

United Against Bullying School Case Study: Increasing pupils' and parents' confidence in anti-bullying approaches

How St Peter & St Paul Church Primary School ensured secure understanding among pupils and parents of what bullying is and how to report it

Context of our anti-bullying work

St Peter & St Paul had an anti-bullying policy in place and some good practice, but it was clear that parents and pupils were not confident in our approaches and did not have a secure understanding of bullying and/or how to report their concerns etc.

What we hoped to achieve

Ensure that parents, pupils, and governors knew that a named person was coordinating our approach and could see the value placed on ensuring our pupils are safe and happy at school.

The action we took

- Named a senior lead within the school to coordinate our whole-school approach to anti-bullying. This is the behaviour lead and the Headteacher.
- This was shared with parents via our newsletter and with the children during anti-bullying week.
- Staff were also provided with this information during training.
- The senior lead discussed bullying with the school council and asked them to share the pupil questionnaire with their respective classes and explain the purpose of it.

Impact and outcomes of the work

This strengthened our approach as it showed that we prioritised anti-bullying and reviewed it in the same way as we would our curriculum and other areas on our school development plan. Staff, parents and pupils are more confident in knowing to go to the senior lead to discuss anti-bullying and to share suggestions for ongoing development and/or to ask for support, raise concerns etc.

Parents are also more confident to report their concerns regarding bullying to the senior lead and this enables us to meet with them more quickly and formalise a plan which is then reviewed with them and where appropriate, their child more frequently.

In a year, I would like the lead to ensure the termly updating and reviewing of our anti-bullying action plan becomes embedded and parents and pupils feed into this at least once a year.

What we have learned

To review the impact of this further, it would have been beneficial to collect data/comments from parents regarding the impact of the changes.