

United Against Bullying School Case Study: Whole-school approach to behaviour management and modelling by adults

How St Luke's Primary School ensured a whole-school approach to handling behaviour management, bullying and developing behaviours modelled by adults

Context of our anti-bullying work

With the introduction of a new Headteacher and deputy head during the pandemic, it was identified as a senior leadership that we embark of establishing clear behavioural rules alongside three brand new school values.

What we hoped to achieve

The aim was to ensure a whole-school approach to handling behaviour management, bullying and developing behaviours modelled by adults across the school.

The action we took

Whole school Staff:

- External CPD delivered through a behaviour management consultancy at the start of the year to establish new rules (ready, respectful, safe), expectations and systems in place.
- CPD sessions around values led by external provider to construct the school's vision and values together.
- Team Teach training given to specific staff members across the school
- CPD on Marvellous Me system: sending home positive messages to parents that can be specifically related to the school's rules (and values).

Parents:

- Given opportunity to share their thoughts and opinions on the school's values and suggestions.

- Weekly newsletter provided information to stakeholders about this journey and opportunities to feedback throughout the process. Each Newsletter also displays photos of the Anti-Bullying champion and safeguarding leads.

Children:

- PSHE lessons during the first week launched new rules alongside 'recognition boards' across the school. Scrapped the KS2 'house points' reward system and brought KS1 in line with KS2's behaviour system.
- Arranged for Diana-Award training for 20 KS2 children who would then be 'value ambassadors' and champion the school's rules and values directed by assistant head.
- Anti-Bullying week used as a platform to launch 'please stop it. I don't like it' which heavily links to whole-school approaches to behaviour and Anti-Bullying policy. Poster competition produced clear messages about the positive behaviours expected and how to handle unwanted behaviours.

Impact and outcomes of the work

Whole school Staff:

- Every classroom using recognition boards that promote a clear thread of behavioural expectations across the school and a shared language when management behaviour.
- All staff understand the values and vision of the school moving forward and recognise their roles in modelling this.
- Adults trained to deal with significantly dysregulated behaviours were consistent in their approaches of an agreed process to support these children. Compared to last year, there have been significantly less incidents of children needing to be restrained and de-escalation has been a thread of discussion amongst staff throughout the year.
- Staff given a variety of ways to communicate positive behaviours to parents: post cards, stickers, phone calls home, messages through Marvellous Me and on the door positives at the end of the day.

Parents:

- Parents voices were and continue to be heard in order to ensure their input into policies are considered and valued.
- Parents are clear on who's who in terms of leaders of behaviour, Anti-Bullying, safeguarding etc. so that they feel confident to approach staff members.
- There have been reduced numbers of parents stating that their child is being 'bullied'. Parents understand our approaches to bullying and trust that adults in school will handle incidents.

- Parents are now receiving more positive messages about their child's behaviour, work and learning attitudes than before. Parents fully understand and know our three new rules.
- Many parents have emailed the school to say how much they have appreciated the phone calls, messages and post-cards home.

Children:

- Scrapped the KS2 'house points' reward system and brought KS1 in line with KS2. Children are now learning to model intrinsic motivation to be the best versions of themselves. Long-term, the aim is for this to become embedded in their attitudes towards others and reduce bullying through being positive about themselves and others who are different to them.
- Children given the opportunity to champion the rules and values through the Diana Award Training to their classes. The Champions will be given simple questions or posters to discuss with their class's around bullying to ensure the subject is continually discussed and championed.
- Children across the school are using the 'please stop it, I don't like it'. There have been any examples of children taking ownership of their issues through this and then seeking support then needed.

What we have learned

- Establishing a shared language across all stakeholders has been significant to impact.
- Allowing the process and journey the time needed is important.
- Relentlessly modelling desired/positive approaches to behaviour at an SLT level is fundamental.
- Use of pupil questionnaire helps to show trends when used alongside addition monitoring and surveys (e.g. resilience questionnaire, etc.)
- Use of the AWA action plan helped to identify gaps in our systems and processes in tackling bullying and interlinking the children's learning around bullying throughout the school year.