

# United Against Bullying School Case Study: Anti-Bullying Lead in SLT coordinating whole-school change

## How Our Lady Immaculate Catholic Primary raised the profile of their Anti-bullying Ambassadors

### Context of our anti-bullying work

We have always taken our work on anti-bullying very seriously. Up until now, this has been led by an experienced class teacher. However, as part of our commitment to the Anti-bullying Alliance programme, this year, as Headteacher and member of the Senior Leadership Team (SLT), I took over the role of Anti-Bullying Lead.

### What we hoped to achieve

By taking over the role of Anti-Bullying Lead and by registering with the Anti-Bullying Alliance programme – United Against Bullying, I hoped to raise the profile of the Anti-bullying Ambassadors and what they stood for significantly. I also hoped to further educate the whole school community on what bullying looks like both in school and online. Ultimately, I hoped that by raising the profile of anti-bullying in school, that I would ensure a happy and conducive learning environment for all our children to flourish in.

### The action we took

#### Pupils:

- Infant and junior classes were invited to vote for a boy and a girl to take on the role of Anti-Bullying Ambassadors
- Anti-Bullying Ambassadors were invited to meet with the Headteacher every other week to support each other and to discuss ways to improve challenging relationships.
- Year 5 and 6 Anti-Bullying Ambassadors were invited to attend Peer Mentoring Training, led by the Headteacher using the resources of Anna Freud.
- The Anti-Bullying Ambassadors were given the opportunity to lead Anti-Bullying Week, which began with an assembly created by them. Please see link to website to view the powerpoint: <https://en-8815250.cms.itselfr-aws.com/diana-foundation-aba/>
- During Anti-Bullying Week, the Anti-Bullying Ambassadors were instrumental in creating posters and talking to their class about what was going to happen throughout

the week. They were also instrumental in organising 'Odd Sock Day' to raise money for the Anti-Bullying Alliance.

- A member of the Metropolitan Police came to talk to the children about social media.
- Workshops took place on social media led by the 2-Johns.
- A website page was set up on the school website, providing information about the Anti-Bullying Ambassadors and what bullying looked like. <https://en-8815250.cms.itselfr-aws.com/diana-foundation-aba/>
- The children were introduced to the concept of being a 'TELLING' school.
- Children in Years 3-6 were invited to complete an Anti-Bullying Pupil Questionnaire, based on the Anti-Bullying Alliance questionnaire. The results were shared with the Anti-Bullying Ambassadors who went back to class to share their ideas on how to work on some of the issues raised.
- The same Anti-Bullying Pupil Questionnaire was shared with children again, and a comparative analysis undertaken to measure impact.

### **Staff:**

- All staff were invited to attend an INSET day led by the Headteacher, which involved safeguarding, including bullying – the signs to look out for and what to do in the event of a child(ren) being bullied.
- Staff have received training in the Anti-Bullying Alliance online training.
- Teaching staff planned lessons as part of Anti-Bullying week. They also interleave work on anti-bullying through the PSHE/RSHE/RE and English curriculum.
- The Headteacher introduced CPOMs and all staff received training in this electronic programme. CPOMs allows for all behaviour issues, including bullying issues, etc. to be recorded, enabling SLT to see the bigger picture and hopefully preventing a safeguarding/bullying issue arising.
- The Headteacher introduced 'Virtues to live by', based on Catholic Character Education. This encompasses growth in the virtues of being kind, tolerant, respectful, loving, and patience for example – living a good life by being a good person. The Virtues are shared with the children through the Headteacher's weekly assemblies and the children are rewarded with a merit badge at the Celebration Assembly held on Friday if they have grown in a Virtue.
- A parent survey was sent out, results analysed and next steps taken.
- All staff attended the 2-Johns internet safety workshop.

### **Parents**

- Parents were consulted with on the school's Anti-Bullying and Positive Behaviour Policy.

- A parent survey was shared with parents, with a question asking them how well the school dealt with bullying. The results of this survey were shared with parents along with the school's next steps. See [Google Drive](#) document
- Parents were invited to attend the 2-Johns internet safety workshop.
- Any anti-bullying events are shared with parents through the weekly newsletter.

### **Wider Community**

The wider Parish community have access to the school newsletter and speak very highly about the children's behaviour.

### **Impact and outcomes of the work**

- All the children know who the Anti-Bullying Ambassadors are. They trust them and are happy to approach them if they need help dealing with a friendship issue.
- Children know that we are a 'TELLING' school. They are confident about approaching a trusted adult if they are feeling uncomfortable or sad about something that has been going on in school.
- Children and parents are less likely to use the word 'bullying' inappropriately.
- The staff have a set procedure about how to record bullying. Because of the introduction of the CPOMs, the Headteacher is always notified if a bullying incident occurs. SLT meet regularly to look at any patterns in negative behaviour, attendance, etc. to try and prevent issues occurring.
- Children come into school happy. Any issues of bullying are dealt quickly in order to prevent any escalation. Pupils, parents are involved in the procedure and supported by the Pastoral Lead.
- Over the next year or so, I am anticipating appointing more children to the role of Anti-Bullying Ambassadors, particularly in Years 5 and 6. This will ensure succession planning when it comes to peer mentoring training.
- As we educate children and parents in the signs of bullying, I am hopeful that children will feel confident about telling an adult if they feel they or someone in the class/school is being bullied.

### **What we have learned**

Given the devastating impact bullying can have on any child or adult, I feel that it is important that the Headteacher or a member of SLT are appointed as the Anti-Bullying Lead. In the past, this role has been led by an experienced class teacher. Bullying comes under safeguarding and should be taken extremely seriously. It should not be something that is thought about for one week of the year, but something that is talked about all the time. By giving the role of

Anti-Bullying Lead to a member of SLT, this sends a message to the school community that bullying in Our Lady Immaculate is taken very seriously and will not be tolerated.

By ensuring that the Anti-Bullying Ambassadors have regular contact with the Headteacher and report back to class with any actions, the profile of the Anti-Bullying Ambassadors is raised. Their job is seen as important and purposeful. It also ensures that we are constantly talking about what bullying looks like and what a child should do if they feel that they are being bullied.