

# All Together Case Study: Using the ABA wellbeing questionnaire as a guide to improve areas of concern

## How Beeston Fields Primary School has sought to develop pupils' understanding of bullying and how to deal with it

### Context of our anti-bullying work

Beeston Fields is larger-than-average sized primary school with a nursery. Just under half of pupils come from White British backgrounds. The number of pupils who come from minority ethnic backgrounds is high, much higher than the national average.

Significant groups are other white background, white and black Caribbean, and Pakistani. The proportion of pupils who speak English as an additional language is well above average. The proportion of disabled pupils and those who have special educational needs is well above average. The number of pupils who join the school during Key Stage 1 and Key Stage 2 is higher than in most schools. The proportion of pupils who are known to be eligible for free school meals is high.

### What we hoped to achieve

Our reason for participating in the All Together Anti-Bullying programme was to further develop our children's understanding of bullying and the definition of bullying, alongside building their understanding of how to deal with bullying situations.

Through participation in the project, it was hoped children would have a variety of opportunities to gain clarity on the topic area, and also that relationships could be built with parents and enable them to gain a better understanding of our school's anti-bullying policy, what classifies as bullying and how to report any issues they are aware of.

### The action we took

At the very beginning of the school year, all children in Years 3-6 completed the ABA wellbeing questionnaire which gave an overview of children's feelings around bullying. The main highlights were as follows:

The majority of children:

- Feel we respect diversity
- Feel they are treated kindly by other pupils, both in terms of words and actions
- Feel they are able to join in classroom, break and lunchtime activities
- Feel they are liked by other children

The main issues that came out of the questionnaire were as follows (with actions included):

A smaller percentage of children than we would like said:

- **They feel safe at school**

There has been a lot of work undertaken this year to ensure all children feel safe at school. We have regular whole school assemblies on various themes, many of which encourage children to think about their safety within school life and home life, and have also covered this topic within PSGE sessions.

- **They feel like they belong in school**

We have continued to embed the Beeston Fields Family motto, and have spread this message around the school. We want all children to feel like they belong at school, and we hope through the Beeston Fields Family and our regular class assemblies where they can share their successes and worries, this becomes more of a reality.

- **They get on well with their teachers**

The questionnaire was completed at the very start of the school year and a lot of children were meeting members of staff for the first time. Teachers have been working hard to build positive relationships since the beginning of the year, and we are confident when this questionnaire is completed again at the end of the school year, the percentage will have increased.

- **They enjoy going to school**

This year, attendance has increased and when last checked it was 96.8%. Following on from this piece of information, this is going to be one of the Pupil Ambassador projects over the next half term. We want to talk to children about whether this has changed over the year, and how we can help them enjoy their time in school.

Shortly into the Autumn Term, children took part in Anti-Bullying Week, where the whole school participated in creating an anti-bullying display and a child-friendly anti-bullying policy. To create the anti-bullying display, all children were asked to think about what made them unique and to draw or write on a jigsaw puzzle piece. These jigsaw puzzles were then put together on display to show how all the unique members of the Beeston Fields Family fit together perfectly. Within the child-friendly anti-bullying policy, all classes were given a page from the policy to decorate or put into their own words to make it engaging and accessible for all children within the school.

Other projects within the school include the Kindness project where there is a kindness tree and all children are asked to write messages on leaves about kind acts they have witnessed around school, as well as our school worry box which is checked regularly. We all take a group of children from across the school each term to participate in an Act of Kindness for the local community. These have included visiting a hospice and packing food bags at Hope House.

At the beginning of the summer term, a virtual reality anti-bullying workshop was held in order to enter students in Y3-6 into a real-life situation whilst learning about the background of characters, learning about their motivations and offering tactics to reduce bullying.

Additionally, a parent meeting was also held at the start of summer term to discuss parents' understanding of the term bullying, how the school respond to accusations of bullying, and the support children receive within school.

### Impact and outcomes of the work

In the original wellbeing survey completed by children in Years 3-6, a smaller percentage of children than we would like said:

- They feel safe at school
- They feel like they belong in school
- They get on well with their teachers
- They enjoy going to school

When the wellbeing questionnaire was completed for a second time, the percentage in all of these areas had increased across the whole school. Generally, looking at the data from the follow up questionnaire, all questions and a positive increase since the original questionnaire. Doing the questionnaire for a second time also gave us areas to continue focusing on next year,

Following on from the virtual reality anti-bullying workshop, a questionnaire was completed by all children in Y3-6. 83% of the children enjoyed the workshop, with 85% of children finding it a useful way to learn. 89% of children felt like their understanding of bullying improved in some way and would recommend the workshop to a friend.

The questionnaire completed by children identified that the biggest weakness of the workshop was how unrealistic it seems, with many children picking up on this when they were asked to write a comment "It was good, but it could have been more realistic". However, many children reacted positively to the workshop "it was a fun way to learn about bullying".

Some of the key messages children picked out from the workshop below:

- Bullying is a strong word
- Bullies just want attention
- Bullies are sad and soft on the inside
- Bullying is bad
- Bullying is when a person bullies you repeatedly
- Some people don't tell anyone that they are being bullied
- Some bullies don't know why they're bullying
- If you get bullied, stand up to the bully
- Don't guess how people are when you meet them
- Treat people fairly
- Bullying can be done in different ways
- Tell a teacher

- To stand up for people who are being bullied
- Not to bully people just because you're taking your anger out on people

Following the parent workshop, a questionnaire was sent out to all the parents who attended to get an overview of their feelings. All parents that responded found the session useful and would recommend it to other parents. The parents included various comments in their responses such as that they learnt what to do if bullying happens, that they will pay attention to their children's actions and that it is important to work together to protect children from bullying.

Additionally, Lorna stayed in school to host a staff meeting ensuring that teachers were up to date with their understanding of bullying. Following on from this staff meeting, all staff were asked to have a read of the anti-bullying policy and feedback their thoughts by the following week. Finally, all staff were asked to complete the modules on the Anti-Bullying website and going forward, all new members of staff will be asked to complete that as well.

### **What we have learned**

All children approached each activity and piece of learning with a really positive attitude, and there were some excellent conversations throughout the year. As well as this, the parents that attended the workshop were also really positive with their comments and feedback.

The biggest issue we still seems to have is the understanding of parents who didn't attend the workshop, but hopefully through making parent friendly anti-bullying policies next year and through continuing the work with children in school, the children themselves will feel confident enough with their understanding of bullying and won't be swayed by parents at home.