resources were made available to staff and suggestions for how to use resources alongside current practises in school to combine elements of the PSHE and Citizenship curriculum, SEAL, Weekly Wonder, Champion Achiever and the aims of the Anti-bullying policy shared with staff in staff meeting on 26.6.18. Expectation that this will be in place from September 2018.

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Restorative justice has been discussed and noted by the head and anti-bullying leader with the intention of making it a priority for the next academic year.

### Outcome

The programme has raised the profile of anti-bullying across school. Initially, the audit asked questions of current practises which have been addressed with small tweaks to current practise.

Children have been involved in the re-writing of the policy, in sharing the key points of the policy in a child friendly way around school and have lead the way in presenting good role models with a new emphasis put upon Peer Mentors. They have been exposed to other members of the community (DARE officer Robinson) who shared her personal experiences of bullying and how it affected those involved.

All staff have been reminded of the correct procedures for dealing with bullying issues arising in school, reminded of the key points through online training and provided with an alternative way of delivering SEAL in an effective, time manageable way and on a regular basis. Additionally, provision made for new and/or temporary staff means that consistent practise is becoming more evident across school. As a result, parents are also following the procedures as outlined in the policy of sharing their concerns with the class teacher and the problem being adequately acknowledged and dealt with instead of escalating the problem immediately to the head.

While many steps forward have been taken this year, there are still big plans for next year. New applications for Peer Mentors will be made and chosen with appropriate training to follow including new resources for peer support made available on the anti-bullying alliance website alongside the Diana Award, the implementation of the revised SEAL/PSHE and citizenship objectives will begin from September. In addition, the working party will work together to build a whole school anti-bullying week for November 2018 with the theme 'Choose Respect' (12<sup>th</sup>-16<sup>th</sup> November).

### Learning

The Anti-Bullying alliance have made a huge number of resources and numerous links to alternative strategies available through its website. It has highlighted the prevalence of disablist bullying.

Current awareness of mental health is strongly linked to the ABA's drive to promote anti-bullying within schools, making it stand out significantly as an area that we can develop in order to prepare children to be mentally strong and able to cope with the stresses that they will face both during their education and beyond.